



**THE EFFECTIVENESS OF USING MIMING GAME
IN TEACHING PRESENT CONTINUOUS TENSE
AT GRADE VIII STUDENTS OF MTS DARUL
ISTIQQOMAH PADANGSIDIMPUAN**

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfilment of the requirement for the Degree of Education
Graduate (S.Pd) in English

Written By:

EMA ANDRIANI PILIANG
Reg. Number. 16 203 00100

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**



**THE EFFECTIVENESS OF USING MIMING GAME
IN TEACHING PRESENT CONTINUOUS TENSE
AT GRADE VIII STUDENTS OF MTS DARUL
ISTIQQOMAH PADANGSIDIMPUAN**

A THESIS

Submitted to State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfilment of the requirement for the Degree of Education
Graduate (S.Pd) in English

Written By:

EMA ANDRIANI PILIANG
Reg. Number. 16 203 00100



ENGLISH EDUCATION DEPARTMENT

Advisor I

Rayendiani Fahmei Lubis, M.Ag
NIP. 197105102000032001

Advisor II

Yusni Sinaga, M.Hum
NIP. 1970071520050012010

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Ema Andriani Piliang
Reg. Number : 16 203 00100
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : **THE EFFECTIVENESS OF USING MIMING GAME IN TEACHING PRESENT CONTINUOUS TENSE AT GRADE VIII STUDENTS OF MTS DARUL ISTIQOMAH PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, December 2020
Declaration Maker



Ema
ma Andriani Piliang
Reg. Number 15 203 00015

**AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY**

As academic civity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : Ema Andriani Piliang
Registration Number : 16 203 00100
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidempuan Non Exclusive Royalty Right on my thesis with entitled: **"The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidempuan"** With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidempuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidempuan, December 2020



He Signed


Ema

Ema Andriani Piliang
Reg. Num. 16 203 00015

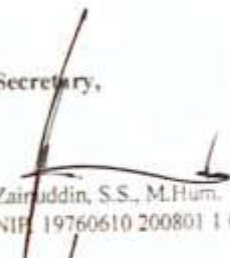
**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Ema Andriani Piliang
Registration Number : 16 203 00100
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Thesis : **The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidempuan**

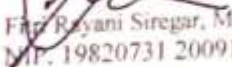
Chief,



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2004


Secretary,


Zairuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016

Members,


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2004


Zairuddin, S.S., M.Hum.
NIP. 19760610 200801 1 016


Yusni Sinaga, M.Hum
NIP. 19700715 200501 1003


Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

Proposed:
Place : Padangsidempuan
Date : March, 26th 2021
Time : 08.00 WIB until finish
Result/Mark : 84.5 (A)
IPK : 3.30
Predicate : Sangat Memuaskan



RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733
Padangsidempuan

LEGALIZATION

Thesis : The Effectiveness of Using Miming Game in
Teaching Present Continuous Tense at Grade VII
Students of MTs Darul Istiqomah
Padangsidempuan

Written By : Ema Andriani Piliang

Reg. No : 16 203 00100

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)



December 2020

Dr. Letya Hilda., M.Si.
NIP. 19720920 200003 2 002

Name : Ema Andriani Piliang
Reg. Number : 16 203 00100
Faculty : Tarbiyah and Teacher Training
Department : English Education (TBI-3)
The Title of Thesis : **The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidempuan**

ABSTRACT

This research describes about the effect of using miming game in teaching present continuous at grade VIII students of MTs. Darul Istiqomah Padangsidempuan. There were some problems of the students in this research: 1) Students' grammar is low using the tenses. 2) The students did not pay attention to the teacher explanation about the lesson. 3) The students are weakly motivation and interest in English 4) The students have difficulty to remember the formula because differences the part of time in tenses that between what is written and what is spoken so the students were easy to be forgotten.

This research has three formulations of the problems; they are how is the result of present continuous tense before using miming game? How is the result of present continuous tense after using miming game? Is there any significant effect of using miming game in present continuous tense? The objectives of this research are to get the result of present continuous tense before using miming game, To get the result of present continuous tense after using miming game, and to examine whether there is significant effect of using miming game.

The kind of this research is experimental research. The population of this research is all of the eight grade of MTs. Darul Istiqomah Padangsidempuan. The totals of population were 66 students. Then, the sample of the research was 2 classes, VIII-C as experimental class that consist of 23 students and VIII-B as control class that consist of 23 students. The data were derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

Based on the calculation of t-test, the researcher found that $t_{\text{count}} = 5.74$ and $t_{\text{table}} = 1.68023$. It means $t_{\text{count}} > t_{\text{table}}$ ($5.74 > 1.68023$). So, the researcher could conclude H_a was accepted and H_o was rejected. There was the significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan.

Key Words: Present Continuous Tense, Miming Game

Nama : Ema Andriani Piliang
Nim : 16 203 00100
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI-3)
Judul Skripsi : Keefektifan Penggunaan Miming Game Dalam Pengajaran Present Continuous Tense Pada Tingkat Delapan Siswa MTs Darul Istiqomah Padangsidempuan

ABSTRAK

Penelitian ini mendeskripsikan tentang pengaruh penggunaan miming game dalam pembelajaran present continuous tense pada siswa kelas VIII MTs. Darul Istiqomah Padangsidempuan. Adapun beberapa permasalahan yang dihadapi siswa dalam penelitian ini: 1) Tata bahasa siswa yang menggunakan tenses masih rendah. 2) Siswa kurang memperhatikan penjelasan guru tentang pembelajaran. 3) Motivasi dan minat siswa lemah pada bahasa Inggris 4) Siswa kesulitan mengingat rumus karena perbedaan bagian waktu dalam tenses yaitu antara yang tertulis dan yang diucapkan sehingga siswa mudah untuk dilupakan.

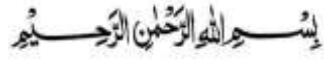
Penelitian ini memiliki tiga rumusan masalah; Bagaimana hasil present continuous tense sebelum menggunakan miming game? Bagaimana hasil present continuous tense setelah menggunakan miming game? Adakah pengaruh yang signifikan dari penggunaan miming game dalam present continuous tense? Tujuan dari penelitian ini adalah untuk mendapatkan hasil present continuous tense sebelum menggunakan miming game, mendapatkan hasil present continuous tense setelah menggunakan miming game, dan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan miming game.

Jenis penelitian ini adalah penelitian eksperimental. Populasi penelitian ini adalah seluruh kelas VIII MTs. Darul Istiqomah Padangsidempuan. Jumlah populasi adalah 66 siswa. Sampel penelitian adalah 2 kelas yaitu kelas VIII-C sebagai kelas eksperimen yang terdiri dari 23 siswa dan VIII-B sebagai kelas kontrol yang terdiri dari 23 siswa. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Berdasarkan hasil perhitungan uji-t didapatkan $t_{hitung} = 5.74$ dan $t_{tabel} = 1,68023$. Artinya $t_{hitung} > t_{tabel}$ ($5.74 > 1.68023$). Jadi, peneliti dapat menyimpulkan bahwa H_a diterima dan H_o ditolak. Ada pengaruh yang signifikan penggunaan miming game dalam pembelajaran present continuous tense pada siswa kelas VIII MTs Darul Istiqomah Padangsidempuan.

Kata kunci: *Present Continuous Tense, Miming Game*

ACKNOWLEDGEMENT



Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled “**The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidimpuan**”. Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag, as my first advisor who has guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. Mrs. Yusni Sinaga, M.Hum., as my second advisor who has guided and motivated me for finishing this thesis, as the great advisor who had given me idea and suggestion during the progress of writing this thesis.
3. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of IAIN Padangsidimpuan.
4. Mrs. Dr. Lelya Hilda, M.Si., the Dean of Tarbiyah and Teacher Training Faculty
5. All lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.

6. Mrs. Sri Rahmadhani Siregar, M.Pd., Mr. Dr. H. Fitriadi Lubis, M.Pd., Mr. Sojuangon Rambe, S.S., M. Pd., Mr. Zainuddin, S.S., M.Hum., M.Pd., Mr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd., Mrs. Sokhira Linda Vinde Rambe, M.Pd., and all of lectures in IAIN Padangsidempuan, who have given me much knowledge.
7. My beloved parents (Mr. Suhadi and Mrs. Erlis Octaviana Piliang) and my lovely young brother (Irpan Syah Putra Piliang) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
8. Mr. M. Sawaluddin Nasution, M.Pd.I., as headmaster of MTs. Darul Istiqomah Padangsidempuan and Mrs. Ummi Parumnas as my Co-teacher who helps me to do the research.
9. My best friends since we were Senior High School, Soraya Ulfa, Rini Soraya Nainggolan, Nur Ainun Tanjung, Rahma Yanti Panggabean, Ika Sumira Simanjuntak, Elfina Sari Harahap who always give me support, prayer and spirit to finish my thesis.
10. My great friends in TBI-3, Nur Hasanah, Dina, Winda kholilah, Fitriany Daulay, Anni Syakilah, oppie, Devi Syarani, Elfa, Nur Khoiriah, Fahma, Annisa nur, Masriyah, Winda Rizly, Mutma Innatul Hubbi, Nur Dingin, Rizky, Suci Maharani, Ihsaniah, Anggita Cahaya, Jennita, Masdayani, Nadia, Wilda, Yuli, Maya Iqlimah, Nur Saidah, Elminah Dorifah, Anggikartika, Anggia, Aswandi, Gunawan, Mahdi, Roja', Mhd. Habibi, Husein, Irpan, which one makes a motivation and passion in struggling to complete the thesis. My Friends TBI-1 and TBI-2 also to all my friends and others who always made my life be colorful and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.

Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidempuan, 28 December 2020

Researcher

EMA ANDRIANI PILIANG
Reg. No. 16 203 00100

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEGALIZATION ADVISORS SHEET	ii
AGREEMENT ADVISORS SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	v
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xiii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDIXS	xviii

CHAPTER I: INTRODUCTION

A. Background of The Problem.....	1
B. Identification of The Problem.....	5
C. Limitation of The Problem	5
D. Formulation of The Problem.....	5
E. Objective of The Problem.....	6
F. Significances of The Problem.....	6
G. Definition of Operational Variables	7
H. Outline Thesis	7

CHAPTER II: THEORITICAL DESCRIPTION

A. The Theoretical Description Research	
1. Grammar	
a. The Definition of Grammar	9
b. The Importance of Grammar	10
2. Present Continuous Tense	
a. The Definition of Present Continuous Tense.....	12
b. The Form of Present Continuous Tense.....	13
c. The Use of Present Continuous Tense	15
d. The Verb Usually Not Used in Present Continuous Tense	16
e. The Time Signal of Present Continuous Tense.....	17
3. Game	
a. The Definition of Game	18

b. The Types of Game.....	19
c. The Advantages of Disadvantages Game	20
4. Miming game	
a. The Definition of Miming Game	21
b. The Procedures of Miming Game in Teaching Present Continuous Tense.....	23
5. The Conventional Strategy	
a. The Definition of Conventional Strategy.....	27
b. The Classification of Conventional Strategy	27
B. Review of Related Findings	29
C. Framework of Thinking.....	30
D. The Hypothesis of The Research	32

CHAPTER III: RESEARCH METHODS

A. The Place and Time of Research	33
B. The Research Design	33
C. The Population and Sample	
1. Population.....	34
2. Sample.....	34
D. The Instrument of The Research.....	37
E. The Validity and Reliability Instrument	38
F. Procedures of Data Collection	
1. Pre-test.....	39
2. Treatment	40
3. Post-test	41
G. The Technique of Data Analysis	
1. Scoring Technique.....	42
2. Requirement Test	42
3. Homogeneity test.....	43
4. Hypothesis	43

CHAPTER IV: DATA ANALYSIS

A. The Description of Data	
1. The Description of Data before Using Miming Game	
a. Score of Pre-test Experimental Class	45
b. Score of Pre-Test Control Class	47
2. The Description of Data After Using Miming Game	
a. Score of Post-Test Experimental Class	49
b. Score of Post-Test Control Class.....	51
3. The Description of Comparison Data of Pre-Test and Post- Test	
a. The Comparison Data of Pre-Test and Post-Test in Experimental Class	54
b. The Comparison Data of Pre-test and Post Test in Control Class	55

c. The Comparison Data between Experimental and Control Class in Post Test	57
B. The Technique of Data Analysis	
1. Requirement Test	
a. Normality and Homogeneity Pre-Test	
1) Normality of Experimental Class and Control Class in Pre-Test.....	59
2) Homogeneity of Experimental Class and Control class in Pre-Test	59
b. Normality and Homogeneity Post-Test	
1) Normality of Experimental Class and Control class in Post-Test	60
2) Homogeneity of Experimental Class and Control class in Post-test.....	60
2. Hypothesis Test	61
C. Discussion	62
D. Threats of the Research.....	64

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion.....	65
B. Suggestion	65

REFERENCES

APPENDIXS

CURRICULUM VITAE

LIST OF TABLES

	Page
Table 1 Affirmative Sentences.....	13
Table 2 Negative Sentence.....	14
Table 3 Yes/ No Question Sentences.....	14
Table 4 Wh-Questions.....	15
Table 5 The time signal of present continuous tense	17
Table 6 Research Design.....	34
Table 7 Population of the research.....	34
Table 8 Sample of the research	36
Table 9 Table indicator of present continuous tense Pre-test	37
Table 10 Table indicator of present continuous tense Post-test.....	37
Table 11 The Score of Experimental Class in Pre-test	45
Table 12 Frequency Distribution of Students' Score	46
Table 13 The Score of Control Class in Pre-test.....	47
Table 14 Frequency Distribution of Students' Score	48
Table 15 The Score of Experimental Class in Post-test.....	50
Table 16 Frequency Distribution of Students' Score	50
Table 17 The Score of Control class in Post-test	52
Table 18 Frequency Distribution of Students' Score	52
Table 19 The Comparison Data of Experimental Class in Pre-test and Post Test.....	54
Table 20 The Comparison Data of Control Class in Pre-test and Post-Test.....	56
Table 21 Normality and Homogeneity in Pre-Test	59
Table 22 Normality and Homogeneity in Post-Test	60
Table 23 Result of T-test from the Both Averages	61

LIST OF FIGURES

Figure 1	: Conceptual Framework.....	31
Figure 2	: Histogram Result Score of Data Pre-Test in Experimental Class	47
Figure 3	: Histogram Result Score of Description Data Pre-Test of Control Class	49
Figure 4	: Histogram Result Score of Data Post-Test of Experimental Class	51
Figure 5	: Histogram Result Score of Data Post-Test of Control Class..	53
Figure 6	: Comparison between Pre-test and Post-test in Experimental Class	55
Figure 7	: The Comparison Data of Control Class in Pre-test and Post-Test	57
Figure 8	: Comparison between Experimental and Control Class in Post-test	58

LIST OF APPENDIXES

Appendix 1	: Lesson Plan of Experimental Class
Appendix 2	: Lesson Plan of Control Class
Appendix 3	: Instrument of Test Validity for Pre-Test
Appendix 4	: Instrument of Test Validity for Post-Test
Appendix 5	: Key Answer of Pre-Test and Post-Test Validity
Appendix 6	: Validity of Pre Test
Appendix 7	: Calculation of Pre-Test
Appendix 8	: Table Validity of Pre test
Appendix 9	: Validity of Post-Test
Appendix 10	: Calculation of Post-Test
Appendix 11	: Table Validity of Post-Test
Appendix 12	: Reliability of Pre-Test
Appendix 13	: Calculation Reliability of Pre Test
Appendix 14	: Reliability of Post-Test
Appendix 15	: Calculation Reliability of Post Test
Appendix 16	: Result of The Normality Test in Pre-Test
Appendix 17	: Homogeneity Test (Pre-Test)
Appendix 18	: Score Experimental Class and Control Class Pre Test
Appendix 19	: Score Experimental Class and Control Class Post Test
Appendix 20	: Result Of The Normality Test in Post-Test
Appendix 21	: Homogeneity Test (Post-Test)
Appendix 22	: T-test of the Both Averages in Pre-Test
Appendix 23	: T-test of the Both Averages in Post-Test
Appendix 24	: Chi-Square Table
Appendix 25	: Z-Table
Appendix 26	: Percentage Points of the t Distribution
Appendix 27	: Research Methodology

CHAPTER I

INTRODUCTION

A. Background of The Problem

Grammar is a science that complements with strong communication and aids capabilities. In general, plays an important role in constructing a sentence in a complete order to avoid misunderstandings due to unclear sentences. By using grammar, people can communicate messages clearly and concisely in different and changing situations too. In its use, people know what is conveyed and the understanding of a language.

Tenses can be interpreted as changes in the form of verbs in a sentence caused by changes in the form of time or information on time. English structured states English has three main divisions, past, present and future, expressed by the simple tense. That way, mastering tenses is an absolute thing, so someone can't be said to be good at speaking English if they haven't mastered tenses properly.

Present continuous tense, also known as present progressive tense, is a sentence formation rule that is used to express ongoing activities and to state plans. Present continuous tense is formed with an auxiliary verb be in the form of is/am/are by adding suffix -ing to the base form.

However, there is an opinion in the education worlds that students have problem to understand theoretical English material as the grammar. Hartani states most young learners have difficulties to express what really

mean to say.¹ One of reason is they have difficulties to internalize the meaningful piece and use the right grammar convey the right meaning in practice.

