

Mime Game to Improve Grammar Skill in Present Continuous Tense at the Seventh Grade of SMPI Raudlatul Ulum Pamekasan

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ABSTRACT

One of four language skill is grammar. Grammar is the study to make good sentence. The researcher uses mime game method to improve students' grammar ability. Mime game could be suitable to enhance students' grammar skill. The students who hold the card must be practice the sentence. And the other's student can be answering the question, when the other students cannot answer the question, the other students can answer it. Mime game make students enjoy and make them effective on study. The researcher uses CAR design (Classroom Action Research. This researcher was conducted on the seventh grade at SMP Islam Raudlatul Ulum Pamekasan which the researcher collaborate with English teacher. In this research the mean score in pre-test is 55 and the class percentage that got by students is 25% the mean score of cycle I is 65 and the class percentage that got by students is 54%. The mean score of cycle II is 75 and the class percentage that got by students is 87.5%. It means that the students always have improvement from pre-test, cycle I until cycle II. From pre-test until cycle I students have 18.18% improvement and students have 36.36% improvement from pre-test until cycle II. Based on the result of finding, the researcher deduces that the use mime game method is the alternative ways for teaching and learning grammar, especially to improve students' grammar skill. The result hopefully can give motivation the teachers and students to use mime game method in teaching English in the classroom.

Keywords: *grammar; mime game; present continuous tense*

INTRODUCTION

English is an important language for Indonesian, because English is the language of communication in the international world. It can be main reason that English being main subject in Islamic junior high school, but mastering English is not easy to understand well for students. Bachman and Anderson (2009) states English language is very import subject in Indonesia, because it being main foreign language. Education Department government supports and helps the Indonesia's future development. In particular, teachers must have sufficient skills and include basic knowledge of English. So that they can master English and teach it to their students, which can be understood by their students. English is not only useful for competency in English skills, but can be used in all fields such as technology, culture, science, and art.

The purpose of teaching English is to develop language skill: listening, speaking, reading and writing. To support all these language skills, grammar is needed to perfect English knowledge. Without grammar, maybe we are not good at arranging the correct and perfect sentence order in accordance with the applicable rules. To understand grammar, teachers need to assemble and compose varied sentences. So that it makes students confused to understand it. English lessons have a beautiful and well-organized English order.

Based on curriculum 2013, it is clearly stated that one of the objective of the English subject in Junior High School is developed the students' ability in English, either in written or oral form which cover grammar. Unfortunately, the fact shown that the students are quite difficult to improve their grammar ability because the students are lazy to learn English. The other reasons, students still consider grammar skill as the most difficult skill to be mastered. In class, teacher often find the

students difficult to use English grammar objective even in the simple form or researcher find the students are lazy to learn English, because the teacher learns English monotonous. It is also could be seen that in the class, the students have limited time to practice their grammar skill, and it result on students ability to use the target language, as the wish word mentioned that practice makes perfect. It mean that practicing will help the students' in increasing students' capability in grammar English.

Grammar is the study of how to make good sentences with a well-formed, for example john is studying in the class. The Speakers can speak and understand a without ever thinking before about its grammar. Conversely, no speaker would ever speak using a sentence like as studying is john in the class. This is example of ungrammatical sentence. Grammar should be understood if wants to be understand and get good goal in learning English. Understanding English grammar can help the students to make good sentence by meaningfully and grammatically. The purpose of teaching English grammar in the seventh grade at SMPI Raudlatul Ulum Pamekasan is full and fun activities, especially on Present Continuous Tense. Hopefully, Using mime game method in improving students grammar ability can make the students relax enjoy and easy to memorize the material more than before.

Mime game is the game that uses gesture body or only the action and expression without say anything to deliver the meaning to others. Gesture defines as a sign of a part of the body, like as the hand, to convey the meaning of what will be conveyed to the audience. Lucia (2010) states that "Mime game is motions that use part of bodies to show the meaning of an action and expression to audience. Mime uses the unique property to everyone". Researcher can use the part of bodies to show the ideas and feeling. This game is fit to practice present continuous tense.

