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BACHELOR WITH CONCENTRATION IN TEACHING

**APPLIED SIMPLE PRESENT GRAMMAR GAMES TO
IMPROVE WRITING SKILLS ON SIXTH GRADERS AT
WINSTON CHURCHILL SPENCER SCHOOL DURING**

THE FIRST QUARTER OF 2022

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Acknowledgements

It's really gratifying when you are about to achieve your goals in your life to show that every little effort you make is worth it. For example, the development of this research.

During the process of this research, this would not have been possible without the support of important people during this investigation. First of all, I want to thank my parents who were to my side this time and show gratitude to all the values and effort they put on me because of their unconditional support, I wouldn't have achieved my purpose.

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Dedication

I dedicate this investigation to my parents and friends who were an important part of this process, because without their unconditional support, I wouldn't be able to achieve this goal. My teachers and tutor were a big help for me, I want to thank them for all the feedback and good advice they gave me to improve my skills. For this reason, I want to thank all of them for the great support.

Abstract

In this research, the researcher focused on how applied simple present grammar games can improve writing skills to sixth graders at Winston Churchill Spencer school during the first quarter of 2022 using dynamic games and activities.

The purpose during this project was to demonstrate the application of different games and activities. To apply conjugation of verbs in third person singular the researcher made a bingo game where students have to find the correct conjugation of the verbs. During the process of the investigation, a pre-test was carried out in order to obtain a better location of the student's knowledge through the exercise of sentence pattern. After that, the researcher made three different post-tests to obtain the results of the students.

An analysis using statistics was developed by the researcher during the data collection using the instruments to obtain an evaluation of the efficacy of the instruments applied before

Resumen

La presente investigación se enfocó sobre juegos de gramática del presente simple para mejorar las habilidades de escritura de los alumnos de sexto grado de la escuela Winston Churchill Spencer durante el primer cuatrimestre de 2022 donde se utilizaron juegos y actividades dinámicas.

Durante la realización de este proyecto el propósito fue hacer una demostración de la aplicación de diferentes métodos (juegos y actividades), esto con el fin de utilizar la conjugación de los verbos en tercera persona del singular. Además, el investigador realizó un juego de bingo en el cual los alumnos debían encontrar la conjugación correcta de los verbos. De igual forma, durante el proceso de la investigación, se realizó un pre-test con el fin de obtener una mejor ubicación de sobre los conocimientos de los estudiantes, a través de un ejercicio de ordenar oraciones. Igualmente, el investigador realizó tres post-test diferentes para obtener los resultados de los alumnos.

El examinador realizó un análisis estadístico de los datos recopilados a través de los instrumentos mencionados anteriormente, con el propósito de obtener una mayor eficacia en el uso de la gramática específicamente en el uso del presente simple

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Abstract

In this research, the researcher focused on how applied simple present grammar games can improve writing skills to sixth graders at Winston Churchill Spencer school during the first quarter of 2022 using dynamic games and activities.

The purpose during this project was to demonstrate the application of different games and activities. To apply conjugation of verbs in third person singular the researcher made a bingo game where students had to find the correct conjugation of the verbs. During the process of the investigation, a pre-test was carried out in order to obtain a better location of the student's knowledge through the exercise of sentence pattern. After that, the researcher made three different post-tests to obtain the results of the students.

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La presente investigación se enfocó sobre juegos de gramática del presente simple para mejorar las habilidades de escritura de los alumnos de sexto grado de la escuela Winston Churchill Spencer durante el primer cuatrimestre de 2022 donde se utilizaron juegos y actividades dinámicas.

Durante la realización de este proyecto el propósito fue hacer una demostración de la aplicación de diferentes métodos (juegos y actividades), esto con el fin el fin de utilizar la conjugación de los verbos en tercera persona del singular. Además, el investigador realizó un juego de bingo en el cual los alumnos debían encontrar la conjugación correcta de los verbos. De igual forma, durante el proceso de la investigación, se realizó un pre-test con el fin de obtener una mejor ubicación de sobre los conocimientos de los estudiantes, a través de un ejercicio de ordenar oraciones. Igualmente, el investigador realizó tres post-test diferentes para obtener los resultados de los alumnos.

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Chapter I

Introductory Framework

This chapter is dedicated to develop the problem statement which will be evaluated through this investigation; this investigation is focused on the necessity of developing different activities to improve the grammar skill on primary students. This research tried to solve some important issues that students have nowadays with their writing skill specifically with simple present tense. It is important to mention that the researcher is focused on the application of different games that improve student's knowledge and reinforce written abilities of them. It is necessary to evaluate if the use of grammar games show an efficacy on the learning process of students.

The present research project was carried out to study the integration of grammar games and didactic material to promote the development and improvement of writing communicative skills in students at sixth grade of Winston Churchill Spencer of the first quarter of 2022. This population specifically have some obstacles with their written communicative skill because they didn't know simple present grammar structures. So, the idea with this investigation project is to adapt and apply grammar games as a main strategy to improve student's knowledge and increase their written abilities.

In relation to the application of grammar games, during the lessons, the researcher will develop writing activities and techniques having as a main characteristic the participation of students with a very active rules during the whole educational process. The use of grammar games in English lessons can solve the difficulties that students show in their written ability.

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First, the teacher provides the guidelines for the activities and then the learners were requiring the use of English in a creative way. Students will learn through playing games. It is a better way to achieve produce ideas in English.

The teacher was presented as a facilitator, meanwhile the students learn and improve their writing skills through an unconscious process. The use of grammar games during English lessons will provide different manners to achieve knowledge. Those grammar games are directly related with simple present tense.

During this research the students search common characteristics:

1. They had many limitations in the grammar area.
2. They had troubles with grammar structures.
3. They had difficulty with the use of simple present tense
4. They had problems to produce their ideas in a writing manner

For these students, it was harder to learn English because of the difficulties in the writing area of the learning process. Students did not understand different structures of simple present tense, that's the reason they did not communicate in a written manner. They needed to understand instructions, vocabulary, structures, the correct use, strategies, and rules to acquire and develop writing communicative skills or abilities.

During the teaching process, the learner received input during the lessons, the teacher provided all resources by making different games. Those games have as a goal to practice English. The idea is to reinforce students' knowledge, to improve their communicative writing skill.

The principal issue is related to sixth graders at Winston Churchill Spencer school who show a deficient level in English language, with the use of Simple Present Tense in a

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written manner. This chapter consists of showing the propose objectives of this investigation project and the justification to know what is necessary for this population. The background of this research is the difficulty the students of sixth grade at Winston Churchill Spencer school when they were studying English subject specially grammar.

Grammar is one of the important areas that must be mastered by everyone who wants to arranger a sentence. This research focuses of one of English tenses, simple present tense and its rules. In this research, the researcher will share one strategy of how to increase students' enthusiastic by applying grammar games.

An important aspect to consider is that each student chose a different profile and diagnostic. It means that each student has different obstacles or limitations with simple present tense.

1.1. Problem Statement

This investigation project tries to solve the obstacles in the writing skill of students at Winston Churchill Spencer school on sixth graders students. One determination regarding the purpose of education is to promote equality among learners. This is the reason why this investigation took place.

Some schools had to close and the pupils did not receive classes. That was a problem because kids had a lot of time without receiving English classes, so when face to face classes started during each lesson teachers could notice that the students did not understand or grammar. Also, grammar is one of the most important areas of English language.

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Moreover, English has many verb conjugations and in some public schools who did not teach tenses. Some students do not know how to construct sentences and they have some problems in grammar structures. The implementation of more didactics resources is needed for the learners to have better bases, when they finish the school year and they enter to a high school.

This is a problem, because students of sixth grade have to make tests in which students demonstrate their linguistic abilities. Pupils will be evaluated in four ESL skills. Tests consist of some grammar exercises and some students do not know how to solve them. As a solution this investigation project allows the implementation of more didactic resources and grammar skills to help the trainees understand grammar tenses and each structure.

This investigation project focuses on discover “How to apply Simple Present tense games to improve the writing skill on students at Winston Churchill Spencer school during the third quarter of 2022?”.

1.2.Objectives of the investigation

1.2.1. General Objective

To apply grammar games to improve writing skills on sixth graders at Winston Churchill Spencer school during the first quarter of 2022

1.2.2. Specific objectives

- 1.** To identify grammar issues by making a diagnostic task to improve grammar knowledge on sixth grader students

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2. To apply grammar games by using interactive material to learn grammar rules of simple present
3. To evaluate the knowledge by making complete sentences to verify the complete grammar structure.

1.3.Justification

Most of the time, preparing and creating interactive activities take much time, but they are necessary to facilitate the learning process on students. To Create games to teach grammar rules can be a good option for teachers. Games are important and useful to teach English, pupils learn new vocabulary, grammar structures, pronunciation and pictures related to topics.

In order to have a better communication especially when students make a sentence or text , it is necessary to learn the structure in an easy way, educators must keep better the students' attention by using games.

It is important to recognize and know the correct use of tenses in English. This will help people to learn better the language. The correct use of simple present tense in elementary schools can be a challenge for teachers who work just on vocabulary. The educational system has been changing with the idea of integrating the four skills: reading, writing, speaking and listening in the same classroom developing their potential and supplying the necessities of each learner.

The correct grammar teaching manner represents the best way to ensure the integration of all students in a regular lesson and the accomplishment of educational objectives. If teachers explain correct the grammar structures of simple present: affirmative, negative and interrogative

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sentence; students will have the ability to communicate ideas in a written manner. Each sentence has a specific order:

- Affirmative: Subject + action verb (it can be conjugated s, es, ies or in simple form + complement.
- Negative: Subject + auxiliary verb (do-does) + negative form (not) + action verb (simple form) + complement.
- Interrogative: Auxiliary verb (do-does) + subject+ action verb (simple form) + complement + interrogative mark (?).

Those structures help ELL students to recognize vocabulary and write with the correct grammar tense. This represents an efficient learning process.

The present research work focuses on the application of strategies that include games to provide an easy comprehension of simple present tense. It is an opportunity to grow up as independent humans, able to interact with others and develop their abilities in educational environment.

According with an investigation project many teachers approach grammar teaching very seriously, making the lessons dull uninteresting. Students are not motivated to learn when teachers resort to traditional method of teaching. One way to reinforce the grammar structures of students with simple present tense is through the use of grammar games.

Woodward (1997), When students face problems in acquiring the language, teachers should make an attempt to make their lessons as interesting as possible and not resort to the traditional “chalk and talk” method which can be dull and predominantly teachers centered.

1.4. Antecedents

A long time ago, by the 70s English language was not important as it is nowadays; it was a traditional teaching learning method for a second language. It was a big trouble because English lessons could be so methodic. Teachers used only textbooks and little creativity.

This tool benefits the impact of student's competence in writing. Those researchers showed the benefits of applying grammar games to students who were learning English. Robust meta-analyses by Braddock, Lloyd-Jones & Schoer (1963).

Another research was looking for an effective strategy to teach writing did find that teaching sentence combining, helping students to construct more structurally sentences by playing grammar games" (Graham and Perin, 2007).

One important research was a tool in which Simple Present tense was teaching with cards. This teaching method was made by Nur Qomariyah (2010). Using card games help students to understand Simple Present in a better way.

Students can learn better with games because **it** is a way in which teachers catch their attention, and that method was effectively useful.

Nowadays, it is proved that the students learn quickly if they have help from their classmates. Using team games tournaments by Umaroh Hassan Izza (2011) is a way in which pupils can compete to each other and learn at the same time. Teachers can make activities in which students can work in small groups, and they help each other because there are some students who can learn more about the topic.

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It is important to add that the current government worries about the performance of the students who will make tests; that's why it is important to emphasize in grammar skill to develop better the writing area of students.

Writing is a communicative act and it has a social purpose for the reader, if writers make an appropriate linguistic choice in the writing area; students will have the real communicative act. (Myhill, 2010). The practice of grammar to improve the writing skill is a strategy that teachers can use. It is a good way of teaching in an interactive and modern manner.

It is not easy because teachers have many obstacles and the managing time is an issue too. The information and data gathered in this study could prove useful in giving insights to teachers to use grammar games in the teaching of grammar items.

