

**THE INFLUENCE OF GUESSING MIME GAME ON STUDENTS’
ACHIEVEMENT OF SIMPLE PRESENT CONTINUOUS TENSE
IN THE EIGHTH GRADE OF SMP AL-MUKHATR**

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Abstract: In the digital era, humans must master a language that is mainly used in technology, that is, English. To be familiar with technology easily, technology users should master English. In addition, it is almost used worldwide as the introduction language. In using English, there will be rules guiding English usage correctly. That rule is called grammar, the standard for knowing whether the language structure is correct. In this article, the writer tries to draw the influence of the guessing mime game on students’ achievement of simple present continuous tense in order. This research aims to investigate the students’ achievement of simple present continuous tense after and before taught by using the guessing mime game and to show the differences in achievement before and after using the guessing mime game. The approach used is quantitative with a pre-experimental design. In order to get the data, the research gives a pretest, then treatment, followed by a posttest. The result of both tests is analysed by t-test. The result showed that the mean score of the pretest is 59,75 while for the posttest is 79, and the analysis result is 10.181, in which the t-account is higher than the t-table. So, it can be inferred that guessing mime games effectively improve students’ achievement of simple present continuous tense.

Keywords: Guessing, Mime Game, Achievement, Tenses

INTRODUCTION

In English subject for junior high school students, there are specific basic competencies, one of which is applying social functions, text structures, and language features of spoken and written transactional interaction texts that involve the act of giving and asking for information

regarding the current situation/action when it is spoken according to the context (Simple Present Continuous Tense). The Present Continuous Tense expresses an activity or action in progress at the moment of speaking (Betty, 1989: 11). It is made with a form of be and the – ing form of the main verb. It indicates an action or event that

is actually in progress but may terminate at any time. Present Continuous is used to express an activity that happened at the time of speaking (now, at the moment) and also to express an action happening about this time but not necessarily at the moment of speaking. Something generally in progress today, this week, this month, this year. Besides that, Present continuous is used to express annoyance or anger about repeated activity and to describe a planned action in the near future. In that case, the students must understand and apply the simple present continuous tense in the interaction or communication.

To make simple present continuous tense easy, we need ways to attract students' interest, that is, teaching by using games. Games help and encourage many learners to sustain their interest and work (Wright, Betteridge, & Buckby, 2006). These techniques are effective enough to attract enthusiasm, spirit and motivation, especially for junior high school students. There are many games which can be used to teach grammar. i.e., using Simon Says game, Bingo grammar game, Alibis game, Riddles

game, Kim's memory game, Guessing Mime game, etc.

Mime game has many definitions from each expert. According to Wright et al. (2006), a Mime game is a game that shows an understanding of a text by miming it, skimming a series of texts to find one corresponding to actions being mimed, scanning a text for a particular language points (optional), writing text that focuses on actions (with particular attention to verbs and possibly combinations of verb tenses). Implied in this definition, a mime game is a game with motion language to describe an activity by acting out or miming an activity without saying a single word to others in a certain period which has been agreed. Mime games in this section focus on particular points of grammar and allow the learners to experience the language in use in contexts that are meaningful, enjoyable and to practice using them over and over again. This helps the learners to understand, remember, and later to re-use the language.

The second definition is from Dickson. He mentioned that a mime game is a non-verbal technique of portraying a character, mood, idea or narration by gesture and body

movements. It lies on a continuum: from gesticulation (spontaneous movements accompanying speech), gestures, mime, and emblems (conventional culturally specific gestures) to sign language for the hearing-impaired. Gestures (i.e., movements of the hands, limbs, face or body-which do not involve directly manipulating objects) have been shown to improve learning (2015: 2). This means that a mime game is a communication game where the message is not using words, but with cues, learners can only convey messages using body language, meaning they use facial movement expressions, body movements and hand gestures.

There are a few advantages of mime games, especially in teaching grammar. They are:

- a) Mime game reduces the stress in the classroom. They can teach and learn in a relaxing atmosphere. The students can explore their imagination freely. Performing mime games to the front reduces their fear and shyness of making mistakes. The purpose of the mime game is to make the students have fun and enjoy the class. They do not have to worry about getting punishment or criticism when making mistakes.
- b) The game can motivate students in learning and internalising the grammar they are learning. Through well-planned organisation, the mime game helps the students repeat and drill their memory to remember the formulas, sentences, and words and how to pronounce them correctly. It also helps the teachers not to speak too much. The competitiveness built by this game enhances students' motivation.
- c) Besides, games can encourage learners to focus on their language learning if given with meaningful context (Linda, 2019).

