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