Based on pre-research in MTs. Darul Istiqomah Padangsidempuan researcher found that students get difficulty in learning English especially on grammar. They have problem about how to use present continuous tense. The researcher observed that the problem might be caused by several factors namely; firstly, the students' grammar is low using the tenses. Secondly, the students did not pay attention to the teacher explanation about the lesson. Next, the students are weakly motivation and interest in English.² The researcher thinks it is a big problem in every student is lack of grammar.

The students have difficulty to remember the formula because differences the part of time in tenses that between what is written and what is spoken so the students were easy to be forgotten. Then, the students do not have English books related to the tenses. There is no various in teaching grammar such as giving them the formula of tenses and asked the students to remember it.³ Of course, it would make the students confuse using many tenses.

Furthermore, the problem with the student present continuous tense is seen in the Fuanda thesis which states that the ordinance of grammar makes

¹Angelna Linda Hartani, "The Effectiveness of Mime Game in Teaching English Grammar," *IAES* (Universitas Mulawarman, Sarimanda, 2006), p.21, <http://garuda.ristekdikti.go.id>.

²*Private Interview*, Enita Yanti, Teacher of MTs. Darul Istiqomah, (Tapien Nauli, July 28th 2020, at 12.00 pm).

³*Private Interview*, Enita Yanti.

dizziness at the first grade students of SLTP. They should be aware of the use of the tense when asked to say something. For e.g., the students may say, “I am read the book right now”.⁴ It’s grammatically is wrong. When something is done at time of speaking the students must use the present continuous tense. This case was situation because they have little knowledge of grammar.

Moreover, based on Emmis’ thesis that the students’ problem in the school is poor mastery in grammar. Besides the students’ interest in write English is still low. Most of students are lazy to write because writing English is different from writing our native language, and the way of organizing ideas are probably different from write Indonesia sentences.⁵ So, the researcher thinks that the students’ grammar is less interest and motivation in studying English.

There are some factors in present continuous tense, such as method and strategy. Strategy is a general plan or set of plans intended to achieve something, especially over a long period. A teacher must use various strategies in teaching present continuous tense in order take students’ attention and make learning process become fun. The application of strategy is important in teaching present continuous tense. Therefore, the student’s good present continuous tense also depends on teacher’s policy to apply the strategy is suitable.

⁴Pupun Fuadah, “Teaching The Present Continuous Tense Through Total Physical Responses Method” (Syarif Hidayatullah State Islamic University, 2010), <https://doi.org/205014000375>.

⁵Emmi Hayati, “The Effect of Flash Card Game Technique on Present Continuous Tense Mastery At Grade VIII Students of SMP Negeri 4 Siabu Mandailing Natal” (IAIN Padangsidempuan, 2018), p.66, <http://etd.iain-padangsidempuan.ac.id>.

One of the effective ways to solve the problem is using game. A game is an activity with rules, a goal and an element of fun. Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself.⁶ Then, games help and encourage many learners to sustain their interest and work. It has been indicated that language learning performed in a playful atmosphere resulted into stimulating student's motivation. Besides, the effect of the game strategy in learning grammar is better because it will be able to memorize the material easily.

From the explanation above, the researcher interest to make a miming game as the effective way to help students to be able to state event in present continuous tense. Friederike states that miming exercises train the students' skill of observation and improvisation.⁷ Then, it can be useful because they emphasize the importance of gesture and facial expression in communication. It is an enjoyable way to review the students' grammar because it invigorates the students to develop their idea into written form.

Based on the explanation above, researcher is interested to do a research about teaching grammar by using game that is interesting, and enjoying with the language with the title **“The Effectiveness of Using**

⁶Luu Trong Tuan, “Teaching English Grammar Through Games,” *Studies in Literature and Language* 1, no. No. 7 (2010): 61–75, <http://www.cscanada.net>.

⁷Friederike Klippel, *Keep Talking: Communicative Fleuncy Activities for Language Teaching*, ed. Jhon Rogers, first (United States of America: Cambridge University Press, 1985), p.115.

Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs. Darul Istiqomah Padangsidempuan”.

B. Identification of the Problem

Based on background of the problems, the researcher identified the problems as follows:

1. Students' grammar is low using the tenses
2. The students did not pay attention to the teacher explanation about the lesson
3. The students are weakly motivation and interest in English
4. The students have difficulty to remember the formula because differences the part of time in tenses that between what is written and what is spoken so the students were easy to be forgotten

C. Limitation of the Problem

The research only focuses on the difficulties of the students in grammar. In this case, the researcher used miming game to solve students' problem in active sentences of present continuous tense based on curriculum.

D. Formulation of the Problem

To make the problem clear, the researcher formulates the problem based on identification above as follows:

1. How is the result of present continuous tense before using miming game at grade VIII students of MTs. Darul Istiqomah Padangsidempuan?
2. How is the result of present continuous tense after using miming game at grade VIII students of MTs. Darul Istiqomah Padangsidempuan?

3. Is there any significant effect of using miming game in present continuous tense at grade VIII students of MTs. Darul Istiqomah Padangsidempuan?

E. Objectives of The Research

Based on formulation of the problem above, the aim of this research as follows:

1. To get the result of present continuous tense before using miming game at grade VIII students of MTs. Darul Istiqomah Padangsidempuan.
2. To get the result of present continuous tense after using miming game at grade VIII students of MTs. Darul Istiqomah Padangsidempuan.
3. To examine whether there is significant effect of using miming game in present continuous tense at grade VIII students of MTs. Darul Istiqomah Padangsidempuan.

F. Significances

This research has significances, they are:

1. For teacher, the result of this research are hoped to be useful for English teacher of Junior High School in teaching present continuous tense as a new technique.
2. For the researcher itself, the researcher will get additional experience and knowledge in teaching grammar especially teaching present continuous tense by using miming game.
3. For the readers, it is hoped can give the readers references in teaching present continuous tense using miming game as the new way.

4. For the school, it can be a supported way to improve teaching and learning process.

G. The Definition of Operational Variables

Based on advance explanation, the writer has conveyed some theories of each variable while variable X is present continuous tense and variable Y is miming game. Therefore, writer can conclude both variables as follow:

1. Present Continuous Tense (variable X)

Present continuous tense is formed with an auxiliary verb be in the form of is/am/are by adding suffix (suffix) -ing to the base form / bare infinitive (basic form of verb).

2. Miming game (variable Y)

Miming game is the use of movements and gestures in order to express something or tells a story without using speech.

H. The Outline of the Thesis

This research is organized into five chapters. Each chapter consisted of many sub chapters with detail. Chapter one consisted of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the definition of operational variables, the formulation of the problem, the purposes of the research, the significances of the research, and the outline of the thesis.

Chapter two consist of theoretical description with some sub theory about grammar, present continuous tense, theory games and miming game,

conventional strategy, review of related findings, framework of thinking, and the hypothesis of the research.

Chapter three consist of methodology of the research, included in: the place and time of the research, the research design, the population and sample, the instrument of the research, the validity and reliability of instrument, the procedures of the research and the technique of data analysis.

Chapter four is the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.

Chapter five consist of conclusion about the result of research and suggestion which is given by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Theoretical Description

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the readers and the writer. In other words, they are very important to be explaining, so the readers will get the point clearly.

1. Grammar

a. Definition of Grammar

The grammar of the language is found only in the written language spoken languages have no grammar or at least fluctuate so much that they are only partially grammatical. According to Gerot et.al grammar is a system that can put words together to make words into larger and more meaningful units.⁸ Grammar is so crucial for the initial capital that must be mastered by an English speaker so that must be mastered by an English speaker so that in order to communicate properly and correctly. Grammar also varies with social, cultural and regional aspect.

The other definition of grammar comes from some experts, Thronbury states adds that grammar, Grammar is partly the study of

⁸Gerot and Wignell, "Making Sense of Functional Grammar" (Australia: Antipodean Educational Enterprises, 1995), p.13.

what forms are possible in language.⁹ Traditionally, grammar is almost specifically related to analysis at sentence level. Thus a grammar is a description of the rules that govern how a language's sentences are formed. M.A.K. states that Grammar is the main processing unit of language, the center of power where meaning is created.¹⁰ It is natural that the systems of sound and of writing through which the meanings are expressed must reflect the structural arrangement of the grammar, which regulates the movement of the tone into intonation pattern. David Nunan states Grammar is generally considered a set of rules that determine the correct word order at a sentence level thought.¹¹ Sentences are acceptable if they follow the rules set out by the grammar of the language. For example, in English, one rule states that "a subject followed by a verb followed by an object" is grammatical.

From the definitions, it can be concluded that grammar is the study of the rules governing the language. This science is part of the field of science that studies language is linguistics.

b. The Importance of Grammar

From several definitions about grammar above, knowing grammar has significant roles in learning and teaching a certain language, also understands how text works. Grammar is important,

⁹Scott Thornbury, *How Teach Grammar*, ed. Jeremy Harmer, first (England: Pearson Education, 1999), p.1, <http://www.longman.com>.

¹⁰M.A.K. Halliday, *An Introduction to Functional Grammar*, ed. Christian M.I.M. Matthiessen, third (United States of America: Hodder Arnold, 2004), p.21, <http://www.hoddereducation.com>.

¹¹David Nunan, *Practical English Language Teaching*, ed. David Nunan, first (United States of America: McGraw-Hill, 2003), p.154, <https://doi.org/9780071234627>.

because grammar is a basic knowledge of language to understand English perfectly. Gerot and Wignell state that as teacher need to know how the text works so that it can help students learn how to understand and procedure spoken and written text.¹² It can be argued that good grammar knowledge will not necessarily make you a better writer.

To be an activate language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful.¹³ Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand.

Students are expected to be able to use English for writing and speaking, because it can be understood the grammar rules of the target using accepted language as a tool that makes meaning.¹⁴ A good understanding of grammar will allow you to be flexible when you speak English, and to choose the best way of saying something. More knowing grammar, the more you choices to express the concisely.

From the explanations above, it can be concluded the importance of grammar in order understand a written and spoken word so as to know from the rules of the target language.

¹²Gerot and Wignell, "Making Sesense of Functional Grammar," p.3.

¹³Çağrı Tuğrul Mart, "Teaching Grammar in Context : Why and How?," Theory and Practice in Language Studies 3, no. 1 (2013): p.124, <https://doi.org/10.4304/tpls.3.1.124-129>.

¹⁴Thronburry Scott, *How to each Grammar*, (England: Person Education, 1999), p.5.

2. Present Continuous Tense

a. Definitions of Present Continuous Tense

Present continuous tense is also called the present progressive tense which have same meaning and have same function. Betty Azar states that the present progressive tense expresses an activity that is in progress at the moment of speaking.¹⁵ It is temporary activity that began in the past, is continuing at the present, and will probably end at some point in the future.

Present progressive tense indicates an action or event which is actually in progress at this moment but may terminate at any time.¹⁶ It is frequently used in conjunction with time expressions such as “right now” or “today” to indicate that an action is occurring at that moment. Therefore, the present continuous is not used with stative verbs that express a feeling, belief, or state of being, such as “hope” or “want.”

Present continuous tense is formed with the present tense of the auxiliary verb be + the present participle.¹⁷ In addition present continuous is used in future word which includes, for example, tomorrow, next year, in June, etc. There over, in speaking, present continuous tense also talks about the future when people make a plan to do before speaking.

¹⁵Betty Scramper Azar, *Understanding and Using English Grammar*, ed. Pam Fishman, third edit (United States of America: Pearson Education, 2002), p.23, <http://www.longman.com/grammarexchange>.

¹⁶Robert Krohn, “English Sentence Structure,” in English Language Institute, ed. John Wiley (United States of America: Universitas of Michigan Press, 1971), p.36.

¹⁷A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, fourth edi (Oxford: Oxford University Press, 1986), p.111.

From the definitions above, it can be concluded that present continuous tense is a tense which is used to express an activity, action, or event at the general present time or at the moment of speaking.

b. The Form of Present Continuous Tense

The continuous forms represent action or events, or series of action or events, viewed at some point between their beginning and the end. They imply that an action or series of action has already begun but is not or series of action or series of action is limited. The present progressive express an activity that is in progress right now.¹⁸ It can be concluded that form of present continuous tense is a series of action that happened already begun and end happened. Which are consisting of four forms, they are:

1) Affirmative Sentences

Table 1
Affirmative Sentences

Subject	Be	Base Verb + ing
I	am	Studying
She He It	is	
We You They	are	

Function: present Continuous tense is used to describe an action as it is happening.

Example: You're doing stupid things¹⁹

¹⁸Betty Schramper Azar, "Fundamental of English Grammar," ed. Shelley Hartle, Third (United States of America: Pearson Education, 1941), p. 4, <http://www.longman.com/grammaexchange>.

¹⁹Michael Swan and Chatherine Walter, *Oxford English Grammar Course*, ed. Peter Lawrence, first (United Kingdom: Oxford University Press, 2011), p.16, www.oup.com/elt.

2) Negative Sentence

Table 2
Negative Sentence

Subject	Be	Not	Base verb + ing	Contraction
I	am	Not	studying	I am not
She He It	is			She's not/ She isn't He's not/ He isn't it's not/ It isn't
We You They	are			We're not/ We aren't You're not/ You aren't They're not/ They aren't

Example: You are not working
You aren't working²⁰

3) Yes/ No Question

Table 3
Yes/ No Question Sentences

Yes/No Question			Short Answer	
Be	Subject	Base Verb + ing	Affirmative	Negative
Am	I	working now?	Yes, I am	No, I am not
Is	She		Yes, She is	No, She's not/ She isn't
	He It		Yes, He is Yes, It is	No, He's not/ He isn't No, It's not/ It isn't
Are	We	Yes, We are	No, We're not/ we aren't	
	You	Yes, You are	No, You're not/ You aren't	
	They	Yes, They are	No, They're no They aren't	

²⁰ Swan and Walter, p.23.

Example:

A: Are you washing a window?

B: No, I'm not.²¹

4) Wh-Questions

Table 4
Wh-Questions

Wh-Word	be	Subject	Base verb + ing
Where	is	Tony	working?
What	are	You	reading?
Why	is	Susan	studying?
When	are	They	coming to?
Who	is	Ken	talking to?
How	are	You	feeling?

Example:

A: What is Maria doing?

B: Maria is standing next to her desk.²²

c. Use of Present Continuous Tense

According to A.J. Thomson, they are some usages of present continuous tense, as follow:

1. For an action happening now:
It is raining
I am not wearing a coat as it isn't cold
Why are you sitting at my desk?
What's the baby doing? ~He's tearing up a £5 note
2. For an action happening about this time but not necessarily at the moment of speaking:
I am reading a play by Shaw. (This may mean 'at the moment of speaking' but may also mean 'now' in a more general sense.)
He is teaching French and learning Greek. (He may not be doing either at the moment of speaking.)
3. For a definite arrangement in the near future (the most usual way of expressing one's immediate plans):
I'm watching Peter tonight. He is taking me to the theatre.
Are you doing anything tomorrow afternoon? ~ Yes, I'm playing tennis with Ann.

²¹Azar, "Fundamental of English Grammar," p.8.

²²Azar, p.7.

4. The present continuous tense is used when talking about a period around the present.

Example:

Ulfah is coming here on Thursday

They are having a party next week

5. The present continuous tense is used when talking about changing situation.

Example:

The population of the world is rising very fast

Is your English getting better?

6. With always for frequently repeated action unreasonable to the speaker.²³

d. Verb Usually Not Used in Present Continuous Tense

The continuous tenses are chiefly used for deliberate actions. Some verbs are, therefore, not normally used in the continuous and have only one present tense, the simple present. These verbs can be grouped as follows:

- 1) Verbs of the senses (involuntary actions): **feel, hear, see, smell**: also notice and **observe** (=notice), and **feel, look, taste** used as link verbs (see 18 B, C)

For **feel, look, smell, listen, look (at), observe** (= watch), **stare** and **watch** imply deliberate use of the senses, and can, of course, be used in the continuous tenses:

Watch! ~ I am watching but I do not see anything unusual.

He is listening to a tape, but he is wearing earphones so nobody else hears it.

- 2) Verb expressing feelings and emotions, e.g. **admire** (= respect). **Adore, appreciate** (= value), care for (= like), **desire, detest, dislike, fear, hate, like, loathe, love, mind** (= care), **respect, value, want, wish**.

But the continuous can be used with **admire** meaning 'look at with admiration', **appreciate** meaning 'increase in value', **care for** meaning 'look after', **long for, mind** meaning 'look after/concern oneself with', **value** meaning 'estimate the financial worth of, enjoy and sometimes like/love meaning 'enjoy' and **hate** meaning the opposite, though it is safer to use the simple tenses with like, love and hate:

²³Thomson and Martinet, *A Practical English Grammar*, p.168.

He's enjoying his holiday in the Arctic. He hates touristy places and he doesn't mind the cold

I'm minding my own business

How are you liking/Do you like your new job? ~

I'm hating it/ I hate it. I just don't like work, you see.

- 3) Verbs of mental activity, e.g. **agree, appreciate** (= understand), **assume, believe, expect** (= think), **feel** (= think), **feel sure/certain, forget, know, mean, perceive, realize, recall, recognize, recollect, remember, see** (= understand), **see through someone** (= penetrate his attempt to deceive), **suppose, think** (= have an opinion), **trust** (= believe/ have confidence in), understand. But the continuous can be used with appreciate meaning to 'increase in value'. See also 171 for think, assume, expect.