It is hoped that through the use of grammar games, a better environment will be created to evolve both teachers and students to enjoy the lesson in a more meaningful and more interesting manner.

1.5.Scope

This investigation will help other English teaching students who want to investigate about this topic. They will handle information from research and search done related to the integration of communicative strategies of English acquisition as a foreign language to promote the development of writing communicative skill on students of sixth grade at Winston Churchill Spencer school.

The Winston Churchill Spencer school is located in Los Angeles, Cartago. However, this institution attends students from all around Cartago.

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This study focused on the teaching of one particular area of grammar, namely Simple Present tense; the idea is to identify the most common issues of students in the grammar structure of simple present tense. It will help teachers to recognize deficiencies of pupils and develop a strategy using grammar games to improve the learning process in the writing area.

This research is focused on achieved the following objectives:

1. To identify grammar issues by making a diagnostic task to improve grammar knowledge on sixth grader students
2. To apply grammar games by using interactive material to learn grammar rules of simple present
3. To evaluate the knowledge by making complete sentences to verify the complete grammar structure.

This study is conducted to find out whether or not grammar games can improve the students understanding and performance of grammar skill of English.

Chapter II

Theoretical Framework

2.1 English acquisition:

Language acquisition is the process by which humans can comprehend and use language to communicate effectually. Learning a new language requires acquiring the basics and comprehending specific details. The process of language acquisition requires meaningful interactions with the language to become communicative competent. According to Krashen, this process requires explicit grammar rules and error correction.

Learning a new language can be challenging but easy with effort, discipline, and consistency. There is also a "conscious language learning" process focused on people who want to learn a second or foreign language. (1975).

Children must have an opportunity to learn to read and write their home language, and then they study and learn a second language. Support of children's home language is crucial to their image and emotional resilience. (Chang, 2019). Language is the main of communication. It means that by using language, people can communicate their ideas to others. Language is a tool for interaction with others. Language is used for communication and operates in a speech community or culture. Brown (2017).

The English language has a role as a language of technology, arts, and science. It means people who can communicate in English will easily get more information and knowledge. English is applied to globalization, international communication, commerce, education, media, and culture.

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The motivation for learning comes into play. Many people today want to improve their English language acquisition, and the opportunities to learn are provided in many ways; formal-informal instruction, the media, the internet, and study abroad. Richards (2017)

2.2 Grammar in the English language:

Having a good command of the language means not only mastering the four language skills: reading, writing, listening, and speaking, and achieving grammatical competencies. The importance of grammar in the English language must be addressed. Teachers need to focus more on grammar at some schools because it was difficult. Those teachers emphasize vocabulary, which is why some trainees need to learn how to write a complete sentence in the correct form. (Savignon, 2017). It is important for people studying the English language to learn to construct sentences well for their security.

Students feel more comfortable when they comprehend how to write in a correct way, students feel scared of making grammar mistakes when they write. (Baharudin & Yunus, 2018). Some investigations show that conventional methods of teaching grammar are ineffective because learners taught grammar though these methods are required to produce output instantly; that means traditional grammar teaching is not a creative way to teach pupils. Lee and VanPatten (2016). Generally, one challenge is the need for more interest on the part of learners, which has been observed during grammar classes. This phenomenon is because grammar puts words together and mostly focuses on structure.

Learners believe that focusing just on rules and structures could be more exciting. That is why this investigation project attempts to apply grammar games to give students a comfortable way of acquiring the language.

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Grammar is an important skill in learning English. Grammar is needed even in communication. If the pupils want to speak English well, they must understand grammar structures; of course, they must also understand simple present tense.

The point is that English is one of many important languages to speak nowadays. English is used in international events and used as the medium of information. For example, science. As everybody knows, in the science field,

1. Technology
2. Business
3. Culture
4. Social media
5. Politics

So, it is not surprising that the teaching of English is carried out in parts of the world. Nowadays, the English language is the first language that must be mastered by everyone who wants to communicate globally. All people around the world want to be success in the English process; people must consider some factors that benefit them. In the learning process, learners focus best on grammar when it relates to their communicative needs and experiences. Grammar structures are important to be taught in teaching English. Teaching structures had controversial issues in teaching English, but in recent years, grammar teaching in classrooms has regained its rightful place in the language curriculum. Swan in Richards et al (2018)

2.3 Grammar games:

A game can be defined as “an activity that one engages in for amusement or fun “(Oxford English Dictionary, 2016). Using English platforms or games can improve teaching and learning

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and, importantly, assists learners in learning grammar proficiently. Grammar games are important for child and youth development because they contribute to their cognitive, physical, and emotional well-being. Learners can develop better their writing tools if they are connected with grammar structures.

Huizinga (2017) describes a game as a free activity that engages players' motivation. Grammar games improve students' creativity, develop their problem-solving skills and enhance their feeling of security. Using games in English classrooms prepare children physically and cognitively for life.

The method of game base learning uses a modern side of traditional games. Pictionary for students at the level of primary education shows the success and perception of pupils if they practice with grammar games (Birsen (2017)).

It is undeniable that grammar games play an important role in learning the English language. A game is an activity among two or independent decision-makers seeking to achieve their objectives in some limited context. Through games, students learn grammar rules, vocabulary, and pronunciation. (2018, p. 6).

Karapetyan (2020). One of the major positive aspects of games is that it assimilates learning with edutainment, which means positive entertainment with educational purposes. Learning by playing games relax students' brains and increase their self-confidence. That is a benefit of using games during lessons.

Grammar games can benefit cognitive faculty has been acknowledged that students' cognitive tools can improve using grammar games in which students practice vocabulary, structures, and correct writing. (Chastain, 2020). To acquire knowledge at any stage of life, it is

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necessary to feel motivated by the activity or strategy. Grammar games are a tool of learning that helps learners acquire meaningful knowledge in life. (cited in Matas & Natolo, 2020). Rinvoluceri proposes three times of playing games. The beginning of lessons as a warm-up can help students feel more relaxed when starting the topic and break the tension. The warm-up may begin with an explanation of the game and interaction with the class, so the students will be related to and understand the topic better.

1. After the presentation of new knowledge or rules of grammar
2. At the end of lessons

Deesri (2020). Those times have been respected in order to develop in a good way the lesson without interruptions (2020). Grammar games provide real-life communicative experiences to students that improve their linguistic proficiency, which is why students who practice English in different games develop better communicative skills such as writing and speaking.

Some games create a different way for the pupil to participate in the learning process. They become a driving force for learners' motivation since they feel free from dull class routines. (Chen, 2020).

Based on Taslim, F. (2016). Some investigations suggest that teaching grammar in English using games addresses:

1. Games make learning fun, so the class and children are willing participants and not there because they must be.
2. Playing a game has a purpose and an outcome; to play, students must say and write things. They have a reason to communicate.
3. Games stimulate and motivate children to new levels

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4. Students get to use the language all the time during the games
5. The games lend perfectly to quick bursts of revision. Some games can revise a massive amount of vocabulary and grammar in a few minutes.

Thanks to games, teachers have the opportunity of integrating all learners entertainingly. Therefore, they want to know and learn more. Games involve many factors, such as rules, competition, relaxation, and learning. The focus of using games in class is to help students learn and have fun.

It is important that before playing, all the rules of games need to be clearly explained. Pupils must understand it. It is denoted that, in playing games, competition is very important because it can stimulate and encourage to participate in the activity since, naturally, they want to beat the other team. Teachers can use different strategies, methods, and techniques to improve student participation.

The importance of grammar in the English language cannot be ignored. Grammar rules were made to improve the communication between learners. (Savignon, 2017). ESL learners need to construct sentences and express their ideas without fear of making grammar mistakes; it is normal to make mistakes in the learning process.

Grammar games are one of the basic aspects the pupils must learn to produce and arrange words into sentences. Through grammar games, students are expected to master writing skills in balance. (Mansur, 2020)

Unconsciously, people use grammar when they use language for speaking, listening, writing, and reading. If learners want to improve their English language ability, there is no escape from addressing grammar issues. Teaching grammar games involves teaching structure because

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the structure is part of grammar. Implementing grammar games in lessons means enabling language students to use linguistic forms: accurately, meaningfully, and appropriately. Celce-Murcia (2017).

The roles of grammar games in language teaching are accuracy and fluency of equal status. Grammar games improve the grammar taught in meaningful contexts, focusing on grammar in discourse and text. Also, communicative competencies are the goal of learning to use games, taking to account fluency-based methodology. (Richard, 2017)

2.4 Diagnostic assessment:

Diagnostic assessment is used for learning when taking action to adjust teaching, and it plays a meaningful role in improving learning outcomes for all students. It assesses what the learner already knows and the nature of difficulties that she or he has, which, if undiagnosed, might limit their engagement in new learning. Betts, Hahn and Zau (2017).

A diagnostic test can show the limitations and improvements of students in their learning process. DA is a process that involves making judgments as to how a student is performing against a predetermined set of criteria.

Some investigations evidence the improvement in teaching and learning in education thanks to a diagnostic assessment. Diagnostic assessment is important in a teaching and learning process as it provides quality control measures by assessing learners' strengths and weaknesses . Diagnostic assessment improves teaching and learning in education and the education system's effectiveness or ineffectiveness (Gani (2016). That means DA is a primordial tool for teachers who want to know the learning level of students.

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Integrating diagnostic assessment in the teaching and learning process would improve students' comprehension, reduce errors, and provide timely mediation measures to achieve learning outcomes.

To know how students understand simple present tense. Games help and encourage many learners to sustain their interest in a second language. The researcher chooses games to improve students' ability in the simple present tense in this research.

2.5 Simple Present in English Teaching:

Simple Present tense is one of the important tenses to be mastered by the pupils. It is one of the easiest tenses. A wrong perception of Simple Present tense will affect the learners' ability to construct or understand Simple Present tense sentences. Simple Present tense denotes an action happening at this time. (Hinkel, 2016).

The correct use of simple present tense involves a special structure with auxiliary verbs. Simple Present tense has three important meanings. (Leech & Svartvik, 2018). They are:

1. Simple Present tense usually indicates a state that refers to a fact that is generally true. For example, *The sun rises in the east.*
2. Simple Present Tense can also refer to states that can change. For example: *Where does your uncle go? I'm sorry, I don't know. I think in a fashion company.*
3. Simple Present tense refers to an action or present habit. For example, *Anita plays tennis.*
4. Simple Present tense can be used with frequency adverbs; always, never, sometimes, usually, ever, often, rarely, occasionally, hardly ever. For example, *Billy sometimes goes fishing in the summer.*
5. Simple Present tense refers to a current event. For example, *I regret that I made a mistake.*

Apply Simple Present grammar games to improve writing skills

Teachers had an important role in helping the students to be able to improve their grammar, especially simple present tense. In teaching simple present tense to school learners, English teachers were expected to be active, creative, and innovative in using different strategies, methods, and techniques. According to this (Yolageldili & Arikan, 2018), The use of grammar games was only to make their teaching interesting, challenging, motivating, and simultaneously enjoyable, which could create students' participation.

Teaching English grammar, especially simple present tense, through a game is an excellent tool for young learners. Trainer (2021) says using grammar games effectively reviews grammar points without exception in the simple present tense. That means students could understand the word and structures grammatically.

Using simple present tense in the learning process gives students the structure of sentences. If they understand sentence structure, they will automatically be confident to speak English. If English teachers motivate students to understand simple present tense, the beginners' learning process will be satisfactory.

The researcher used one strategy that helped the students understand simple present tenses. This strategy is to apply grammar games to practice simple present tense.

Muhsin (2016). Grammar becomes one of the basic components of any language that students must learn. It is primordial to involve students with different grammar strategies. Learning about grammar also means talking about the patterns of language because to master grammar correctly, people must know the grammatical structures and how to arrange it.

Apply Simple Present grammar games to improve writing skills

2.6 Grammar games resources:

English teachers should provide English learners with more opportunities. This research suggests using grammar games as one of the alternative ways to improve students understanding of simple present tense. This method will encourage pupils to be more active in thinking and exploring their ideas, helping them to be involved with structures and vocabulary. Using grammar games in the teaching-learning process is a way to avoid monotonous classroom activities. Those games should motivate the pupils in the learning process.

