

CHAPTER II
USING MIMING GAME IN TEACHING
PRESENT CONTINUOUS TENSE

A. Previous Research

Considering the topic discussed in this thesis, there are some researches that have been done related to this topic are:

- a. Tri Ratnasari (073411025), "*The Effectiveness of Using Freeze Game in Teaching Past Continuous Tense*", from Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies Walisongo Semarang, 2010. This was an experimental research with the eighth grade of SMP Nurul Islam Semarang in the academic year of 2010/2011. The result from this research could be known if there is improvement of students' mastering in memorizing past tense because the use of freeze game to teach past continuous of the eighth year students of junior high school an effective technique.

The similarities between her research and the researcher's were on the use of game, object of the study (tense), research approach and the participant. The differences were on kind of tense and the data analysis.¹

- b. Pupun Fuadah (205014000375), "*Teaching the Present Continuous Tense through Total Physical Response Method (An Experiment at the First Year Class of SLTP Muhammadiyah 17 Rempoa)*" from Tarbiyah and Teacher Training Faculty, Jakarta State Islamic Syarif Hidayatullah University, 2010. In her thesis said that the value of $t_{count} = 5,57$ is higher than $t_{table} = 2.045$ indicate that there is a significant difference between the result of learning present continuous tense by using total physical response method and without using total physical response method.

¹Tri Ratnasari (073411025), "*The Effectiveness of Using Freeze Game in Teaching Past Continuous Tense*" from Tarbiyah and Teacher Training Faculty, The State Institute for Islamic Studies Walisongo Semarang, 2010

The result of research showed that the use of total physical response is more effective in teaching present continuous tense. Besides, based on students' score, the experimental class is higher than control class.² The similarity between her research and this research is on the focus material; both of the researches focus on the present continuous tense. Meanwhile, the differences are on the teaching method and participants of the research. Her research used total physical response with the first year of SLTP Muhammadiyah 17 Rempoa while this research focused on teaching the present continuous tense through miming game with the eighth grade students of MTs N 01 Semarang.

B. Theoretical Review

1. Factors Affecting Learning Achievement

Learning achievement is the ability possessed by learners after they have received the learning experience. A number of learners gained experience includes cognitive, affective and psychomotor. Learning achievement has an important role in the learning process because it will give information to the teacher about progress of students in achieving their learning goals through the process of teaching and learning activities.

Learning achievement in English language is affected by different factors which positively influence proficiency in English:

a. Learning Styles (study habits)

Patsy and Nina stated that:

Learning style has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing and retaining new information and skill."³

²Pupun Fuadah (205014000375), "Teaching The Present Continuous Tense Through Total Physical Response Method", from Tarbiyah and Teacher Training Faculty, Jakarta State Islamic Syarif Hidayatullah University, 2010

³ Patsy M. Lightbown and Nina Spada, *How Language are Learned*, (Oxford University Press, 2006), p.59

Students have their own learning styles which reflect on their field of study. Proper learning style reflects good performance for any students. English is a language that requires well organized learning style because of its diversity. Learning achievement for the English language is focused on students' ability to speak and to write well.

b. Learning environment

Environmental factors can affect to learning achievement. Learning environment have both a direct and indirect influence on student learning achievement, including their engagement in what is being taught, their motivation to learn and their personal safety.

c. Aptitude

Patsy and Nina stated, "Aptitude is specific abilities thought to predict success in language learning."⁴

Some of the abilities measured by aptitude test. Jeremy Harmer stated, "Students who score badly on aptitude test will become demotivated".⁵

Aptitude is great thing that affects on learning achievement. Someone who is driven by an aptitude and pleasure in learning can obtain the optimal learning achievement.

d. Motivation and Attitudes

According to Jeremy Harmer, "Motivation is some kind of internal drive which pushes someone to do things in order to do something".⁶ Positive attitudes and motivation causes success in learning achievement. Positive motivation is associated with a willingness to keep learning.

Student has a certain attitude towards various things in both positive and negative. A positive attitude of choice for developed /

⁴ Patsy M. Lightbown and Nina Spada, *How Language are Learned*, p.57

⁵ Jeremy Harmer, *The Practice of English Language Teaching Fourth ed.*, (Cambridge, Pearson) p.86

⁶ Jeremy Harmer, *The Practice of English Language Teaching Fourth ed.* p.98

invested to someone that can be received positively to stimuli which in turn will optimize the learning achievement optimally.

We know that learning achievement are affected by several factors based the explanation above. The most important is learning style (study habit) and also learning environment. Language is primarily spoken, therefore it will be better that in teaching foreign language, teacher create English atmosphere in class are fun and enjoy. In teaching foreign language, teacher also must choose the suitable ways and technique to encourage and acquire language well. Teacher has to be able to crate interesting learning and create English atmosphere in the class.