The researcher chose the guessing mime game as a technique for teaching students simple present continuous tense because the mime game technique can practice observation and improvisation of students' ability in grammar. The guessing mime game is helpful because it emphasises the importance of gestures and facial expressions in communication and also to practice forms of questions and express possibilities when students guess what is mimed and expressed by other

students (Klippel, 1984). It invites the students to practice and act it out without saying the words in which the meaning is mimed. Therefore, students can explore new ways of learning the material and will be enthusiastic towards the materials that will be taught.

The main point of guessing mime games in teaching simple present continuous tense is to practice the students to know when the structures must be used and how they are applied for the activities being done. Through guidance from the teacher, the mime game can function as a bridge to help the students understand simple present continuous tense. So, the researcher chose the mime game as the technique for teaching simple present continuous tense to the students of SMP Al-Mukhtar Bira Tengah Sokobanah since they had problems learning simple present continuous tense and also English teachers never tried the mime game technique in English learning, especially for teaching simple present continuous tense. So, a guessing mime game was employed to know its effectiveness in teaching-learning tenses, specifically in the simple present

continuous tense for junior high school students.

The purposes of doing research are: To know how the students achieve simple present continuous tense before and after being taught by using Guessing Mime Game at the Eighth Grade of SMP Al-Mukhtar.

RESEARCH METHOD

In this research, the researcher used pre-experimental research. The researcher manipulated the independent variables by setting up a treatment for the experimental group. The independent variable used a guessing mime game, while the dependent variable was the students' achievement of simple present continuous tense.

In quantitative research, the data is analyzed using statistical data analysis. The data should be in the form of numbers. Data analysis is a technique to analyze data to know the result of research.

Table 1. the design of One-Group-Pretest-Posttest Design

Pretest	Independent Variable	Posttest
Y1	X	Y2

Where:

- X : Guessing mime game
 Y1 : Students' achievement of simple present continuous tense before being taught by using the guessing mime game
 Y2 : Students' achievement of simple present continuous tense after being taught using a guessing mime game.

The population is all female students in the eighth grade of SMP Al-Mukhtar Bira Tengah, a sample of this research.

The procedures of the pre-experimental research with a one-group pretest-posttest design in this research were described as follows:

1. Administering a pretest (Y1) to measure students' achievement before giving a treatment.
2. Applying an experimental treatment using a guessing mime game (X) to teach simple present continuous tense.
3. Administering a pretest (Y2) to measure students' achievement after being given treatment.

Quantitative research involves examining data through statistical analysis, specifically focusing on numerical information. In order to conduct this analysis, the data should be presented in numerical form. Data analysis is a technique to analyze data to know the result of research. The writer provides some formulas based on Arikunto (2013) in this study. Then, The grammar scores were examined by the researcher using statistical analysis. To compare the pretest and posttest scores, the researcher utilized the formula from the theory of dependent t-test. The formula is as follows:

- a. Finding the average difference between pretest and posttest

$$\bar{D} = \frac{\sum D}{N}$$

- b. Finding Standard Deviation of the Differences

$$SD = \sqrt{\frac{\sum D^2}{N} - \bar{D}^2}$$

- c. Standard Error of the Mean for the Differences

$$S\bar{X}D = \frac{SD}{\sqrt{N-1}}$$

d. Finding T-value

$$t = \frac{\bar{D}}{S\bar{X}D}$$

After getting the result of the t-value, the researcher consulted t-value (t_0) to t-table (t_t) by determining the degree of freedom with the formula,

$$df = (N-1).$$

If $t_0 > t_t$, Null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. If $t_0 < t_t$, Null hypothesis (H_0) is accepted, and the alternative hypothesis is rejected.

RESULTS AND DISCUSSION

Pretest

The results of the pretest showed that the total score of 40 students in the pretest amounts to 2390, averaging 59.75, which falls below the minimum pass requirement (KKM). As a result, the student's scores in the simple present continuous tense during the pretest do not meet the KKM criteria.

Posttest

The combined score of students' posttest is 3160, with an average score of 79, surpassing the minimum passing score (KKM). Subsequently, the researcher employed a statistical

method to analyze the students' scores. To compare the pretest and posttest scores, the researcher utilized the formula based on dependent t-test theory, which is as follows:

1. Finding the average difference between pretest and posttest

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{770}{40} \\ &= 19,25\end{aligned}$$

2. Finding Standard Deviation of the Differences

$$\begin{aligned}SD &= \sqrt{\frac{\sum D^2}{N} - \bar{D}^2} \\ SD &= \sqrt{\frac{20400}{40} - 19,25^2} \\ SD &= \sqrt{510 - 370,5625} \\ SD &= \sqrt{139,4375} \\ &= 11,8084\end{aligned}$$

3. Standard Error of the Mean for the Differences

$$\begin{aligned}S\bar{X}D &= \frac{11,8084}{\sqrt{40 - 1}} \\ S\bar{X}D &= \frac{11,8084}{\sqrt{39}} \\ S\bar{X}D &= \frac{11,8084}{6,244997} \\ S\bar{X}D &= 1,89086\end{aligned}$$

4. Finding T-value

$$t = \frac{\bar{D}}{S\bar{X}D}$$

$$t = \frac{19.25}{1.89086}$$

$$t = 10.181$$

After analyzing the data above, it can be seen that this research's t-value (t_0) is 10.181. To determine the acceptance or rejection of the research hypothesis, the researcher will compare the t-value with the values in the t-table or refer to the t-table during the hypothesis testing process, which will be elaborated on in the subsequent discussion.