This research focuses on improving students' understanding of written development in the simple present tense. The researcher hopes these strategies will be useful for teachers and students. Baharudin & Yunus (2018) assert that "games promote independent learning among the learners, consequently motivating them to be more confident in learning" (p.107). That means students would benefit from implementing grammar games because the use of games improves in an integral manner learner.

Grammar games are excellent vehicles for learners to show or demonstrate their abilities. Students can develop cognitive skills in a friendly and competitive environment. Some different benefits of games are

1. Understanding the full concepts by following rules, cooperative play, and winning and losing opportunities
2. Understanding the English lesson materials (definitions, vocabulary, and strategies)
3. Application of concepts and principles according to didactic material (grammar rules use)
4. Problem-solving (strategies to solve different issues). (Sugar, 2020)

Apply Simple Present grammar games to improve writing skills

The following resources help teachers and students to have more enjoyable in the English learning process:

2.6.1 Dice game:

This is an interactive platform in which students can learn grammar structures and vocabulary. There are many simple present games that teachers should use to make lessons more interesting and creative. Pupils prefer to learn by playing. Word walls can be used to create both interactive and printable activities.

1. Interactives: Are played on any web-enabled device, like a computer, tablet, phone, or interactive whiteboard.
2. Printables: Can be printed out directly or downloaded as a pdf file.

Word wall activities can be used in front of the class as a student completes assignments. They can be played individually by learners or be teacher-led, with trainers taking turns. When a teacher sets an assignment, students are directed to that one activity without the distraction of visiting the main activity page. Word wall activities can be placed on another website using an HTML code. It works the same way as the video on YouTube or video. (2018).

2.6.2 Unscramble sentences game:

This is a grammar game in which you need didactic material. It is a competitive game. This game lasts approximately 15 minutes. Unscramble sentences is a game where sentences are present on didactic material. To start the game, drawing an object on sale is necessary—students, placed in groups, bid upon each sentence based on whether the sentences are grammatically correct. For a game with this type of sentences, winning creates sensations of pleasure in the brain. (Chun, Lee & Vickery 2019).

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2.6.3 Bingo game:

This game is used in teaching simple present tense teachers bring bingo charts to students. Students made their own simple present tense sentences. Students conjugate verbs on third person singular.

2.6.4. Short text game:

Short text game is one of the techniques for simple present tense mastery. Short text game is a written game in which players fill in the blanks with the correct verb.

Short text games are games where learners try to identify the correct use of Simple Present tense by conjugating the verbs correctly.

2.6.5 Advantages of Grammar games:

Those grammar games are an easy tool that is prepared and adapted to the unique needs of different classrooms. It is focused on the main objectives:

1. Improve learners' understanding of grammatical usage and sentence construction
 2. Help students learn from others through review, teamwork, and group discussion.
- (Yolageldili & Arikan,2016).

This type games consist of preparing a series of sentences. All sentences focus on using Simple Present tense to practice grammar structures and correct use of this tense.

3.0 Teacher role:

The teacher should be able to present the best in front of the students. As Harmer says, a good teacher is a teacher who can absorb unexpected things and use them for the good of students.

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(2019). Being a teacher is not easy, although it seems easy because everyone sees it. Delivery of material and even personal learners, teachers teach diverse students.

The teacher is one of the most important factors in the teaching-learning process., The teacher is an actor behind the teaching-learning process. Teachers must transfer knowledge, concepts, and new grammatical structures to improve students' development.

The purpose of a teacher is to transfer knowledge to his students. Teachers help students to understand the written and spoken language right and correctly it. The main one is to produce the correct and fluent language. (Solikhah,2017).

Grammar teaching includes the central parts of teaching and language. (Worn, 2016). To write a standard language, first, learners need grammar rules. The written products of every language must obey that language's roles or word order. That is why the teacher's role is a primordial tool for the learning process.

Teaching grammar is a learning domain students need to acquire all skills. Writing the language correctly and effectively help students to read and interpret texts (Sermsook, Liamnimitr& Pochakorn, 2017). Teachers who educate students to acquire skills in words and forming sentences provide transferring what they learn too early in life using them, especially in writing activities. Some investigation projects suggest using technology tools as effective teaching aid. Teachers can use this approach to teaching and learning grammar.

Technology tools such as games can be helpful, especially when dealing with young and teenage learners. (Baharudin & Yunus, 2018). Learning grammar gives learners a proper and deeper understanding, especially when learned unconsciously through games. (Chambers &

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Yunus, 2017). Teachers must review students' participation, cooperation, and interaction using grammar games in classrooms.

The role of a teacher is showing or helping someone to learn how to do something, providing them with knowledge, and causing them to know or understand. This means teachers should promote strategies with which students feel comfortable.

To make English teaching get successes, students have to consider some factors, such as

1. Teacher's quality
2. Students' interest and motivation
3. School buildings
4. Teaching method
5. Resources

Those factors help the learning process of learners. If teachers consider and develop special strategies, they can accomplish the purpose and transfer the knowledge.

The role of teachers in English lessons is indispensable. Teachers are seen as facilitators and monitors, facilitating language learning.

3.1 Suggestions for teachers

Teachers should teach all grammar rules and strategies to improve the learning process. The teacher oversees and guides students on how to write and helps them learn to write effectively. The teacher traditionally provides feedback after each topic is seen. Writing is a process of discovering different mistakes; revision becomes the focus of the process. Some suggestions for teachers who have the responsibility of applying games to improve the writing skill of students are:

Apply Simple Present grammar games to improve writing skills

1. At the beginning of the class, stimulate discussion or gather students' attention. This is important because it is necessary to involve students' attention.
2. In the middle of class, teachers should teach a topic, which means working through a difficult issue or problem. Teachers need to keep students engaged.
3. At the end of the class, teachers should give students a chance to reflect on what they have learned (Piga, 2017).
4. The teacher should give extra explanations about grammar (especially in using the simple present tense).
5. Teachers should have to construct good ways in English teaching grammar. The teacher also must pay more attention and motivation and give students good ways to master English grammar. Syafi'i, M. (2017).

Teachers must respect students and guide them, not pressure them to have good values. Many students assume that studying English is difficult. It is a myth that the English learning process is too hard. It is a disadvantage because it makes the students feel discouraged to pay attention, fearful, and not interested in studying.

For this reason, a good suggestion for a teacher is to be more creative in transforming knowledge.

Teachers should understand their good way of teaching. Teachers must know their need to use varieties of teaching techniques to make students interested in studying grammar

4.0 Grammar games to stimulate learning interest:

Learning through different classroom activities is a priority for students who want to learn or improve their English. Learning grammar in different communicative settings is more

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interesting than practicing grammar with workbooks. That is why pupils receive a special motivation if teachers used games. Adding & Shah (2019).

Learners have reader autonomy in learning grammar if they relate to interactive activities such as games. It is because of kids and young students like pictures, textures, easy instructions, and materials. Language games have activities to suit ESL learners' different language needs; learning in an effective, encouraging environment is important.

All games have different environments; applying games in different environments stimulates students' interest in lessons. Grammar games offer a great environment where trainers try their best to accomplish a goal. Godwin-Jones (2019).

Chik (2019). Learners can practice a new language by learning and using games they are passionate about. Depending on the teachers' purpose, those games can be played physically or digitally. This motivates the learning process beyond the classroom.

According to Tarwiyah, 2019, games facilitate language learning because they help language learning to be:

1. More meaningful, for example: by showing how words relate to each other.
2. More memorable, for example, by involving as many approaches to storing language as possible.
3. More accessible, for example, by getting students to make their language records.

Games have many advantages and effectiveness in the teaching-learning process. Games bring relaxation and fun for students and help them more easily. Grammar games usually involve friendly competition, and they keep learners' interest. All those advantages motivate English learners to get involved and participate actively in the learning activity.

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Teachers can implement different materials that allow individualized perceptions and learning and encourage autonomy in pupils. Those materials must be planned and used specifically with classroom content. Butler (2017)

According to Gabriel (2017), teaching writing skills can make learning fun and not boring if you use grammar games. Students have the freedom to draw their ideas in a text. This can improve students' motivation to develop their imagination to write a text.

Teachers must be creative and smart to create an interesting atmosphere, which can influence the learning process. Writing skills improve students' knowledge in starting their imagination to write a text. This document attempts to give different tools that positively stimulate the learners.

Grammar is an essential component of language, so it is important to find a technique to teach ineffectively in the learning process. Using Simple Present grammar games can help learners understand English lessons more easily and make them enjoyable. Through grammar games, teachers create more creative activities. So the learning process is more effective.

According to Sugar & Sugar, 2019, games are excellent vehicles to demonstrate special skills and abilities. Those skills and abilities create a positive game environment. The skills develop using grammar games in English lessons are:

1. Understanding of the concepts of rules, cooperative play.
2. Understanding of the classroom material
3. Application of concepts and in the classroom material
4. Problems solving and strategizing.

5.0 Writing skill

Writing skills are specific abilities that help students significantly put their thoughts into words.

Writing skills help to interact with the message mentally. Writing is essential in teaching and learning English as a Second language (ESL). Writing is a comprehensive skill that helps reinforce vocabulary, thinking, planning, editing, revising, and other elements. Writing also helps students to improve all the other skills: listening, reading, and speaking. This means that writing skills are vital for everyone who wants to learn English. It is crucial to apply writing techniques to achieve different language goals (Saed and Al-Omari in Yunus, and Chien 2016).

In a second language learning process, students pass different stages. The first stage of learning to write is named "initiative or writing down." This stage means students will write down: letters, words, and possible sentences in a basic form.

The second stage is named "intensive or controlled." This means the writing typically appears in control. This stage of writing only allows a little. It is necessary for the creativity of the part of the writer. The third stage is named "self-writing"; this stage is where students take notes during an activity.

Students have a significant proportion of classroom writing; they practice self-writing. The fourth stage is named "real writing". This means students' ability to write aims at the genuine communication of messages to the audience. It presents the necessity of communication, this is why students practice real writing (Mahmudah Rangkuti, 2017).

Writing is one of the important skills in English learning. It is important to recognize that if learners want to produce the language in an oral or written manner, they need to learn to write.

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Writing is a language skill used to communicate indirectly, not face-to-face, with others (Saban, 2019)

Writing is an activity of delivering messages with the use of writing language as the tool for learners. Writing is a difficult skill because they have learned many rules, structures, vocabulary, and expressions. According to (Utami, 2013), writing is the expression of language in different forms as letters, symbols, or forms. The principal purpose of writing is communication; Communication is the basis of people's interactions.

All those elements are necessary to write a sentence appropriately. A difficulty for writers is how to use appropriate words for different types of writing. This means it is difficult for learners to organize their ideas' sequences. Writing is a productive skill. Writing language is produced in writing form, where students must understand all the correct structures. (Brown, 2020)

The goal of teaching and learning English is mainly to prepare students to have all language skills like listening, speaking, writing, and reading. Those skills must be taught to integrate. For instance, English speaking or writing will influence other skills of English. They complemented one other in the English learning process

6.0 The importance of task final results:

To know the improvements in the student's understanding of the simple present in grammar games, it is necessary to apply a final task. This final task helps the investigation collect the information, mistakes, and objectives.

A final assessment task is necessary to accomplish the principal objectives in classrooms. The final assessment task's principal idea is to analyze whether using Simple Present grammar games is a good teaching strategy. Using this tool, teachers and learners obtain benefits.

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A good tool to analyze the results of this strategy is observation. Observation is an activity of a living being, as a human, observation consisting of receiving the knowledge of the outside world through the senses. Observation is the recording of data using specific instruments. In this case, the teaching instrument is the use of grammar games in English lessons to improve the learning process in the writing part of learners. All this process would be observed and analyzed by the teacher, and the teacher could collect the information. (Wikipedia, 2021).

A final task is useful for researchers, teachers, students, and in public schools. Final task assessments help determine learners' exact condition, learning process problems, and improvements. A final assessment task is a reference in preparing before facing the real condition of a student.

Analyzing a result task helps the teacher evaluate the successful inappropriateness of certain activities. The application of result tasks could give the teacher a better perception of student knowledge, vocabulary, strategies, and security. Some steps of a good result task analysis are:

1. Identify and analyze the problem: Teachers can identify students' mistakes
2. Determining why the games have to be played: The teacher can determine if the principal goal of the games was achieved.
3. Formulating problems explicitly: The teacher could know the root of students' learning issues in the language.