- 4) Verbs of possession: belong, owe, own, possess:

How much do I owe you?

- 5) The auxiliaries, except be and have in certain uses.

Appear (= seem), **concern, consist, contain, hold** (= contain), **keep** (= continue), **matter, seem, signify, sound** (= seem/appear):

It concerns us all. This box contains explosives.

But **appear** meaning 'to come before the public' can be used in the continuous.²⁴

e. Time Signal of Present Continuous Tense

The time signal of present continuous tense is shown in the table 5:²⁵

Table 5
The time signal of present continuous tense

Time Signal	Meaning
Now	Sekarang
Right now	
At present	
At this moment	
Today	Hari ini
This morning	Pagi ini

²⁴Thomson and Martinet, *A Practical English Grammar*, p.156-157.

²⁵Thornbury, *How Teach Grammar*, p.5.

3. Game

a. Definition of Game

Games are complex activities in which there are rules, games, and culture. In the game there are rules that aim to limit the behavior of players and determine the game. Lien Cam and Thi Minh Thu Tran state games are often designed within certain real life situations.²⁶ It is true that when teachers hold whatever games with clear objectives, students are able to get many advantages.

The other definition of comes game from some experts, Prensky in Nolma coley states game is describes various structural elements of games; games have rules, goals, outcomes, and feedback, competition or challenge, interaction, representation.²⁷ In addition to the practice of English, using games helps students practice and review on language use. By devising a strategy, and considering it, so the game provides challenging action is also more interesting, more interactive in learning that is comfortable and fun. Luu Trong Tuan States Games are highly motivating since they are amusing, interesting and at the same time challenging.²⁸ Besides, it can activate their mental capacity and stimulate neural network, thus motivating students in learning.

²⁶Lien Cam, Thi Minh, and Thu Tran, "An Evaluation of Using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University" 16, no. 7 (2017): 55–71.

²⁷Nolma Coley, *Game-Based & Interactive Learning Activities for Early Years*, ed. Lena Buckle Scott (Jamaica: UNICEF, 2016), p.16.

²⁸Luu Trong Tuan, "Teaching English Grammar Through Games," *Studies in Literature and Language* 1, no. 7 (2010): 75, <http://www.cscanada.net>.

From the definitions, it can be concluded that games are various activities that are actually designed with the intention that somebody can improve certain abilities based on learning experiences. The game can also develop both physical, intellectual, socially, morally, and emotionally.

b. Types of Game

There are many types of game in English language according to many experts that can be used in teaching and learning. Wright states that games in language learning are classified into eight types, as follow:

- 1) Caring and Sharing
The games which make the learners feel comfortable while sharing personal information with other learners.
- 2) Doing: Moving, Miming, Drawing, Obeying
After reading and listening text, the learner is expected to do something non-verbally as a response.
- 3) Identifying, discriminating, guessing, speculating
The learner is challenged to identify something which is difficult to identify or to hypothesis about something which is then compared with the facts.
- 4) Describing
The learner is challenged to describe something to another learner, by speaking or writing, so the other learner can do something.
- 5) Connecting: Comparing, Matching, Grouping
The learner is challenged to connect, compare match, or group various items of information, perhaps pictures or texts, objectively or subjectively. The student uses language to describe or comment on the pairs or groups of information.
- 6) Ordering
The learner is challenge to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a development sequence, also subjectively or objectively.
- 7) Remembering
The learner tries to remember something and then

communicate what he or she has remembered.

8) Creating

The learner is challenged or invited to make a story, write a poem or produce some kind of material using their imagination.²⁹

Based on the explanation above, it can be concluded there are some of types of games, they are caring and sharing, doing: moving, miming, drawing, obeying, identifying, discriminating, guessing, speculating, describing, connecting: comparing, matching, grouping, ordering, etc. So, when the learn present continuous tense, one of the eighth of games that have been described miming games will be applied to get the purpose of their study.

c. The Advantages and Disadvantages of Game

1) The Advantages of Game

There are many advantages of using game in studying English, as in increasing students' interest and reducing students' boredom in mastering English material especially grammar.

Wright stated that the advantages of games are:

- 1) Games help and encourage many learners to increase their interest and work.
- 2) Games also help the teacher to create context in which the languages is useful and meaningful.
- 3) Many games cause much practicing and drilling exercise.
- 4) Games can be found to give practice in all the skills (listening, speaking, reading, and writing).³⁰

From the explanation above, the researcher concluded that the benefits of the game are that it can encourage and increase student

²⁹Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, third edit (Cambrige: Cambridge University Press, 2006), p.3-7.

³⁰Wright, Betteridge, and Buckby, *Games for Language Learning*, p.2.

interest in learning. The existence of games can also create a context where language is more meaningful.

2) The Disadvantages of Game

Besides of the advantages of game, there are several disadvantages of game. They are:

- a) Problem-based Learning is linked to Game-based Learning as most games involve problem solving, often with a small group of students working to solve a problem. Very often these are cross-disciplinary problems.
- b) 1 Considered as a way to escape from meetings and family sessions.
- c) Lead to a lack of concentration in practicing their daily work.³¹

4. Miming Game

a. Definition of Miming Game

Miming game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of grammar. According to Mary Slattery miming game means acting, silently, without speaking.³² Deguang Zhu states that miming activities are valuable language-learning situation.³³ It also Diane Larsen-Freeman states that mime is a series of separate actions are performed to

³¹Mohamed M Al-hileh, "The Advantages and Disadvantages of Electronic Games Played by Children Aged (3-6) Years , from Mothers and Kindergarten Teachers ' Point of View," *Internasional Journal of Applied Enginerring Research* 13, no. 4 (2018): 1805–12, p.1089, <http://www.ripublication.com>.

³²Mary Slattery and Jane Willis, *English for Primary Teachers*, the first (UK: Oxford University Press, 2001), <http://www.oup.com/elt>.

³³Deguang Zhu, "Using Games to Improve Students' Communicative Ability," *Journal of Language Teaching and Research* Vol. 3, no. No. 4 (2012), p.801, <https://doi.org/10.4304/jltr.3.4.801-805>.

accomplish some task.³⁴ Antes in Masakatsu Ogane says that gestures fulfill such purposes as clarification, emphasis, avoidance of redundancy, and replacement of speech altogether and that learners need to have some knowledge of the gestures in the target language.³⁵ It will help them explore their idea, explore their imagination and pour their imagination into written form.

Mime is an art that tells a story through body movement.³⁶ Mime is an authentic, immediate and unique experience of live theatre, which teaches social skills and creates community. It stimulates concentration, imagination and abstract thought.

Miming activities are valuable learning situations.³⁷ Guessing something is linked with the real desire to find out and thus is a true communicative situation. Miming using our body will help student to express their ideas even for those who do not speak well in English.

Thus explanation above researcher can conclude, mime is narrations by gestures and bodily movements. It is an effective way to encourage students to develop their acting skills in terms of body language.

³⁴Diane Larsen-freeman, *Teaching Grammar*, ed. Erik Gundersen (United States of America: Heinle, 1998), p.260.

³⁵Masakatsu Ogane, "Teaching Communication Strategies," in *Todoroki-Cho Junior High School*, ed. Masakatsu Ogane (Japan: The Educational Resources Information Center, 1998), p.9.

³⁶Trent Arterberry, *Actions Speak*, and Trent Arterberry, "Study-Guide" 1, no. 888 (1998), p.4, <http://www.trinitycollege.com>.

³⁷Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, ed. Jhon Rogers, first (United States of America: Cambridge University Press, 1985, p.115.

b. Procedure of Miming Game in Teaching Present Continuous Tense

In mastering grammar, especially present continuous tense, students need fun and interesting strategy. Then, the researcher used miming game to teach present continuous tense in order to make students interested in studying present continuous tense. With this game the students learn present continuous tense by acting the action verbs, mime several sentences of present continuous tense. By performing miming game it may take the students enjoy in teaching and learning process.

These following steps are the procedures of teaching present continuous tense by using miming game which is introduced by Friederike Klippel:

- 1) The mimes are done in pairs or groups.
- 2) In one case individual students have to perform their mimes for the whole class. (Shy students or students not used to this kind of activity may not find it easy to act something out in front of everyone else. This should be kept in mind when you do mimes for the first time with your class).
- 3) Pair or group work reduces stage fright to a certain extent and can be used a starter.
- 4) Since the speed of the guessing depends on the quality of the mime, less inventive students may not be such popular performers as others.³⁸

Antes states in Ogane's book that examples of teaching gestures in class:

(Activity 1) Guessing the meaning

The teacher speaks to the students, while at the same time using gestures. Sometimes the teacher expresses his ideas using only gestures. The students are told to guess what the teacher

³⁸Klippel.

means to say.

This activity would work better in a team-teaching lesson with an assistant teacher from another country. The teacher talks with the assistant teacher beforehand and selects gestures that have different meanings from those in the students' own culture. The assistant teacher demonstrates the gestures in class and tells the students to guess the meaning.

(Activity 2) Charade

This is a game with two to four groups competing. A student from each group demonstrates a gesture in front of the class, and the other students on the same team try to guess what the student is trying to say.

<Preparation>

Sentences to be guessed

(The sentences are written on different cards).

<Procedure>

- 1) The teacher divides the class into two to four groups.
- 2) A student from the first group comes to the front. The student receives a card from the teacher and tries to convey the meaning through gestures. Before the student starts the gesture, the teacher tells the class how many words the sentence is made up of, and draws the same number of brackets on the blackboard. (The correct sentence is written in the brackets later, one word in each bracket).
- 3) The student starts gesturing. The other students in the same group say what they think is correct while the gesture is being demonstrated. When a student says a correct word in the sentence, the teacher writes the word in the appropriate bracket. For example, when the sentence is, "I am cooking banana fried," and somebody says "cooking" the teacher writes the word in the fifth bracket: () () (cooking) () ().
- 4) The student in front continues the gesture until the sentence is completed. The teacher keeps time and writes down on the blackboard how long it took to find the answer. If the correct answer cannot be gotten within a limited time (approx. 3 min), the team is out.
- 5) Each group plays in turn, and the group which took the shortest time to complete the sentence wins the game. If all the teams are out, the team that found the most words wins.
- 6) If there is enough time, they can move on to a second round.³⁹

³⁹Ogane, "Teaching Communication Strategies," p.18-19.

According Trent Arterberry there are some procedures of miming game:

- 1) Students sit in semi-circle on the floor, and perform on at a time.
- 2) One student walks into the playing area, looks around, sees something imaginary, and communicates what she/he sees by his/her expression.
- 3) When she/he returns to his/her seat, the other students guess what it is.
- 4) As an extension on this exercise, students can handle the object. Remind students to take a minute to see the object in their mind's eye and to use slow size, shape and weight.
- 5) Other evaluation criteria include: using the whole body, keeping the presentation uncluttered, short and simple.
- 6) The teacher can help guide the students to notice what kinds of gestures, facial expressions, etc. help to communicate clearly and what gets in the way at audience recognition. If students are really shy, then no talking is allowed until everyone has presented. This helps to create a safe and focused environment.⁴⁰

There are several things that must be known while play miming game" in class, such as the materials, the procedures, and the rules.

- 1) Materials
 - a) Simple sentence for guessing
 - b) Present continuous tense sentences. Example:
You are playing a tin
 - c) You are making a cup of coffee. You are watching a football.
 - d) Alternatively, similar situation is explained in drawings or by picture.
- 2) Procedures
 - a) Asking the students to watch you and guess what you are doing. Mime a simple activity and encourage the students to call out their answers in the present continuous tense, e.g. "You are washing the dishes".
 - b) When the students have guessed what you are doing, tell them that they are going to play a similar game in teams
 - c) Divide the class into two teams
 - d) Explain that the aim of the game is for the students in the

⁴⁰Arterberry and Speak, "Study-Guide," p.2.

- first mime
- e) Tell the students that all the sentences are present continuous affirmative sentences beginning with “You are,,,”
 - f) One team goes first and chooses a team member to do the mime
 - g) The chosen student comes to the front of the class and is give a present continuous sentence card
 - h) The student asks the class “what am I doing” and then does the mime on the card. When a member on either team thinks they know what the student is doing, they call out their answer by making a present continuous sentence, e.g. You are eating a pizza.
 - i) Team members must say the exact words on the mime card to win. The first student to guess the sentence wins a point for their team.
 - j) Then, a student from the other team comes to the front of the class and so on.
 - k) The games continuous with teams taking it in turns to mime a sentence until all the cards have been used. If you think your students may be embarrassed o mime in front of the whole class, they can play the game in small teams.
- 3) Rules: It is important in such activities to make sure that not too much time is spent only on silent mime. The students should be encouraged to keep guessing during the mime.⁴¹

So, from above there are some of procedures of miming game but the researcher using Antes’s procedure at charade in the second activity, his theory of procedures miming game makes students fun learn present continuous tense.

5. Conventional Strategy

a. Definition of Conventional Strategy

Conventional strategy is a traditional learning process with the lecture method. The Power and responsibility are held by teacher and they play role instructor and decision maker regard students as

⁴¹Alex Case, <http://www.usingenglish.com>, accessed on 8th June 2020 at 11.11 p.m.

knowledge hole that need to field with information.⁴² So, this strategy encourages students to remember and memorize more but less understand what they are remembering and memorizing.

b. Classification of Conventional Strategy

There are kinds of teaching technique that can apply by teacher. One of teaching strategy is conventional strategy. Conventional strategy can divided in some kinds.⁴³ They are; lecturer method, project method, catechize method, lecture discussion, problem solving method, homework, recitation method, demonstration and experiment method, etc.

1) Lecture Method

Lecturer method is a teaching method because this method of use it is a means of oral communication between teachers and students in educational interaction.⁴⁴ Moreover in the world of education and traditional teaching such as in rural areas where learning facilities and teacher are weak.

2) The Procedure of Lecture Method

There are some steps before showing this method, they are:

- a) Preparation, create learning conditions for students.

⁴²Belias Dimitros, "Traditional Teaching Method" 9, no. 28 (2013), <http://olam.ed.edu/epaa>.

⁴³Syaiful Bahri Djamarah, *Stategy Belajar-Mengajar* (Jakarta:PT.Asdimahasatya,2006), p.83

⁴⁴Syaiful Bahri Djamarah, *Guru dan Anak Dididk (Dalam Interaksi Edukatif)*, (Jakarta: PT Rineka Cipta, 2000), p.205.

- b) Implementation, the material that has been delivered then provides an opportunity for students to connect and compare the lecturer material received through catechizing
- c) Evaluation, provide a test of students' understanding of the material that has been studied.⁴⁵

From above explanation, conventional strategy is traditional teaching method that often applied by teacher. One of conventional method is the teaching method used to convey a subject. Researcher concluded that conventional strategy is a way used by teachers in teaching material base on agreement between teachers at school.

Based on observation, researcher concludes that procedure used by English teacher at MTs. Darul Istiqomah Padangsidempuan, are as follows:

- a) Explain the subject matter
- b) Identify difficult the characteristics and structure of present continuous tense
- c) Ordering students to compare verb expressions that have been learned with order

B. Review of Related Findings

⁴⁵Syaiful Bahri Djamarah, *Guru dan anak didik...* p.99

Many researchers were talking about students' grammar and there are some researchers that will be used miming game. Relate to this research, some researchers have been done as follow:

First Hartani on her study concluded that the mean score of group A was 7.1833 and the mean score of group B was 8.0667. Then, they were analyzed using one-way ANOVA Test, with df_1 was total data group minus 1 which was $2-1=1$, and df_2 was total data minus total data group which was $30-2=28$. The level of significance was .004. The result showed that the calculated $F >$ table F or F calculated $9.787 >$ F table 4.196, therefore H_0 was rejected and H_a was accepted.⁴⁶ So, teaching using mime game is more effective than that of without using mime game.

Second, Firda Amelia in her research concluded that there was the improvement of students' grammar by using miming game. It shows that the value of t -observation is higher than the value of t -table, that is $2.02 < 3.72 >$ 2.70.⁴⁷ So, the null hypothesis is rejected and the alternative hypothesis is accepted.

Third, Arfina Nurul Firdausi in her research concluded that there was the improvement of students' grammar by using miming game. The mean in the first cycle was 62.8 and the mean of the post test was 78.8. The number of the students who pass the passing grade (KKM) in the pre-testis 40%. In the

⁴⁶Angelna Linda Hartani, "The Effectiveness of Mime Game in Teaching English Grammar," *IAES* (Universitas Mulawarman, Sarimanda, 2006), <http://garuda.ristekdikti.go.id>.

⁴⁷Firda Amelia, "The Effectiveness of Using Miming Game in Understanding Present Continuous Tense," *Thesis* (Syarif Hidayatullah State Islamic University, 2016), p.60. <http://www.alfath.net>.

post test, 60% of the students successfully pass the passing grade. In the second cycle was 75.6 and the mean of the post test was 85.2. In the pretest, only 56% of the students who pass the passing grade.⁴⁸ So, as a media can improve the students' understanding on present continuous tense.

C. Framework of Thinking

Present continuous tense is important for the students to master all of English skills and other language components. However, most of the students have difficulties to express what they really mean to say. Teacher has challenge to find the most effective strategy. Also, teacher have to create strategy to keep students to concentrate, enjoy, have fun and interest in grammar teaching learning process. Miming game could be an effective technique to get students' interest in studying present continuous tense. Miming game can take students' attention to guess the mime and make them create the action to mime sentences. It could be the right choice to be applied in teaching English for Junior High School Students. The researcher illustrates the conceptual framework as follow:

⁴⁸Arfina Nurul Firdausi, "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense" (Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies, 2014), p.70. <http://eprints.walingoso.ac.id>.

