

**THE EFFECTIVENESS OF USING MIME GAME IN
TEACHING SIMPLE PRESENT TENSE AT THE FIRST
SEMESTER OF EIGHTH GRADE AT SMPN 1 CANDIPURO
SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

USWATUN KHASANAH

1511040358



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG**

2020

**THE EFFECTIVENESS OF USING MIME GAME IN
TEACHING SIMPLE PRESENT TENSE AT THE FIRST
SEMESTER OF EIGHTH GRADE AT SMPN 1 CANDIPURO
SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By

USWATUN KHASANAH

1511040358



Study program : English Education

Advisor : Iwan Kurniawan, M.Pd

Co-advisor : M. Sayid Wijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG**

2020

ABSTRACT

In the process of teaching and learning English, tenses were less attention in the classroom. As a result, the students suffered difficulties in correcting sentences according to English grammar. The other problems arouse as the absence of interesting techniques in the class. The Technical roles could not be removed owing to being able to help the students in understanding the materials more easily. The real conditions had occurred that the techniques applied by the teachers to teach were unattractive which made the students felt bored, and therefore they did not understand the materials taught. The purpose of this research was to find out if there is the effectiveness of using mime game techniques in teaching simple present tense at the first semester of eighth grade at SMP N 1 Candipuro in the academic year of 2019/2020. The Mime games are good techniques, because they can sharpen the students' brains to always think, and develop thoughts/ideas, and can make the students more creative.

The research methodology used was a quasi-experiment with three meetings from the treatment. The population in this study were the eighth-grade students of SMPN 1 Candipuro, where the samples taken were two classes, that are class VIIC (experimental) consisting of 29 students and class VIID (Control) consisting of 29 students. The Mime Games were employed in the experimental class whereas lecturing technique was used in the control class. To collect data, the test managed by researcher as an instrument was focused on the simple present tense by using active sentences in the positive, negative and interrogative forms of verbal and nominal sentences. The test was objective test, which was multiple choice tests comprised of 20 items after validation.

After doing the series of three experiments towards the research population, the researcher analyzed the data obtained from both pre-test and post-test. The results of the data analysis showed that independent sample t-test table with the Sig. (2-tailed) of the equal variance of 0.024 is lower than $\alpha = 0,05$. It means that H_0 is rejected, and H_a is accepted. The researcher concluded that the mime game technique was effective in teaching the simple present tense at the first semester of the eighth-grade at SMPN 1 Candipuro South Lampung in the academic year of 2019/2020.

Keywords: Mime Games, Simple Present Tense, control class, experimental class



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung 35131 Telp. (0721)703260

APPROVAL

**Title : THE EFFECTIVENESS OF USING MIME GAME
IN TEACHING SIMPLE PRESENT TENSE AT THE
FIRST SEMESTER OF EIGHTH GRADE AT SMPN
1 CANDIPURO SOUTH LAMPUNG IN THE
ACADEMIC YEAR OF 2019/2020**

**Students' name : USWATUN KHASANAH
Students' number : 1511040358
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty**

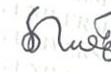
APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung**

Advisor,

Co-Advisor,


Iwan Kurniawan, M.Pd
NIP.19740520200031002


M. Sayid Wijaya, M.Pd
NIP.198803172015031006

**The Chairperson of
English Education Study Program**


Meisuri, M.Pd
NIP.198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol. H. Endro Suratmin Sukarame, Bandar Lampung 35131 Telp. (0721)703260

ADMISSION

A thesis entitled: **THE EFFECTIVENESS OF USING MIME GAME IN TEACHING SIMPLE PRESENT TENSE AT THE FIRST SEMESTER OF EIGHTH GRADE AT SMPN 1 CANDIPURO SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, by : **USWATUN KHASANAH, NPM: 1511040358**, Study Program English Education was tested and defended in the examination session held on Wednesday, March 04, 2020.

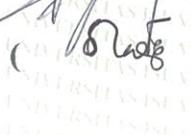
Board of Examiners:

The Chairperson : Dr. M. Muhassin, M.Hum ()

The Secretary : Dian Reftyawati, M.Pd ()

Primary Examiner : Istiqomah Nur R., M.Pd ()

The 1st Co-Examiner : Iwan Kurniawan, M.Pd ()

The 2nd Co-Examiner : M. Sayid Wijaya, M.Pd ()

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd

NIP: 196408231988032002

DECLARATION

Hereby state that this thesis entitled: **The Effectiveness of Using Mime Game in Teaching Simple Present Tense at the First Semester of Eighth Grade at SMPN 1 Candipuro South Lampung in the Academic Year of 2019/2020** is cocompletely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the next.

Bandar Lampung, March 23rd 2020

Declared by



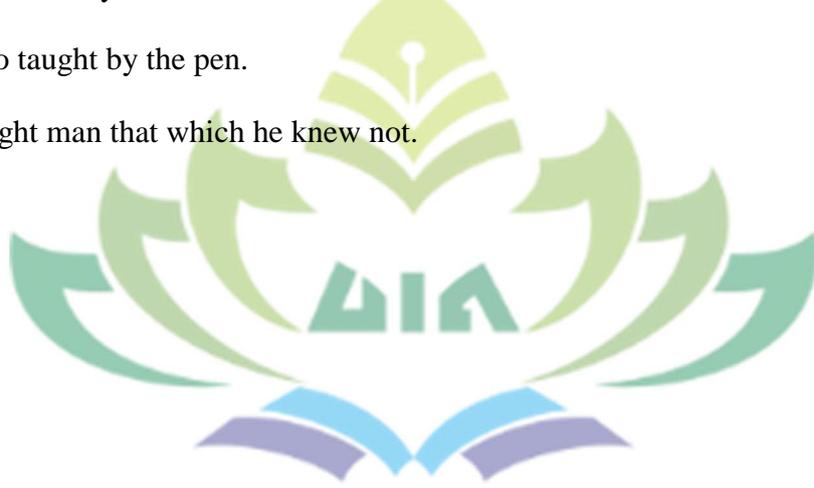
Uswatun Khasanah
Npm. 1511040358

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ

﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Resite in the name of your Lord who created.
2. Created man from a clinging substance.
3. Recite and your Lord is Most Generous.
4. Who taught by the pen.
5. Taught man that which he knew not.



DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents: Mr. Widodo and Mrs. Syamsiyah who have bestowed me with loves and affections and tirelessly pray for my life and success.
2. My beloved grandmother, uncle, aunt, and other families who have motivated and prayed for me.
3. My beloved Lecturers and Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Uswatun Khasanah. She was born in Candipuro on February, 07th 1996. She is the first child of three siblings of Mr. Widodo and Mrs. Syamsiah. She has a sister named Fitriya' Althofunnisa' and brother named Muhammad Hafid Ma'arif.

In her academic background, she studied earlier at the age of six in Elementary school of SDN 3 Titiwangi and graduated in 2008. Then, she continued to Junior High School of SMP N 1 Sidomulyo and finished in 2011. In the same year, she was accepted to the nearby Senior High School which was SMP N 1 Candipuro and graduated in 2014. Stepping to higher education, in 2015, she was accepted to one of state university in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying English in the Department of Tarbiyah and Teacher Training Faculty.

During studying at UIN Raden Intan Lampung, she followed two internal organizations, i.e. English Student Association and UKM Bahasa.