It is necessary to observe all the results of the strategies applied. Observation is a primordial step to monitor and watch the teaching-learning process closely and collect data from the final task assessment.

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Teachers prepare the final task to know the class condition when the grammar games will be done. Then the teacher identified the results of this assessment test. The teacher faced the problem when the teaching-learning process took place. Teachers look for a good solution to solve the problem or issues that students will have.

The principal idea is to improve the writing skill of students with grammar games and all negative factors that can appear in the learning process.

Using a final assessment, the teacher could notice if grammar games improve students' brains, interactions, motivations, security, and knowledge.

Another important factor in evaluating the results of this assessment task is to reflect. Reflection means analyzing the result based on the data collected (final assessment task) to determine the next teaching action in the classroom. (Arikunto, Aksara,2018)

This step means teachers must observe if the grammar games activities had a good result in students' learning process. The teacher reflects on the results of the final task. Teachers should observe the following:

1. The positive or negative results of the task
2. The progress takes place
3. Positive and negative sides

7.0 Learning:

Learning is a process in which people change from not knowing to know. It is acquiring new concepts, vocabulary, strategies, or different tools by experience or instruction. Another definition is that learning is gaining knowledge of a subject or skill studied—Kimble et al. (1963)

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Brown (2017). Learning is the retention of information or skill, which implies memory, cognitive organization of ideas, and permanent strategies. Learning involves different forms of practice; learning is a behavior change. Learning means receiving information and knowledge and causing to know or to understand the learning process. It is focused on giving more attention to knowing how to be able to communicate.

Students can achieve communicative competence in spoken or written manners. Some advantages of communicative competence in the learning process of a new language are:

1. Linguistic: The competence to use structure and vocabulary in spoken or written language.
2. Sociocultural: People can interact through the language with others
3. Strategic: Is the tool implemented to acquire a language
4. Actional: The use of structure, pronunciation, spelling, and vocabulary

To have all those competencies, learners should have the abilities in structure and vocabulary. The grammar structure is an important part of the language. Grammar structures are primordial elements in English. To learn a new language, it is necessary to know language structures. There is no language without structure. Grammar structures are needed to master English. Those are the main language components of English:

1. Structure
2. Pronunciation
3. Spelling
4. Vocabulary

Grammar structures are the basis for learning English because students improve their writing skills. They can write narrative texts, descriptive, new items, and procedure texts. Celce -

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Murcia (2018). Learners in the classroom are vital because the learning process is focused on them. Learners are as participation where they participate in classroom activities.

Learning is developed when students participate in classroom activities where they must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Learning practices can be contrasted with accuracy practices which focus on creating correct examples of language use

8.0. Teaching:

Teaching a new language means helping, giving instruction, guiding, facilitating someone to learn something, providing knowledge, and causing them to know or understand the learning process. Teaching the English language must be given more attention to know how learners can communicate.

Teaching aims to achieve positive results by using special strategies and implementing classroom materials. The use of good tools promises that the learning process could be successful. If some teaching strategies succeed, it will help learners develop both communicative competencies and writing and linguistic competence.

Nowadays, the application of games in English teaching is still relevant. It is the best way to teach a language.

Teachers can catch all students' attention using English games as a strategy. The attention shifted to how teachers could develop and explore their teaching through reflective teaching and action tasks. (Richards,2018). Through teaching, teachers and others working in a practitioner-based environment use their expertise and knowledge of systematic inquiry that helps students to improve conditions and solve problems

Chapter III

Methodological Framework

This research project consists of the method, type of investigation, sources, type of information, variables, population and sample, descriptions of instruments, and information treatment. In this chapter, the researcher provides tools for teachers and others to work with grammar games to improve writing skills and conditions to solve problems.

3.1 Research approach:

3.1.1. Method:

According to the characteristics of this project, the method corresponds to a qualitative one. What is qualitative research? It is necessary to recognize what qualitative research is like this. It is defined as an interactive process in which an improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied.

Most active qualitative researchers working with empirical material intuitively know what is involved in qualitative research. (Becker 2017).

This research focuses on the material the researcher collects, which eventually impacts his findings. The qualitative method works to the more general to the more specific information.

Using grammar to improve simple present tense aids such as didactic material, flashcards, table games, internet platforms, and videos encourages the written student's area through different

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activities. This is the goal of this project, in which the researcher suggests applying grammar games as a strategy. Those grammar games will be applied in a didactic and online manner.

The researcher will work from a diagnostic task to know the learner's earlier knowledge. Then, other instruments until the application of the final test during the development of the process of all activities and grammar games had reinforcement in the student's written skills.

The main idea is to apply three different tools to recognize students' improvement. The three different tools are:

1. Diagnostic task
2. Simple Present grammar games (didactic material)
3. Final task (evaluation progress of students learning)
4. Survey

The researcher will use some premises to help the project establish the conclusions of investigations. At the end of the project, the teacher will show all the learners' outcomes to make a deep comparison between the first diagnostic task and the final evaluation task.

3.1.2. Research design:

In this project, the method that will be applied will be deductive. According to the Merriam Websters Dictionary, the top definition of the deductive method is "A method of reasoning by which concrete application or consequences are deductive from general principles.

This method tested and evaluated to accept the strategies or reject them.

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"This method takes the information from general to specific details, which is done by systematically collecting data on teacher's data activities and practice and analyzing the future practice.

The research design uses a technique that is applied in different areas. The idea is to solve the grammar problem. As well as recollect data information.

3.2 Descriptive Research:

The research consists of evaluating the effectiveness of the application of English grammar games through didactic material. Those strategies will help the writing skill of students from Winston Churchill Spencer school.

However, the main purpose is to provide characteristics of the population and to ask why the research is being carried out. For this, some statistics and surveys are used to recollect different information.

3.2.1 Information process:

In this research project, the information and the results obtained from the observation sheet are examined objectively, together with a diagnostic test and the post-test applied by the researcher.

The main idea is to apply a diagnostic grammar test to sixth graders of Winston Churchill Spencer school. The diagnostic is focused on the simple present tense. Those diagnostic results will be observed and analyzed to implement different strategies to solve all the obstacles that students showed.

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With the application of grammar games over five weeks, students can take advantage of their knowledge. The strategy applied is focused on simple present-tense grammar games. Students will practice and learn with the use of different games.

The next step is to evaluate and prove the efficacy of the game's strategy, with the application of a final test focused on simple present tense to show the improvements or difficulties of this strategy. The final test results will be analyzed and observed to make different suggestions in the learning process of students in sixth grade at Winston Churchill Spencer School

3.3 Information Resource:

3.3.1 Primary source:

This project's direct study sources are sixth-grade students at Winston Churchill Spencer school. A focal group will be taken into the student as an object of investigation.

The research will focus on each student's development due to the limited number of students attending Winston Churchill Spencer school lessons. The researcher obtains the primary data where she or he analyzes students' English lessons and development. A primary source may be an observation worksheet.

3.3.2 Secondary sources:

The secondary source includes grammar games as a central strategy for the English learning process. Those grammar games will be applied with the use of English. (didactic material)

3.4 Analysis Categories:

Some categories of analysis from this research project are indispensable and very important to prove the efficacy of these tools.

Those are:

1. Writing skill
2. Simple Present
3. Grammar games

3.4.1 Writing Skill:

Writing is one of the important skills in English learning. It is important to recognize that if learners want to produce the language in an oral or written manner, they need to learn to write. Writing is a language skill used to communicate indirectly, not face-to-face, with others. (Saban,2019)

According to Utami (2013), writing is the expression of language in different forms as letters, symbols, or forms. The principal purpose of writing is communication; Communication is the base of people's interactions.

Writing is an activity of delivering messages with the use of writing language as the tool for learners writing is a difficult skill because they have learned many rules, structures, vocabulary, and expressions.

3.4.2 Learning (Simple present tense):

Learning is a process in which people change from not knowing to know. It is acquiring new concepts, vocabulary, strategies, or different tools by experience or instruction. Another

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definition is that learning is getting knowledge of a studied subject or skill—Kimble et al (1963) in Brown (2017).

Learning is retention of information or skill, which implies memory, cognitive organization of ideas and permanent strategies. Learning involves different forms of practices; learning is a behavior change.

Learning means received information, knowledge and causing to know or to understand the learning process. It is focused on giving more attention to knowing how to be able to communicate.

3.4.3. Grammar games:

A game can be defined as "an activity that one engages in for amusement or fun" (Oxford English Dictionary, 2016). The use of English or games can improve the teaching and learning and importantly assists learners in working on learning grammar proficiently.

Grammar games are important for child and youth development because they contribute to their cognitive, physical, and emotional well-being. Learners can develop better their writing tools if they are connected with grammar structures.

Huizinga (2017) describes a game as a free activity that engages players' motivation. Using games in English classrooms prepare children physically and cognitively for life.

Grammar games improve students' creativity, develop their problem-solving skills, and enhance their feeling of security.

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3.5 Data Collection:

To collect specific information can contribute to this investigation project. That is the principal goal of this chapter. During this investigation, the researcher will carry it out in the sixth graders at Winston Churchill Spencer school. It is necessary to use some investigation tools because it allows the researcher to investigate and analyze different issues, obstacles, problems, and advantages of the strategies applied. It is necessary to create different instruments to evaluate student's performance during English lessons according with specific topics (Simple Present Tense).

The instruments chosen in this investigation are a pre-test (checklist rubric), unscramble sentences game, bingo game, dice game, short text game and a survey. The first instrument is a pre-test in which the main idea is that the students answer and make different questions and sentences according to simple present tense. The idea is to find all the different obstacles in the writing skill of students. The result of this pre-test can show the researcher the English level of students in this specific topic. The pre-test checklist rubric is an important tool for this investigation project because the results show difficulties in the learning process of sixth grade students at Winston Churchill Spencer School

3.5.1 Observation checklist

This tool helps the investigation project to achieve details to recognize specific information. The checklist is one of the principal sources to identify students' knowledge in Simple Present Tense topic. A checklist is a control list tool that makes the investigation possible through observing students' development. The main purpose of using a checklist is to gather the process of each student during the pre-test, post-test, and surveys. Through this evaluation, it is expected to collect

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successful and unsuccessful results in using games to learn Simple Present Tense as a technique that will be developed using grammar games. This investigation is focused on a checklist as a method of research and data collection to obtain information from students in the writing skill. Checklists have a main objective in this investigation project. Using a checklist, the researcher can get primordial information of student knowledge, improvements, obstacles and issues.

The students will be evaluated through a checklist where the researcher will obtain the final information of the weakest and strongest areas. The English grammar areas this investigation project focuses on are simple present tense grammar rules.

The results of this checklist and specific information obtained from the pre-test and post-test application will be used to evidence how effective grammar games are in the writing skill of students, especially Simple Present Tense grammar tense. The idea is to improve the knowledge of sixth graders students at Winston Churchill Spencer School.

3.5.2 Pre-test

It is necessary to apply a pre-test as an assessment to measure how much learners know about a topic. This investigation project uses a pre-test to obtain previous information on students' different issues and knowledge in Simple Present Tense as a content. The main purpose of a pre-test is to determine which areas need to be reinforced. There are some gaps in information that need to be filled. With the application of a pre-test, students can reinforce the weak areas.

At the same time, the researcher will apply and practice with different grammar games the correct use of Simple Present Tense, allowing their grammar writing skill and improving their cognitive abilities.

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Using grammar games students apply the correct use of Simple Present Tense rules, students understand how to communicate in the Present Tense. Example: Students can organize sentences in English by applying Simple Present Tense structures.

Sentence:

Soccer/plays/every day/Mario Mario plays soccer every day

3.5.3 Post test

The post test is based on measuring and verifying positive results obtained during the English lessons after applying grammar games. The post-test idea is to analyze students' main results and knowledge. This evaluation shows the researcher the efficacy or inefficacy of the method applied.

The post-test will be applied using different exercises to evaluate the students' writing skills. The idea is that students identify the use of Simple Present Tense by practicing with different exercises (grammar games). The post test will be applied after the use and the application of the investigation project technique (Simple Present Tense games)

Evaluating the application of improvements in students after using grammar games is necessary.