As an important study grammar using mime game can help the pupils should be enjoyable and easier to understanding, because the students will quickly understanding and easy to memorizing the term. So that, the method of mime game very suitable for students to understand simple present continuous tense. Actually English teaching at SMPI Raudlatul Ulum Pamekasan has good method in teaching English grammar. First, the teacher is able to give the material based on hand book. Second, teacher gives clear explanations. However, there are only some students who want to study English diligently. It is probably caused by the fact that they study in private school, so they are lazy full motivation and spirit to get the target of the study.

Students in SMPI Raudlatul Ulum Pamekasan have problem in creating sentences of simple present continuous tense. Researchers chose this school, because sometimes the seventh grades are confused in creating sentences of simple present continuous tense. In the researcher experience it is the fact that junior high schools. Based on the problem of the study above, the goal of the study to describe mime game to improve the students' grammar skill present continuous tense of the seventh grade at SMPI Raudlatul Ulum Pamekasan

The researcher hopes this research (improving students' grammar ability by using mime game on present continuous tense), the teacher has additional information about the students' problem to creat a good sentence in simple present continuous tense, and for students it will be correction in order that they will be easy to know their usual to making sentences of simple present continuous tense.

THEORY AND METHOD

This Research use Classroom Action Research (CAR), that have collaboration with English Teacher. The researcher uses CAR that uses two cycles. The main steps of action researching that consist of planning, acting, observing and reflecting. This subject of research has taken place in SMPI Raudlatul Ulum Pamekasan. The subject of this research is the seventh grade students of SMPI Raudlatul Ulum Pamekasan that has consist of 24students, the 13 females and 11 males and the object of this study is using improving students' grammar ability by using mime game. There are some problems of students' grammar ability in this school. Therefore, the researcher choose this

school as research place in order the students' grammar ability will be better and this research use a mime game to improve grammar ability.

FINDINGS AND DISCUSSION

The researcher had observed the condition of the seventh grade at SMPI Raudlatul Ulum Pamekasan in learning grammar. Most of students there is no motivation to learn English grammar, because it is very difficult. So, a student's lazy to learn it and the teacher often boring and tedious method like as giving the topic of material, listening, and giving assignment, then sometime the teacher take the main source for teaching process. It made students had low motivation and it could make them stop learning. From that reason, the researcher tried to grow the student's motivation by using mime game method in improving grammar ability.

The researcher shows the result of research and analysis of collecting data which were conducted through preliminary study, cycle I and II. Before conducting the research, the researcher observed of the seventh grade of SMPI Raudlatul Ulum Pamekasan. The researcher asked the teacher about the problem in teaching English process in seventh grade students. The researcher found that the students lack in grammar. In addition, the researchers observed the learning activities carried out by the teacher. Based on the observation of the findings, the researcher concludes that students face difficulties in grammar. Therefore, the researcher and teacher as collaborator try to discover good solving problems. For the first step, the researcher conduct pre-test and get the score below:

The average value of students using the formula:

$$M = \frac{\sum x}{N}$$
$$M = \frac{1.335}{24} = 55$$

M = Mean
 $\sum x$ = Total individual score
N = Number of students

The percentage success :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{24} \times 100\%$$

$$P = 25\%$$

P = the class percentages
F = Students get KKM
N = Number of Students

Based on the outcome of pre test, it was known that the students' average score in pre-test, the average score of the class success was 55, the student's still low in grammar ability. So students need the learning of researcher which is English mime game, and the percentage of the class success was 25%.

During pre-test, the researcher observed the students in learning process. The result can be seen that the students did not enthusiastic in the class seriously. They did not have self confidence to practice. Students still fell confused and difficult in present continuous tense of English grammar using their own word. From the observation and the students' score in pre-test, the researcher planned to implement using a small group discussion method in improving grammar ability.