In order to prove whether the use of a guessing mime game is effective in improving the students' achievement of simple present continuous tense in the eighth grade of SMP Al-Mukhtar Bira Tengah Sokobanah Sampang, the researcher employed the paired sample t-test while the result is shown in the following table:

Table 2. "t" Table Critic

Df	Significance Level	"t" Table	"t" Value
40-1=39	5%	1.684	10.181
	1%	2.021	10.181

Based on the information in the table, we can deduce that the research accepts the alternative hypotheses while rejecting the null hypothesis. This conclusion is drawn because the calculated t-value (10.181) exceeds the critical t-value (1.684) at the 5% significance level. The results indicate that students taught the simple present continuous tense using guessing mime games demonstrated more significant achievement than their previous performance.

Based on the statistical computations, the researcher obtained a result of 10.181 when teaching the simple present continuous tense using the guessing mime game. To determine the significance of the difference, the researcher utilized a t-distribution. The calculated t-value (10.181) was compared to the critical t-value (1.684). As a result, the null hypothesis (H_0) was rejected in favor of the alternative hypothesis (H_a).

In the pretest, students scored an average of 59.75; in the posttest, the average score increased to 79. This difference in mean scores indicates that the posttest performance was superior to that of the pretest. The data strongly suggest that teaching the simple present

continuous tense using the guessing mime game led to better student achievement. The improvement in students' understanding of the simple present continuous tense was statistically significant.

In conclusion, employing the guessing mime game as a teaching method for the simple present continuous tense was effective for eighth-grade students at SMP Al-Mukhtar Bira Tengah Sokobanah.

The application of the Guessing Mime game encouraged the students to exchange their knowledge of the simple present continuous tense related to the topic. This, in turn, boosted their confidence to engage in front of the class, expressing sentences through gestures to demonstrate the use of the simple present continuous tense. Additionally, the teacher's enthusiastic use of gestures while teaching English sparked more enthusiasm among the students. As a result, they became more comfortable and willing to guess different actions showcasing the simple present continuous tense, effectively activating their prior knowledge about the subject.

Additionally, the Miming game catalyzes students' eagerness to

participate in grammar class activities. They embrace the essence of recalling and memorizing the simple present continuous tense rules. In the classroom, most students enthusiastically engaged in the teaching process by posing questions and offering answers. They displayed confidence, as if they were in sync with the game, and were willing to explore their ideas without hesitation. Consequently, students' proficiency in using the simple present continuous tense witnessed a notable improvement.

CONCLUSION AND SUGGESTION

The students' achievement of simple present continuous tense before they were taught using a guessing mime game is low, as it can be seen from the mean score of the students in the pretest in, which is 59,75. At the same time, students' achievement of simple present continuous tense after being taught using a guessing mime game is higher than the pretest score, which is 79.

In addition, the data analysis result that the researcher analyzed denotes a statistically significant difference between the pretest and posttest scores of the students in the eighth grade of SMP Al-Mukhtar Bira

Tengah Sokobanah Sampang. The result denotes that the t-value is 10.181, whereas the t-table is 1.684 at a significant level of 5%, and the t-table at a significant level of 1% is 2.021. Therefore, the t-value is higher than the t-table in both the significant level, 1%, and significant 5%. The t-value higher than the t-table showed that the guessing mime game effectively teaches simple present continuous tense. The students improved their scores since they got the treatment that was never familiarised with before and actively joined the activities. That game is instrumental and beneficial for the students in the eighth grade of SMP Al-Mukhtar Bira Tengah Sokobanah Sampang.

The researcher will propose recommendations to enhance teachers' ability to improve learning outcomes by incorporating mime games as a teaching tool for grammar, specifically focusing on the simple present continuous tense. This approach fosters active student participation in the learning process and promotes collaboration through teamwork. By engaging in guessing mime games, students are encouraged to attentively observe the actions performed by their peers, act them out

themselves, and make educated guesses about the corresponding sentences.

Furthermore, there is scope for additional research exploring the application of the guessing mime game for teaching other language skills or components beyond the simple present continuous tense. Additionally, researchers may explore using different games to teach the simple present continuous tense or employ the same game to teach various language skills. This highlights the versatility of the game as a valuable resource for enhancing students' grammar abilities.

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