3.6 Collection data process and data analysis

It is primordial to get information on this investigation's specific outcomes; data collection will provide an idea of students' specific knowledge and obstacles in the learning process. Analyzing the result will help the researcher identify the most important issues that need to be addressed.

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The students at Winston Churchill Spencer school will be working with the application of grammar games (Simple Present Tense) to achieve vocabulary, grammar rules and the correct use of this test. Students will be working interactively and dynamically through games with the purpose of use the language better.

All students of sixth grade section 6-1 at Winston Churchill Spencer school will be prepared with games in the grammar area. Those students will practice the use of simple present tense with this method. The instruments will be worked on in the learning process in approximately eight sessions.

The investigation researcher will evaluate students of section 6-1 through a checklist from the participation, disposition, use of grammar, and progress in the different games to be performed. The researcher will identify the student's obstacles and weakest areas to reinforce them. The central idea is to recognize the student's weakest areas to work on and improve using grammar games in the learning process in the grammar skill.

There will be a pre-test with the use of a game to understand better the areas that the researcher is going to work on. Then, the researcher will work on three different post-tests where the investigation research will apply different games, and exercises focused on grammar and finally with a checklist where the pre-test results and each content learned in class will be evaluated.

The students will work on grammar games activities during the first grammar game activity. Games consist of identifying the correct option of the conjugation of verbs in Simple Present Tense. Games with different questions related with Simple Present Tense. The researcher will tell the instruction and the correct use of Simple Present tense and according to that students

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must identify the correct conjugation of verbs in each sentence. Later, if students answer correctly, they will have a final high score, if students answer mistakenly, they will have a regular score.

To conclude, the idea is to identify the correct use of Simple Present Tense and improve the writing skill during the lessons.

CHAPTER IV

Data Analysis

This chapter will apply different instruments through a checklist. The results of the application of those instruments will be demonstrated and evaluated in this section. Using grammar games to improve writing skills will be used to work with simple present tense, enabling the researcher to collect data.

4.1 Analysis and interpretation of the results

This chapter focuses on analyzing the results collected through the different instruments applied during the eight sessions of the research. The investigation project research obtained data by the instruments applied. This information will support the conclusion of the overall research. The information presented in the previous chapter will be checked with evidence tracks. The data collected by each instrument will be observed, discussed, and analyzed. The final results can be analyzed and drawn, and specific, and suitable conclusions can be made. From those results, the researcher can obtain different suggestions for changes that could be made regarding improvements in future investigations.

4.1.1 Pre-test

In the pre-test, the investigation researcher analyzes the writing skill and simple present tense structures of the 6-1 section students at Winston Churchill Spencer school through the use of grammar games in which the idea is to select the correct conjugation of verbs in Simple Present Tense. The grammar games technique was used to work on different activities previously. The pre-test was applied to twenty-one students, including sixteen boys and five girls from the 6-1 group.

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Several students demonstrated a certain success with the application of Simple Present Tense grammar rules throughout the testing process, and some students needed help with them. Another detail is that the students were willing to learn, participate and play to improve. As a main result, the application of this pre-test made a good overview of the following instruments. The principal teacher in charge of the 6-1 section at Winston Churchill school told the researcher that he had been working with students on grammar structures, but some students could not do correctly. He mentioned that some students were embarrassed.

The main objective of applying grammar games as a technique is to help students in the written area of the language and produce their writing abilities in a correct, clear, and fluent manner. Consequently, this means that if all students develop the use of grammar games to study English, more students would have a greater facility in the reading part because most of the time, people have difficulty when learning a foreign language. It is because it is difficult for them to organize words, vocabulary, grammar rules and the correct use of writing skill that is not their native language. The students of 6-1section at Winston Churchill school obtain graphics of the pre-test results. On this point, the researcher can present and analyze the first chart.

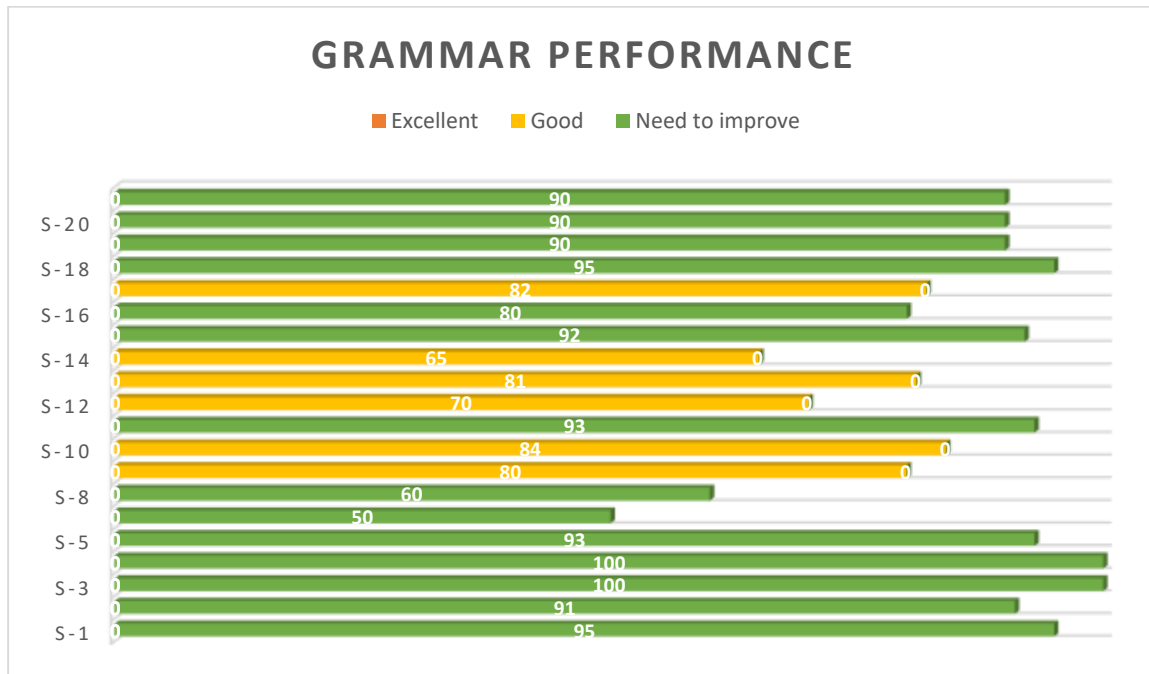
Table 1. Results of the students from the pre-test by student list

NO	Student's Name	Student's key
1	Aguilar Bonilla Mariangel	S-1
2	Alfaro Acuña Joseph Alberto	S-2
3	Alvarado Alvarado Julian	S-3
4	Alvarado Arguedas Stephanie	S-4
5	Alvarado Trejos Alessandro	S-5
6	Brenes Mena Adrian	S-6
7	Carpio Acuña Luis Alessandro	S-7
8	Chaves Cortes Elian Jesus	S-8
9	Diaz Solano Giles Emmanuel	S-9
10	Gutierrez Calderon Dereck Josue	S-10
11	Guzman Cajina Elian Gael	S-11
12	Hernandez Perez Elian	S-12
13	Navarro Arias Mariana	S-13
14	Navarro Quiroz Joshua	S-14
15	Obando Cubero Dilan Jesus	S-15
16	Perez Calvo Marcela	S-16
17	Piedra Jiron Zack	S-17
18	Solano Revillat Andrey	S-18
19	Strattman Salguero Keisy Valeria	S-19
20	Valverde Cascante Kendall	S-20
21	Zuñiga Echeverria Daniel Jose	S-21

Source: Mauricio Guzman, name of the students with a key (Sept.2022)

Analysis of table 1: In the previous table, the investigator gathered the data of the evaluated population using a chart with each participant's first and last names and keys. The principal objective of the key is to provide different statistics without writing down the full name of each learner.

Graphic 1. Results of the students from the Pre-test by student key



Source: Mauricio Guzman, Pre-test carried out from the activity unscramble sentences (Sept.2022)

Analysis of graph 1: An analysis was carried out through an exercise applied to the students of section 6-1 of the Winston Churchill Spencer School to collect statistics based on their performance in the grammar skill, testing the verb tense "Simple present" using structures of sentences patterns with all the parts including subject, verb, and complement. An individual evaluation compiled the results. Eight students got grades between 90 and 100, 7 obtained grades from 80 to 85, and 5 had grades between 70 and 75. The criteria measured the outcomes: excellent,

Apply Simple Present grammar games to improve writing skills

very good, and need improvement. It is showed that a 95% of the students need to improve in this observation, an 80% of the students obtained a good grade and only 2% of the students got an excellent.

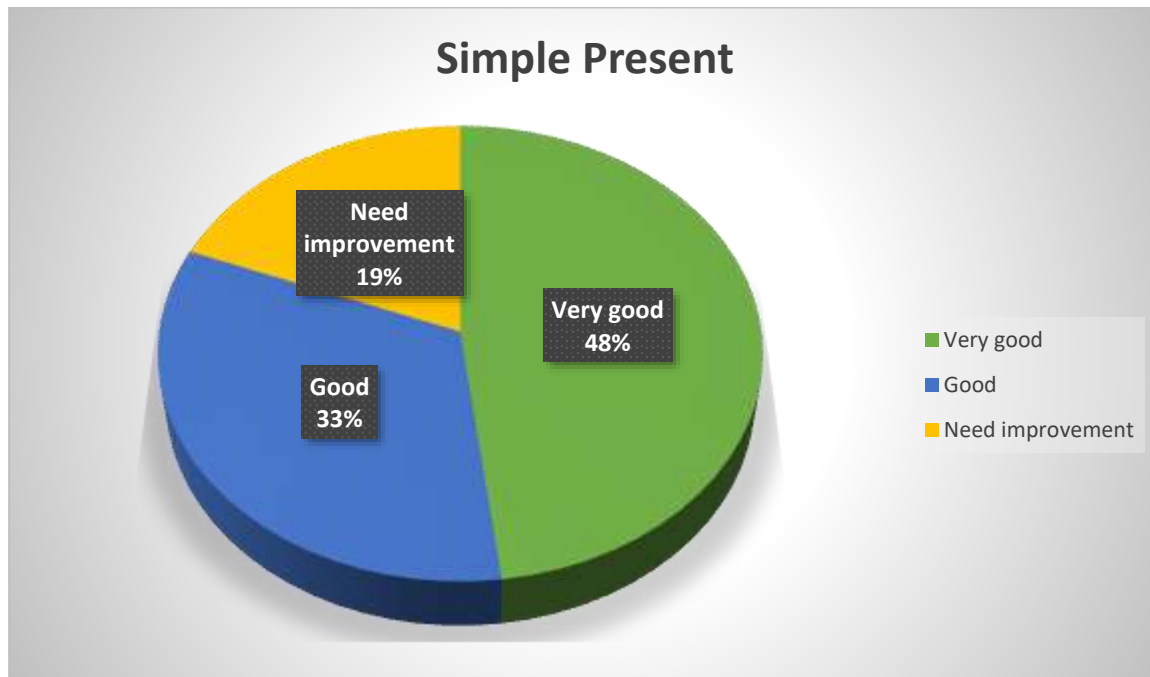
4.1.2 Post-test

To prove the efficacy of this investigation project, it was necessary to apply three different post-tests. They include different exercises to evaluate the student's improvement in grammar area. The post tests were designed to evaluate if students have better results with the proposal application. The post-tests were made to understand better what was learned in class with the sixth graders at Winston Churchill Spencer school. The instruments were applied to sections 6-1 of Winston Churchill school Cartago, with twenty-one students. All of these tests were applied under the supervision of the teacher and researcher. All tests were applied under written skill focus on Simple Present Tense as a grammar technique.

The researcher worked with the students of sections 6-1 at Winston Churchill in 8 different sections where the researcher first observed the group. The researcher thought using grammar games such as the Simple Present to bring students' knowledge in an interactive, dynamic and creative way. The researcher introduced different structures and grammar rules during some sessions by applying grammar games. Finally, during the same sessions, the researcher applied the first instrument, which was applied through Simple Present Tense activities. Students had to conjugate verbs correctly using the vocabulary and grammar structures studied. Complete some charts using the correct conjugation of the verb. Finally, to identify words to make new ideas using the simple present tense. Students will show their real knowledge of the simple present tense with these instruments.