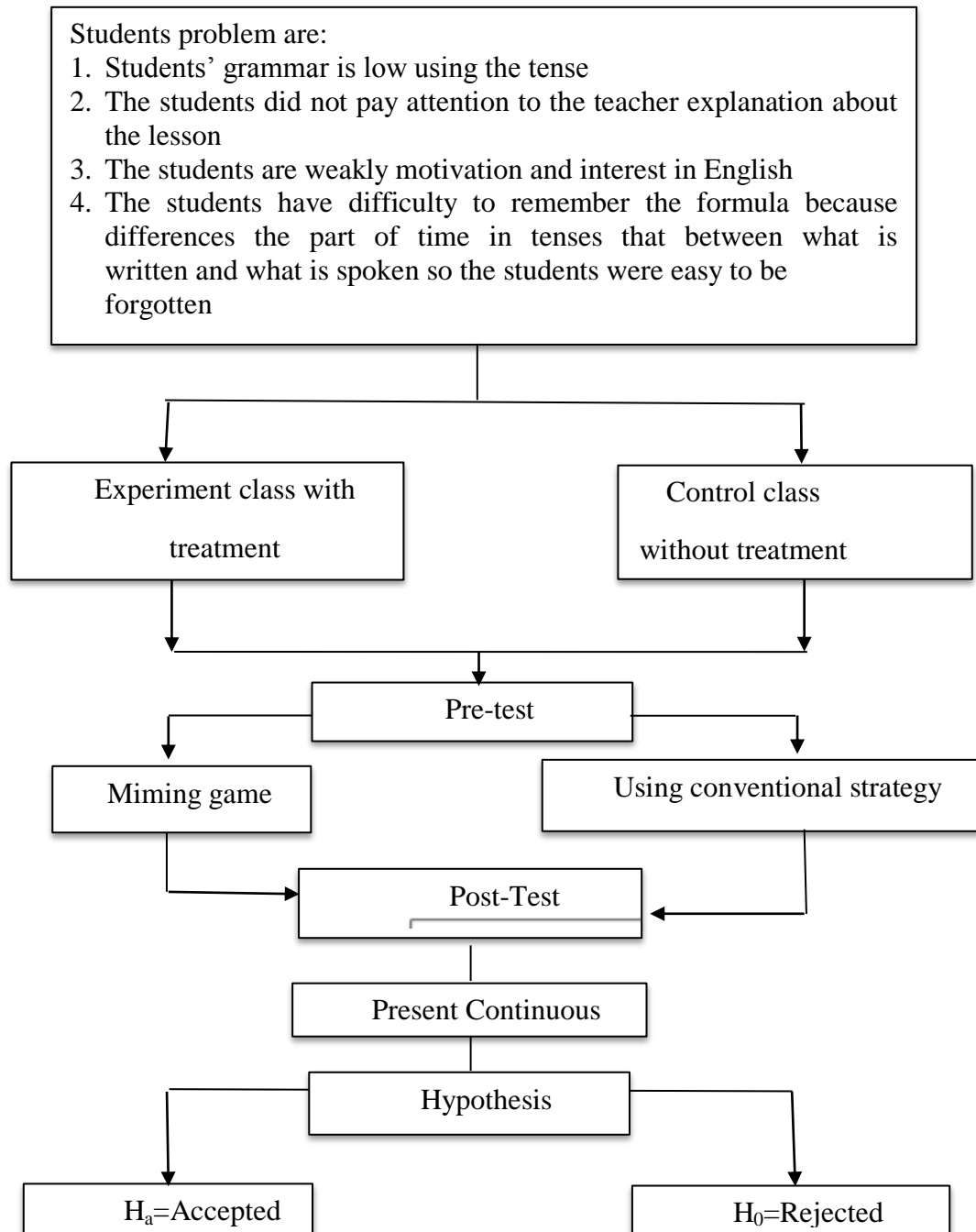


Figure 1
Conceptual Framework

D. The Hypothesis of the Research

The hypotheses of this research are:

1. Alternative Hypothesis (Ha): There is the significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan.
2. Null Hypothesis (Ho): There is no significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan.

CHAPTER III

RESEARCH METHODS

A. The Place and Time of the Research

The research conducted at MTs. Darul Istiqomah Padangsidempuan. It is located on Jl. Tapian Nauli No. 38, Ujung Padang, Padangsidempuan Sel., Kota Padangsidempuan, North Sumatera Province, 22711. It was started from September up to October 2020.

B. The Research Design

The kind of this research is quantitative research with experimental method. It represents the strongest chain of reasoning about the links between variables. In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. The researcher divided this research into two variables; those are independent (miming game) and dependent (present continuous tense).

The researcher used two classes in this research. One of the learning classes with miming game and it called experimental class or as a treatment. Meanwhile the other learns to use teacher strategy and it called as the control class.

Based on using control and experimental class, the research design that 'true experimental design'. The design which used pretest-posttest control group design. The pretest–posttest control group design requires at used least two groups, each of which form by random assignment.

Both groups are administered a pretest, each group received a different treatment, and both groups were post tested at the end of the study. Posttest scores compared to determine the effectiveness of the treatment.

Table 6
Research Design

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ Miming game	√
Control Class	√	×	√

C. The Population and Sample

1. Population

The populations as the data sources of this research are all of the eighth grade students MTs. Darul Istiqomah Padangsidempuan that consist of 3 classes.

Table 7
Population of The Research

No	Class	Total Students
1	VIII-A	20
2	VIII-B	23
3	VIII-C	23
TOTAL		66

2. Sample

In this research, the researcher choosed two classes as a sample. The classes divided into experimental class and control class. researcher choosed VIII-B consists of 23 students such as control class and VIII-C consist of 23 students such as experiment class. Therefore, total samples

were 46 students. Before using random sampling, the writer used normality and homogeneity test, they are:

a. Normality test

The function of normality test is to know whether the data of research is normal or not. The research is normal or not.

The researcher used normality test with using *Chi-Quadrate* formula, as follow:⁴⁹

$$x^2 = \sum \left(\frac{fo - fh}{fh} \right)$$

Where: $X^2 = \text{Chi-Quadrate}$

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculate the result of Chi-Quadrate, it was used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). if result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of

⁴⁹Sudjono Anas, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), p.28.

variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:⁵⁰

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where: n_1 = total of the data that bigger variant

n_2 = total of the data that smaller variant

The hypothesis is rejected if $F \leq F_{\frac{1}{2}} \alpha (n_1-1) (1= n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was (n_1-1) , while detominators is (n_2-1) .

Based on above explanation, the population is the three classes; two classes are selected purposive sampling in order to an experimental class and control class. In this research, the control class is VIII-B and the experiment class is VIII-C. The researcher choosed VIII-B consist of 23 students and VIII-C consist of 23 students. Therefore, total samples are 46 students.

Table 8

Sample of The Research

Experimental Class 1	Control Class 2	Total
VIII-C = 23	VIII-B = 23	46

⁵⁰Agus Irianto, Statistik Konsep Dasar Dan Aplikasinya (Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p.276.

D. The Instrument of The Research

In this research, the researcher used test as the instrument to collect the data of students' present continuous tense. The test that is used in this research is multiple choice test consists of four options a, b, c, and d.

Table 9
Table Indicator of Present Continuous Tense Pre-test

No	Indicator	Sub indicator	Item	Score	Number of item
1	Simple present continuous tense	Positive sentence	8	32	1, 2, 4, 12, 13, 15, 16, 20
		Negative sentence	9	36	3, 5, 6, 9, 14, 22, 23, 24, 25
		Interrogative sentence	8	32	7, 8, 10, 11, 17, 18, 19, 21
	Total		25	100	

Table 10
Table Indicator of Present Continuous Tense Post-test

No	Indicator	Sub indicator	Item	Score	Number of item
1	Simple present continuous tense	Positive sentence	5	20	1, 15, 16, 18, 23
		Negative sentence	9	36	8, 9, 11, 12, 13, 17, 22, 24, 25
		Interrogative sentence	11	4	2, 3, 4, 5, 6, 7, 10, 14, 19, 20, 21
	Total		25	100	

E. The Validity and Reability of Instrument

1. The Validity

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Before validity, the test consists of 60 questions of multiple choice question, 30 pre-test and 30 for post-test. Meanwhile, after validity the test consists of 50 questions, which consisted of 25 for pre-test and 25 for post-test.

To know the validity of each question referred to list r product moment with r_t in 5% significant: 0,388 and 1% significant: 0.496.

The formula of *r point biserial* can be used as follows:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score

M_t : mean score of the total score

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested validity

q : Presentation of the wrong answer of the item tested validity.⁵¹

⁵¹Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008).

2. The Reliability

An instrument of the research must be reliable. To get the reliability of the test, the researcher used K-R. 20 formulas. The formula is as follows:

$$R_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

Where:

R_{11} : Reliability of the instrument

N : Total of question

S_t : Variants total

$\sum pq$: Total of the result times p and q

p : Proportion of Subject who is right Answer

q : Proportion of Subject who is Wrong Answer⁵²

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{\text{count}} > r_{\text{table}}$ by using formulation K-R.20.

F. Procedures of The Data Collection

In collecting data the researcher used test for students. The kind of the test is multiple choice tests. In giving the test, it divided into two kinds; pre-test and post-test. The procedure as bellow:

⁵²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2012), p.115.

a. Pre-Test

It is a test is given before doing the treatment to the students. It is needed to know the students' ability in experimental and control class before giving treatment. It is also used to find out the homogeneity and normality level of the sample. The researcher did some steps in post-test were:

- 1) Prepared 25 items of the multiple choice test.
- 2) Distributed the test paper to both of classes; experimental and control class.
- 3) Explained what the students need to do.
- 4) Gave the times to the students to answer the test.
- 5) Collected the students' test paper.
- 6) Checked the answer and counts the students' score.

b. Treatment

After giving the pre-test, the students is given treatment to students. The experimental class received the treatment thought by using miming game and control class thought by using teacher strategy. They are:

- 1) Teacher comes to the class by saying salam or greeting.
- 2) The teacher divides the class into two to four groups
- 3) A student from the first group comes to the front. The student receives a card from the teacher and tries to convey the meaning through gestures. Before the student starts the gesture, the teacher tells the class how many words the sentence is made up of, and draws the same number of

brackets on the blackboard. (The correct sentence is written in the brackets later, one word in each bracket).

- 4) The student starts gesturing. The other students in the same group say what they think is correct while the gesture is being demonstrated. When a student says a correct word in the sentence, the teacher writes the word in the appropriate bracket. For example, when the sentence is, "I am cooking banana fried," and someday say "cooking" the teacher writes the word in the fifth bracket: () () (cooking) () ().
- 5) The student in front continues the gesture until the sentence is completed. The teacher keeps time and writes down on the blackboard how long it took to find the answer. If the correct answer cannot be gotten within a limited time (approx. 3 min), the team is out.
- 6) Each group plays in turn, and the group which took the shortest time to complete the sentence wins the game. If all the teams are out, the team that found the most words wins.
- 7) If there is enough time, they can move on to a second round

c. Post-test

After giving treatment, the researcher conducted a post-test. The function is to know the difference score of experiment and control class and the effect of treatment, whether it has an effect or not. The researcher did some steps in post-test, those were:

- 1) Prepare 25 items of the multiple choice test.
- 2) Distribute the test paper to both of classes; experimental and control class.
- 3) Explain what the students need to do.
- 4) Give the times to the students to answer the questions.
- 5) Collect the students' test paper.
- 6) Check the answer and counts the students' score.

G. The Technique of Data Analysis

In this research, the researcher used the technique of data analysis as follow:⁵³

1. Scoring Technique

To know the score, the researcher use steps below:

- a) Total maximal score is 100
- b) True answer is given 4 score and there's no score for false answer.

$$\text{Total score } 4 \times 25 = 100$$

2. Requirement Test

- a) Mean score

To know the mean score of data, the researcher used formula as follow:

$$M_x = \frac{\Sigma fx}{N}$$

Where: M_x : mean

Σfx : total scores

⁵³ Irianto, *Statistik Konsep Dasar Dan Aplikasinya*, p.276.

N : number of classes

b) Normality test by using *Chi-Quadrat* formula, as follow:

$$X^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

X^2 : *Chi-Quadrate*

f_o : frequency is gotten from the sample or observation
(questioner)

f_h : frequency is gotten from the sample as image from
frequency is hoped from population

3. Homogeneity test

To test the data whether homogeny or not, the researcher used Harley test, as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallet variant}}$$

Where: n_1 = total of the data that bigger variant

n_2 = total of the data that smaller variant

4. Hypothesis test

Hypothesis is the provisional result of the research, the researcher used T-Test formula to analyze the data. The formula is as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_{12} + \sum X_{22}}{n_1 + n_2 - 1} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

T = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average of the control class

X_1^2 = Derivation of the experimental class

X_2^2 = Derivation of the control class

N_1 = Number of experimental

N_2 = Number of control⁵⁴

⁵⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.31.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to find out the effect of using miming game in teaching present continuous tense, the researcher had calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using Miming Game

a. Score of Pre-test Experimental Class

In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the question (test). The score of pre-test experimental class can be seen in the following table:

Table 11
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total Score	1028
Highest score	72
Lowest score	28
Mean	46.40
Median	42.98
Modus	41.28
Range	44
Interval	9
Standard deviation	10.17
Variants	74.98

Based on the above table the total score of experimental class in pre-test is 1028, mean is 46.40, standard deviation is 10.17, variants is

74.98, median is 42.98, range is 44, modus is 41.28, interval is 9. The researcher got the highest score is 72 and the lowest score is 28. It can be seen on appendix 16 and 17.

Then, the compute of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	28 – 36	32	5	21.7 %
2	37 – 45	41	9	39.13%
3	46 – 54	50	6	5.99%
4	55 – 63	59	1	4.34%
5	64 – 72	60	2	8.69%
	$i = 9$		23	

From the table above, the students' score in class interval between 28 – 36 is 5 students (21.7 %), class interval between 37 – 45 is 9 students (39.13%), class interval between 46 – 54 is 6 students (5.99%), class interval between 55 – 63 is 1 students (4.34%), class interval between 64 – 72 is 2 students (8.69%). In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

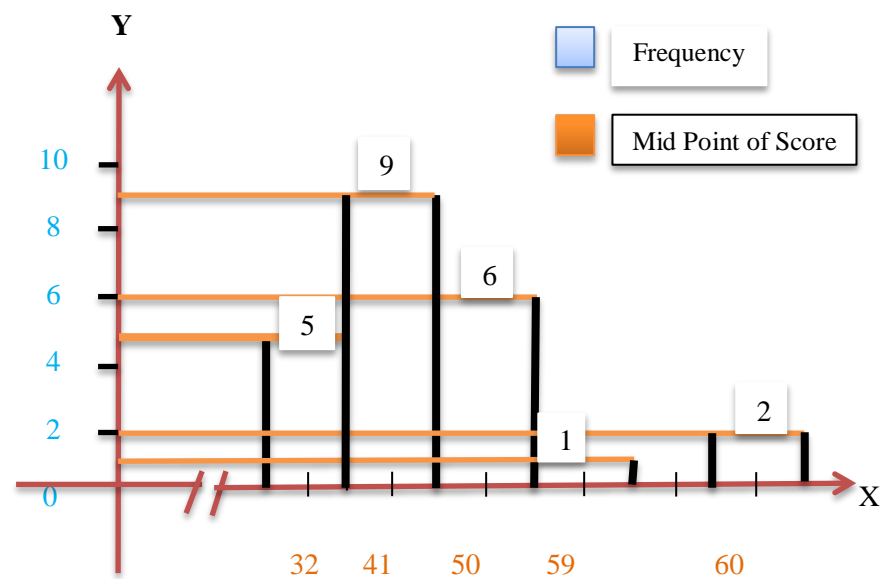


Figure 2: Description Data Pre-Test of Experimental Class

From the histogram of students' score of experimental class in pre test shown that the lowest interval 28 – 36 is 5 students and highest interval 64 – 72 is only 2 students. Histogram also shown that the highest frequency in interval 37 – 45 is 9 students.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that has been gotten by the students in answering the question (test).

The score of pre-test control class can be seen in the following table:

Table 13
The Score of Control Class in
Pre-test

Descriptive	Statistics
Total	1068
Highest score	80
Lowest score	24
Mean	51.44
Median	47.81
Modus	50.12
Range	56

Interval	11
Standard deviation	16.61
Variants	138.16

Based on the above table the total score of control class in pre-test is 1068, mean is 51.44, standard deviation is 16.61, variants is 138.16, median is 47.81, range is 56, modus is 50.12, interval is 11. The researcher got the highest score was 80 and the lowest score is 24. It can be seen on appendix 16 and 17.

Then, the compute of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	24 – 34	29	5	21.73%
2	35 – 45	40	4	17.39%
3	46 – 56	51	7	30.43%
4	57 – 67	62	3	13.04%
5	68 – 78	73	2	8.69%
6	79 – 89	84	2	8.69%
	<i>i</i> = 11		23	

From the table above, the students' score in class interval between 24 – 34 is 5 students (21.73%), class interval between 35 – 45 is 4 students (17.39%), class interval between 46 – 56 is 7 students (30.43%), class interval between 57 – 67 is 3 students (13.04%), class

interval between 68 – 78 is 2 students (8.69%), and the last class interval between 79 – 89 is 2 students (8.69%).

