

CHAPTER I INTRODUCTION

A. Background of the Study

English has played an important role in some parts of people's life; either it is used verbally or literally. According to Oxford dictionary, "Language is the system of communication in speech and writing that is used by people of a particular country"¹. The mean language is an important thing in order to communicate in the society because through language people can express their wishes, feelings, and ideas.

Vocabulary, spelling, structure or grammar, are some component of English Language. As a part of language components, grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. Grammar covers Tenses, Word Order, Modals, Preposition, Adjective, and other structure items. We have to understand tenses in order to make a sentence.

Tenses are part of English Grammar. There are many kinds of tenses in English, such as simple present, present continuous, simple past, past continuous, simple future, etc. To teach grammar, such as present continuous tense, the teacher should be able to find an appropriate method in order to make the students understand the material easily. Many language learners especially in learning English, faced difficulties to master grammar. They felt difficult to understand the material when they were learning it as the teacher used to explain the material with a classical way. It means that the teacher explained the material in front of class, asking and answering questions that would make the students bored and difficult to memorize the material.

Grammar is important to learn because correct grammatical sentences will be used to communicate with other people in order to make the meaning clear, but in fact the students' understanding in learning grammar is low. It is

¹A.S Hornby, *Oxford Advanced Learners Dictionary of Current English*, (New York: Oxford university press, 6th Ed.,2000), p.721

caused by several factors. One of them is because there are no tenses in Indonesia language system. The researcher used miming game to improve students understanding on present continuous tense in this research. The researcher focuses on present continuous tense because the students were confused in differing simple present tense and present continuous tense. The researcher used miming game because game as one of a teaching technique is an interesting way and make them are interested. Through miming games students are demanded to imitate some actions are given by the teacher and the other students have to guess it.

Pupun Fuadah on her thesis said that present continuous tense was a confusing grammar rules for the first grade students of SLTP Muhammadiyah 17 Rempoa. They had to realize the tenses should be used when they were demanded to speak. For example, students may say, “I am read the book right now”.

The case above can be analyzed that student’s sentence is grammatically wrong. When something is done at that time of speaking the students have to use the present continuous tense. This case was happened because they have little knowledge of grammar. To say something occurring at that time, in English students must use the present continuous tense and they have to use be + ing (present participle) and the right sentence will be “I am reading the book right now”.²

The statement above shows that to teach grammar such as present continuous tense, the teacher should realize the nature of teaching Junior High School level students. Teacher should be aware that the Junior High School students are periods that full of fun and interesting activities. He or she should be able to find an appropriate method to deliver the material to the students. So, the students will be easy to understand the material given.

²Pupun Fuadah, *Teaching The Present Continuous Tense Through Total Physical Responses Method*, from Tarbiyah and Teacher Training Faculty, Jakarta State Islamic SyarifHidayatullah University, 2010 p.3

Every lesson is unique and is made up of different stages. Lessons can focus on grammar, vocabulary, reading or writing. They may contain listening and speaking activities and concentrate on introducing new language items or on revision. The actual content of any lesson will depend on what the teacher aims to achieve during the lesson, the students and the teaching situation. However there are some ideas that can be considered for every lesson. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster. As teachers, it is important then to provide students with lessons that are not only well-structured but which are also interesting and enjoyable.

Game is one of the ways which can be used to realize it. There are many games which can be used to teach grammar. i.e. making match game, whispering game, miming game, etc. In this case, the researcher used miming game to teach present continuous tense.

The researcher chooses miming game as a technique in teaching present continuous tense based on some consideration. First, games are fun and interesting. Learners are usually like playing them. Through games, learners are able to explore some new ways in learning the material. Second, through game, e.g. miming game, the students will be enthusiastic to the material taught related to present continuous tense. When they are performing the miming game with their friends, they do not realize that they are learning present continuous tense. In addition, in this game, the students learn the present continuous tense by acting certain verb, so that they can understand and memorize the related topic.

Students are grouped together and given specific tasks to perform it under miming game. Each member is responsible for their own learning as well as those of other group members. Thus, in miming game setting, learners have opportunity to develop their imagination and inspiration, guess and get the meaning. It also builds the students' bravery, confident, cooperation and responsibility. This is also deals with the character building of new curriculum 2013.

Based on the considerations above, the researcher conducted an experimental research entitled: *The Effectiveness of Using Miming Game in Teaching the Present Continuous Tense (An Experimental Research with the Eighth Grade Students of MTs N 01 Semarang in the Academic Year of 2014/2015)*.

B. Reasons for Choosing the Topic

The researcher chooses the topic based on the following reasons:

1. Grammar is one of the important English components that are considered important to learn especially for Junior High School.
2. To make an understandable and memorable teaching grammar especially on present continuous tense, the students need a good way which is appropriate with the material.
3. The use of technique and media, especially miming game, will offer a different learning situation by increasing students' confident and cooperation to the lesson. It can be used by both teachers and students.
4. The teacher explains the material with classical ways, such as explaining in front of class, then asking students to answer questions. It makes students bored and difficult to understand the material. The condition also occurred at MTs N 01 Semarang, the teacher uses classical way to teach the students. He only explains the material in front of class and gives test or assignment at the end of the lesson.
5. The researcher wants to know the effectiveness of using miming game as a technique to teach present continuous tense with the eighth students of MTs N 01 Semarang in the academic year of 2014/2015.

C. Research Question

The researcher formulates the problem as follow:

Is miming game effective to teach the present continuous tense to the eighth grade students of MTs N 01 Semarang in the academic year of 2014/2015?

D. Objective of the Study

In line with research question, this study has purposes to find out:
The effectiveness of using Miming Game in teaching Present Continuous Tense at MTs N 01 Semarang grade VIII in the academic year of 2014/2015.

E. Scope of the Study

The researcher tries to find out of the effectiveness of using *miming game* to teach the present continuous tense in this research. The experimental class was taught Present Continuous Tense by using Miming Game and the other control was taught by using a conventional teaching or lecturing. This study is experimental research. This study was conducted at MTs N 01 Semarang in the academic year of 2014/2015. The participant of this research is the eighth grade students. This research was focusing on teaching grammar especially on the present continuous tense.

F. Pedagogical Significances

The researcher hopes will get some experiences and knowledge directly how to implement miming game to teach the present continuous tense and it will beneficial for many sides such as for; students, teacher and researcher.

1. For Students

By using miming game, the students will be able to memorize the material easily. So, they can master the grammar, especially present continuous tense well.

2. For Teacher

The result of this research are hoped will be useful for English teacher of Junior High School in teaching present continuous tense as a new technique. Miming game can help teacher in providing active learning, creative, effective, and fun for students according to learning style. Moreover it can increase awareness of teacher on students' learning difficulties and efforts to overcome and improve teacher performance and

professionalism. Teacher can use the result of this research as a reference when they want to improve their ability in teaching grammar.

3. For the Researcher Itself

The researcher will get additional experience and knowledge in teaching grammar especially teaching present continuous tense by using miming game.

4. For the Readers

It is hoped can give the readers references in teaching present continuous tense using miming game as the new way.

5. For the School

It can be a supported way to improve teaching and learning process.