To evaluate students' performance, the investigator-assessed them through a checklist. The researcher applied the technique during the eight sessions with the students. Then the researcher collected the necessary area to know the student population's strengths and weaknesses. The researcher will present the data collected through different graphs and tables of the general results of sixth-graders students. The results of the application of the instrument will evaluate students.

Graphic 2. Results of the students from the Post-test (bingo)



Source: Mauricio Guzman, Post-test carried out from the Bingo Activity (Sept.2022)

Analysis of graph 2: The researcher made a bingo in the above graph. The main purpose is to say a verb, and the students must find the correct verb conjugation based on its final sound, "s, es, or ies ."On the other hand, the investigator analyzed whether the learner demonstrates the correct conjugation of the verbs with the third person singular based on a formula as shown below:

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$$X = \frac{f}{n} \times 100\%$$

n

X = Percentage

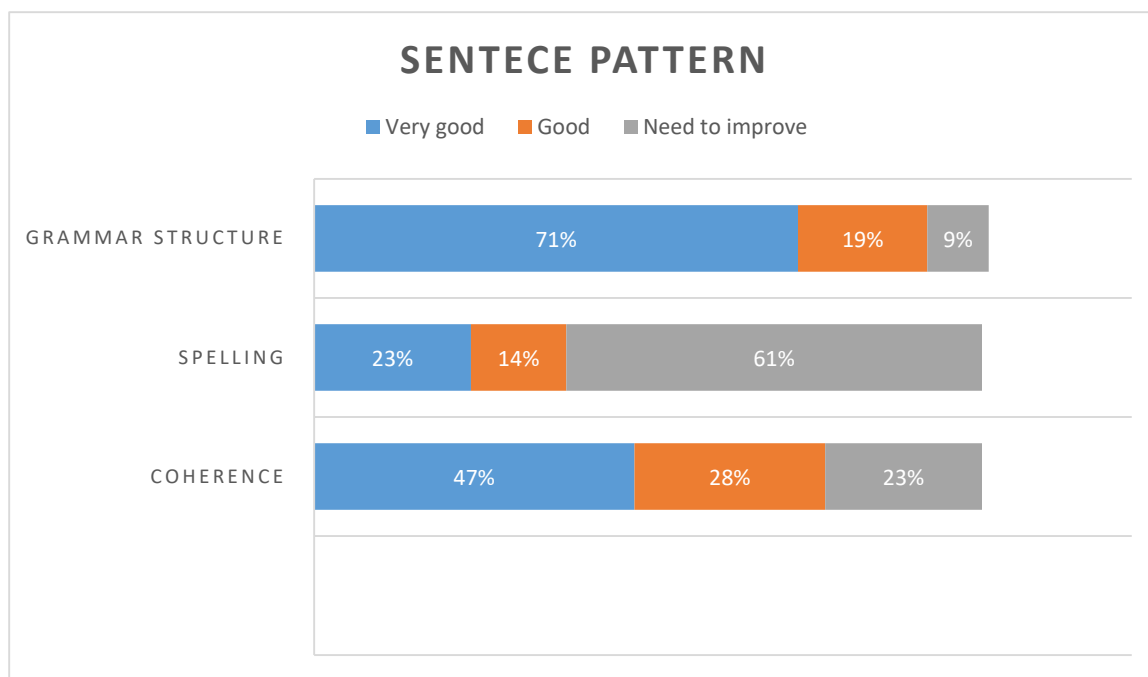
f = The sum of the score

n = The number of the students

$$x = 10 \div 21 \times 100\%$$

$$x = 48\%$$

Graphic 3. Results of the post-test (dice)



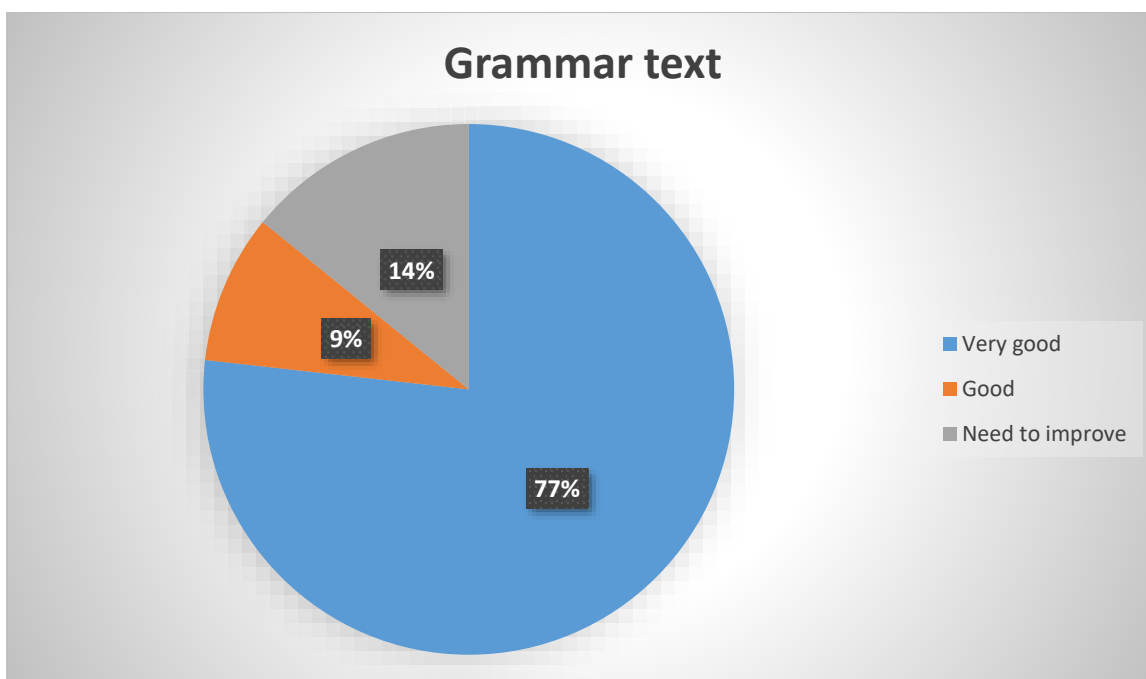
Source: Mauricio Guzman, Post-test carried out from the Bingo Activity (Sept.2022).

Analysis of graph 3: In the previous graph, the researcher analyzed the group of 21 students in sections 6-1 through an activity that consisted of throwing a die and creating sentences

Apply Simple Present grammar games to improve writing skills

with the correct structure of the Simple Present Tense. One dice had subjects, and the other had verbs. The students had to throw the dice and create sentences based on the subjects and verbs. Based on the results obtained in the grammar rubric, 15 obtained very well, four obtained well, and 2 need improvement. In the coherence category, ten obtained very well, six obtained well, and 5 need improvement, and finally, in the spelling category, 13 obtained very well, six obtained well, and two need improvement. According to the analysis, the easiest part of the exercise was coherence. The most difficult was the spelling part.

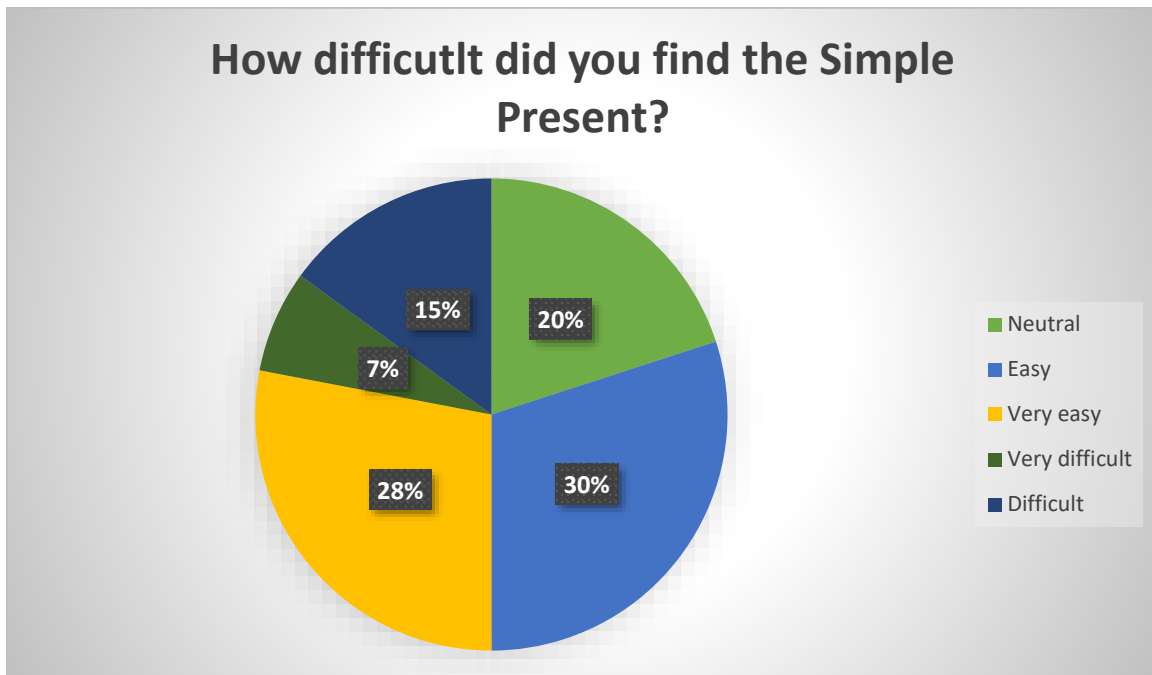
Graphic 4. Results of the post-test (grammar text)



Source: Mauricio Guzman, Post-test carried out from the Bingo Activity (Sept.2022).

Analysis of graph 4: In the following graph, the researcher assesses grammatical ability employing a text in the simple present tense in which the students add the correct conjugation of the verb "s-es-ies ."Based on the results, out of 21 students, 16 got very good, two got good, and three needed improvement.

Graphic 5. Results of the students from the survey



Source: Mauricio Guzman, Post-test carried out from the Bingo Activity (Sept.2022)

Analysis of the graphic 5 According to the survey of the 6-1 group at Winston Churchill Spencer School, students, found the present simple tense neutral in the text activities of unscrambling sentences, bingo, and dice activity. However, for some others, it took work to perform.

Table 2. The results of the checklist are shown below

NO	Score	Percentage	Student's code	Category
1	6	60%	S-1	Very good
2	5	50%	S-2	Good
3	6	60%	S-3	Very good
4	4	40%	S-4	Acceptable
5	5	50%	S-5	Good
6	4	40%	S-6	Acceptable
7	6	60%	S-7	Very good
8	8	80%	S-8	Excellent
9	5	50%	S-9	Good
10	6	60%	S-10	Very good
11	8	80%	S-11	Excellent
12	5	50%	S-12	Good
13	7	70%	S-13	Excellent
14	6	60%	S-14	Very good
15	6	60%	S-15	Very good
16	5	50%	S-16	Good
17	8	80%	S-17	Excellent
18	4	40%	S-18	Acceptable
19	8	80%	S-19	Excellent
20	8	80%	S-20	Excellent
21	6	60%	S-21	Very good

Analysis of table 2: According to the analysis of the table below, the researcher evaluated the students with the highest score of 80% and the lowest score of 40% in the categories of excellent, very good, good, and acceptable and need to improve in the categories used before.

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4.1.3 Evaluation Rubric

In the following section, the researcher will use a checklist to evaluate each student individually. This checklist will be applied in the following areas: writing and grammar.

This checklist will be applied to the 6-1 section at Winston Churchill Spencer school. The teacher will analyze if students follow the researcher's instructions, participation, interest in the topic, and the main focus grammar area. Then the researcher will analyze the written area and assign a percentage to each of the twenty-one students.

