

## THE EFFECTIVENESS OF USING MIMING GAME IN TEACHING PRESENT CONTINUOUS TENSE

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### ABSTRACT

This paper entitled “the effectiveness of using miming game in teaching the present continuous tense” is written as partial fulfillment of the recruitments of sarjana pendidikan degree. The objective of this research is to know whether miming game is effective to improve the students’ mastery of present continuous tense and to know the students’ response toward the method. This research is conducted to answer the question: Is the miming games technique effective to improve students’ mastery of present continuous tense? And What are the students’ response toward the use of miming game in learning present continuous tense? A pre- experimental research is applied as the research design in the first grade students of Mts Negeri 1 Bandung. The sample of this research is class H with the total 30 students as sample. The technique used to gain the data is tests, those are pre-test, and post-test, and also questionnaire. And the result of the value of t- that is 5.691 with the  $df = 29$  at  $p = 0.05$  of two tailed, the critical value of t-table is 2.045. As the value of the derived t- is higher than t-table ( $5.691 > 2.045$ ) so that the Null Hypotheses ( $H_0$ ) is rejected and the Alternative Hypotheses ( $H_a$ ) is accepted meaning that there is significant difference in the result of students score before and after the treatment using miming game. This means that the use of miming game in teaching present continuous tense to the first grade of Mts Negeri 1 Bandung is effective. Furthermore, from the questionnaire, most of the students gave positive response toward the use of miming game in learning present continuous tense. This can be seen from the result of the questionnaire that miming game make them motivated in learning English especially present continuous tense.

Key word : *Game, Teaching, present continuous tense*

### ABSTRAK

Makalah ini berjudul "efektivitas menggunakan permainan miming dalam mengajar present continuous tense" ditulis sebagai pemenuhan sebagian dari perekrutan sarjana pendidikan. Tujuan dari penelitian ini adalah untuk mengetahui apakah permainan miming efektif untuk meningkatkan penguasaan siswa pada *present continuous tense* dan untuk mengetahui respon siswa terhadap metode ini. Penelitian ini dilakukan untuk menjawab pertanyaan: Apakah teknik permainan miming efektif untuk meningkatkan penguasaan siswa terhadap *present continuous tense*? Dan apa tanggapan siswa terhadap penggunaan permainan miming dalam pembelajaran *present continuous tense*? Penelitian pra-eksperimental diterapkan sebagai desain penelitian pada siswa kelas satu Mts Negeri 1 Bandung. Sampel penelitian ini adalah kelas H dengan jumlah 30 siswa sebagai sampel. Teknik yang digunakan untuk mendapatkan data adalah tes, yaitu pre-test, dan post-test, dan juga kuesioner. Dan hasil nilai t- observe yaitu 5,691 dengan  $df = 29$  pada  $p = 0,05$ , nilai kritis t-tabel adalah 2,045. Karena nilai yang diperoleh t-observe lebih tinggi dari t-tabel ( $5,691 > 2,045$ ) sehingga Null Hipotesis ( $H_0$ ) ditolak dan Hipotesis Alternatif ( $H_a$ ) diterima yang berarti bahwa ada perbedaan yang signifikan dalam hasil skor siswa sebelum dan sesudah pengajaran menggunakan miming game. Ini berarti bahwa penggunaan permainan miming dalam mengajar *present continuous tense* untuk kelas 1 Mts Negeri 1 Bandung efektif. Selanjutnya, dari kuesioner, sebagian besar siswa memberikan respon positif terhadap penggunaan permainan miming dalam pembelajaran *present continuous*

*tense*. Hal ini dapat dilihat dari hasil kuesioner bahwa miming game membuat mereka termotivasi dalam belajar bahasa Inggris terutama *present continuous tense*.