ACKNOWLEDGEMENT

First of all, praise to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to her during studying and completing this final project. Then, the best wishes and salutations also are upon the great messenger prophet Muhammad S.A.W. This thesis bachelor's thesis is presented to the English Education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

The primary aim of writing this thesis bachelor's thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree bachelor degree. In relation to the writing and finishing of this thesis bachelor's thesis, great appreciation and sincerest gratitude be expressed to the following people:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung
2. Meisuri, M.Pd, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Iwan Kurniawan, M.Pd, the first advisor for his guidance and help to finish this thesis.
4. M. Sayid Wijaya, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.
5. Drs. A. Wardani H.S, M.M, the principal SMPN 1 Candipuro, Mrs. Junaini S.Pd, the English teacher for giving the contribution while the researcher was

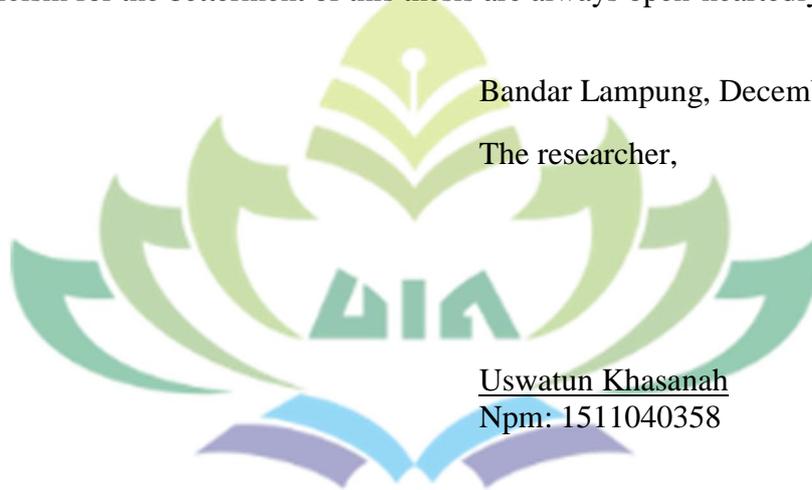
conducting the research at the school, all the teachers and staffs who have helped the researcher in collecting the data.

6. All lecturers of the English Education Study Program of Raden Intan State Islamic University Lampung.
7. All beloved friends who always give support, love, and pray.
8. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in PBI class F 2015.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticism for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung, December 2019

The researcher,



Uswatun Khasanah
Npm: 1511040358

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF GRAPH	xv
LIST OF APPENDICES	xvi
 CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Research.....	8
F. Significance of the Research	8
G. Scope of the Research	9
 CHAPTER II REVIEW OF LITERATURE	
A. Teaching English as a Foreign Language.....	10
B. Concept of Grammar	11
C. Important of Grammar	12
D. Concept of Tenses	13

E.	Concept of Simple Present Tense.....	17
F.	Students' Simple Present Tense Mastery	19
G.	Concept of Teaching Simple Present Tense.....	20
H.	Concept of Game	21
I.	Concept of Mime Game	23
	1. The Procedure of Teaching Simple Present Tense Through Mime Game	25
	2. Advantages of Mime Game.....	27
	3. Disadvantages of mime game	28
J.	Concept of Using Lecturing Technique	28
	1. Procedure of of Teaching Simple Present Tense by Using Lecturing Technique	29
	2. Advantages of Using Lecturing Technique.....	30
	3. Disadvantages of Using Lecturing Technique	30
K.	Frame of Thinking.....	31
L.	Hypothesis.....	32
CHAPTER III RESEARCH METHODOLOGY		
A.	Research Design.....	33
B.	Variable of the research.....	34
C.	The Operational Definition of the Variable	35
D.	Population	35
E.	Sample.....	36
F.	Sampling Technique.....	36
G.	Data Collecting Technique.....	37
H.	Research Instrument.....	39
I.	Research Procedure	40
	1. Planning.....	40
	2. Application.....	42
	3. Reporting.....	43

4. Scoring System.....	43
J. Validity.....	44
1. Content Validity	44
2. Construct Validity	45
3. Item Validity	45
K. Reliability	46
L. Analysis of Data	48
1. Fulfillment Assumptions	48
a. Normality Test.....	48
b. Homogeneity Test	49
2. Hypothetical Test	49
CHAPTER IV RESULT AND DISCUSSION	
A. Result of the Research.....	51
1. Result of Pre-test in Experimental Class.....	51
2. Result of Pre-test in Control Class	52
3. Result of Post-test in Experimental Class	53
4. Result of Post-test in Control Class	54
B. Data Analysis	56
1. Fulfillment assumption.....	
a. Result of Normality Test.....	54
b. Result of Homogeneity Test.....	55
2. Result of Hypothetical Test.....	56

C. Discussion.....	58
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	65
B. Suggestion	66
REFERENCES	68
APPENDICES	73



LIST OF TABLES

	Page
Table 1 Pre-Test and Post-Test Design	34
Table 2 Total Number of Students	36
Table 3 Test Specifications of Instrument before Validity	39
Table 4 Test Specifications the Instrument After Validity.....	40
Table 5 Classification of Reliability Score.....	47



LIST OF GRAPH

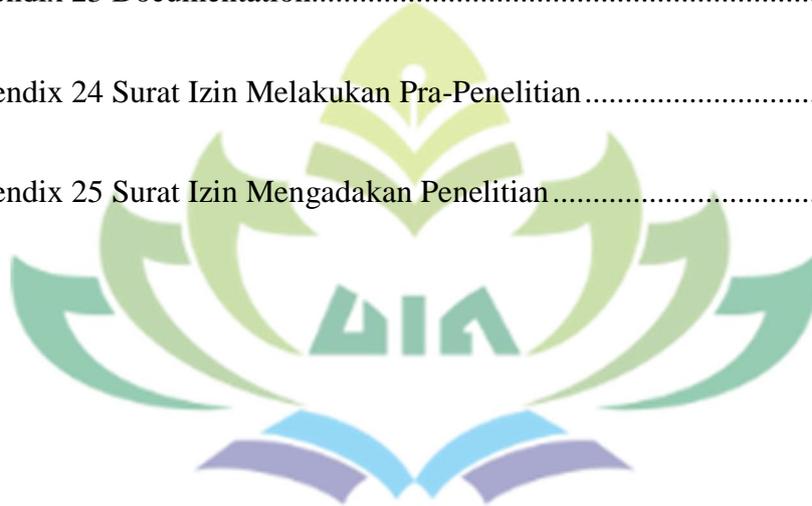
	Page
Graph 1 Histogram in Pre-Test Experimental Class	51
Graph 2 Histogram in Pre-Test Control Class.....	52
Graph 3 Histogram in Post-Test Experimental Class.....	54
Graph 4 Histogram in Post-Test Control Class	55



LIST OF APPENDICES

Appendix 1 Interview for English teacher	73
Appendix 2 Result of Interview with English Teacher	74
Appendix 3 Interview to the students on preliminary research.....	77
Appendix 4 Result of interview and Test on Preliminary Research for the Students	78
Appendix 5 Students' Score on Preliminary Research	83
Appendix 6 Syllabus at SMP N 1 CANDIPURO	91
Appendix 7 Lesson Plan for Control Class	96
Appendix 8 Lesson Plan for Experimental Class	121
Appendix 9 Try-Out Test Items for Pre-test & Post-Test	148
Appendix 10 Answer Key	154
Appendix 11 Validation of the Item before try-out.....	155
Appendix 12 Test item for pre-test and Post-test	156
Appendix 13 Answer Key	159
Appendix 14 Validity Test of Pre-test and post-test Try-out	160
Appendix 15 Reliability Score Analysis of Pre-Test & Post-Test	161
Appendix 16 Test Score of Pre-Test and Post-Test	162

Appendix 17 Result of Pre-Test in Experimental Class.....	164
Appendix 18 Result of Pre-Test in Control Class	165
Appendix 19 Result of Post-Test in Experimental Class	166
Appendix 20 Result of Post-Test in Control Class.....	167
Appendix 21 Result of Normality, Homogeneity, and Hyphothetical ...	168
Appendix 22 Students' Answer of Pre-Test and Post-Test.....	169
Appendix 23 Documentation.....	172
Appendix 24 Surat Izin Melakukan Pra-Penelitian.....	177
Appendix 25 Surat Izin Mengadakan Penelitian.....	178



CHAPTER I INTRODUCTION

A. Background of the Problem

In the current era of globalization, humans are required to master language skills, especially foreign languages. According to Greenbaum, English is used in most countries of the world as a first language, a second language (for communications among inhabitants), or a foreign language. Correct English is conformity to the norms of Standard English.¹ It means that English must be mastered by language learners especially the students because they could communicate or write English appropriately by mastering grammar.