Pre-test

Ministerio de Educación Pública

High School: Escuela Winston Churchill Spencer

Level: 6th grade

Teacher: Carlos Trejos

Researcher: Mauricio Guzmán Jiménez

Student's name _____

Target Content: Apply grammar skills with simple present

Instructions:

In the next task you will have unscramble sentences with pictures, what you have to do is to organize the sentences in simple present in the correct order. (en la siguiente actividad habrán imagines con oraciones en desorden, el estudiante tendrá que acomodar las oraciones en el orden correcto usando el presente simple)



plays

football

with

friends

his

Mario

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I every day do at gym the morning



She hard studies the test for

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My washes the car in mornings the



Kids like do not vegetables

Apply Simple Present grammar games to improve writing skills



usually

makes

at

My

night

family

Post-test #1

Ministerio de Educación Pública

High School: Escuela Winston Churchill Spencer

Level: 6th grade

Teacher: Carlos Trejos

Researcher: Mauricio Guzmán Jiménez

Post-test #1

Student's name _____

Target Content: Apply grammar skills with simple present

Instructions:

The next activity is about a bingo with the topic of Simple Present, in the chart you will have the verbs with the different endings we use in Simple Present, the teacher will say a verb and you have to choose the correct conjugation. Finally, if you fill the chart you say BINGO (La siguiente actividad consiste en un bingo el cual traerá las terminaciones de los verbos.)

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Washes	Does	Works	Worries
Watches	Plays	Fixes	Carries
Eats	Teaches	Cries	Sleeps
Studies	Flies	Makes	Goes

Go – Carry – Fly - Watch- Eat – Cry – Wash - Study – Do – Make – Cry – Study-
Fix- Sleep- Worry- Work

Apply Simple Present grammar games to improve writing skills

Goes	Studies	Worries	Makes
Plays	Watches	Carries	Fixes
Teaches	Eats	Sleeps	Cries
Flies	Does	Works	Washes

Go – Carry – Fly - Watch- Eat – Cry – Wash - Study – Do – Make – Cry – Study-
Fix- Sleep- Worry- Work

Apply Simple Present grammar games to improve writing skills

Flies	Does	Works	Washes
Teaches	Eats	Sleeps	Cries
Plays	Watches	Carries	Fixes
Goes	Studies	Worries	Makes

Go – Carry – Fly - Watch- Eat – Cry – Wash - Study – Do – Make – Cry – Study-
Fix- Sleep- Worry- Work

Post-test #2

Ministerio de Educación Pública

High School: Escuela Winston Churchill Spencer

Level: 6th grade

Teacher: Carlos Trejos

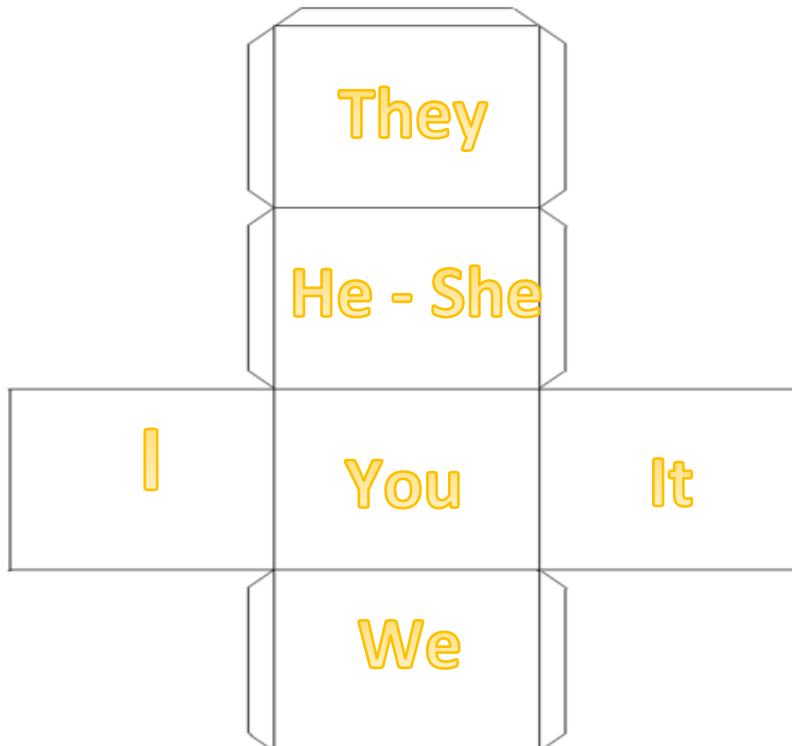
Researcher: Mauricio Guzmán Jiménez

Student's name _____

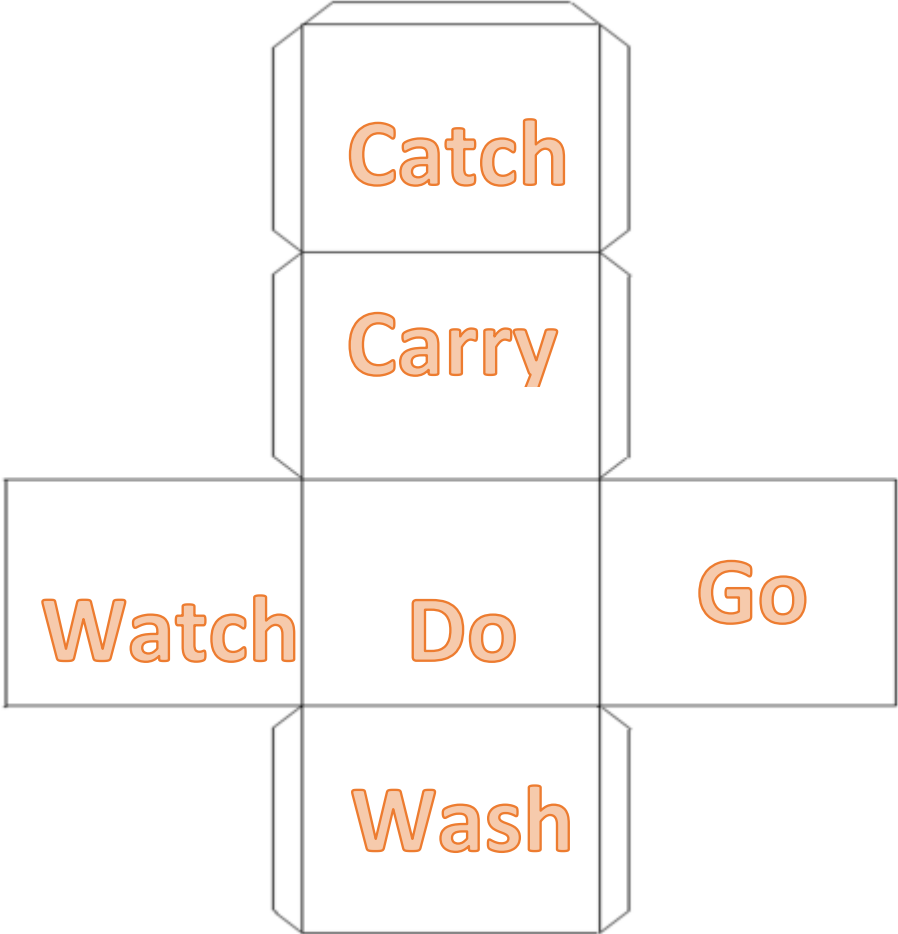
Target Content: Apply grammar skills with simple present

Instructions:

In the next activity, you will have two dices, one has the personal pronouns and the other have some verbs, when you throw the dices, you have to create complete sentences using Simple Present Tense. (La siguiente actividad consiste en dos dados, uno contiene los sujetos y el segundo dado tiene verbos para conjugar usando el presente simple.)



Apply Simple Present grammar games to improve writing skills



Post-test#3

Ministerio de Educación Pública

High School: Escuela Winston Churchill Spencer

Level: 6th grade

Teacher: Carlos Trejos

Researcher: Mauricio Guzmán Jiménez

Student's name _____

Instructions:

In the following task you will conjugate the verb in the simple present form. Read carefully the text, fill in the blanks with the correct form of the verb in the simple present form. (En la siguiente actividad conjugaras los verbos usando el presente simple).

Maria is a teacher in a high school. She _____(teach) English in San Francisco high school. Maria _____(have) two groups. One is a fourth grade and another is for sixth grade. Maria _____(travel) to work by bus. The classes _____(start) at seven o'clock in the morning. In the afternoon when teacher Maria _____(finish) her classes her mom always _____ (like) to go for an ice cream after work. She _____(live) in San Francisco with her parents. Her dad _____(work) in an office as a businessman. Her mom has a bakery. Maria's mom _____(bake) the best cakes in town. Her daughter maria _____ (help) her on the weekends



SURVEY

Ministerio de Educación Pública

High School: Escuela Winston Churchill Spencer

Level: 6th grade

Teacher: Carlos Trejos

Researcher: Mauricio Guzmán Jiménez

Student's name _____

Por favor indique en la siguiente encuesta el grado de dificultad de 1 a 5, indicando 1 como mínimo y 5 como máximo

1. Que tan difícil le pareció la actividad del bingo:

() 1. Muy difícil

() 2. Difícil

() 3. Neutral

() 4. Fácil

() 5. Muy fácil

2. Que tan importante considera la gramática en inglés:

() 1 Muy difícil

() 2 Difícil

() 3 Neutral

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4 Fácil

5 Muy fácil

3. Que grado de dificultad fue aprender el uso del presente simple en ingles:

1 Muy difícil

2 Difícil

3 Neutral

4 Fácil

5 Muy fácil

4. Que tan difícil fue realizar la actividad de ordenar oraciones:

1. Muy difícil

2. Difícil

3. Neutral

4. Fácil

5. Muy fácil

5. Considera útil el uso de imágenes para explicar el tema:

1. extremadamente útil

2. muy útil

3. útil

4. No tan útil

5. No es nada útil

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6. Que tan útil fue el material proporcionado en clase:

() 1. Muy difícil

() 2. Difícil

() 3. Neutral

() 4. Fácil

() 5. Muy fácil

Checklist

Teacher name: Carlos Trejos Coto.

Researcher: Mauricio Guzmán Jiménez.

High School: Winston Churchill S, Cartago.

Student name: _____

Criteria	Excellent	Good	Regular
Classroom engagement			
Student participation			
Student behavior			
Student follows indications			
Grammar area			
Student identifies simple present tense			
Student makes sentences. (Positive, negative and questions)			
Student organizes sentences in the correct order			
Student conjugates verbs in simple present tense			
Comments:			

CHAPTER V

Conclusions and recommendations

5.1 Purpose of the conclusion

This chapter focuses on representing different conclusions and recommendations of the researcher from the technique applied. According to this investigation project, there are fundamental aspects to be drawn. It is important to notice that each investigation project needs to be evaluated to expose different ideas, methodologies, activities, and topics to reinforce and improve students' learning skills or learning processes. The conclusions of scientific research are important to construct different data or limitations of the research. An investigation project research makes fundamental ideas to collaborate with the academic heritage. In students' learning process, it is essential to recognize students' process to work on different obstacles they could have. It is necessary to create certain recommendations. Those recommendations will be essential to future researchers.

Recommendations are the conclusions reached after collecting data and indicate that the researcher will provide positive and negative results. Recommendations come after each conclusion to demonstrate the efficacy of the researcher's technique or to demonstrate some details that future researchers can modify.

5.2 Conclusions

The researcher will emphasize the great information and the objectives with tables and graphs, as mentioned above. Consequently, it will be possible to examine better the results collected. To conclude, the results can be drawn below after applying the different instruments.

Apply Simple Present grammar games to improve writing skills

5.2.1 Identify grammar issues by making a diagnostic task to improve grammar knowledge in sixth-grader students

As a result of this objective, the researcher used a diagnostic to identify the students' weakest areas individually, including an exercise of unscrambles sentences in which the researcher evaluated grammatical structure and conjugation. Finally, the researcher concluded that the technique used allowed to identify the weaknesses of the students in the production because in the development of the technique, it was also identified the omission of sounds that is given by the precision that is performed, all this obtained with the results collected in the activity. In addition, the students enjoyed the technique and were very motivated by the activity, which made them feel more confident.

5.2.2 Apply grammar games by using interactive material to learn grammar rules of simple present

In this study, the author was able to test the effectiveness of the use of the present simple based on interactive games. The researcher used Simple Present tense with interactive games such as bingo and dice to create sentences. Moreover, some deficiencies in these areas produce a distortion in the interpretation of the message for the receptor. In the analysis, the researcher identified some problems in the area of grammatical structure, such as coherence and spelling. Based on these deficiencies, the investigator worked on the grammatical structure of the present simple and the conjugations of verbs in the third person singular, explaining how a bad grammatical structure may change the meaning of the sentence.