Kata kunci: Game, Pengajaran, present continuous tense

### **The Background of the Research**

In learning English, students are not only required to master the four skills, such as listening, speaking, reading, and writing, but, also to master language component, covering grammar, vocabulary and pronunciation. Grammar is one of the language structures which are taught to the students. According to Thorne (2012) grammar is presented as something practical –an integral part of every reading, writing, listening and speaking experience. One of important things in grammar is tenses. Tenses according to Gruyter and Harder (1995) is understood as a purely structural relation. A simple one-way dependence between main clause tense and sub clause tense, one has to allow for a wide variety of exception while present continuous tenses are a part from tenses. Doff and Jhones (1997:32) stated that the present continuous tense is use for saying what is happening at the moment or ‘around you’ also used to talk about the future.

In learning activity, the teachers have to make students interested in learning present continuous tenses. Game and miming game can be a good way to be applied. The benefit of using game in learning is that game can be interesting and fun where the students can learn English and also get challenge through many activities. Routledge (2013:17) explained that “Game is a theoretical frame work that applies to exactly these kind of situations where agents interact with each other, and where each one of them has to take into account the presence of other agents”, furthermore Slattery and Willis (2001) explained that “Miming is acting silently, without speaking as you read, ask the children to miming the key action”.

According to the background above, the writer is interested in conducting a research to observe the use of miming and game in teaching grammar especially present continuous tense. Therefore, the title of this research is **“The Effectiveness of Using Miming Game in Teaching Present Continuous Tense”**

### **Literary review**

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According to Penny (1988:248-249), cited by Amelia (2016), there are several things that must be known playing miming game in class, such as the material, the procedures, and the rules:

1. Materials.
  - Simple sentence for guessing.
  - Present continuous tense sentence.
  - Example:
    - You are playing a tin
    - You are making a cup of coffee
    - You are watching a footballAlternatively, similar situations explained in drawing or by picture.
2. Procedure.

One student is given a cue-card, and mimes it is content for the rest of the class to guess:

  - Are you holding something?
  - Are you opening something?
3. Rules.

It is important in such activities to make sure that not too much time is spent only on silence mime. The students should be encouraged to keep guessing during the mime.

Tenses is method that we use in English to refer to time past, present and future. Many languages use tenses to talk about time. Other languages have no tenses, but of course they can still talk about time, using different methods, (Ahmadi, 2012).

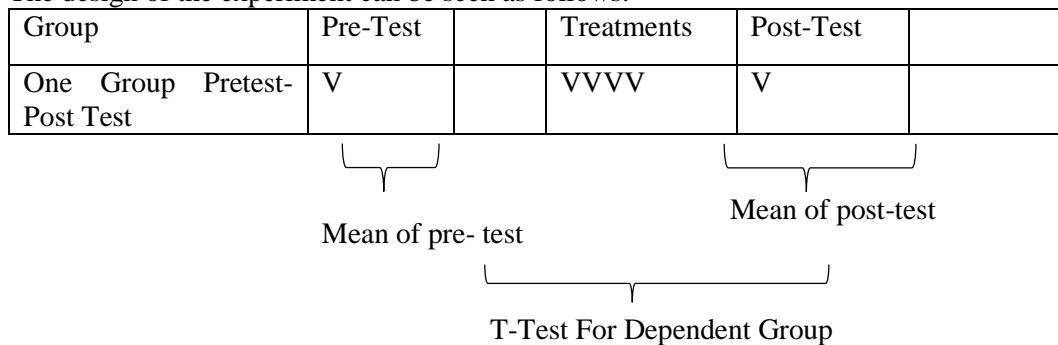
Teaching grammar is an essential part of school education or adult learning. Without good grammar, spoken or written words lose much of their meaning and most of their value. Grammar is a very important thing to get right, and teachers should take extra care to impart proper grammar to all their students. Sadly, grammar is often seen as a difficult and boring subject and one popular method of teaching is to just repeat the correct grammar for a certain situation over and over until it is memorized and able to be repeated, like a parrot. This is dull for both teachers and students, and often only results in the student being able to repeat what they have learned, rather than resulting in a complete understanding that can be applied to all situation. (Joseph, 2014:3 (cited by Sapaat, (2015))).