In learning English, there is a grammar used as the standard for knowing whether the language structure is correct or not. According to Patel and Praveen, grammar is a scientific statement of the principle of good usage which concerns on the relation of a word in the sentence.² It means that if we want to understand how to produce good language, we must understand grammar. Furthermore, Larsen stated that grammar is a meaning-making resource. It is made up of lexicon grammatical form, meaning, and use constructions that are appropriate to the context and that operate at the word, phrase, sentence and textual levels.³ Thus, grammar is a collection of grammatical structure rules.

¹ Sidney Greenbaum, *The Oxford English Grammar* (New York: Oxford University Press, 1996), p. 2.

² M.F. Patel, P.M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers and Distributors, 2008), p. 141.

³ Diane Larsen, *The Grammar Book* (Boston: National Geographic Learning, 2016), p. 2.

In grammar, there are several ways or methods to arrange a sentence in order to make a story or to communicate with others. By studying grammar, the students will have a good understanding of English, which help them to write any English expressions correctly. There are some difficulties on the process of learning English, one of which is tenses.

Tenses are used to indicate the time when an action or event occurs, or when a state or process holds.⁴ It means that tenses have a very important role in a sentence because by tenses we can find out when the occurrence of an event or change happened.

In English subject for junior high school students, there are certain basic competency indicators, one of which is that students should be able to make oral and written texts to state and ask for actions/ events that are carried out/ occur regularly or are general truths. In that case, the students must understand the simple present.

Based on the previous explanation, the researcher wants to know how well the students understand the simple present tense. To find out the real fact and data, the researcher conducted preliminary research at SMPN 1 Candipuro. The researcher then interviewed an English teacher and the students as well as gave some students a test to see students' real abilities in the simple present tense.

By the result of interviewing the English teacher at SMPN 1 Candipuro, writing and speaking were the most difficult skills that students faced in learning English. Nonetheless, in the implementation of curriculum 2013, material

⁴ Plato, "*Standford Encyclopedia of Philosophy*" (*On-Line*) ([https:// Plato. Stanford .edu/entries/tense-aspect/](https://Plato.Stanford.edu/entries/tense-aspect/)) (Accessed on Wednesday 17th January 2019, 09:00)

provided by the teacher is more emphasized to speaking skill. The teacher has taught the material about simple present tense to the students, but they did not discuss further about the tenses although there were still some students with unsatisfactory score. One of the problems the students have in learning simple present tense was due to the lack of remembering the formula. Furthermore, the teacher claimed that the students have already understood simple present tense by the result of students' exercises. However, in the reality, the students do not know how to implement simple present tense and other tenses in daily life. The students' participation in teaching simple present tense was average because the teacher did not discuss attentively. The teacher said that the techniques used in teaching-learning the simple present tense was done by explaining the formulas and then giving an assignment. The assignment was about to make sentences of their daily activity from waking up in the morning until the night before sleeping. From the characteristics above, the technique used by the teacher in teaching-learning simple present tense is lecturing technique. KKM score referred by teachers the English subjects is 68.⁵

From the preliminary research, the researcher gave the students an interview and a test. Based on the test, the researcher can know that from 180 students' of the eighth grade at SMPN 1 Candipuro, 140 students' gained scores < 68 (Detail in the appendix 5). The researcher found that most of the students produced mistakes in making sentences using simple present tense, where they

⁵ Junaini, Interview to English Teacher, SMPN 1 Candipuro, South Lampung , 26th July 2019, unpublished

had difficulties in adding “s/ es” in positive sentence. The students sometimes adding “s/ es” in negative and interrogative sentences also.⁶

Based on interview with the students, they stated that they felt confused to give *-s/-es* in making sentences of simple present tense in negative, positive, or interrogative of nominal/verbal form. They also said that they preferred when the technique used by the teacher being able to use the game in teaching learning material.⁷

Based on the description above, the researcher concludes that not all students understood the simple present tense material. Therefore, more efforts are needed from the teacher to make the students understand the simple present tense material. To make learning the simple present tense easier, it requires the correct learning technique. The learning of simple present tense by using inappropriate techniques can make students feel bored and has difficulty in attending lessons in the class. Various learning techniques require the teacher selective to use. Effective learning technique for teaching the certain materials is not necessarily to learn another material. Likewise in learning simple present tense, the teacher must be able to choose and use the suitable technique with the material that will be given so that the learning goals can be achieved.

One of the ways that attract students’ interest is teaching by using games. Games are one of technique/ media which are effective enough to attract enthusiasm, especially for students’ junior high school. There are many games

⁶ The Students’ test on preliminary research of SMPN 1 Candipuro South Lampung, 26th July 2019, unpublished

⁷ The Interview to the students of SMPN 1 Candipuro South Lampung, 26th July 2019, unpublished

which can be used to teach grammar. i.e. using Simon says game, Bingo grammar game, Alibis game, Riddles game, Kim's memory game, Mime game and etc.

The researcher chose mime game as a technique in teaching students simple present tense because mime game technique can practice observation and improvisation skill of the students. Mime game is useful because it emphasizes the important of gesture and facial expression in communication and also to practice forms of questions and express possibilities.⁸ Therefore, students are able to explore some new ways in learning the material and will make enthusiasm towards the materials that will be taught.

Main role of mime game in teaching simple present tense is to practice the students so that they know when the structures must be used and how they are applied in daily life. Through guidance from the teacher, mime game can function as a bridge to help the students in understanding simple present tense. So, the researcher chose mime game as technique in teaching simple present tense to the students of SMPN 1 Candipuro since they had problem in learning simple present tense and also English teachers never tried mime game technique in English learning especially for teaching simple present tense. Therefore, mime game was tested for its effectiveness in teaching-learning tenses, specifically in the simple present tense.

Based on the previous research which has been conducted by Hidayati entitled "The Use of Mime Game to Improve Students' Understanding in Present Continuous Tense at SMP Islam Walisongo Semarang in the academic year

⁸ Friederike Klippel, *Keep Talking Communicative Fluency Activities for Language Teaching* (New York: Cambridge University Press, 1985), p. 115.

2009/2010”, the result of the research shows that there is the effectiveness of using Mime Game to Improve Students’ Understanding in Present Continuous.⁹ In this previous research mime game can be used to teach simple present continuous, however in this research, mime game used for learning the simple present tense based on the grand theory. The further similarity between the previous research is the use of a game that was a mime game while the difference is the type of tenses.

The same previous research has been conducted by Fadillah entitled “The Use of Mime Game in Improving Students’ Vocabulary at SMPN 36 Bandung in the academic year of 2014/2015”. The result of this research showed that mime game is not only improving the students’ vocabulary mastery but also makes it fun and attractive in class atmospheres.¹⁰ The similarity to the research was the use of a mime game while the differences were on the research design and language components. Moreover, the previous research design used was descriptive quantitative method while this research used quasi-experimental.

