

**THE EFFECTIVENESS OF USING MIMING GAME
IN TEACHING PRESENT CONTINUOUS TENSE
(An Experimental Research with the Eighth Grade Students
of MTs N 01 Semarang in the Academic Year of 2014/2015)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor in English Language Education



By:

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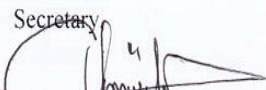
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
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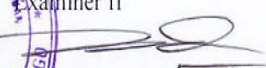

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I state that the thesis is ready to be submitted to Education and
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to be examined at Munaqasyah session.

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ABSTRACT

Title : **THE EFFECTIVENESS OF USING MIMING GAME IN TEACHING PRESENT CONTINUOUS TENSE (An Experimental Research with the Eighth Grade Students of MTs N 01 Semarang in the Academic Year of 2014/2015)**

Writer : Arfina Nurul Firdausi

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This research examined the effectiveness of using miming game in teaching grammar, particularly the present continuous tense. The students who studied English as the second language still get difficulties in understanding grammar, especially in learning the present continuous tense. Thus, the researcher thought that there should be a solution to solve that problem. The researcher tried to use miming game as a technique to solve that problem and improve students' achievement especially when they learnt present continuous tense.

This research was conducted with the Eighth Grade Students of MTs N 01 Semarang in the Academic Year of 2014/2015. Miming game is a technique to facilitate students on understanding present continuous tense. Miming game builds the students' activeness, confidence and good cooperation. This research is aimed to find the answer to the following research questions: is miming game effective to teach present continuous tense? And the objective of research is to find out the effectiveness of using miming game in teaching present continuous tense.

The population of the research was the eighth grade students of MTs N 01 Semarang. The research method was an experimental research, which was conducted in two classes; the experimental group (VIII D) and control group (VIII B) as the sample. The VIII D was taught by using Miming game and the VIII B was taught without Miming game (conventional method).

The researcher gave try-out test to try-out class (VIII E). The test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether there was significant difference between students' score in experimental and control class or not.

After collecting the data, it was found that the pre-test average score of experimental class was 74.11 and the control class was 65.64. Meanwhile, the post-test average score of the experimental class was 80.11 and the control class was 74.00. It was obtained that t-test was 1.723 and the t-table was 1.67 for alpha (α) 5%. The t-test was higher than t-table ($1.72 > 1.67$). It means that H_a was accepted and H_o was rejected.

Based on the result, the researcher concludes that Miming Game as a teaching technique was effective in teaching the present continuous tense at MTs N 01 Semarang in the Academic Year of 2014/2015.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, November 27th 2014

The researcher,

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