### **The Research Methodology**

This research uses an experimental method. The writer uses experimental research in order to determine whether or not it is instructive or elective, so that the writer can use the method of teaching as a teacher.

### **Research Design**

In this research, the writer uses pre-experimental to achieve the goal of the research. The design of the experiment can be seen as follows:



Result of t-test computation:

1.  $T_o \geq t\text{-table}$  =  $H_o$  is rejected and  $H_a$  is accepted
2.  $T_o \leq t\text{-table}$  =  $H_o$  is retained

### Population and Sample

According to Nunan, (1992) "Population is all cases, situation, or individuals who share one or more characteristic". The population of the research is the first grade of Mts. Negeri 1 Bandung consisting of classes (A=30, B=31, C=31, =30, D=31, E=30, F=30, G=31, H=30, I=31, J=31, K=30) and the total is 363 students'.

Sample is an estimate of the population mean, Satyanaraya, (2006). The sample of this research is one class taken from the population, from class A, B, C, D, E, F, G, H, I, J, K, the writer choose class H with the total 30 students as sample.

### The Research Procedure

There are some procedures that will be done by researcher:

1. Giving a student's pre- test.
2. Giving students the treatments in the learning present continuous tense by using miming game.
3. Giving the students a post- test.
4. Analyzing the result of pre-test and post- test.
5. Giving the students questionnaire.
6. Analyzing the result of questionnaire.
7. Interpreting the result of the test.
8. Interpreting the result of the questionnaire.
9. Drawing conclusion.

### The Instrument

This research uses tests, those are pre-test, and post-test to collect the data, and also giving the questionnaire. There are two instruments used in this research:

1. Test.
  - a. Pre-test
 

Pre-test is given before the treatments. This test is used for measure the students' ability before getting the treatment. After giving the test, the writer determines the method for organizing the treatment.
  - b. Post-test
 

Post-test is to know the differences between the students' ability before and after treatment, to find out whether the technique was successful or not.
2. Questionnaire.
 

Questionnaire is data collecting technique that is done by giving a set of questionnaire or written statement to the respondent to answer it. Sugiyono (2014:142).

### The Data Analysis

The data obtained from the test will be analyzed using t-test for independent, with the following formula:

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- $\bar{x}_1$  = the mean of the pre- test score
- $\bar{x}_2$  = the mean of the post- test score
- $\sum D^2$  = the sum of the squares of the differences between pre-test score and post-test score.
- $(\sum D)^2$  = the squares of the sum of the differences between the pre-test score and post-test score.
- $N$  = the number of pairs of score
- $DF$  = the degree of freedom
- $DF$  = N-1

(Coolidge, 2000:163 cited in Kurniasih, 2018:29)

### The Research of Finding

- **Result Pre-Test**

Before the implementation of teaching present continuous tense by using miming game, the pre-test was done on Tuesday, 28 of august 2019 and the duration was 90 minutes. All of the students of the first grade of Mts Negeri 1 Bandung were present on that day. In the pre-test the student should answer some questions. Some of the students felt confused during the pre-test, they found difficulties in the jumble word and making a sentence.

From the result of pre-test, the writer became deeply understood the lack of students' knowledge to comprehend present continuous tense. Then, the writer gave the students the treatments to make them understand about present continuous tense,

- **The Treatment**

There are three meetings carried out in the treatments:

The first meeting was held on August 20, 2019. The explanation about grammar and present continuous tense was given to the students Mts Negeri 1 Ciparay without applying miming game. In the first meeting, the students felt confused because they did not know about grammar and present continuous tense. So, the condition in the class room was not really.

The second meeting was held on August 22, 2019. The treatment about present continuous tense by using miming game. The students felt more excited than the first meeting. In the end of the meeting, the students got the evaluation to know their ability in using present continuous tense.

The last meeting was held on August 27, 2019.

The students got the treatment about present continuous tense by using miming game. It was given as the reminder to the students. So, they could remember the entire subject that had been given about present continuous tense, they could answer the post-test easily.