Based on descriptions above, the researcher was interested in doing a research entitled “The Effectiveness of using Mime Game in Teaching Simple Present Tense at the First Semester of Eighth Grade SMPN 1 Candipuro South Lampung in the Academic Year of 2019/2020”.

⁹ Isti Nurul Hidayati “*The Use of Mime Game to Improve Students’ Understanding in Present Continuous Tense at SMP Islam Walisongo Semarang in the academic year 2009/2010, Department of English Educations Tarbiyah and Teacher Training Faculty* (Semarang: Institute for Islamic Studies Walisongo, 2010). (Available on : <http://repository.uinsu.ac.id/3889/>) Accessed on Sunday August 4th 2019, 21:10)

¹⁰ Annisa Nurul Fadillah, *The Use of Mime Game in Improving Students’ Vocabulary at the First Grade of SMPN 36 Bandung*, English Department Faculty of Arts and Letters (Bandung: Pasundan University, 2015). (Available on : <http://repository.unpas.ac.id/13750/>) Accessed on Sunday August 4th 2019, 21:20)

B. Identification of the Problem

Based on the background of the problems that have been described, the following problems can be identified:

1. The students get difficulties in making forms or sentences of the simple present tense and the students do not know how to implemented simple present tense in daily life.
2. Students' ability is still lacking, therefore it is necessary to use suitable techniques which can give the effectiveness in teaching simple present tense.
3. Learning techniques have not been used maximally by the teacher in teaching simple present tense.
4. Learning technique is required to be tested to the suitability and effectiveness in teaching simple present tense.

C. Limitation of the Problem

By considering the problem, the researcher focused on the effectiveness using mime game in teaching simple present tense by using active sentences in verbal and nominal form of positive, negative and interrogative.

D. Formulation of the Problem

In this research, the researcher formulated the problem as follows:

Is mime game effective in teaching simple present tense at the first semester of eighth grade at SMPN 1 Candipuro in the academic year of 2019/2020?

E. The objective of the Research

In line with formulation of the problem, the objective of the research is to find out a significant effect of using mime game in teaching simple present tense at the first semester of the eighth grade SMPN 1 Candipuro in the academic year of 2019/2020.

F. Significance of the Research

The research is intended to give some uses in language teaching field. The uses of the research are as follow:

1. For the English teachers

The teacher will get information about an alternative game to be used to increase students' understanding of simple present tense, especially with mime game.

2. For the students

By using a mime game, the students' can be motivated to engage actively in teaching learning process and can encourage them to increase their understanding in simple present tense.

3. For the next researchers

The results of this research can be employed as a useful reference for future experimental research with similar interest, especially for those who will learn tenses through mime game.

G. Scope of the Research

The researcher determines the scope of the research as follows:

1. The subject of the research

The subject of the research was the students of the eighth grade at SMPN 1 Candipuro.

2. The object of the research

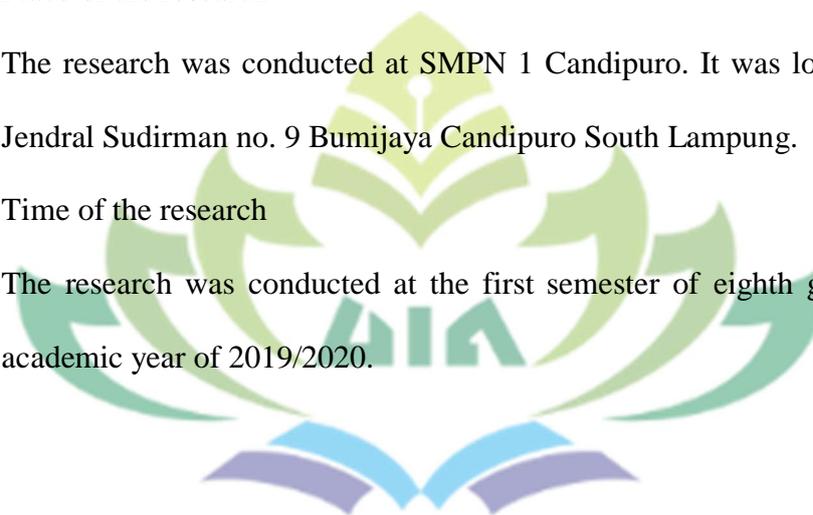
The object of the research was the use of mime game in teaching simple present tense.

3. Place of the research

The research was conducted at SMPN 1 Candipuro. It was located on Jl. Jendral Sudirman no. 9 Bumijaya Candipuro South Lampung.

4. Time of the research

The research was conducted at the first semester of eighth grade in the academic year of 2019/2020.



CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

Teaching foreign language has developed in Indonesia along with the community's need for the importance of language skills in the era globalization. According to Rayner, English is an international language so it becomes the language most widely used throughout the world. We can see the position of English as an international language with English speakers scattered in five continents.¹ It means that English is very influences in term of life.

In Indonesia, English is a foreign language taught at elementary school until senior high school to provide students with opportunities for access science or technology and strengthen the nation's international relations. As one solution to complete the requirement for Indonesian society, the government has given a place in the world of education to study a foreign language. SMPN 1 Candipuro is one of the junior high school which has foreign language subjects, including English. Teaching foreign languages at SMPN 1 Candipuro refers to the 2013 curriculum system and is compiled and implemented by each unit education/school.

Each subject has certain characteristics when viewed from in terms of objectives or competencies to be achieved or the material being studied to support the achievement of these competencies. In terms of purpose, competencies to be achieved, these English subjects emphasize aspects of language skills which

¹ Rayner Hardjono, *Kamus Saku Istilah Bahasa Asing* (Jakarta: Gramedia Pustaka, 2001), p. 36.

include skills spoken and written, both receptive and productive. Foreign language learning in Indonesia is an effort for Indonesian people to be able to absorb and follow the development of science and technology in the world, as well as a way to get into a global society.

B. Concept of Grammar

Kolln says that Grammar is certainly a common word. You have been hearing it for most of your life and school life. However, there are much different meaning, different nuances of meaning, or in connection with grammar. There are three definitions of grammar; the first, grammar is the system of rules in our heads, the second, grammar is the formal description of the rules. The third, grammar is the social implications of usage, sometimes called “linguistic etiquette”.² It means that grammar is the rule for stringing words to produce meaning so that they can be understood by readers or listeners.

Others definition, grammar as the description of how words can change their form and can be combined into sentences in the language.³ It means that grammar is science that teaches about how to arrange words to be a sentence correctly. The next definition, grammar as the sound and sound patterns, the basic units of meaning such as words and the rules to combine them to form new

² Martha J. Kolln and Robert W. Funk, *Understanding English Grammar* (9th ed) (New Jersey: Pearson Education, 2011), p. 4-5.

³ Jeremy Harmer, *The Practice of English Language Teaching* (3rd ed) (London: Longman, 2001), p. 12.

sentences constitute the grammar in the language.⁴ Thus grammar is rules of how words and their parts are combined to make sentences.

It can be concluded that grammar is the structural foundation of our ability to express ourselves and grammar are a study of the classes of words, their inflections, functions, and relations in the sentence of the language.

C. Importance of Grammar

In learning English, grammar is not the main goal, but grammar is very important in strengthening the structure and improving fluency in the language. Not only English, but every language must also have grammar because if there is no grammar, it certainly will not be able to speak well and will sound funny or weird. According to Ur, grammar does not only affect how units of language are combined to look right, but it also affects their meaning.⁵ Supporting his opinion, Knapp and Watkins, argue that grammar is a name for the resources available to users of a language system for producing texts. The two authors also claim that a knowledge of grammar by speaker or writer shift language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text.⁶

From the statement, it is very clear that by studying the standards and standard rules of grammar, we can use them more flexibly to refer to the right conditions or ideas. We can also build our conceptual maps of the structure of

⁴ R. Abu Jeld, *Development Project Based on Teaching Grammar* (Gaza: Educational Development Centre, 2004), p. 2.

⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1991), p. 76.

⁶ Peter Knapp & Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Limited, 2005), p. 32.

English. What we say and write is not just out, but also structured. Besides that, it also can improve our ability to use effective styles to train our expressions in speaking and writing. From the statement, it is very clear that by studying the standards rules of grammar, we can use them more flexibly to refer to the right conditions or ideas.

D. Concept of Tenses

In learning English as a foreign language, there is a component called grammar. When we learn grammar, the tenses will be automatically correlated. According to Declerck, Tense is the pairing of a morpho-syntactic form with meaning, the meaning being the specification of the temporal location of a situation. Then, tense is a linguistic concept: it denotes the form taken by the verb to locate the situation referred to in time, i.e. to express the temporal relation between the time of the situation in question and an 'orientation time' which may be either the 'temporal zero-point' (which is usually the time of speech) or another orientation time that is temporally related to the temporal zero-point.⁷ It means that tense in linguistics is the distinction of verb forms to express differences in the time or duration of an action or condition. In general, the tense consists of the past, the present, future and past future.

According to James, Tenses is an expression of generality involving time. Partly because the tenses do not occupy quantifiable places, it is attractive to take the logic peculiar to tenses as intensional, so that sentences of natural languages

⁷ Renaat Declerck. *The Grammar of English Verb Phrase* (New York: Die Deutsche Bibliotik, 2006), p. 94 & 22.

can be evaluated as true or false only relative to moments of intervals of time, over which the tenses quantify, as in the tense logics of Prior and later authors.⁸ It means that tenses are a description or explanation, when an event, statement, news, and action occur in a sentence that is appropriate to the situation.

In other definition, Tense is a verb form that conveys time information.⁹ It means that tenses are changes in verbs that are influenced by the time and nature of the event. All sentences in English cannot be separated from tenses because all definite sentences have to do with the time and nature of the event.

From the definitions above, it can be concluded that tenses as a grammatical expression of relative time that indicated whenever we use a finite verb that should be pointed out that time with action is a concept that exists in the mind of the speaker, reader, or listener. Tense is very important and basic things when studying English. Therefore, in teaching-learning English the teacher should make the students understand about tenses which are used to make them able to make a sentence because tenses are a verb form that is used in a certain time so it must be mastered by the students.

Tenses are divided into 4 parts, i.e. present, past, future and past future. Then tenses are divided into 16 forms (4 tense is in the past, 4 tense in the present, 4 tenses in the future, and 4 tenses in the past future), as follows:

⁸ James Higginbotham, *Tense, Aspect, and Indexicality Oxford Studies in Theoretical Linguistics* (New York: Oxford University Press, 2009), p. 58.

⁹ Susan J. Behrens. *Understanding Language Use in The Classroom* (United Kingdom: CPI Group, 2014), p. 124.

- 1) **Simple present tense** is used for event or situations that exist always, usually, or habitually in the past, present, and future, e.g. *he goes to school every morning.*
- 2) **Present continuous tense** is used to express an activity that is in progress (*is occurring, is happening*) right now. The event is in progress at the time the speaker is saying the sentence, e.g. *she is reading a magazine.*
- 3) **Present perfect tense** used to express activities or situation that has occur (or did not occur) “before now” at some unspecified time in the past. It also used to express the activities that were repeated several or many in the past. The exact times are unspecified, e.g. *we have met her twice.*
- 4) **Present perfect continuous tense** is used express the duration (the length of time) an activity is in progress, i.e. how long something has continued to the present time. It uses for to tell length of time, e.g. *she has been waiting for you since she was at senior high school.*
- 5) **Simple past tense** used to talk about activities or situation that began and ended at a particular time in the past (e.g. *yesterday, last night, two days ago, in 1990*). Most simple Past tense is formed by adding *-ed* to a verb, whereas some verb have irregular past forms, and the simple past forms of *be* are *was* and *were*, e.g. *I bought a book two days ago.*
- 6) **Past continuous tense** used to express an activity that was in progress (*was occurring, was happening*) at appoint of the time in the past or that the time of another action, e.g. *we were watching TV when they arrived.*

- 7) **Past perfect tense** used to express an activity that occurred before another time in the past. It can also be used to express an activity that was completed before a particular time in the past, e.g. *she had finished doing her homework before you came here.*
- 8) **Past perfect continuous tense** used to express how long to something had been happening before something else happened, e.g. *we had been cleaning the class when our teacher came.*
- 9) **Future Tense** used to express an activity that will be done in the future, e.g. *she will go to Bandung tomorrow.*
- 10) **Future Continuous Tense** uses to express an activity or state will take place or be in progress in the future, e.g. *I shall study if you come to night.*
- 11) **Future perfect tense** used to express an action will take place or be completed before another action on time in the future, e.g. *they will have finished their work by Monday.*
- 12) **Future perfect continuous tense** used to express an action will take place or will have been completed before another action or by a certain time, e.g. *he will have been teaching at senior high school for six years.*
- 13) **Past future tense** used to shows an action or state will happen in the past, e.g. *she would finish washing if you didn't come here.*
- 14) **Past future continuous tense** used to express the action that will be taking place during the past, e.g. *she would be finish cooking if the stove is not broken.*

15) ***Past future perfect tense*** used to express the activity that has been completed at a specific time in the upcoming period in the past, e.g. *she would have been success if he had worked hard.*

16) ***Past future perfect continuous tense*** used to express activity (duration of activity) that will take place, before the other activity in the future and it happened in the past, e.g. *she would have been sleeping if the fan was not broken.*

There are 16 tenses in English and the researcher focused on active sentences in verbal and nominal form of positive, negative and interrogative simple present tense since simple present tense is accordance with the syllabus in the 2013 curriculum for students' junior high school at the first semester of eighth grade at SMPN 1 Candipuro south lampung in the academic year of 2019/2020.

E. Concept of Simple Present Tense

The simple present tense is used to talk about facts or things that are generally true and repeated actions.¹⁰ According to Larsen, simple present is complete or unchanging nature, and its immediate factuality applies; habitual actions in the present, general timeless truth, present event/action, present speech acts, and conversational historical present.¹¹ Other definition, the simple present tense is used in habitual and generic statements. The simple present tense can also be used to refer to future eventualities, often within the same day.¹² It can be

¹⁰ George Davidson, *Verbs and Tenses* (English: Learners Publishing, 2003), p. 121.

¹¹ Diane Larsen, *The Grammar Book*, (3rd ed) (Boston: National Geographic Learning, 2016), p. 111.

¹² Bastian Person. *The Verb in Nyakyusa: A Focus Tense, Aspect and Modality* (Berlin: Language Science Press, 2017), p. 152-154.

concluded that simple present tense is to explain activities or activities that are often carried out on daily basis, to express a recurring habit or activity, and to state general truth that cannot change.

The simple present expresses daily habit or usual activities, as in (a) and (b), and expresses general statement of fact as in (c), (d), and (e), e. g.:

- a) John eats medicine every day.
- b) They usually work in the field.
- c) The earth revolves around the sun.
- d) A square has four equal sides.
- e) The boy is very handsome.