In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

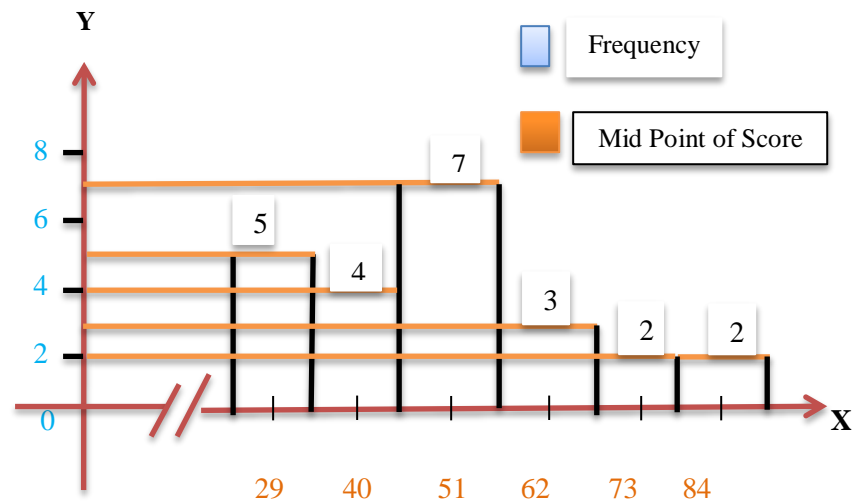


Figure 3 : Description Data Pre-test -Test of Control Class

From the histogram of students' score of control class in pre test shown that the lowest interval 24 – 34 is 5 students and highest interval 79 – 89 is only 2 students. Histogram also shown that the highest frequency in interval 46 – 56 is 7 students.

2. The Description of Data After Using Miming Game

a. Score of Post-Test Experimental Class

In post-test of experimental class, the researcher calculated the result that has been gotten by the students in answering the question (test) after the researcher did the treatment by using miming game. The score of post-test experimental class can be seen in the following table:

Table 15
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total	1752
Highest score	88
Lowest score	60
Mean	84.64
Median	77.02
Modus	80.5
Range	28
Interval	6
Standard deviation	7.56
Variants	58.9

Based on the above table the total score of experiment class in post-test is 1752, mean is 84.64, standard deviation is 7.56, variants is 58.9, median is 77.02, range is 28, modus is 80.5, interval is 6. The researcher got the highest score is 88 and the lowest score is 60. It can be seen on appendix appendix 16 and 17.

Then, the compute of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 16
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	60 – 65	62.5	2	8.69%
2	66 – 71	68.5	5	21.73%
3	72 – 77	74.5	5	21.73%
4	78 – 83	80.5	6	26.08%
5	84 – 89	86.5	5	21.73%
<i>i</i> = 6			23	100%

From the table above, the students' score in class interval between 60 – 65 is 2 students (8.69%), class interval between 66 – 71 is 5 students (21.73%), class interval between 72 – 77 is 5 students (21.73%), class interval between 78 – 83 is 6 students (26.08%), class interval between 84 – 89 is 5 students (21.73%), In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

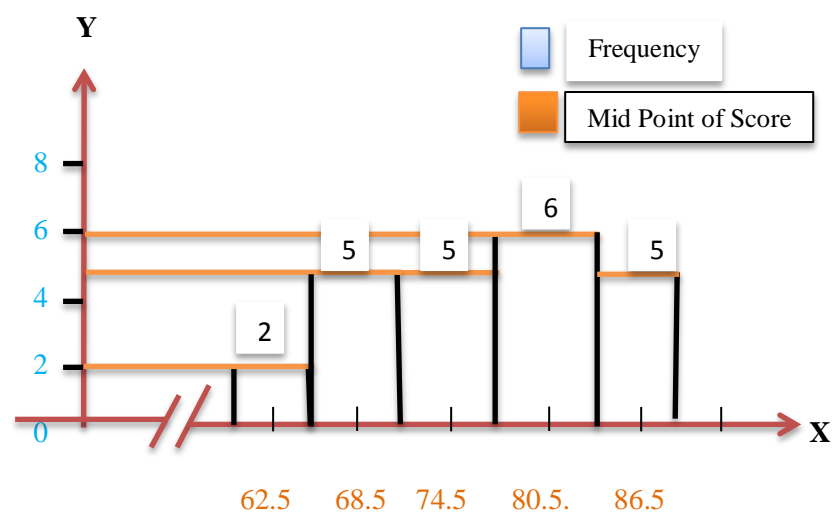


Figure 4 : Description Data Post-Test of Experimental Class

From the histogram of students' score of experimental class in post test shown that the lowest interval 60 – 65 is 2 students and highest interval 84 – 89 is only 5 students. Histogram also shown that the highest frequency in interval 78 – 83 is 6 students.

b. Score of Post-Test Control Class

In post-test of control class, the researcher calculated the result that has been gotten by the students in answering the question (test)

after the researcher taught the present continuous tense by using conventional technique. The score of post-test control class can be seen in the following table:

Table 17
The Score of Control class in Post-test

Descriptive	Statistics
Total	1584
Highest score	84
Lowest score	60
Mean	72.06
Median	66.42
Modus	67.5
Range	24
Interval	5
Standard deviation	7.86
Variants	62.5

Based on the above table the total score of control class in post-test is 1584, mean is 72.06 , standard deviation is 7.86, variants is 62.5, median is 66.42, range is 24, modus is 67.5, interval is 5. The researcher got the highest score is 84 and the lowest score is 60. It can be seen on appendix 20 and 21.

Then, the compute of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 18
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	60 – 64	58.5	9	39.13%
2	65 – 69	64.5	5	21.73%
3	70 – 74	70.5	4	17.39%

4	75 – 79	76.5	2	8.69%
5	80 – 84	82.5	3	13.04%
$i = 5$			23	100%

From the table above, the students' score in class interval between 60 – 64 is 9 students (39.13%), class interval between 65 – 69 is 5 students (21.73%), class interval between 70 – 74 is 4 students (17.39%), class interval between 75 – 79 is 2 students (8.69%), class interval between 80 – 84 is 3 students (13.04%).

In order to get description of the data clearly and completely, the researcher presented them in histogram on the following figure:

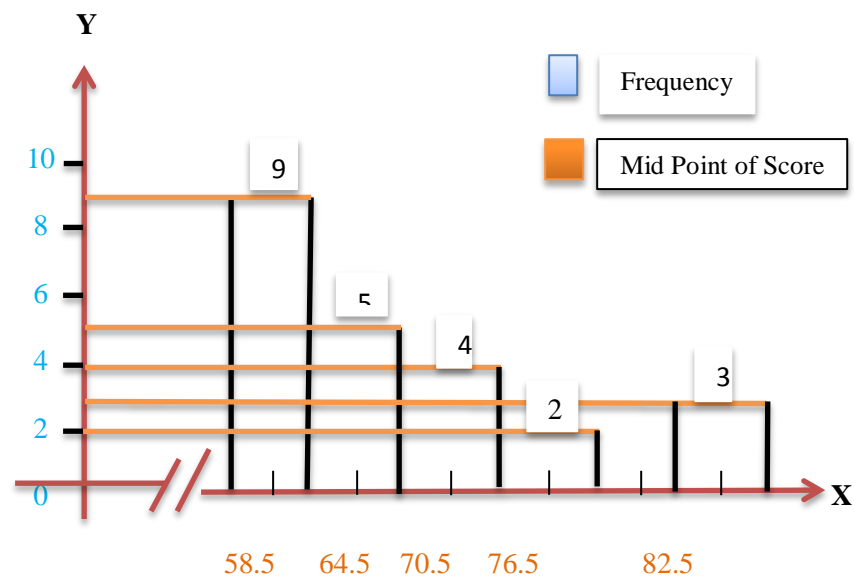


Figure 5 : Description Data Pre-test -Test of Control Class

From the histogram of students' score of control class in post test shown that the lowest interval 60 – 65 is 9 students and highest interval 80 – 84 is 3 students. Histogram also shown that the highest frequency in interval 60 – 65 is 9 students.

3. The Description of Comparison Data of Pre-Test and Post-Test

a. The Comparison Data of Pre-Test and Post-Test in Experimental Class

The comparison data between pre-test and post-test of experimental class can be seen in the following table:

Table 19
The Comparison Data of Experimental Class
in Pre-test and Post-Test

Description	Pre-Test	Post-Test
Total	1028	1752
Highest score	72	88
Lowest score	28	60
Mean	46.40	84.64
Median	42.98	77.02
Modus	41.28	80.5
Range	44	28
Interval	9	6
Standard deviation	10.17	7.56
Variants	74.98	58.9

Based on students' answers in experimental of pre-test and post-test, the researcher has calculated the students' score and most of students both of classes were low in reading. Experimental class consisted of 23 students (VIII-C). The lowest score in pre-test is 28 whereas the highest score is 72 and the lowest score in post-test is 60 whereas the highest score is 88.

In order to get the pre-test and post-test data description of experimental class clearly and completely, the researcher presents the histogram on the following histogram:

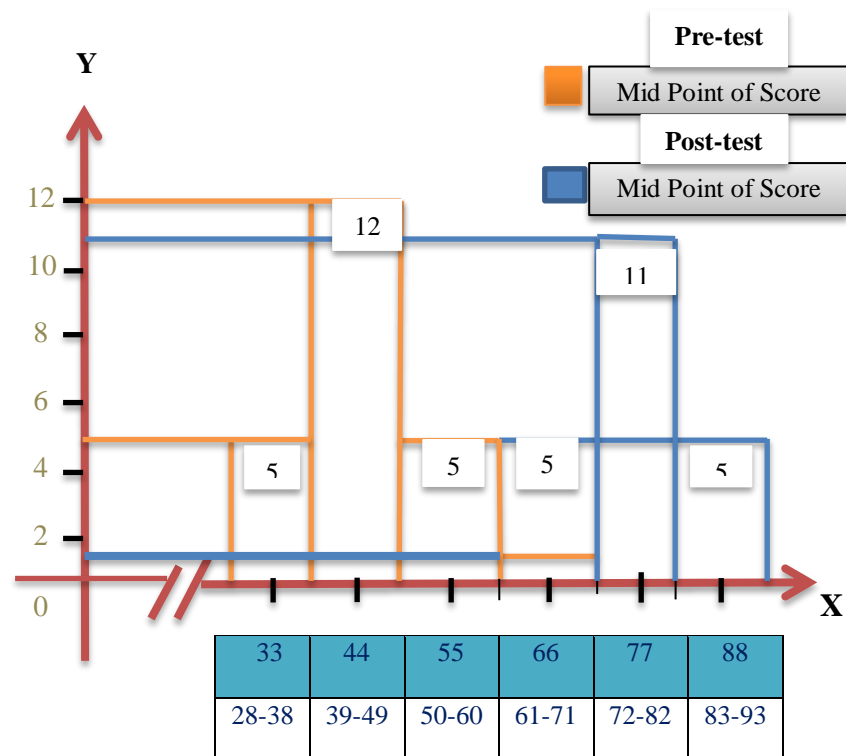


Figure 6: Comparison between Pre-Test and Post-test in Experimental Class

From the histogram above, pre-test frequency of students' score from 28 up to 38 is 5; 39 up to 49 is 12; 50 up to 60 is 4 student, 61 up to 71 is 1. In post-test, the frequency of students' score from 50 up to 60 is 1; 61 up to 71 is 11; 72 up to 82 is 11 students, and 83 up to 93 is 5. The histogram shows that the highest interval (83 – 93) is 5 students and the lowest interval (28 – 38) is 5 students. So the students' scores of experimental class in post-test is higher than pre-test.

d. The Comparison Data of Pre-test and Post Test in Control Class

The comparison data between pre-test and post-test of control class can be seen in the following table:

Table 20
The Comparison Data of Control Class
in Pre-test and Post-Test

Description	Pre-Test	Post-Test
Total	1068	1584
Highest score	80	84
Lowest score	24	60
Mean	51.44	72.06
Median	47.81	66.42
Modus	50.12	67.5
Range	56	24
Interval	11	5
Standard deviation	16.61	7.86
Variants	138.16	62.5

Based on students' answers in control class of pre-test and post-test has calculated the students' score and most of students both of classes were low in present continuous tense. Control class consisted of 28 students (VIII-B). The lowest score in pre-test is 24 whereas the highest score is 80 and the lowest score in post-test is 60 whereas the highest score is 84.

In order to get the pre-test and post-test data description of control class clearly and completely, the researcher presented the histogram on the following histogram:

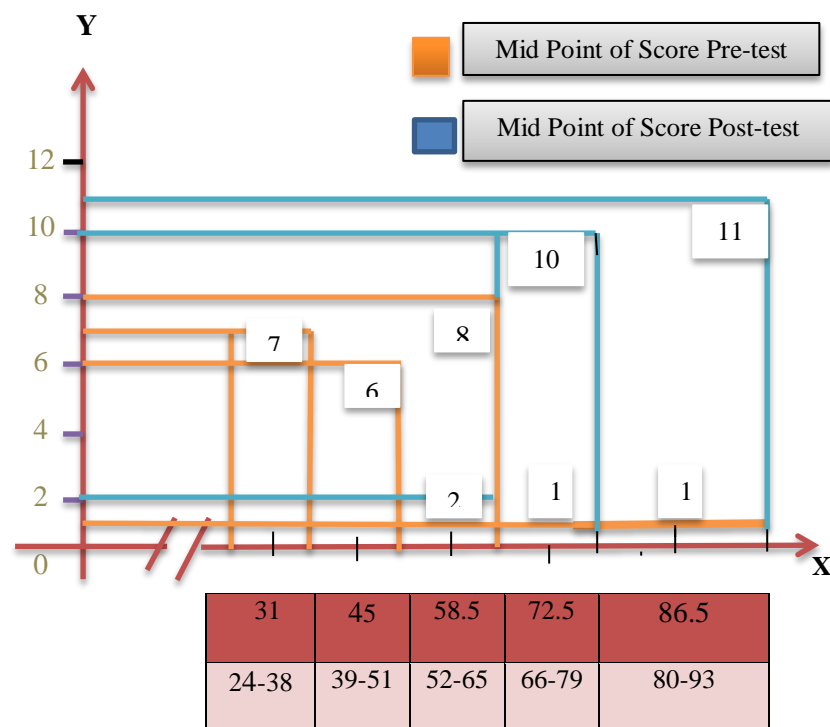


Figure 7: Comparison between Pre-Test and Post-test in Control Class

From the histogram above, pre-test frequency of students' score from 24 up to 39 is 7; 38 up to 51 is 6; 52 up to 65 is 8; 66 up to 79 is 1; 80 up to 93 is 1 students. In post-test, the frequency of students' score from 52 up to 65 is 2; 66 up to 79 is 10; and 80 up to 93 is 11 students.

e. The Comparison Data between Experimental and Control Class in Post-Test

Based on students' answers in post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased. Experimental class consisted of 23 students (VIII-C), the lowest score is 60 whereas the

highest score is 88. Then, most of students got raising score and their score increased very significant. Control class consisted of 23 students (VIII-B), the lowest score is 60 whereas the highest score is 84. Students' score increased too.

In order to get easier description of data, the researcher presented them in histogram. It can be seen on following histogram:

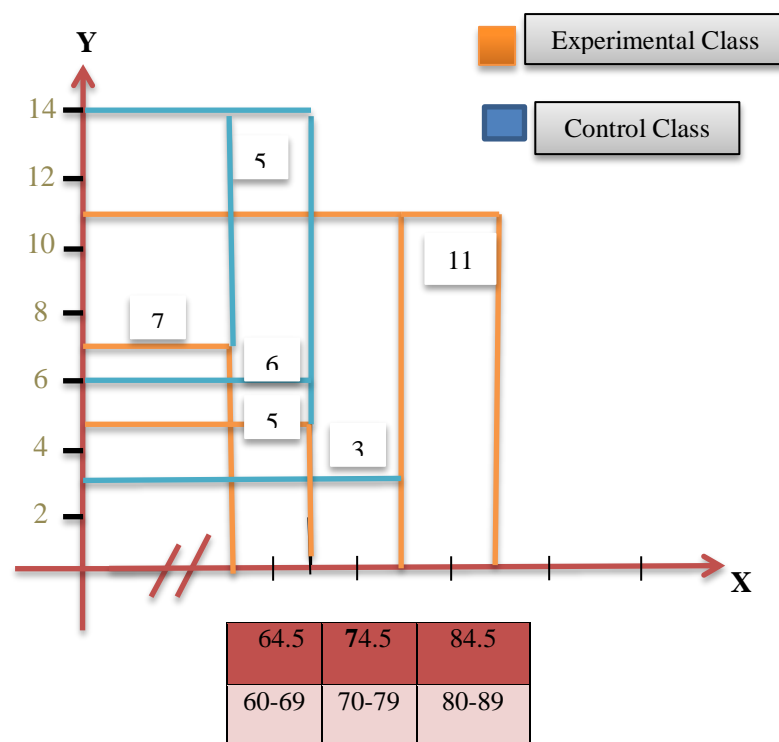


Figure 8: Comparison between Pre-Test and Post-test in Experimental Class

From histogram above, in experimental class, the frequency of students' score from 60 up to 69 is 7; 70 up to 79 is 5; 80 up to 89 is 11 students. In control class, the frequency of students' score from 60 up to 69 is 14; 70 up to 79 is 6 and 80 up to 89 is 3 students.