Therefore, the rearcher continue the next stage of cycle I to get better progress using this mime game theory. The researcher conducts four steps: planning, acting, reflecting and observing. Based on the observation, it showed that using classroom action research (CAR) method still doesn't work well. Because the some students did not pay attention and some other students had limited confuse to understanding about pattern of present continuous tense related with the classroom action research (CAR) method given. Meanwhile, researcher showed that the teaching learning activities has done well, although there were some problems that should be solved, which can be seen from the explanation below:

The average of students' score used the formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.560}{24} = 65$$

M = Mean
 $\sum x$ = Total individual score
 N = Number of students

The percentage of class success:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{24} \times 100\%$$

$$P = 54\%$$

P = the class percentages
 F = Students get KKM
 N = Number of students

Based on the result of cycle 1, the average score is 65, the students who passed it still not the target. So the researcher would like to continue to the cycle 2. And the percentage of the class success was 54%. It shown that cycle I improve from the pre-test. Although not achieve passing grade. Percentage of students who get an enhancement score from pre test until post test I. The researcher uses this formula:

$$p = \frac{y1 - y}{y} \times 100\%$$

$$p = \frac{65 - 55}{55} \times 100\%$$

$$p = \frac{10}{55} \times 100\%$$

$$p = 18.18\%$$

P = Percentage of student's improvement

Y = Pre test result

Y1 = Post test I

Based on the result of the formula above, the students' enhancement from pre-test step to cycle I (65-55) is 18.18%. So, it must be improve. Based on from the evaluation results it can be concluded that the using "Mime Game " can improve students grammar ability by using classroom action research (CAR) method in accordance with the planning stages that have been prepared previously. In this case, each stage is planned and carried out in an orderly manner so that maximum results are in line with expectations, namely getting an increase in grammar learning using mime games.

The revised planning was used to conduct the action in the cycle II, The execution of an act done after getting the results of the first cycle as a reference for the implementation of the next cycle. This research only use two cycles. Furthermore, the second cycle will the final result, and the second cycle the researcher success in applied field trip technique in improving students' speaking skill because in this case every students seems more interest to study about speaking skill because the researcher invite the student to study on the one place that have good scenery. The cycle II can be shown below:

The mean score can be shown below:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.805}{24} = 75$$

M = Mean
 $\sum x$ = Total individual score
 N = Number of students

The percentage of class success:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{21}{24} \times 100\%$$

$$P = 87,5\%$$

P = The class percentages

F = Students get KKM

N= Number of students

Based on the result, the mean score in cycle 2 is 75, the percentage of the class is success is reach 91%. It means, the cycle II get improvement from the cycle I. So that, Mime Games to improve Grammar skill in present continuous tense is succesfull.

The percentage of student's score from pre test to the post test II is get improvement. The formula as follow:

$$p = \frac{y2 - y}{y} \times 100\%$$

$$p = \frac{75 - 55}{55} \times 100\%$$

$$p = \frac{20}{55} \times 100\%$$

$$p = 36.36\%$$

P = Percentage of student's improvement

Y = Pre test result

Y1 = Post test I

Based on the result of the formula above, the students' score from pre-test to post- test II get developmentis (75-55) is 36.36%. There was an improvement from the pre-test to post-test II. Based on the collected data, the success of this classroom action research, and start from pre-test until the cycle II get development. The students' mean score in pre-test is low under the passage score, in cycle I the average score test is 65, it means that the action in cycle I is not successful yet. Then, the researcher continues to cycle II step. finally in cycle II get development score is 75, the percentage of the class is success if the score 91%. It can be seen that cycle II gets development than from the cycle I. it can be assumed that the improving students' grammar skill by using mimes game method is successful.

CONCLUSION

Grammar requires the ability to relate the textual material to the students' knowledge. It means that learning grammar, the researcher try to improving students' grammar ability by using mime game on present continuous tense. Based on finding of research, the researcher can concludes that "improving students' grammar ability by using mime game on present continuous tense method" is

a good strategy. The development could be seen from the increase of the class' percentages grammar score from 25% which reach the passing grade in the pretest, and 54% which pass the passing grade in the cycle 1, and 91% in the post- test in the cycle 2. There was a significant difference between the students score in pre-test before using a mime game method and then, the result of the test in cycle two after using a mime game method.

Through using this strategy in teaching, the situation in the class was much enjoyed, the students can communicate each other and they were more enthusiastic when students joined the class. The researcher had observed that the students' score were higher after using a mime game before using a mime game strategy. Moreover, the students enjoyed the teaching learning process students were focusing on what the teacher gave to them. The grammar of students will be better than before.

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