The formulas of simple sentences are:

1) Verbal sentence

Positive : S + Verb 1(-s/-es) + O

Negative : S + Do/does + not + Verb 1 + O

Interrogative : Do/does + S + Verb 1 + O

Negative question : Do/does + not + S + Verb 1 + O

2) Nominal sentence

Positive : S + to be + non verb

Negative : S + to be + not + non verb

Interrogative : to be + S + non Verb

Negative question : to be + not + S + non Verb

In English, simple present tense verbs after of third personal pronoun subject will have an addition of *s/ es*. Typical time expressions with the simple

present are always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc. Note: the form of the present tense of all verbs except *be* and *have*.¹³

As the previous explanation, this research was focused on the simple present tense mastery in positive, negative, and interrogative form of verbal and nominal active sentences. The research was based on the curriculum 2013 which sues the students to be able to compose both oral and written text to declare and inquire about the actions/events performed routinely or general truths with respect to the social functions, text structures, and linguistic elements which are correct and suitable to the context.

F. Students' Simple Present Tense Mastery

Mastering grammar could make the students organize well their sentences both in oral and in written form. Tenses are some of them. One kind of tenses is simple present tense. Generally, simple present tense expresses events or situations that exist always, usually habitually; they exist now, have existed in the past, and probably will exist in the future.¹⁴

In the other side, mastery is a condition of having complete control of knowledge.¹⁵ It means that mastery is having a broad skill of knowledge in understanding the certain object. In mastering the simple present tense, students have to know the positive, negative and interrogative sentences for both nominal

¹³ Renaat Declerck. *The Grammar of the English Verb Phrase*. (New York: Die Deutsche Bibliothek, 2006), p. 23.

¹⁴ Betty Schramper Azar, *Understanding and Using English Grammar* (New Jersey: Prentice Hall Regent, 2007), p. 2.

¹⁵ As. Hornby, *Oxford Advanced Learners Dictionary of Current English* (New York: Oxford University Press, 2008), p. 271.

and verbal form with the appropriate time signal. In verbal form, they have to different verbs which one is added by *s/es* or without *s/es* and they know the function of *do/does* as the auxiliary verbs. In nominal form, they have to know the use of linking verb or to be of simple present tense. They are *am*, *is* and *are*.

From the explanations above, students of simple present tense mastery in this research is a condition of having complete control of knowledge in constructing positive, negative, and interrogative form of active sentences simple present tense for both nominal and verbal form with the proper use of time signal.

G. Concept of Teaching Simple Present Tense

According to Frank, the use of the simple present tense is to express general time, to express present time, to express future time, for historic present or summaries of a story plot, for stage directions and with a verb of saying and telling.¹⁶ According to Hadfield, we use the simple present for action repeated every day or sometimes: *I go to work at 8 every morning.*¹⁷ According to harmer, various ways use simple present tense as follows:¹⁸

- a. We use simple present tense to talk about general facts that are true and will be for some time:

She lives in London

The earth travels around the sun

- b. We use the present simple to talk about repeated actions or habits:

He gets up at six-thirty every morning.

¹⁶ Marcella Frank, *Modern English* (3rd ed) (New jersey: Prentice-Hall, 1972), p. 68-72.

¹⁷ Jill Hadfield, *Intermediate Grammar Games* (1st ed) (Harlow: Pearson Education Limited, 2003), p. 8.

¹⁸ Jeremy Harmer, *Just Grammar* (London: Marshall Cavendish ELT, 2004), p. 1.

*I always **cry** during romantic films.*

- c. The present simple is often used to tell the stories of films and plays, and in sports commentaries:

*So then he **makes** his way back to the room and becomes a gladiator.*

*Beckham **passes** the ball to Owen. Owen scores!*

- d. Some verbs usually take the present simple rather than the present continuous, whatever the context:

*Mental states : **believe, know, realize, recognize, suppose, think, understand***

*Wants and likes : **want, like, love, hate, need, prefer***

*Appearance : **appear, seem, look like***

*I **know** her very well. (NOT: ~~I am knowing her very well.~~)*

*Olivia **seems** rather tired today. (NOT: ~~Olivia is seeming rather tired.~~)*

- e. The present simple is used to talk about future schedules and arrangements:

*The bus **leaves** at ten o'clock.*

*Her exam **finishes** at two o'clock.*

From the explanation above, the use of simple present tense besides being able to explain the current time, it can also be used to explain future or historic present time event and to clarify the delivery of simple present tense various ways can be used suitable to simple present tense material.

H. Concept of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Any

activity which is interesting, sometimes challenging, and which can make the students enjoy playing and interacting with each other can be called a game. Game is an activity with rules, a goal, and an element of fun.¹⁹

People concerned about the game in their daily activities. Some people play the game for fun thing. Some others also play the game for relaxing their mind. And for Educational people, teachers use the game as a technique for their teaching, so that each person has his meaning for using the games. Like Moursund said, “the word “game” means different things to different people”.²⁰

Games are neutral for all level in education. It is not difficult for us to provide a game because we can look for a suitable game for each level. The teachers' rule also has a great contribution. It seems like so easy to build a game, but if the teacher cannot deliver the games appropriately the student will be bored. It is because the nature of games is making fun activities that involve the students to do it. As Lewis and Bedson said, “games are fun and children like to play them”.²¹ In other words, the teacher should concern about how to make the students enjoying the game by delivering it well.

In conclusion, the game is good to make a relaxing way in the teaching process, so the students can feel happy when they in classroom activities. So the material provided is well understood. There are so many games can be used in

¹⁹ Jill Hadfield, *Advanced Communicative Games* (England: Wesley Longman Ltd, 2006), p. iii.

²⁰ Dave Moursund, *Introduction to Using Game in Education* (Oregon: University of Oregon, 2007), p. 6.

²¹ Gordon Lewis and Gunter Bedson, *Games for Children* (New York: Oxford University Press, 2004), p. 5.

teaching Simple Present Tense. By considering this explanation, one kind of fun games is a mime game.

I. Concept of Mime Game

Mime game has many definitions from each expert. According to Wright, Betteridge, and Buckby, Mime game is game that showing understanding of a text by miming it skimming a series of texts to find one corresponding to actions being mimed, scanning a text for a particular language points (optional), writing text that focus on actions (with special attention to verbs and possibly combinations of verb tenses).²² Implied in this definition, that mime game is a game with a motion language, to describe an activity by acting out or miming an activity without saying a single word to others in a certain period of time which has been agreed. Mime game in this section focus on particular points of grammar and give the learners the opportunity to experience the language in use in contexts that are meaningful, enjoyable and to practice using them over and over again. This helps the learners to understand, remember, and later to re-use the language.

The second definition is from Dickson, Mime game is the non-verbal technique of portraying a character, mood, idea or narration by gesture and body movements. It lies on a continuum: from gesticulation (spontaneous movements accompanying speech), gestures, mime, and emblems (conventional culturally specific gestures) to sign language for the hearing-impaired. Gestures (i.e., movements of the hands, limbs, face or body-which do not involve directly

²² Andrew Wright, David Betteridge, and Michael Buckby. *Games for Language Learning* (3rd ed) (New York: Cambridge University Press, 2006), p. 80.

manipulating objects) have been shown to improve learning.²³ This means that a mime game is a communication game where the message is not using words but with cues, learners can only convey messages using body language, meaning they use facial movement expressions, body movements and hand gestures.

All these ideas result have same meaning, that is to say mime game is technique of telling something using only expression/ gesture, and no words. Thus, I conclude that mime game is one of the techniques for the students not felt bored but excited, not be passive but active and get involved, they not be reluctant but motivated. Where one member of the team or demonstrates an activity without saying anything then the others team members guess the action that is done correctly both in oral or written form.