B. Technique of Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

Table 21
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experimental Class	5.6	9.488	1.84 < 2.81	
Control Class	-21.47	11.070		

Based on the above table researcher calculated, the score of experimental class $Lo = 5.6 < Lt = 9.488$ with $n = 23$ and control class $Lo = -21.47 < Lt = 11.070$ with $n = 23$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a is accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 14 and 19.

2) Homogeneity of Experimental Class and Control class in Pre-Test

The coefficient of $F_{count} = 1.84$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = n-1 = 23-1 = 22$ and denominator $dk n-1 = 23-1 = 22$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.81$. It showed that $F_{count} 1.84 < F_{table} 2.81$. So, the researcher concluded that the variant from the data of the students' present

continuous tense at MTs. Darul Istiqomah Padangsidempuan by experimental class and control class was homogenous. The calculation can be seen on the appendix 17.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control class in Post-Test

Table 22
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	X_{count}	X_{table}	f_{count}	f_{table}
Experimental Class	0.55	11.070	1.35 < 2.81	
Control Class	-3.13	11.070		

Based on the table above researcher calculated, the score of experiment class $Lo = 0.55 < Lt = 11.070$ with $n = 23$ and control class $Lo = -3.13 < Lt = 11.070$ with $n = 23$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a is accepted. It means that experimental class and Control class were distributed normal. It can be seen in appendix 18 and 19.

2) Homogeneity of Experimental Class and Control class in Post-test

The coefficient of $F_{\text{count}} = 1.35$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = n-1 = 23-1 = 22$ and denominator $dk n-1 = 23-1 = 23$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.81$. It showed that $F_{\text{count}} 1.35 < F_{\text{table}} 2.81$. So, the researcher

concluded that the variant from the data of the students' present continuous tense at MTs Darul Istiqomah Padangsidempuan by experimental class and Control class was homogenous. The calculation can be seen on the appendix 21.

2. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyse the hypothesis. Hypothesis alternative (H_a) of the research was "There is the significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan". Hypothesis null (H_0) of the research is "There is no significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan". H_a is accepted if t_{count} is higher than t_{table} . In this case, the researcher found that $t_{count} > t_{table}$ which means that there was the significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan. The calculation can be seen on the appendix 23.

Table 23
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.26	1.68023	5.74	1.68023

$$H_a : \mu_1 > \mu_2$$

Where:

$H_a : \mu_1 > \mu_2$ “There is the significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan”.

Based on researcher calculated, researcher found that t_{count} 5.74 while t_{table} 1.68023 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 23 + 23 - 2 = 44$. Cause $t_{\text{count}} > t_{\text{table}}$ ($5.74 > 1.68023$), it means that hypothesis H_a is accepted and H_0 is rejected. So, there is the significant effect of using miming game in teaching present continuous tense at grade VIII students of MTs Darul Istiqomah Padangsidempuan.

C. Discussion

Based on the result of this research, the researcher has proved what has been stated by Antes in Ogane’s book that gestures fulfil such purposes as clarification, emphasis, avoidance of redundancy, and replacement of speech altogether. These activities will help the students understands how gestures work in communication and how gestures are different from culture to culture.⁵⁵ The theory stated that using miming game is an appropriate teaching strategies for grammar, and in this research, the researcher found that the mean score of students’ grammar before using miming game is 46.40

⁵⁵ Masakatsu Ogane, “Teaching Communication Strategies,” in *Todoroki-Cho Junior High School*, ed. Masakatsu Ogane (Japan: The Educational Resources Information Center, 1998), 1–29.

and after using miming game is 86.64. It meant there was the effect of using miming game in teaching present continuous tense.

The result above supported the previous research by some researchers. First, Firda Amelia on her thesis got the mean score of pre-test is 63.14. After applying miming game the mean score of post-test is 78.54.⁵⁶ Then, Afrina Firdausi on her research got the mean score of pre-test is 6.94 After applying miming game the mean score of post-test is 7.00. Next, Hartani the research points mean score of pre-test in group A is 7.18 and group B is 8.0667.⁵⁷ It could be categorized in the great grade to improve students' grammar in teaching present continuous tense.

Meanwhile, the researcher got the mean score of pre-test of the experimental class is 46.40. The mean score of pre-test result was lower than Firda Amelia, Hartani, and Afrina Firdausi's result. From the above description, it can be seen that the highest mean score was gotten by Hartani where the mean score in group is 7.18 and group B is 8.0667 and the lowest mean score of pre-test of the experimental group was gotten by the researcher on this thesis where the mean score of pre-test is 46.40.

Based on the result, the researcher has gotten the effect of using miming game in present continuous tense. Arfina Firdausi, found that $t_{\text{count}} = 1.723 > t_{\text{table}} = 1.67$. The researcher also found that t_{count} is higher than t_{table} where t_{count} was 5.74 and t_{table} is 1.68023 ($5.74 > 1.68023$). It can be seen

⁵⁶Firda Amelia, "The Effectiveness of Using Miming Game in Understanding Present Continuous Tense," *Thesis* (Syarif Hidayatullah State Islamic University, 2016), <http://www.alfath.net>.

⁵⁷Angelna Linda Hartani, "The Effectiveness of Mime Game in Teaching English Grammar," *IAES* (Universitas Mulawarman, Sarimanda, 2006), <http://garuda.ristekdikti.go.id>.

among the researches that the using of miming game gave the effect to students' present continuous tense especially at grade VIII Students MTs. Darul Istiqomah Padangsidempuan. It means the theory has been proved where the students able to understand the grammar material. Therefore, using miming game has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding and using miming game is highly effective to help the English teacher in teaching learning process especially in grammar.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process.
3. The learning implementation is not effective because of the limited time.
4. The instrument used may not reach all of the students' abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' present continuous tense at grade VIII MTs Darul Istiqomah Padangsidempuan before using miming game were still low. It can be seen from the students' mean score of pre-test was 46.40 in experimental class and 51.44 in control class.
2. The students' present continuous tense at grade VIII MTs Darul Istiqomah Padangsidempuan in using miming game had higher score. It can be seen from the students' score of post-test, the higher score of post-test using miming game (experiment class) is 88 and the lowest score is 60.
3. It is found that t_{count} was higher than t_{table} $5.74 > 1.68023$ which means H_a was accepted. Hence, there was significant effect of using miming game in teaching present continuous tense at grade VIII students MTs Darul Istiqomah Padangsidempuan.

B. Suggestion

The researcher got much information in English teaching and learning after finishing this research. From this research, researcher saw some things need to be improved. It makes the researcher gives some suggestions, as follow:

1. For the English teacher, it is hoped to use miming game in teaching present continuous tense. This research and others proved that miming game was effective to be applied in classroom.
2. For the students, it is hoped to use miming game because it can make them to be able to comprehend the lesson.
3. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. The other researcher can get the information from this experimental research, even do a comparison between this research and another with the similar variable.
4. For the English lecturer, it is hoped to teach this strategy so that the university students who will become teachers can apply this strategy while they are teaching present continuous tense.

REFERENCES

- Allen, Stannard. *Living English Structure*. 5 edition. London: Longman, 1974.
- Amelia, Firda. "The Effectiveness of Using Miming Game in Understanding Present Continuous Tense." *Thesis*. Syarif Hidayatullah State Islamic University, 2016. <http://www.alfath.net>.
- Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2012.
- . *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013.
- Arterberry, Trent, and Actions Speak. "Study-Guide" 1, no. 888 (1998): 1–4. <http://www.trinitycollege.com>.
- Azar, Betty Schramper. "Fundamental of English Grammar." edited by Shelley Hartle, Third., 4. United States of America: Pearson Education, 1941. <http://www.longman.com/grammarexchange>.
- Azar, Betty Scramper. *Understanding and Using English Grammar*. Edited by Pam Fishman. Third edit. United States of America: Pearson Education, 2002. <http://www.longman.com/grammarexchange>.
- Badalamenti, Victoria. *Grammar Dimension*. Bonston: Heinle, 1993.
- Cam, Lien, Thi Minh, and Thu Tran. "An Evaluation of Using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University" 16, no. 7 (2017): 55–71. <http://www.ijlter.org>.
- Coley, Nolma. *Game-Based & Interactive Learning Activities for Early Years*. Edited by Lena Buckle Scott. Jamaica: UNICEF, 2016.
- Dimitros, Belias. "Traditional Teaching Method" 9, no. 28 (2013). <http://olam.ed.edu/epaa>.
- Firdausi, Arfina Nurul. "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense." Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies, 2014. <http://eprints.walingoso.ac.id>.
- Fuadah, Pupun. "Teaching The Present Continuous Tense Through Total Physical Responses Method." Syarif Hidayatullah State Islamic University, 2010. <https://doi.org/205014000375>.
- Gerot, and Wignell. "Making Sesnse of Functional Grammar," 1–16. Australia: Antipodean Educatonal Enterprises, 1995.
- Halliday, M.A.K. *An Introduction to Functional Grammar*. Edited by Christian M.I.M. Matthiessen. Third. United States of America: Hodder Arnold, 2004.

<http://www.hoddereducation.com>.

Hartani, Angelna Linda. "The Effectiveness of Mime Game in Teaching English Grammar." *IAES*. Universitas Mulawarman, Sarimanda, 2006. <http://garuda.ristekdikti.go.id>.

Hayati, Emmi. "The Effect of Flash Card Game Technique on Present Continuous Tense Mastery At Grade VIII Students of SMP Negeri 4 Siabu Mandailing Natal." IAIN Padangsidempuan, 2018. <http://etd.iain-padangsidempuan.ac.id>.

Irianto, Agus. *Statistik Konsep Dasar Dan Aplikasinya*. Padang: P2LPTK Departemen Pendidikan Nasional, 2003.

Klippel, Friederike. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Edited by Jhon Rogers. First. United States of America: Cambridge University Press, 1985.

Krohn, Robert. "English Sentence Structure." In *English Language Institute*, edited by John Wiley, p.36. United States of America: Universitas of Michigan Press, 1971.

Larsen-freeman, Diane. *Teaching Grammar*. Edited by Erik Gundersen. United States of America: Heinle, 1998.

Mart, Çağrı Tuğrul. "Teaching Grammar in Context: Why and How?" *Theory and Practice in Language Studies* 3, no. 1 (2013): 124–29. <https://doi.org/10.4304/tpls.3.1.124-129>.

Murphy, Raymond. *English Grammar In Use*. 5 edition. United Kingdom: Cambridge University Press, 2019. www.derakhtejavidan.com.

Murty, Jayanthi Dakshina. *Contemporary English Grammar*. Edited by Indu Mala Ghosh. First edit. New Delhi: Book Palace, 1998.

M Al-hileh, Mohamed, "The Advantages and Disadvantages of Electronic Games Played by Children Aged (3-6) Years , from Mothers and Kindergarten Teachers ' Point of View," *Internasional Journal of Applied Enginerring Research* 13, no. 4 (2018): 1805–12, p.1089, <http://www.ripublication.com>.

Nunan, David. *Practical English Language Teaching*. Edited by David Nunan. First. United States of America: McGraw-Hill, 2003. <https://doi.org/9780071234627>.

Ogane, Masakatsu. "Teaching Communication Strategies." In *Todoroki-Cho Junior High School*, edited by Masakatsu Ogane, 1–29. Japan: The Educational Resources Information Center, 1998.

Slattery, Mary, and Jane Willis. *English for Primary Teachers*. The first. UK: Oxford University Press, 2001. www.oup.com/elt.

- Sudjono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada, 2005.
- Swan, Michael, and Catherine Walter. *Oxford English Grammar Course*. Edited by Peter Lawrence. First. United Kingdom: Oxford University Press, 2011. www.oup.com/elt.
- Thomson, A.J., and A.V. Martinet. *A Practical English Grammar*. Fourth edi. Oxford: Oxford University Press, 1986.
- Thornbury, Scott. *How Teach Grammar*. Edited by Jeremy Harmer. First. England: Pearson Education, 1999. <http://www.longman.com>.
- Tuan, Luu Trong. "Teaching English Grammar Through Games." *Studies in Literature and Language* 1, no. No. 7 (2010): 61–75. <http://www.cscanada.net>.
- Wright, Andrew, David Betteridge, and Michael Buckby. *Games for Language Learning*. Third edit. Cambridge: Cambridge University Press, 2006.
- Zhu, Deguang. "Using Games to Improve Students' Communicative Ability." *Journal of Language Teaching and Research* Vol. 3, no. No. 4 (2012): 801–5. <https://doi.org/10.4304/jltr.3.4.801-805>.

CURRICULUM VITAE



A. Identity

Name : Ema Andriani Piliang
Registration Number : 16 203 00100
Place/ Date of Birthday : Pematang Siantar/ February, ^{8th} 1998
Sex : Female
Religion : Islam
Address : Jl. Gambolo, Kec. Sibolga Sambas, Pancuran Kerambil

B. Parents

Father's Name : Suhadi
Mother's Name : Erlis Piliang

C. Educational Background

1. Elementary School : SD Impres Pematang Siantar
SDN 5 Sibolga (2009)
2. Junior High School : SMPN 1 Sibolga (2012)
3. Senior High School : SMAN 3 Sibolga (2015)
4. Institute : IAIN Padangsidimpuan (2021)

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENTAL CLASS)

Satuan Pendidikan : MTs. Darul Istiqomah Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Tema/Subtema : Present Continuous Tense
Alokasi Waktu : 45 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya
- 4.15 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat

ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.11.1 Siswa dapat mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 3.11.2 Siswa dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 3.11.3 Siswa dapat merespon ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 4.15.1 Menulis teks tulis sederhana tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

- 1. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar
- 2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya dengan benar
- 3. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedangdilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya peserta didik dapat merespon ungkapan dengan benar.

4. Peserta didik dapat menulis teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya dengan unsur kebahasaan dan struktur teks yang benar.
5. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya, peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
6. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

E. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks prosedur dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

1. Fungsi Sosial (Tujuan Komunikasi)

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..

2. Unsur Kebahasaan

- a. Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
- b. Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- c. Kata kerja untuk keadaan: *be*, *have*, dalam Present Continuous Tense.
- d. Adverbia: *now*
- e. Kata ganti obyek: *me*, *you*, *him*, *her*, *us*, *dst.*

- f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- g. Ucapan, tekanan kata, intonasi,
- h. Ejaan dan tanda baca
- i. Tulisan tangan.

3. Struktur Teks (Generic Structure)

What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping

F. Materi Pembelajaran

1. Positive sentence
2. Negative sentence
3. Interrogative sentence
4. Interrogative sentence

G. Alat dan Sumber Pembelajaran

1. Media/Alat : Miming game, papan tulis, spidol, text book
2. Sumber : buku guru dan buku siswa kelas VIII bahasa Inggris, internet.

H. Metode Pembelajaran

1. Metode : Miming game
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

I. Kegiatan Pembelajaran

Teacher's Activities	Procedures of miming game	Students' Activities
Pre-Teaching		
<ol style="list-style-type: none"> 1. Teacher comes to the class by saying salam or greeting. 2. Teacher asks the students to pray before starting the lesson. 3. The teacher checks the students' attendance list and asking their condition. 4. Teacher asks the students to prepare their self to study as comfortable as possible. 5. The teacher mentions the goal of the study. 6. The teacher involves the lesson to the students by using 		<ol style="list-style-type: none"> 1. Students answer salam together. 2. Students pray on their beliefs. 3. Students listen and raise their hand depends on their name. 4. Students prepare their selves to study. 5. Students listen to the goal of study. 6. Students respond to teacher question based on the topic.

<p>brainstorming activities to know the students' background knowledge.</p>		
While Teaching		
<ol style="list-style-type: none"> 1. The teacher makes the students into groups 2. The teacher gives a short explanation using miming game in present continuous tense 3. The teacher writes the word in the appropriate bracket on the blackboard 4. The teacher leads the students to discuss the material 	<ol style="list-style-type: none"> 1. The teacher divides the class into two to four groups 2. The teacher tells the class how many words the sentence is made up of, and draws the same number of brackets on the blackboard. (The correct sentence is written in the brackets later, one word in each bracket). 3. The teacher writes the word in the appropriate bracket. For example, when the sentence is, "I am cooking banana 	<ol style="list-style-type: none"> 1. A student from the first group comes to the front 2. The student receives a card from the teacher and tries to convey the meaning through gestures. 3. The student starts gesturing. The other students in the same group say what they think is correct while the gesture is being demonstrated. 4. The student receives a card from the teacher and tries to convey the meaning through gestures 5. The student starts gesturing. 6. The student in front continues the gesture until the sentence is completed. 7. Each group plays in turn, and the group which took the shortest time to complete the sentence wins the game. If all the

	<p>fried,” and somebody says “cooking” the teacher writes the word in the fifth bracket: ()() (cooking)()().</p> <p>4. The teacher keeps time and writes down on the blackboard how long it took to find the answer. If the correct answer cannot be gotten within a limited time (approx. 3 min), the team is out.</p>	<p>teams are out, the team that found the most words wins.</p> <p>8. If there is enough time, they can move on to a second round</p> <p>9. The other students in the same group say what they think is correct while the gesture is being demonstrated.</p> <p>10. Each group plays in turn, and the group which took the shortest time to complete the sentence wins the game. If all the teams are out, the team that found the most words wins.</p> <p>11. If there is enough time, they can move on to a second round</p>
Post-Teaching		
<p>1. Teacher reviews the lesson and ask the students to conclude the lesson.</p> <p>2. The teacher gives feedback to students’</p>		<p>1. Students listen to the teacher’s review and some of them conclude the lesson by guiding the teacher.</p> <p>2. Students listen to the teacher’s feedback.</p> <p>3. Students express their</p>

<p>performance and informs the next topic.</p> <p>3. The teacher asks the students to convey their feeling while learning process.</p> <p>4. Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam</p>		<p>feeling about the learning process.</p> <p>4. Students pray after learning and answer the teacher's greeting/salam.</p>
--	--	--

J. Media dan Alat Pembelajaran

Media : miming game, beberapa lembar contoh kalimat yang mengandung present continuous tense

Sumber belajar :

1. Buku pelajaran bahasa inggris
2. English Dictionary
3. Papan Tulis
4. Spidol
5. Dan buku relevan yang lainnya

K. Penilaian

Bentuk : test tertulis

Teknik : siswa ditugaskan untuk memilih jawaban yang benar

Taksiran : ketepatan dalam menjawab

Rubrik Penilaian

- a. Jumlah soal : 25
- b. Nilai per nomor : 4
- c. Total nilai $4 \times 25 = 100$
- d. Nilai maksimal : 100

Padangsidempuan, 21 September 2020

Mengetahui

Guru Mata Pelajaran

Peneliti

Enita Yanti Nst, S.Pd
NIP.