Due to the factors it seems hard to use a single technique or method all the time in teaching language especially on grammar. Therefore, the creativity of the teacher will be needed in order to select the suitable technique or method in teaching that can influence student's motivation and learning result.

2. Concepts of Games

Games are definitely the natural way of learning something. Playing is the effective method for children. Through playing they meet with their environment, understand many principles of how things work and it is easy for them to remember something which is connected with pleasure, fun or amusement. According to Jill Hadfield, "a game is an activity with rules, a goal and element of fun".⁷ So, learning English grammar through game is one effective and interesting way that can be applied in any classroom.

a. Reasons of Using Games

According to Jill Hadfield, "a game is an activity with rules, a goal and element of fun."⁸ Language learning is hard work so game is needed to make teaching and learning process more fun. Games help

⁷Jill Hadfield, *Intermediate Communication Games*, (England: Longman, 1996) p.v

⁸Jill Hadfield, *Intermediate Communication Game*, p.v

and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are several reasons why we can use games in the classroom:

- 1) Games may have potential to support teaching learning process, while many teachers and students expressed enthusiasm in using games in lessons.⁹ Furthermore learners can interact with their friends while playing a game in teaching learning process and it will make them get closer. As a result it will never make students bored to learn English.
- 2) Through well-planned games, learners can practice and internalize vocabulary grammar and structures extensively. Play and competition that are provided by games enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learner's attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity.
- 3) The game context makes the foreign language immediately useful to the children. It brings the target language to life.
- 4) Games are welcoming break from the usual routines of the language class. They can be used as relaxation of teaching and learning process.
- 5) Games are motivating and challenging for the students.
- 6) Learning language requires a great deal of effort. Games help students to make and sustain the effort of learning.

⁹ Richard Sandford, *Teaching with Games*, Futurelab, p.4

- 7) Games provide language practice in various skills-speaking, writing, listening and reading.
- 8) Games encourage students to interact and communicate.
- 9) Games create a meaningful context for language use.¹⁰
- 10) One of the things that we are uniquely able to do on the spot is to use mime, gesture, and expression to convey meaning and atmosphere.¹¹ By performing miming game, may the students be able to master the material related to present continuous tense easily because they are involved directly.

Based on those reasons we know that game is appropriate to be applied in language learning. Game makes the students enjoy teaching learning process and master the material easily. Moreover, students have more opportunity to participate in classroom activities.

3. Games for Teaching Tenses

Games can be applied in language learning. There are many games in English language learning, such as games for teaching vocabulary, grammar, part of speech and etc. Before using games, teacher should consider kinds of game that is suitable with students' level, whether the game is appropriate with their capability. The following games can be used in teaching grammar for junior high school level (pre-intermediate level) students:

a. What is s/h wearing

This game is appropriate to motivate the students to learn and practice the present continuous tense and adjectives.¹² To start the game, the teacher stands in front of the class and hold one of the pictures he/she prepared. Quickly flick it over so that the class can see the picture for a moment only. While teacher is doing this, ask "what is

¹⁰ Siti Tarwiyah, *Games, Songs and Practical Ideas to Teach Language*, (Mijen: Need's Press) p.2

¹¹ Jeremy Harmer, *The Practice of English Language Teaching Fourth ed.*, (Cambridge, Pearson) p.116

¹² Redjeki Agoestyowati, *Fun and English Games & Activities for You*, (Jakarta: PT Bhuana Ilmu Populer, 2010) p.314

she/he wearing?” then the students retell as many things as possible what the person is wearing.

b. Miming adverb

The purpose of the game is students will know how to mime and make adverb.¹³ For example, the student mime a verb “stand up”, then give an adverb e.g. quickly, so the student has to mime the command (stand up quickly).

c. Mime game

Mime game is using bodies to convey the meaning of an action or an expression which the other have to guess.¹⁴ According to Jef Lambdin:

“Mime uses the creative instrument everyone has: our body. We all can use our bodies to express our ideas and feelings, including those of us who don't speak English well, or who have trouble reading.”¹⁵

This game is fit to practice present continuous tense.

d. Freeze game

This is a great game for teaching past continuous.¹⁶ Freeze game is a game for groups. It is called freeze, because the player have to freeze the act when the teacher say freeze. This game can be used as a way to teach grammar especially on past continuous.

e. Drawing Race

In this game, students race to draw a picture of present continuous sentence they hear or read, e.g. “Two men are dancing on a

¹³Redjeki Agoestyowati, *Fun and English Games & Activities for You*, p.191

¹⁴Thomas Topham, “A Shot Guide to Miming Games”, <http://www.tefl.net/forums/viewtopic.php/>, retrieved on February 8th, 2014.