Mime game in Wright, Betteridge, and Buckby theories, can be applied in 10 variations. Each variation is explained by them. That is present continuous, present simple, simple past, past continuous, past continuous interrupted by the past simple, present perfect, present perfect continuous, future with going to, future in the past, future in the past and simple past. And, in this research I choose mime game to teach simple present according to the syllabus and according to the problem at the first semester of eighth grade at SMPN 1 Candipuro South Lampung.

²³ Kerry Ann Dicson and Bruce Warren Stephens. *It's All in The Mime* (Sydney: Wiley Periodical, 2015), p.2.

1. Procedure of Teaching Simple Present Tense through Mime Game

Procedure is stages that must be performed to obtain the desired results, where it can be achieved well if we use the right procedure. In this study, when the teachers want to apply mime game in teaching simple present tense, they should master the procedure. The steps of teaching simple present tense through the mime game described as follows:

- a) Divide the class into two teams.
- b) Random ask one learner from one team to mime an action (or sequence of actions).
- c) The mimer's team must try to guess what he or she is miming. If they guess correctly they will win a point. The mimer can nod or shake their head as the team make their guesses.²⁴

Based on the procedures above, after explaining the materials and giving the example of mime game, the researcher divided the students into two groups and then asked each group to make five sentences of simple present tense. Each group should collect the task to the researcher. Then, the participant from one of the groups must mime an action from the action's sentence that they have made before. When group A does a mime, the other groups must guess what he or she mimes. The student who does a mime can nod or shake their head (no talk) to the group make their guesses

²⁴Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning* (3rd ed) (New York: Cambridge University Press, 2006), p. 125.

2. Advantages of Mime Game

In miming, learners feel very excited, enjoyable and communicative. Besides, there are many advantages of mime game in teaching grammar listed below:

- a) Mime game reduces the stress in the classroom.

They can teach and learn in relaxing atmosphere. The students can explore their imagination freely. By performing mime game to the front, it reduces their fear and shyness of making mistake. Briefly, the purpose of mime game is to make the students have fun and enjoy the class. They do not have to feel worried of getting punishment or criticism when making any mistakes.²⁵

- b) The game can motivate students in learning and internalizing the grammar they are learning.

Through well-planned organization, the mime game helps the students repeating and drilling their memory to remember the formulas, sentences, words and how to pronounce it correctly. It also helps the teachers not to speak too much. The competitiveness built by this game enhances students' motivation.

- c) Besides, games can encourage learners to focus on their language learning if given with meaningful context.²⁶

²⁵ A. Pinter, *Teaching Young Language Learners*, (New York: Oxford University Press, 2006), p. 19

²⁶ Angelina Linda Hartani, *The Effectiveness of Using Mime Game in Teaching Grammar*, Universitas Wulawarman Samarinda, (https://eprints.umk.ac.id/340/4/PROCEEDING_Teylin_2.21-27.pdf) (Accessed on: July 20th 2019, 20:00)

3. Disadvantages of mime game

The disadvantages of mime game in teaching grammar as follows:

- a) The teacher has a problem in managing the class

If mime game is not well-organized, it will create a messy class, where the students became uncontrollable, noisiness that can make the students out of control and disturb other classes. Contrarily, if the students do not confidence, it will make the atmosphere of the class in silent mode. So, the teacher must be able to reduce these issues by managing well the class.

These drawbacks can be overcome by the teacher through the mature preparation before teaching the students. At first, the teachers must master the game's procedure and be good facilitator, where these can be achieved by some practices. Then, the teacher can minimize the awkward atmosphere of the class by bringing themselves with confidence. The confidence teachers will shape confidence students. To awaken the students' confidence, the teachers can give appreciation for every student's achievement in the learning process, such as giving applause or prizing.

- b) It could take more time than how it should be.

Therefore, it can cause some students not have their turn. Despite these shortcomings that can lead to imperfections, the teacher can fix it with a well-preparation beforehand by giving the game procedure explanation as clear as possible. In addition, the teacher can streamline the time by

dividing the students into some groups. Hence, those disadvantages can be minimized.²⁷

J. Concept of Using Lecturing Technique

Lectures are one of the most widely used teaching techniques by teachers in the teaching and learning process. According to Sanjaya, lecturing technique is a traditional technique because it was used as the tool of oral communication between the teacher and the students in teaching-learning process.²⁸ It means that the teacher continuously guides the students to actively participate and diligently follow voluntary teaching. In other definition, lecturing technique is the oldest teaching technique and has been rarely is hardly used in higher education of most countries.²⁹ It means that lecturing technique is a less effective technique in teaching-learning process. Therefore, lecturing technique is oral presentation that is used in the classroom, where the teacher is as the central focus of information transfer.³⁰ Hence, lecturing technique is the technique of transferring of knowledge which is done by the teacher by using oral explanation directly to the students.

It can be concluded that lecturing technique is a teaching technique used by teachers to convey knowledge, description or information orally. In the other hands, lecturing technique also difficult to know that the students already

²⁷ Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning* (3rd ed) (New York: Cambridge University Press, 2006), p.82

²⁸ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2010), p. 179.

²⁹ Saiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rhineka Cipta, 2010), p. 97.

³⁰ Gurpreet Kaur. *Study and Analysis of Lecture Model of Teaching*. International Journal of Educational Planing & Administration Research India Publication, Vol. 1, No., p. 9, (available at: <http://www.ripublication.com/ijepa.htm>) (Accessed on: July 21st 2019, 20:22)

understand what has been explained or not. Although when the students are allowed to ask questions, no one will ask. All of that do not guarantee that the students all understand.

1. Procedures of Teaching Simple Present Tense by Using Lecturing Technique

According to Djamarah and Zain, there were some steps to teach present tense using lecturing technique. Procedures to teach present tense by using lecturing technique as follow:

- a) Presenting information, in the learning process the teacher as central for the students tool to get information, the teacher explains what will they learn
- b) Clarifying topic and issues, the teacher tells the students what present tense is by encouraging students to think about that.
- c) Encouraging students to think about the topic
- d) Creating interest
- e) At the end, the teacher asks the students to make a text-based on the explanation that the teacher has explained
- f) The teachers correct the result of students one by one.³¹

The researcher opines that lecturing technique is a conventional teaching technique, where the teaching and learning process is focused on information given by the teacher to the students. The lecturing is a one-direction discussion, where the teachers hold the central roles in the

³¹ Saiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rhineka Cipta, 2010), p. 100.

learning process. There is no discussion activity taken place during the learning process because all information is given by the teacher, so whenever the teacher stops the lesson, there will no students give the questions regarding the material. Surely, this is not ideal learning activity considering the lesson must apply the student's center learning in order to trigger the students' creativity. Consequently, the learning goal will not be achieved by implementing the lecture technique in the learning process.

2. Advantages of Using Lecturing Technique

Teaching techniques by lecturing technique to the students is the most practical, economical and do not require a lot of tools. Besides, there are some advantages of using lecturing technique:

- a) This technique can make teacher control the material and this technique can be used of the total students, in other words in the large class.
- b) This technique can make students can hear through a speech from the teacher then look at the demonstrations about the material.³²

3. Disadvantages of Lecturing Technique

An effective lecture requires preparation and effective delivery skills to maintain students' attention and motivation. There are disadvantages to using the lecture technique as a primary teaching technique as follows:

- a) This technique can make students bored

³² *Ibid*, p. 12

- b) Because this method is given by the talkative teacher. So, it is difficult to increase students ability in socialization, interpersonal related, and critical thinking ability
- c) This technique happens in one-way communication, so the opportunity for controlling the students understand about the material is limited.³³

By the description about the lecturing technique, the researcher contends that this technique is not suitable to be applied in all English materials for junior high-school students because in this age, the children needs to be triggered to awaken the creativity. The lecturing will not play a role after all.