Ema Andriani Piliang
Reg.No. 1620300100

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL CLASS)

Satuan Pendidikan : MTs. Darul Istiqomah Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Tema/Subtema : Present Continuous Tense
Alokasi Waktu : 45 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya
- 4.15 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat

ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks prosedur dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

1. Fungsi Sosial (Tujuan Komunikasi)

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..

2. Unsur Kebahasaan

- a. Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.
- b. Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- c. Kata kerja untuk keadaan: *be, have*, dalam Present Continuous Tense.
- d. Adverbia: *now*
- e. Kata ganti obyek: *me, you, him, her, us, dst.*
- f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- g. Ucapan, tekanan kata, intonasi,
- h. Ejaan dan tanda baca
- i. Tulisan tangan.

3. Struktur Teks (Generic Structure)

What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping

D. Materi Pembelajaran

1. Positive sentence
2. Negative sentence
3. Interrogative sentence
4. Interrogative sentence

E. Alat dan Sumber Pembelajaran

1. Media/Alat : papan tulis, spidol, text book
2. Sumber : buku guru dan buku siswa kelas VIII bahasa Inggris, internet.

F. Metode Pembelajaran

1. Metode : lecturing method (conventional media)
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

G. Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru memulai kegiatan dengan salam2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai3. Guru menanyakan kabar siswa sekaligus mengabsen siswa4. Menyiapkan suasana belajar yang kondusif5. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan	10 menit

<p>Kegiatan Inti</p>	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. 2. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>35 menit</p>
-----------------------------	--	------------------------

Mengeksplorasi

1. Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.
2. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
3. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.
4. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain

yang terstruktur.

Mengasosiasi

1. Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.
2. Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
3. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

Mengkomunikasi

1. Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
2. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata,

	<p>intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>3. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	
Penutup	<ol style="list-style-type: none"> 1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan feedback (umpan balik) kepada siswa tentang pembelajaran. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran. 5. Guru menutup pembelajaran dengan salam. 	5 menit

I. Media dan Alat Pembelajaran

Media : beberapa lembar contoh kalimat yang mengandung present continuous tense

Sumber belajar :

1. Buku pelajaran bahasa inggris
2. English dictionary
3. Papan tulis
4. Spidol
5. Dan buku relevan yang lainnya

J. Penilaian

Bentuk : test tertulis

Teknik : siswa ditugaskan untuk memilih jawaban yang benar

Taksiran : ketepatan dalam menjawab

Rubrik Penilaian

e. Jumlah soal : 25

f. Nilai per nomor : 4

g. Total nilai $4 \times 25 = 100$

h. Nilai maksimal : 100

Padangsidimpuan, 21 September 2020

Mengetahui

Guru Mata Pelajaran

Peneliti

Enita Yanti Nst, S.Pd
NIP.

Ema Andriani Piliang
Reg.No. 1620300100

APPENDIX 3

PRE-TEST


1. Pengantar

Tes ini bertujuan untuk menjangking data dari siswa/i students' grammar in teaching present continuous tense dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.


2. Petunjuk

- a. Bacalah pertanyaan berikut dengan seksama
- b. Jawablah soal di bawah ini dengan tepat dengan waktu maksimal 40 menit
- c. Apabila ada soal yang kurang jelas, tanyakan langsung kepada pengawas.

Instruction: Choose the correct answer by crossing (X) a, b, c, d.

1.  The students of class VI-B at the moment.

- a. am praying
- b. are praying
- c. is praying
- d. prays

2.  Toni and his friends ... the cars this morning.

- a. repairing
- b. are repairing
- c. am repairing
- d. is repairing

8. Mr. Hengki teaching English now?



- a. are
b. is
c. was not
d. are not

**Chooosen the sentences that are arrangements right on the sentence bellow:
(number 9 until 13)**

**(Pilihlah kalimat ynang susunannya benar pada kalimat dibawah ini) (nomor
9 - 13)**

9. man-standing-in-woman-and-the-room-are not

- a. Man are not woman in the room standing
b. Woman are not in the room standing
c. The room are not standing woman and man
d. Man and woman are not standing in the room

10. baby-wardrobe-is-a-?-Opening-a

- a. Is a baby a wardrobe opening ?
b. Is baby a opening a wardrobe ?
c. Is a wardrobe opening a baby?
d. Is a baby opening a wardrobe?

11. her-and-husband-Hana-breakfast-are-preparing-in-at-the-the-moment-
kitchen-?

- a. Are Hana and her husband the preparing breakfast in kitchen at the moment?
b. Are Hana and her husband preparing breakfast in the kitchen at the moment?
c. Are Hana and her husband preparing the breakfast at moment in the kitchen at the moment?
d. Are Hana and her husband breakfast in the kitchen preparing at the

moment?

12. is-moment-Kiky-waving-hand-a-moment-the-at.

- a. Kiky is the waving a hand at moment
- b. Kiky is the waving hand at a moment
- c. Kiky is waving a hand at the moment
- d. Kiky is waving the hand at a moment

13. police-letter-is-today-a-typing-a

- a. a letter is typing police today
- b. a police is typing letter today
- c. a letter is police typing today
- d. a police is typing a letter today

Choose the following sentences for the correct sentence translation :(number 14 - 21)

(Pilihlah kalimat dibawah in untuk terjemahan kalimat yang benar) (nomor 14 - 21)

14. Seekor kura-kura tidak berlari cepat sekarang.

- a. A turtle running fast now
- b. A turtle is running fast now
- c. A turtle not running fast now
- d. A turtle is not running fast now

15. Seekor elang sedang menangkap ikan sekarang

- a. An eagle is capturing a fish now
- b. An eagle is not capturing a fish today
- c. An eagle is capturing a fish today
- d. An eagle capturing a fish now

16. Hana and Humairoh sedang diskusi tentang ujian bahasa inggris hari ini.

- a. Are Hana and Humairoh discussing about English examination today
- b. Hana and Humairoh discussing about English Examination today
- c. Hana and Humairoh are not discussing about English examination today
- d. Hana and Humairoh are discussing about English examination today

17. Apakah seorang siswa sedang membersihkan sebuah meja hari ini?
- Is a student cleans a table today?
 - Is a student clean a table at the now?
 - Is a student cleaning a table this morning?
 - Is a student cleaning a table today?
18. Apakah yang sedang mereka bicarakan pada saat ini?
- Are they talking at the moment?
 - Are they talking at the moment?
 - What they are talking at the moment?
 - What are they talking at the moment?
19. Apakah yang doni sedang lakukan sekarang?
- Is Doni doing now?
 - Is Doni doing now?
 - What is Doni doing now?
 - Is Doni doing right now?
20. Seorang tentara sedang merayap sekarang
- Is a soldier creeping now
 - A soldier creeping is now
 - A soldier is creeping now
 - A soldier creeping now
21. Apakah Dicky sedang membaca Al qur an pada saat ini?
- What is Dicky reading Al qur an at the moment?
 - What Dicky reading is Al qur an at the moment?
 - Is Dicky reading Al qur an at the moment?
 - Is Dicky reads Al quran at the moment?

Choose the correct negative sentence below: (number 22 25)

(Pilihlah kalimat negative yang benar dibawah ini (nomor 23 – 25))

22. The horse is walking quickly at the moment
- a. A horse walking quickly at the moment
 - b. A horse is walking quickly at the moment
 - c. A horse is not walking quickly at the moment
 - d. The horse is does not walking quickly at the moment
23. Sony, Hassan are bringing a dictionary and notice book now
- a. Sony, Hassan not bringing a dictionary and notice book now
 - b. Sonny, Hassan bringing a dictionary and notice book now
 - c. Sonny, Hassan are not bringing a dictionary and notice book now
 - d. Sonny, Hassan bringing are not a dictionary and notice book now
24. Debi and Cut are playing cast ball today.
- a. Debi and Cut playing not cast ball today
 - b. are not Debi and Cut playing cast ball today
 - c. Debi and Cut are not playing cast ball today
 - d. Debi and Cut are does not playing cast ball today
25. Tina is wearing a white dress now.
- a. Tina not wearing a white dress now
 - b. Tina is not wearing a white dress now
 - c. Tina is wearing not a white dress now
 - d. Tina wearing is not a white dress now

**Chooosen the sentences that are arrangements right on the sentence bellow:
(number 14 until 18)**

**(Pilihlah kalimat ynang susunannya benar pada kalimat dibawah ini) (nomor
14-18)**

14. they-a-are-drawing-book-morning-this-?

- a. Are they a drawing book this morning?
- b. Are they drawing a book this morning?
- c. Are they a drawing book this morning?
- d. Are they drawing a book this morning?

15. me-father-my-today-reading-and-Al quran-are

- a. Me and my father are reading Al qur an today
- b. Me and my father are reading Al qur an today
- c. My father and me are reading Al qur an today
- d. My father and me reading are Al qur an today

16. uncle-daddy- and-my-are-in-the-cooking-restaurant

- a. Uncle and my daddy cooking are in the restaurant
- b. Uncle and my daddy is cooking in the restaurant
- c. My uncle and daddy cooking in the restaurant
- d. My uncle and daddy are cooking in the restaurant

17. Gino-standing-in-is-room-the-today-not

- a. Gino standing is the room not today
- b. Gino standing is not in in the room today
- c. Gino is standing not the room today
- d. Gino is not standing in the room today

18. Harry-today-is-a-gift-giving

- a. Harry is a giving gift today
- b. Harry is giving gift a today
- c. Harry giving is a gift today
- d. Harry is giving a gift today

Choose the following sentences for the correct sentence translation :(number 19-25)

(Pilihlah kalimat dibawah in untuk terjemahan kalimat yang benar) (nomor 19-25)

19. Apakah Marni dan temannya sedang membersihkan lantai di kelas saat ini?
- Are Marni and her friend clenchs the floor in the class at the moment?
 - Are Marni and her friend clenching the floor in the class this morning?
 - Is Marni and her friend clenching the floor in the class at the moment?
 - Are Marni and her friend not clenching the floor in the class at the moment?
20. Apakah Tina dan Siti sedang berdiri didalam ruangan kelas sekarang?
- Is Tina and Siti standing in the classroom now?
 - am Tina and Siti standing in the classroom now?
 - Are Tina and Siti standing in the classroom now?
 - Are Tina and Siti stands in the classroom now?
21. Apakah mereka sedang menonton film dirumah sekarang?
- Are-they watch a film at home now?
 - Am they watching at home a film?
 - Are they watching at home film?
 - Are they watching a film at home?
22. Hasan tidak sedang melompat dari atap sekarang
- Is Hasnan jumping not from the roof now
 - Hasnan not jumping from the roof now
 - Hasnan is jumping from the roof
 - Hasnan is not jumping from the roof now
23. Marni dan temannya sedang mengepel lantai pada saat ini
- Marni and his friends is mopping the floor at the moment
 - Marni and his friend mopping the floor at the moment
 - Marni and his friend are not mopping the floor at the moment
 - Marni and his friend are mopping the floor at the moment
24. Tini dan Sika tidak sedang mengerjakan pekerjaan rumah mereka pada saat

ini.

- a. Tini and Siska not doing their homework at the moment
- b. Tini and Siska is not doing their homework at the moment
- c. Tini and Siska are not doing their homework today
- d. Tini and Siska are doing their homework at the moment

25. Hino tidak sedang melukis hari ini

- a. Hino is painting today
- b. Hino is not painting today
- c. Hino am not painting today
- d. Hino not painting today

APPENDIX 5

Key Answer of Pre-Test

1. B	11. B	21. C
2. B	12. C	22. C
3. D	13. D	23. C
4. B	14. D	24. C
5. D	15. A	25. B
6. A	16. D	
7. B	17. D	
8. B	18. D	
9. D	19. C	
10. D	20. C	

Key Answer of Post-Test

1. C	11. D	21. D
2. C	12. C	22. D
3. A	13. C	23. D
4. A	14. D	24. D
5. C	15. C	25. B
6. A	16. D	
7. A	17. D	
8. A	18. D	
9. D	19. B	
10. B	20. C	

Appendix 11

Table Validity of Post-Test

Number of Item	M _p	M _t	SD _t	p	q	$rpb_i = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r _t 5% on significant	Interpretation
1.	20.42	11.33	10.48	0.7	0.3	1.32	0.444	Valid
2.	20.92	11.33	10.48	0.7	0.3	1.39	0.444	Valid
3.	22.5	11.33	10.48	0.6	0.4	1.58	0.444	Valid
4.	21.58	11.33	10.48	0.6	0.4	1.19	0.444	Valid
5.	21.30	11.33	10.48	0.7	0.3	1.44	0.444	Valid
6.	21	11.33	10.48	0.7	0.3	1.39	0.444	Valid
7.	20.25	11.33	10.48	0.6	0.4	1.03	0.444	Valid
8.	21.07	11.33	10.48	0.7	0.3	1.41	0.444	Valid
9.	22.36	11.33	10.48	0.6	0.4	1.28	0.444	Valid
10.	21.14	11.33	10.48	0.7	0.3	1.42	0.444	Valid
11.	21.75	11.33	10.48	0.6	0.4	1.22	0.444	Valid
12.	20.35	11.33	10.48	0.7	0.3	1.30	0.444	Valid
13.	21.23	11.33	10.48	0.7	0.3	1.44	0.444	Valid
14.	21.8	11.33	10.48	0.5	0.5	0.9	0.444	Valid
15.	20.93	11.33	10.48	0.8	0.2	1.84	0.444	Valid
16.	22.16	11.33	10.48	0.6	0.4	1.25	0.444	Valid
17.	21.14	11.33	10.48	0.7	0.3	1.42	0.444	Valid
18.	22.18	11.33	10.48	0.6	0.4	1.26	0.444	Valid
19.	21.66	11.33	10.48	0.6	0.4	1.20	0.444	Valid
20.	21.90	11.33	10.48	0.6	0.4	1.23	0.444	Valid

21.	20.92	11.33	10.48	0.7	0.3	1.39	0.444	Valid
22.	22.2	11.33	10.48	0.5	0.5	1.04	0.444	Valid
23.	20.85	11.33	10.48	0.7	0.3	1.38	0.444	Valid
24.	21.41	11.33	10.48	0.6	0.4	1.17	0.444	Valid
25.	21.61	11.33	10.48	0.7	0.3	1.48	0.444	Valid
26.	18.2	11.33	10.48	0.3	0.7	0.42	0.444	Invalid
27.	17.5	11.33	10.48	0.3	0.7	0.38	0.444	Invalid
28.	22.2	11.33	10.48	0.3	0.7	0.64	0.444	Invalid
29.	11.8	11.33	10.48	0.3	0.7	0.02	0.444	Valid
30.	14	11.33	10.48	0.8	0.2	0.13	0.444	Invalid

Appendix 8

Table Validity of Pre test

Number of Item	M _p	M _t	SD _t	p	q	$rpb_i = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$	r _t 5% on significant	Interpretation
1.	23.21	12.56	10.9	0.7	0.3	1.47	0.444	Valid
2.	23.33	12.56	10.9	0.3	0.7	0.62	0.444	Valid
3.	22.90	12.56	10.9	0.6	0.4	1.14	0.444	Valid
4.	23	12.56	10.9	0.7	0.3	1.44	0.444	Valid
5.	22.4	12.56	10.9	0.7	0.3	1.48	0.444	Valid
6.	22.4	12.56	10.9	0.8	0.2	1.8	0.444	Valid
7.	23.84	12.56	10.9	0.7	0.3	1.56	0.444	Valid
8.	22.07	12.56	10.9	0.7	0.3	1.32	0.444	Valid
9.	23.07	12.56	10.9	0.7	0.3	1.45	0.444	Valid
10.	23.07	12.56	10.9	0.7	0.3	1.45	0.444	Valid
11.	22.71	12.56	10.9	0.5	0.5	0.93	0.444	Valid
12.	22.07	12.56	10.9	0.7	0.3	1.32	0.444	Valid
13.	23.06	12.56	10.9	0.8	0.2	1.92	0.444	Valid
14.	21.88	12.56	10.9	0.9	0.1	2.55	0.444	Valid
15.	22.71	12.56	10.9	0.7	0.3	1.41	0.444	Valid
16.	22.71	12.56	10.9	0.7	0.3	1.41	0.444	Valid
17.	22.8	12.56	10.9	0.8	0.2	1.86	0.444	Valid
18.	22.46	12.56	10.9	0.8	0.2	1.8	0.444	Valid
19.	23.84	12.56	10.9	0.7	0.3	1.56	0.444	Valid