¹⁵Jef Lambdin, *Study Guide for a Mime Residency*, (Lumberton, 1999) p.4

¹⁶<http://www.teachingandlearningenglish.com>, retrieved on January 13th, 2014

table.” Give points for the first on that matches the description and/or the best picture¹⁷

Based on the example of games above, the researcher used miming game to teach present continuous tense as miming game was one of the appropriate ways to teach present continuous tense and it may help the students to master and memorize the material easily.

4. The Present Continuous Tense

a. Definition of Present Continuous Tense

Suryadi Junaida stated that the present continuous tense (also called present progressive tense) is commonly used in English for actions happening right now.¹⁸ According to Betty Scrampher Azhar, “the present continuous tense give the idea that an action is in progress at the present time and probably will continue.”¹⁹

b. The Use of Present Continuous Tense

1) Stating that the ongoing action

Example:

They are studying English now.

I’m eating pizza right now.

2) Stating a temporary action

Example:

She is reading now, but will write soon.

I am living in Lenteng at the moment.

3) Stating that the act referred in to the future

Example:

I am coming soon.

¹⁷Alex Case, “15 Games for the Present Continuous Tense”, <http://edition.tefl.net/ideas/grammar/fun-games-for/present-continuous/> retrieved on January 13th, 2014

¹⁸ Suryadi Junaida, *English Complete Grammar*, (Yogyakarta: Pustaka Pelajar, 2007), p. 441.

¹⁹Betty Schrampher Azhar, *Understanding and Using English Grammar*, Third Ed. (eaglewood Clift: Prentice Hall Regents, 1989), p.3

He is taking examination next week

c. Form of the Present Continuous Tense

According to Betty Schramper Azhar the present continuous tense give the idea that an action is in progress at the present time and probably will continue.²⁰

The pattern of present continuous tense:

1) Affirmative Sentence

One of the present continuous tense forms are affirmative sentence and to make an affirmative sentence, by using this following formula:

S + Be (am, is, are) + Present Participle (ing-form) + O

Table 2.1

Affirmative form of Present Continuous Tense

Subject	Be	Base Form of the Verb-ing	
I	Am	Doing	Exercise at the moment
You	Are	Cooking	For dinner now
He/ She/ It	Is	Watching	Television right now
We/ They	Are	Staying	At home today

²⁰Betty Schramper Azhar, *Understanding and Using English Grammar*, p.3

2) Negative Sentence

A negative sentence are formed by putting not after the form of be.

The formula as follow:

$S + be (am, is, are) + not + V ing + O$

Table 2.2

Negative form of Present Continuous Tense

Subject	Be + not + Verb-ing + o
I	Am not doing the exercise
You	Are not cooking a delicious cake
He/ She/ It	Is not watching a television together
We/ They	Are not staying at home

Present Continuous Tense is used only for actions and happenings, for example: They are eating / it is raining

We are studying English, etc.

Some verbs for example, know and like are not action verbs.

Incorrect : "I am knowing" or "They are liking"

Correct : "I know" or "They like"

Table 2.3

List of verbs are not normally used

Mental State	Emotional State
Know	Love
Realize	Like
Understand	Dislike
Recognize	Hate
Believe	Fear
Feel	Care
Want, etc.	Appreciate, etc.

3) Interrogative Sentence

The students can also form present continuous tense into interrogative sentence, and there are two kinds of interrogative sentence:

a) Interrogative Affirmative

An affirmative interrogative is formed by putting the form of be before subject.

Formula: Be+ Subject +Verb-Ing+ O ?

Table 2.4

Affirmative interrogative form of Present Continuous Tense

Be	Subject	Base of Verb-ing + O
Am	I	Doing the exercise?
Are	You/ We/ They/ We	Cooking a delicious cake? Watching television?
Is	He/ She/ It	Is not watching a television together

b) Negative Interrogative

A negative interrogative is formed by putting contraction form of be before subject. Formula: Contractive form of Be+ Subject+ Verb-Ing+ O

Table 2.5

Negative interrogative form of Present Continuous Tense

Be Contraction	Subject	Base of Verb- ing + O
Aren't	You/ We/ They/ We	Cooking a delicious cake? Watching television? Doing the exercise?

Isn't	He/ She/ It	Watching a television together?
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Something must be noticed concerning with the form of the present continuous tense that is the process of forming the infinitive form into ing-form. Because each verb has different form, so in adding to infinitive it will undergo different process.