K. Frame of Thinking

English is the most spoken language in the world and has become foreign language to be taught in Indonesia. As one of the subject examining in national test or other professional areas, English is demanded to be learnt. But in its development, learning English experienced has many problems, both from schools, institutions and teachers. One problem that arises is that the learning techniques used by the teacher cannot increase the motivation of the students initially low to high so that students' English abilities tend to be low which also results in student achievement is low.

In learning grammar, one of them is simple present tense, it is important for the students to be mastered. However, most of the students do not know how to implementation of them. They imagine that learning grammar is hard and

³³ *Ibid.*

boring. The teachers have challenge to find the most effective technique, teacher have to create technique to keep students to concentrate, enjoy, have fun and interest in teaching learning process.

Based on all that, researcher tried to compare the two techniques learning that can help students improve simple present tense abilities. The learning technique chosen by researcher is mime game techniques, mime game could be an effective technique to get students' interest in studying simple present tense. Mime game can take students' attention to guess the mime and make them create the action to mime sentences so that the mime game can create bonding between teacher with students, provide enjoyment and relaxation by increasing the cooperation and competition, also encourage learners to focus on their language learning.

L. Hypothesis

The researcher formulated the hypotheses as they follow:

H_a : There is a significant effect of using mime game in teaching simple present tense at the first semester of the eighth grade at SMPN 1 Candipuro in the academic year of 2019/2020.

H_o : There is no significant effect of using mime game in teaching simple present tense at the first semester of the eighth grade at SMPN 1 Candipuro in the academic year of 2019/2020.

REFERENCES

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- _____. 2013. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bina Aksara
- As, Hornby. 2008. *Oxford Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press
- Azar, Betty Schramper. 2003. *Fundamental of English Grammar 3rd Ed*. New York: Pearson Education
- _____. 2007. *Understanding and Using English Grammar 4th Ed*. New York: Pearson Education
- Behrens, Susan J. 2014. *Understanding Language Use in The Classroom*. United Kingdom: CPI Group
- Best John W. & James V. Kahn. 1995 *Research in Education* New Delhi: Prentice-Hall
- Budiyono. 2009. *Statistika Untuk Penelitian* Surakarta: UNS Press
- Creswell, John W. 2008. *Educational Research 4th Ed*. Boston: Pearson Education
- _____. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Person Education
- Davidson, George. 2003. *Verbs and Tenses*. English: Learners Publishing
- Declerck, Renaat. 2006. *The Grammar of the English Verb Phrase*. New York: Die Deutsche Bibliothek
- Dicson, Kerry Ann and Bruce Warren Stephens. 2008. *It's All in The Mime*. Sidney: Wiley Periodical

Djamarah, Saiful Bahri Aswan Zain. et al. 2010. *Strategi Belajar Mengajar*. Jakarta: Rhineka Cipta

Donald, Ary. Et.al. 2010. *Introduction to Research in English Education*. Wadsworth: Cengage Learning

Fraenkel, Jack R. and Norman E. Wallen. 2011. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill

Frank, Marcella. *Modern English*. 1972. New Jersey: Prentice-Hall

Greenbaum, Sidney. 1996. *The Oxford English Grammar*. New York: Oxford University Press

Hadfield, Jill. 2003. *Intermediate Grammar Games*. Harlow: Pearson Education Limited

_____. 2006. *Advanced Communicative Games*. England: Wesley Longman Limited

Hardjono, Rayner. 2001. *Kamus Saku Istilah Bahasa Asing*. Jakarta: Gramedia Pustaka

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. 3rd Edition. London: Longman

_____. 2004. *Just Grammar*. London: Marshall Cavendish ELT

Herawati, Lucky. 2016 *Uji Normalitas Data Kesehatan Menggunakan SPSS*. Yogyakarta: Poltekkes Jogja Press

Higginbotham, James. 2009. *Tense, Aspect, and Indexicality Oxford Studies in Theoretical Linguistics*. New York: Oxford University Press

Hornby, As. 2008. *Oxford Advanced Learners Dictionary of Current English*. New York: Oxford University Press

- Jeld , R. Abu. 2004. *Development Project Based On Teaching Grammar*. Gaza: Educational Development Centre
- J. Behrens, Susan. 2014. *Understanding Language Use in The Classroom*. United Kingdom: CPI Group
- J. Kolln, Martha and Robert, W. Funk. 2011. *Understanding English Grammar*. New Jersey: Pearson Education
- Kaur, Gurpreet. *Study and Analysis of Lecture Model of Teaching*. International Journal of Educational Planing & Administration, Vol. 1, No.1, Research India Publication. available at: <http://www.ripublication.com/ijepa.htm>
- Klipper, friederike. 1985. *Keep Talking Communicative Fluency Activities for Language Teaching*. New York: Cambridge University Press
- Knapp, Peter. et al. 2005. *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Limited
- Larsen, Diane. 2016. *The Grammar Book*. Boston: National Geographic Learning
- Lewis, Gordon. et al. 2004. *Games for Children*. New York: Oxford University Press
- Moursund, Dave. 2007. *Introduction to Using Game in Education: a Guide for Teacher and Parent*. Oregon: University of Oregon
- Patel, M.F and P.M. Jain. 2008. *English Language Teaching*. Jaipur: Sunrise Publishers and Distributors
- Person, Bastian. 2017. *The Verb in Nyakyusa: A Focus Tense, Aspect and Modality*. Berlin: Language Science Press
- Phillips, Sarah. *Drama with Children*. New York: Oxford University Press

- Pinter, A. 2006. *Teaching Young Language Learners*. New York: Oxford University Press
- Setiyadi, Ag Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu
- Sanjaya, Wina. 2010. *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group
- Siregar, Syofyan. 2013. *Metode Penelitian Kuantitatif Dilengkapi Dengan Perbandingan Perhitungan Manual&SPSS*. Jakarta: Kencana Prenadamedia Group
- Sudijono, Anas. 2016. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Pers
- Sudjana. 2002. *Metode Statistika*. Bandung: PT. Tarsito
- Sugiono. 2018. *Metode Penelitian Kuantitatif*. Bandung: Alfabeta
- _____. 2013. *Metode Penelitian Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta
- _____. 2018. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta
- Ur. Penny. 1991. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press
- W. Best, John et al. 1995. *Research in Education*. New Delhi: Prentice-Hall

Internet Sources

Hartani, Angelina Linda. “*The Effectiveness of Using Mime Game in Teaching Grammar*” Universitas Wulawarman Samarinda, (https://eprints.umk.ac.id/340/4/PROCEEDING_Teylin_2.21-27.pdf) (Accessed on: July 20th 2019, 20:00)

Nurul Fadillah, Annisa. 2015. *The Use of Mime Game in Improving Students’ Vocabulary at the First Grade of SMPN 36 Bandung*. Bandung: Pasundan University. (Available on : <http://repository.unpas.ac.id/13750/>) (Accessed on Sunday August 4th 2019, 21:20)

Nurul Hidayati, Isti. 2010. “*The Use of Mime Game to Improve Students’ Understanding in Simple Present Continuous Tense at SMP Islam Walisongo Semarang in the Academic Year 2009/2010*”. Semarang: Institute for Islamic Studies Walisongo. (Available on : <http://repository.uinsu.ac.id/3889/>) (Accessed on Sunday August 4th 2019, 21:10)

Plato, “*Stanford Encyclopedia Of Philosophy*” (On-Line) (<https://plato.stanford.edu/entries/tense-aspect/>) (Accessed on Wednesday 17th January 2019, 09:00)