- **The Result of Post-Test**

After the implementation of teaching present continuous tense by using miming game in treatment, the post-test was held on August 28, 2019 and the duration was 45 minutes. The students did the post-test, because they are can be guide line that was given in the post-test.

From the result of the post-test the writer could put forward that there was different score between the pre-test and post-test score. To know the significance of the result of students' pre-test and post-test, the writer measured it by the formula of t-test for the pre-test and post-test one group design (Arikunto, 2006:306) which will be discussed in the data analysis.

### **The Data Analysis of the Pre-Test and Post-Test**

The result of the pre-test and the posttest will be analyzed using several steps down below.

$$N = 30$$

$$\text{Total score of pre-test} = 968$$

$$\text{Total score of posttest} = 1415$$

$$\sum d = 510$$

$$D2 = 14636$$

Calculate the mean of pretest score (X1)

$$X1 = \frac{\sum x}{N} = \frac{968}{30} = 32.27$$

Calculate the mean of posttest score (X2)

$$X2 = \frac{\sum y}{N} = \frac{1415}{30} = 47.17$$

Entre The values obtained from step 1-3 into the formula for the dependent t-test.

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}\right)}} \\
 &= \frac{32.27 - 47.17}{\sqrt{\left(\frac{14636 - \frac{260100}{30}}{30(30-1)}\right)}} \\
 &= \frac{14.9}{\sqrt{\left(\frac{14636 - \frac{260100}{30}}{870}\right)}} \\
 &= \frac{14.9}{\sqrt{6.85}} \\
 &= \frac{14.9}{2.618} \\
 &= 5.691
 \end{aligned}$$

Interpret the result if the computation

From the computation above the writer gets the value of t- that is 5.691 with the df = 29 at p = 0.05 of two tailed, the critical value of t-table is 2.045. As the value of the derived t- is higher than t-table (5.691 > 2.045) so that the Null Hypotheses (Ho) is rejected and the Alternative Hypotheses (Ha) is accepted. Stating that there is significant difference in the result of students score before and after the treatment using miming game. This means that the use of miming game in teaching present continuous tense to the first grade of Mts Negeri 1 Bandung is effective.

After giving the post-test the writer gave the students questionnaire to know their response toward the use of miming game in teaching present continuous tense. The following line describe about the result of the questionnaire in details.

### Discussion

Based on the finding, the writer can put forward that students understood present continuous tense by using miming game. And the result of the value of the value of t- that is 5.691 with the df = 29 at p = 0.05 of two tailed, the critical value of t-table is 2.045. As the value of the derived t- is higher than t-table (5.691 > 2.045) so that the Null Hypotheses (Ho) is rejected and the Alternative Hypotheses (Ha) Stating that there is significant difference in the result of students score before and after the treatment using miming game. This means that the use of miming game in teaching present continuous tense to the first grade of Mts Negeri 1 Bandung is effective.

Then, the writer got the data from the questionnaires and the result was almost all of the students answered they liked learning present continuous tense by using miming game. It was shown by the result of the questionnaires that was 97% of the students answered that they like learning present continuous tense by using miming game and 82% of the students answered that learning present continuous tens by using miming game are effective. It can be concluded that the students' response toward the use of miming game in teaching present continuous tense were good and positive.

## Conclusion

This study was about the use miming game in teaching present continuous tense. This technique is being effective at the junior high school, especially in the first grade. Because the students are so enthusiastic when the writer teach the lesson by giving games. The atmosphere in the class became more lively and the pupils were more excited at guessing words and creating sentences in present continuous tense.

The result of the study was shown by the computation of t-test the students' pre-test and post-test score that the students understood about present continuous tense. Based on questionnaire, the writer also got the result most of the students of the first grade of Mts Negeri 1 Bandung like to learn present continuous tense by using miming game. It can be concluded, that using miming game in teaching present continuous tense for the first grade of Mts Negeri 1 Bandung was effective, and the students' like to learn present continuous tense by using miming game.

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