20.	22.2	12.56	10.9	0.8	0.2	1.76	0.444	Valid
21.	22.8	12.56	10.9	0.8	0.2	1.86	0.444	Valid
22.	23.23	12.56	10.9	0.7	0.3	1.47	0.444	Valid
23.	22.8	12.56	10.9	0.8	0.2	1.86	0.444	Valid
24.	21.92	12.56	10.9	0.7	0.3	1.29	0.444	Valid
25.	22.61	12.56	10.9	0.7	0.3	1.39	0.444	Valid
26.	21.69	12.56	10.9	0.7	0.3	1.26	0.444	Valid
27.	18	12.56	10.9	0.2	0.8	0.12	0.444	Invalid
28.	14.83	12.56	10.9	0.3	0.7	0.13	0.444	Invalid
29.	24.4	12.56	10.9	0.3	0.7	0.69	0.444	Valid
30.	17.6	12.56	10.9	0.3	0.7	0.29	0.444	Invalid

Appendix 12 Reliabilty of Pre-Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
10	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	0	0
14	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	1	1	1
15	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1
18	0	1	0	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
N=20	15	15	14	14	14	15	14	14	14	14	15	15	15	17	14	15	16	15	15
	0,73333	0,73333	0,62994	0,62994	0,63	0,8	0,63	0,63	0,63	0,63	0,733	0,467	0,73	0,728	0,63	0,467	0,577	0,467	0,467

p	0,8	0,8	0,7	0,7	0,7	0,8	0,7	0,7	0,7	0,7	0,8	0,8	0,8	0,9	0,7	0,8	0,8	0,8
q	0,2	0,2	0,3	0,3	0,3	0,2	0,3	0,3	0,3	0,3	0,2	0,2	0,2	0,1	0,3	0,2	0,5	0,4
pq	0,16	0,16	0,21	0,21	0,21	0,16	0,21	0,21	0,21	0,21	0,16	0,16	0,16	0,09	0,21	0,16	0,4	0,3

APPENDIX 16

RESULT OF THE NORMALITY TEST OF VIII- C IN PRE-TEST

1. The score of experimental class in pre- test from low score to high score:

28	28	28	32	36	40	40	40	40	44
44	44	44	44	48	48	48	52	52	52
56	68	72							

2. High score = 72

Low score = 28

Range = High score – low score = 72 – 28 = 44

3. Total of classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (23)$$

$$= 1 + 3,3 (1,36)$$

$$= 1 + 4.48$$

$$= 5.48 = 5$$

4. Length of classes = $\frac{range}{total\ of\ class} = \frac{44}{5} = 8,8 = 9$

5. Mean and Deviation Standard

Interval Class	F	X	x'	fx'	x' ²	fx' ²
28 – 36	5	32	+2	10	4	20
37 – 45	9	41	+1	9	1	9
46 – 54	6	50	0	0	0	0
55 – 63	1	59	-1	-1	1	1
64 – 72	2	68	-2	-4	4	8
i = 9	23	-	-	14	-	38

$$M_x = M^1 + i \left(\frac{\sum fx'}{N} \right)$$

$$= 41 + 9 \left(\frac{14}{23} \right)$$

$$= 41 + 9 (0.60)$$

$$= 41 + (5.40)$$

$$= 46.40$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N} \right)^2}$$

$$= 9 \sqrt{\frac{38}{23} - \left(\frac{14}{23} \right)^2}$$

$$= 9 \sqrt{1.65 - (0.60)^2}$$

$$= 9 \sqrt{1.65 - 0.36}$$

$$= 9 \sqrt{1.29}$$

$$= 9 \times 1.13$$

$$= 10.17$$

Table of Normality Data Test with Chi Quadrat Formula

Internal of score	Real Upper Limit	Z-Score	Limit of Large of Area	Large of Area	fh	fo	$\frac{fo - fh}{fh}$
64 – 72	72.5	2.56	0.4948	0.04	0.92	5	4.43
55 – 63	63.5	1.68	0.4543	0.16	3.68	9	1.44
46 – 54	54.5	0.79	0.2853	0.25	5.75	6	0.25
37 – 45	45.5	-0.08	0.0319	-0.30	-6.9	1	-1.14

28 – 36	36.5	-0.97	0.3340	-0.13	-2.99	2	1.66
	27.5	-1.85	0.4678				
X^2							5.6

Based on the table above, the reseracher found that $x^2_{\text{count}} = -7.31$ while $x^2_{\text{table}} =$,
cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($5.6 < 9.488$) with degree of freedom (dk) = $5-1 = 4$ and
significant level $\alpha = 5\%$. So distribution of VIII-C class (pre-test) is normal.

6. Median

No.	Interval Class	F	fk
1	28 – 36	5	14
2	37 – 45	9	23
3	46 – 54	6	29
4	55 – 63	1	30
5	64 – 72	2	32

Position of Me in the interval of classes in number 3, that:

$$Bb = 36.5$$

$$F = 5$$

$$fm = 6$$

$$i = 9$$

$$n = 23$$

$$1/2n = 11.5$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 36.5 + 9 \left(\frac{11.5 - 5}{9} \right) \\ &= 36.5 + 9 (0.72) \\ &= 36.5 + (6.48) \\ &= 42.98 \end{aligned}$$

7. Modus

No.	Interval Class	F	fk
1	28 – 36	5	14
2	37 – 45	9	23
3	46 – 54	6	29
4	55 – 63	1	30
5	64 – 72	2	32

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 45.5$$

$$d_1 = 4$$

$$d_2 = 3$$

$$i = 9$$

$$\begin{aligned} \text{So, } Mo &= 36.5 + \frac{4}{4+3} \cdot 9 \\ &= 36.5 + 0.57 (9) \\ &= 36.5 + 5.13 \\ &= 41.28 \end{aligned}$$

Appendix 20

RESULT OF THE NORMALITY TEST OF VIII-B IN PRE-TEST

1. The score of control class in pre- test from low score to high score:

24	24	28	32	32	36	36	40	44	48
48	48	48	52	52	52	52	56	56	56
56	68	80							

2. High score = 80

Low score = 24

Range = High score – low score = 80 – 24 = 56

3. Total of classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (21)$$

$$= 1 + 3,3 (1,32)$$

$$= 5,3 = 5$$

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{56}{5} = 11, 2 = 11$

5. Mean and Deviation Standard

Interval Class	F	X	x'	fx'	x' ²	fx' ²
24-34	5	29	+2	10	4	20
35-45	4	40	+1	4	1	4
46-56	7	51	0	0	0	0
57-67	3	62	-1	-3	1	3
68-78	2	73	-2	-4	4	8
79-89	2	84	-3	-6	9	18
i = 11	23	-	-	1	-	53

$$M_X = M^1 + i \left(\frac{\sum f_X'}{N} \right)$$

$$= 51 + 11 \left(\frac{1}{23} \right)$$

$$= 51 + 11 (0.04)$$

$$= 51 + (0.44)$$

$$= 51.44$$

$$SD_t = i \sqrt{\frac{\sum f_x'^2}{N} - \left(\frac{\sum F_X'}{N} \right)^2}$$

$$= 11 \sqrt{\frac{\sum f_x'^2}{N} - \left(\sum \frac{f_x'^2}{N} \right)^2}$$

$$= 11 \sqrt{\frac{53}{23} - \left(\frac{1}{23} \right)^2}$$

$$= 11 \sqrt{2.30 - (0.04)^2}$$

$$= 11 \sqrt{2.30} - 0.0016$$

$$= 11 \sqrt{2.29}$$

$$= 11 \times 1.51$$

$$= 16.61$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$	
79 – 89	89.5	2.29	0.4890	0.0416	0.96	2	1.08	
68 – 78	78.5	1.62	0.4474	0.1159	2.67	2	-0.25	
57 – 67	67.5	0.96	0.3315	0.2136	4.91	3	-0.38	
46 – 56	56.5	0.30	0.1179	-0.0189	-0.23	7	-17.28	
35 – 45	45.5	-0.35	0.1368	-0.207	-6.21	4	-1.64	
24 – 34	34.5	-1.01	0.3438	-0.1097	-2.5	5	-3	
	23,5	-1.68	0.4535					
X^2								-21.47

Based on the table above, the reseracher found that $x^2_{count} = -9.82$ while $x^2_{table} = ,$ cause $x^2_{count} < x^2_{table}$ ($-21.47 < 11.070$) with degree of freedom (dk) = $6-1 = 5$ and significant level $\alpha = 5\%$. So distribution of VIII-B class (pre-test) is normal.

6. Median

No	Interval Class	F	Fk
1	24-34	5	9
2	35-45	4	13
3	46-56	7	20
4	57-67	3	23
5	68-78	2	25
6	79-89	2	27

Position of Me in the interval of classes in number 3, that:

$$Bb = 45.5$$

$$F = 9$$

$$fm = 7$$

$$i = 11$$

$$n = 21$$

$$1/2n = 10.5$$

So :

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 45.5 + 11 \left(\frac{10.5 - 9}{7} \right) \\ &= 45.5 + 11 (0.21) \\ &= 45.5 + 2.31 \\ &= 47.81 \end{aligned}$$

7. Modus

No.	Interval Class	F	Fk
1	24-34	5	9
2	35-45	4	13
3	46-56	7	20
4	57-67	3	23
5	68-78	3	24
6	79-89	2	25

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 45.5$$

$$d_1 = 3$$

$$d_2 = 4$$

$$i = 11$$

$$\begin{aligned} \text{So, } Mo &= 45,5 + \frac{3}{3+4} \cdot 11 \\ &= 45.5 + 0.42 (11) \\ &= 45.5 + 4.62 \\ &= 50.12 \end{aligned}$$

Appendix 21

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - \sum x_i^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^1 = \delta_2^1$$

$$H_1 : \delta_1^1 \neq \delta_2^1$$

A. Variant of the VIII-B class is:

NO	Xi	Xi ²
1.	60	3600
2.	60	3600
3.	60	3600
4.	60	3600
5.	60	3600
6.	60	3600
7.	64	4096
8.	64	4096
9.	64	4096
10.	68	4624
11.	68	4624
12.	68	4624
13.	68	4624
14.	68	4624
15.	72	5184
16.	72	5184
17.	72	5184
18.	72	5184
19.	76	5776
20.	76	5776
21.	84	7056
22.	84	7056

23.	84	7056
Total	1584	110464

$$n = 23$$

$$\sum = 1584$$

$$\sum = 110464$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{23(110464) - (1584)^2}{23(23-1)} \\
 &= \frac{2540672 - 2509056}{23(22)} \\
 &= \frac{31616}{506} \\
 &= 62.5
 \end{aligned}$$

B. Variant of the VIII- C class is:

NO	X_i	X_i^2
1.	60	3600
2.	64	4096
3.	68	4624
4.	68	4624
5.	68	4624
6.	68	4624
7.	68	4624
8.	76	5776
9.	76	5776
10.	76	5776
11.	76	5776
12.	76	5776
13.	80	6400
14.	80	6400
15.	80	6400
16.	80	6400
17.	80	6400
18.	80	6400
19.	84	7056
20.	84	7056
21.	84	7056
22.	88	7744
23.	88	7744

Total	1752	134752
--------------	------	--------

$$n = 23$$

$$\sum = 1752$$

$$\sum = 134752$$

So:

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - \sum x_i^2}{n(n-1)} \\
 &= \frac{23(134752 - (1752)^2)}{23(23-1)} \\
 &= \frac{3099296 - 3069504}{23(22)} \\
 &= \frac{29792}{506} \\
 &= 58.9
 \end{aligned}$$

The Formula was used to test the hypothesis was:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

VIII-B and VIII-C:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

So:

$$\begin{aligned}
 F &= \frac{62.5}{58.9} \\
 &= 1.06
 \end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.35$. It had been compared to F_{table} with α 5% and dk numerator and denominator were same (n_1 and $n_2 = 23$; $dk = 23-1 = 22$). From the distribution list F, researcher found that $F_{\text{table}} = 2.81$, so $F_{\text{count}} < F_{\text{table}}$ ($1.35 < 2.81$). It could be concluded that there is no difference variant between the VIII-B class and VIII-C class. It means that the variant is homogenous.

APPENDIX 22

T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{46.40 - 51.44}{\sqrt{\frac{(23-1)138.16 + (23-1)74.98}{23+23-2} \left(\frac{1}{23} + \frac{1}{23}\right)}} \\ &= \frac{-5.04}{\sqrt{\frac{(22)138.16 + 22(74.98)}{44} \left(\frac{2}{23}\right)}} \\ &= \frac{-5.04}{\sqrt{\frac{3039.52 + 1649.56}{44} (0.08)}} \\ &= \frac{-5.04}{\sqrt{(4689.08) (0.08)}} \\ &= \frac{-5.04}{\sqrt{375.12}} \\ &= \frac{-5.04}{19.36} \\ &= -0.26 \end{aligned}$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} =$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 23 + 23 - 2 = 44$, $t_{\text{table}} = 1.68023$ So, $t_{\text{count}} < t_{\text{table}}$ ($-0.26 < 1.68023$) and H_0 is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

APPENDIX 23

T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$\begin{aligned} Tt &= \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{84.64 - 72.06}{\sqrt{\frac{(23-1)62.5 + (23-1)58.9}{23+23-2} \left(\frac{1}{23} + \frac{1}{23}\right)}} \\ &= \frac{12.58}{\sqrt{\frac{(22)62.5 + 22(58.9)}{44} \left(\frac{2}{23}\right)}} \\ &= \frac{12.58}{\sqrt{\frac{1375+1295.8}{44} (0.08)}} \\ &= \frac{12.58}{\sqrt{(60.7) (0.08)}} \\ &= \frac{12.58}{\sqrt{4.8}} \\ &= \frac{12.58}{2.19} \\ &= 5.74 \end{aligned}$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{\text{count}} =$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 23 + 23 - 2 = 44$, $t_{\text{table}} = 1.68023$ So, $t_{\text{count}} > t_{\text{table}}$ ($5.74 > 1.68023$) and H_a is accepted, it means there was difference the average between the first class as experimental class and the second class as control class in this research.

RESEARCH DOCUMENTATION



The students are doing the test.



The students are introducing self



Activities in the classroom



A student is gesturing in front of the class
(Experimental Class)



Student answer the question



Explain the material
(Control Class)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4.5 Situbang 22733
Telephone (08134) 22080 Fax (08134) 24022

23 September 2019

Di /In. 14/E.6a/PP.00.9/09/2019

Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. **Rayendriani Fahmei Lubis, M.Ag** (Pembimbing I)
2. **Yusni Sinaga, S.Pd., M.Hum** (Pembimbing II)

di -Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut.

Nama : Ema Andriani Piliang
NIM : 1620300100
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs. Darul Istiqomah Padangsidempuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.


Ketua Program Studi Tadris Bahasa Inggris

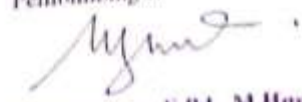

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDI~~
BERSEDI

BERSEDI/TIDAK-BERSEDI-
Pembimbing II


Rayendriani Fahmei Lubis, M.Ag
NIP. 19802000032001


Yusni Sinaga, S.Pd., M.Hum
NIP. 1970071520050012010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sidang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B-097 /In.14/E.1/TL.00/09/2020
Hal :
izin Penelitian
Penyelesaian Skripsi

21 September 2020

Yth. Kepala MTs Darul Istiqomah Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa

Nama : Ema Andriani Piliang
NIM : 1620300100
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan Bidang Akademik



Dr. Ahmadi Nizar Rangkuti, S.Si., M.Pd
NIP. 19620412006041002



**YAYASAN PONDOK PESANTREN DARUL ISTIQOMAH
MADRASAH TSANAWIYAH SWASTA DARUL ISTIQOMAH**

Jln. Pulo Bauk / Abror Km 10 No. Telp. Fax.....
Desa Hutapadang Kecamatan Padangsidempuan Tenggara Kota Padangsidempuan Kode Pos 22735

SURAT KETERANGAN


Nomor: /28/MTs/MDW/HP-Pk/2020

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Swasta Darul Istiqomah Padangsidempuan dengan ini menerangkan bahwa:

Nama : Ema Andriani Piliang
NIM : 1620300100
Program Studi : Tadris/Pendidikan Bahasa Inggris

Saya yang benar telah melakukan penelitian di MTs Swasta Darul Istiqomah Padangsidempuan pada tanggal 21 September 2020 /d/ 10 Oktober 2020. Sesuai dengan judul penelitian yang bersangkutan : "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidempuan".

Sehingga surat keterangan ini dibuat dengan sebenarnya, supaya dapat digunakan seperlunya.

Padangsidempuan, 12 Oktober 2020
Kepala Madrasah,

M. SAWALUDDIN NASUTION, M.Pd.I