There are some ways of spelling the present continuous tense:

(1) When a verb ends in a single *e*, it is dropped before ing:

Hope	Hoping
Date	Dating
Injure	Injuring
Love	Loving

And verbs end in *ee*:

Agree	Agreeing
See	Seeing

(2) When a verb of one syllable has one vowel and ends in a single consonant is doubled before ing:

Stop	Stopping
Rob	Robbing
Run	Running
Beg	Begging

(3) Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable:

Admit	Admitting
Begin	Beginning

(4) A final L after a single vowel is however always doubled:

Drill Drilling

Travel Travelling

(5) Ing can be added to a verb ending y without affecting the spelling of the verb:

Carry Carrying

Enjoy Enjoying

Hurry Hurrying

(6) But for the infinitive ending with vowel e produced by vowel I, ie substituted with y, then adding ing:

Die Dying

Lie Lying

Tie Tying²¹

5. Miming Game to Teach The Present Continuous Tense

The study discussed “The Effectiveness of Using Miming Game in Teaching Present Continuous Tense”.

The word effectiveness is noun from the word effective. “Effective means producing the intended result”.²² The word effective is sometimes used in a quantitative way, being vary or not much effective. Miming means acting silently without speaking. Miming is more complex than simple TPR activities.²³ TPR involves students doing everything the teacher say. Mime gives the students more freedom to be creative. Students have to be familiar with the language of the topic you are going to describe.

In Islam, education is very important especially in teaching-learning process. An effective media sometimes are needed to conduct an

²¹Mahesa Institute Team, *Basic Grammar 1*, (Pare: Mahesa Institute Publishing, 2012) p.21-23

²²A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford university press, 6th Ed., 2000), p.402.

²³Marry Slattery and Jane Willis, *English for Primary Teachers*, (New York: Oxford University Press, 2001), p.27

effective teaching learning process. Allah says in the holy Qur'an in the verse of Al-Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ (4)

“He (the Lord) who has taught by the pen”²⁴

The verse above shows that Al-Qur'an give attention towards the important of medium in study especially in teaching learning process.

The word teaching is verb from the word teach. Teach means give lessons to students in school, college, university, etc.²⁵ So it can be known that teaching is a process of conveying knowledge to somebody in order to be understood.

Moreover, it is stated in Hadith Prophet Muhammad SAW:

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلَا تُعَسِّرُوا وَبَسِّرُوا وَلَا تُنْفِرُوا (اخرجه البخاري)

”From Anas bin Malik, The Prophet SAW said: make it easy and do not make it difficult, be happy and do not make (them) run from (Islami)”²⁶

The Hadith above explains that learning process should be conducted interestingly and excitingly so that students are not psychologically depressed and do not feel tired of the atmosphere in the classroom, as well as what is taught by the teacher. Then learning must also use appropriate methods and techniques adapted to the circumstances, especially taking into account the circumstances of people who will learn.

Consider the hadith above there were some reasons why the researcher used miming game in teaching the present continuous tense. First, miming game was appropriate to teach the present continuous tense. Teacher provides some action verbs to the students. Then, when the students got a card of verbs, they had to mime it. After that, they had to

²⁴ Muhammad Zafrulla Khan, *The Qur'an*, (London: Curzon Press, 1981) p.624

²⁵ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p.1332

²⁶ Ahmadi Toha, *Terjemah Sahih Bukhori*, (Jakarta: PustakaPanjimas, 1986), p. 89

guess what the action had mimed into present continuous tense sentence. Second, by using miming game the teaching learning process on grammar would be interesting. Teaching grammar for students was not easy. The students feel bored when their teacher explained about grammar. In addition, the students had to memorize the pattern of present continuous tense with the classical way. English teacher had to realize to solve this problem. One of the ways was using miming game. In this game, the students learned present continuous by acting the action verbs, mime their acting and then used the verb in composing the sentence of present continuous tense. By performing this game it may take the students enjoy in the teaching and learning process and understand the present continuous tense.

Miming game could be applied to teach and encourage students' ability in mastering the present continuous tense. In this case, the teacher needs some action card of verbs to play this game. The following explanations are steps to perform miming game:

- a. Divide students into two groups, group A and Group B
- b. At each turn, a participant from one of the team must mime an action from the action cards are given.
- c. The members of other team must identify the action by making a sentence in present continuous. For example, if a participant named Pierre is sitting on the floor then the members of other team must say, "Pierre sitting on the floor".
- d. After a team successfully identifies an action, the teacher writes the appropriate present continuous tense sentence on the whiteboard.
- e. Teams are not allowed to mime action that has already been identified.
- f. Teams receive 2 points for miming an action that is successfully identified by other team.

C. Hypothesis

Sutrisno Hadi stated, “hypothesis is consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”²⁷ Hypothesis is a temporary answer of problems in research until proved from the data which collected.²⁸ So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data.

The hypothesis of this research is: “miming game is effective to teach the present continuous tense with the eighth grade students of MTs N 01 Semarang in the academic year of 2014/2015”. The score of students who were taught by using *Miming Game* are higher than the students who were not taught by using *Miming Game*.

²⁷Sutrisno Hadi, *Statistik Vol. 2*, (Yogyakarta: Andi, 2000), p. 257

²⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: RinekaCipta, 2010), p. 110