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5.2.3 Evaluate the knowledge by making complete sentences to verify the complete grammar structure

The students were willing to learn after implementing the unscramble sentences technique to the sixth graders. Therefore, it was required to work with different methodologies of learning and incorporate visual aids in order to create an interactive environment. Through the analysis of the different instruments evaluated, the students were able and willing to understand more about the grammar and the exercise. At the beginning, there was a greater difficulty level and at the end it was easiest, as they were getting better and faster, we were advancing. The essential thing to highlight in this type of analysis is to consider the audience and to have a previous knowledge of the topic and activities to be carried out to adjust the activities and techniques that will be used with the participants.

5.3 Restatement of the research question

To this study, the investigator's research issue was how to apply the grammatical structures of the present simple to improve the writing skills of the 6-1 group of Winston Churchill Spencer School. Consequently, after all the investigation and the different data collection instruments applied to enhance their writing abilities, the researcher was required to take into account all the information regarding the topic, including the grammar structure, conjugation, and sentence pattern to engage the learners in the several activities for participating and have a better knowledge of the weaknesses and abilities to implement it, according to the sample population, where the technique was conducted satisfactorily.

5.4 Unexpected results (If any)

During the research process, many results were obtained through the work with the student population, mainly with the sixth-grade students of section 6-1 at Winston Churchill Spencer

Apply Simple Present grammar games to improve writing skills

school, all of this was of great benefit because it was possible to confirm that the objectives of the research can be useful for future generations and demonstrate the importance of English grammar. Some of the most important results are presented below.

First of all, it should be noted that with the implementation of the activities and games, the students were eager and willing to learn, and thanks to the games, we captured their attention. However, during the implementation of the exercises the students were shy and insecure since their mother tongue is not English, which generated confusion when giving the instructions. However, during the application of the instruments focused on games, the students had fun and were motivated to learn about the subject and get a better learning was achieved.

In the research process, many results were obtained through the work with the student population, mainly with the sixth grade students of section 6-1 at Winston Churchill spencer school, all of this was of great benefit because it was possible to confirm that the objectives of the research can be useful for future generations and demonstrate the importance of English grammar.

Some of the most important results are presented below.

First of all, with the implementation of the activities and games, the students were eager and willing to learn and thanks to the games, we captured their attention. However, during the implementation of the exercises the students were shy and insecure since their mother tongue is not English, which generated confusion when giving the instructions. However, during the application of the instruments that were focused on games, the students had fun and were motivated to learn about the subject and thus a better learning was achieved.

5.5 Recommendations

To conclude, after applying different instruments, the researcher considered that more activities involving the use of grammar through interactive games could be implemented to motivate students by providing feedback to promote both group and individual learning.

Using grammar and applying the simple present, the researcher evaluated verb conjugation, sentence structure, coherence, and comprehension.

Moreover, creating a dynamic classroom where students can interact, have fun and learn might consume more time, but at the same time it generates many benefits in terms of learning. The teacher in charge should work with creative methods to perform better. In this research, the investigator worked with the use of the simple present tense. However, virtual activities can be included using different interactive platforms during the virtual era, where students can be distracted.

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Annexes

Annex 1: Observation Checklist

Checklist

Teacher name: Carlos Trejos Coto.

Researcher: Mauricio Guzmán Jiménez.

High School: Winston Churchill S, Cartago.

Student name: _____

Criteria	Excellent	Good	Regular
Classroom engagement			
Student participation			
Student behavior			
Student follows indications			
Grammar area			
Student identifies simple present tense			
Student makes sentences. (Positive, negative and questions)			
Student organizes sentences in the correct order			
Student conjugates verbs in simple present tense			
Comments:			

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Annex 2: Pre-test

In the next task you will have unscramble sentences with pictures, what you have to do is to organize the sentences in simple present in the correct order.



plays football with friends his Mario



I every day do at gym the morning

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She hard studies the test for



My washes the car in mornings the

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Kids

like

do not

vegetables



usually

makes

at

My

night

family

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Annex 3: Post- test #1

The next activity consists in a bingo with the topic of Simple Present, in the chart you will have the verbs with the different endings we use in Simple Present, the teacher will say a verb and you have to choose the correct conjugation

Washes	Does	Works	Worries
Watches	Plays	Fixes	Carries
Eats	Teaches	Cries	Sleeps
Studies	Flies	Makes	Goes

Go – Carry –Fly - Watch- Eat – Cry – Wash - Study – Do – Make – Cry – Study-
Fix- Sleep- Worry- Work

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Goes	Studies	Worries	Makes
Plays	Watches	Carries	Fixes
Teaches	Eats	Sleeps	Cries
Flies	Does	Works	Washes

Go – Carry – Fly - Watch- Eat – Cry – Wash - Study – Do – Make – Cry – Study-
Fix- Sleep- Worry- Work

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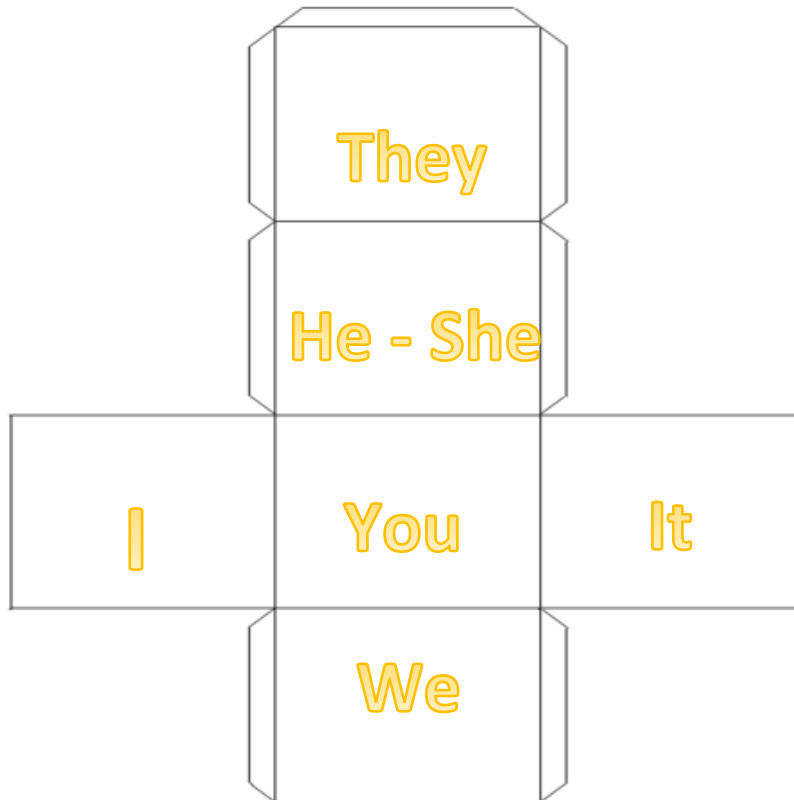
Flies	Does	Works	Washes
Teaches	Eats	Sleeps	Cries
Plays	Watches	Carries	Fixes
Goes	Studies	Worries	Makes

Go – Carry – Fly - Watch- Eat – Cry – Wash - Study – Do – Make – Cry – Study-
Fix- Sleep- Worry- Work

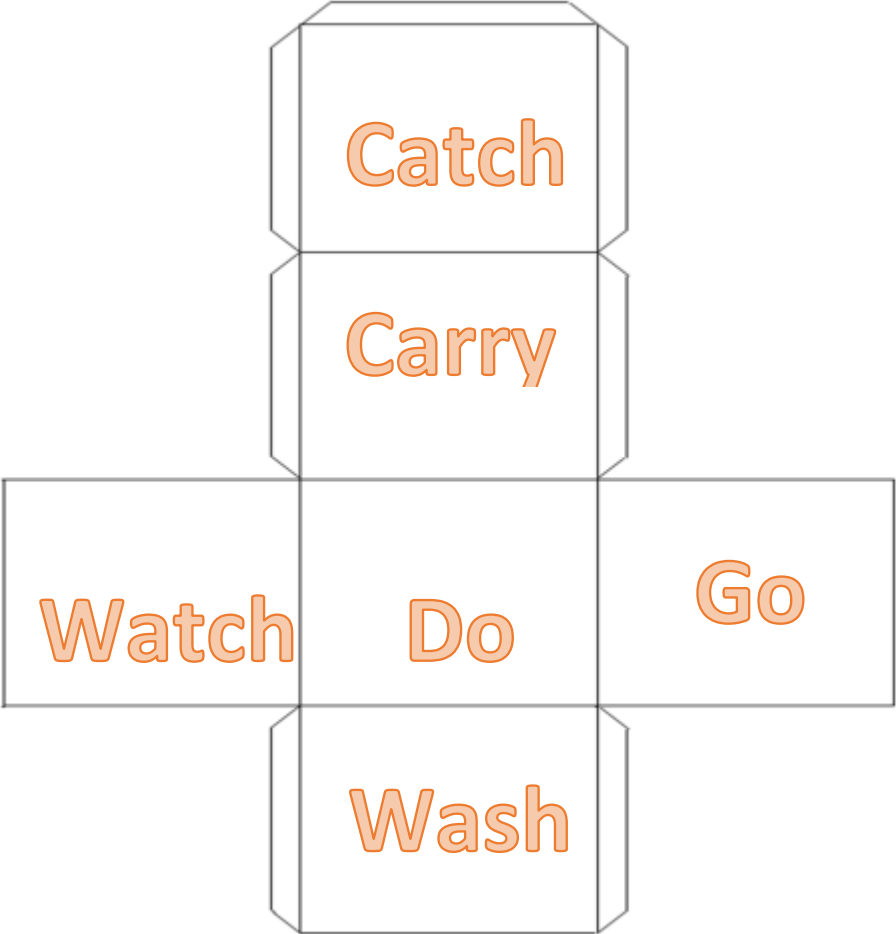
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Annex 4: Post- test #2

In the next activity, you will have two dices, one has the personal pronouns and the other have some verbs, when you throw the dices you have to create complete sentences using Simple Present Tense



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Annex 5: Post- test #3

In the following task you will conjugate the verb in the simple present form. Read carefully the text, fill in the blanks with the correct form of the verb in the simple present form. (En la siguiente actividad conjugaras los verbos usando el presente simple).

Maria is a teacher in a high school. She _____(teach) English in San Francisco high school. Maria _____(have) two groups. One is a fourth grade and another is for sixth grade. Maria _____(travel) to work by bus. The classes _____(start) at seven o'clock in the morning. In the afternoon when teacher Maria _____(finish) her classes her mom always _____ (like) to go for an ice cream after work. She _____(live) in San Francisco with her parents. Her dad _____(work) in an office as a businessman. Her mom has a bakery. Maria's mom _____(bake) the best cakes in town. Her daughter maria _____ (help) her on the weekends

Annex 6: Survey

Por favor indique en la siguiente encuesta el grado de dificultad de 1 a 5, indicando 1 como mínimo y 5 como máximo

1. Que tan difícil le pareció la actividad del bingo:

() 1. Muy difícil

() 2. Difícil

() 3. Neutral

() 4. Fácil

() 5. Muy fácil

2. Que tan importante considera la gramática en inglés:

() 1 Muy difícil

() 2 Difícil

() 3 Neutral

() 4 Fácil

() 5 Muy fácil

3. Que grado de dificultad fue aprender el uso del presente simple en ingles:

() 1 Muy difícil

() 2 Difícil

() 3 Neutral

() 4 Fácil

() 5 Muy fácil

4. Que tan difícil fue realizar la actividad de ordenar oraciones:

() 1. Muy difícil

() 2. Difícil

() 3. Neutral

() 4. Fácil

() 5. Muy fácil

5. Considera útil el uso de imágenes para explicar el tema:

() 1. extremadamente útil

() 2. muy útil

() 3. útil

() 4. No tan útil

() 5. No es nada útil

6. Que tan útil fue el material proporcionado en clase:

() 1. Muy difícil

() 2. Difícil

() 3. Neutral

() 4. Fácil

() 5. Muy fácil