

**TEACHING PRESENT CONTINUOUS TENSE THROUGH ACTION
CHARADES GAME AT THE FIRST (1st) SEMESTER OF THE
EIGHTH YEAR STUDENTS OF SMP NEGERI 3 SABBANG
(A Classroom Action Research)**



A THESIS

**Submitted to the English Language studies of S1 Tarbiyah Department of States
College for Islamic of Palopo in partial Fulfilment of Requirement for S.Pd.
Degree in English Education**

IAIN PALOPO

BY

**SULVIANI NURDIN T.
Reg. Num.08.16.3.0039**

Submitted to

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO**

2013

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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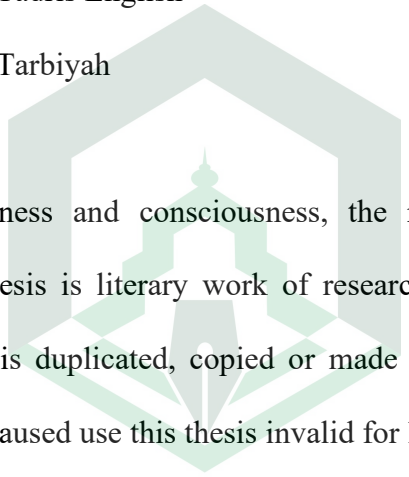
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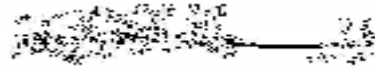
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The Researcher

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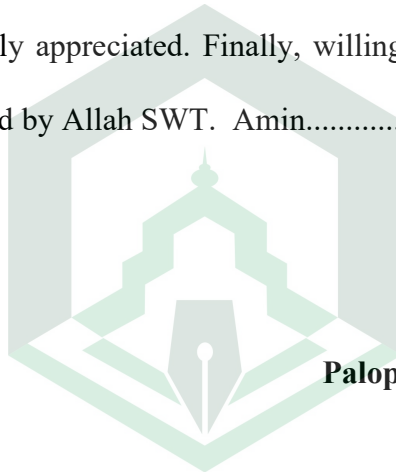
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Palopo, 07th February 2013

IAIN PALOPO

The Reseacher

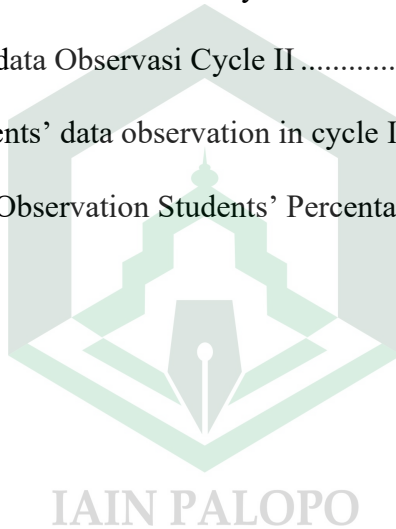
LIST OF CONTENTS

	Page
TITLE	i
THESIS APPROVAL	ii
PRONOUNCEMENT	iii
NOTA DINAS PEMBIMBING	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	viii
LIST OF TABLES	x
ABSTRACK	xi
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Objective of the Study.....	4
D. Significant of the Study.....	4
E. Scope of the study	4
F. Defenition of Key Term.....	5
CHAPTER II : REVIEW OF RELATED LITERATURE	6
A. Previous of the research	6
B. Some partients Ideas	7
1. Defenition of Grammar	7
2. Defenition of Sentence	8
3. Definition of Tenses	9
4. The Concept of Present Continuous Tense	11
5. English Language Teaching	20
6. The Use of Game in English Language Teachinng.....	21
7. The Concept of Action Charades	24

C. Classroom Action Research	26
1. Definition of Classroom Action Research.....	26
2. The Importance of Classroom Action Research.....	28
3. The Function of Classroom Action Research.....	29
4. Characteristics of Classroom Action Research	30
5. Types of Classroom Action Research	31
6. Procedure of Classroom Action Research.....	32
D. Conceptual Framework	35
CHAPTER III : METHODOLOGY OF THE RESEARCH.....	36
A. Time and Place of the Research	36
B. Research Procedure.....	36
C. Research Participant.....	39
D. Techniques of Collecting Data.....	39
E. Test Result and Students' Participant	41
CHAPTER IV : FINDING AND DISCUSSION.....	43
A. Finding	43
1. The First Cycle.....	44
2. The Second Cycle	47
B. Discussion	60
CHAPTER V : CONCLUSION AND SUGGESTIONS	71
A. Conclusion	71
B. Suggestions	71
BIBLIOGRAPHY	73
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1: The Result of Students score in Cycle I.....	46
Table 2: The Result of data Observasi Cycle I.....	48
Table 3: Diagram Students' data observation in cycle I	49
Table 4: The Result of Observation Students' Percentages in Cycle I	50
Table 5: The Result of Students score in Cycle II	56
Table 6: The Result of data Observasi Cycle II	57
Table 7: Diagram Students' data observation in cycle II.....	57
Table 8: The Result of Observation Students' Percentages in Cycle II.....	58



ABSTRACT

Nurdin T. Sulviani, 2013. *“Teaching Present Continuous Tense Through Action charades game at the First (1st) Semester of the Eighth Year Students of SMP Negeri 3 Sabbang”.* Under the Supervisor (I) Dr. Rustan, S., M. Hum., (II) Dr. Masruddin Asmid, S.S., M. Hum.

Key Words: *Teaching Present Continuous Tense, Action Charades game, SMPN 3 Sabbang.*

This thesis deals with teaching present continuous tense at the Eighth year of SMPN 3 Sabbang through action charades game. The main discussion what is appropriate way in using action charades games in order to develop students' ability in forming present continuous tense at the Eighth year students of SMPN 3 Sabbang?

This research focused on the use of action charades game in teaching present continuous tense at the eighth year students of SMPN 3 Sabbang who were in 2012/2013 academic years. This research applied a Classroom Action Research with two cycles; they are cycle I and cycle II. Each cycle consist of four step, namely planning, action, observation, and reflection. There were two meetings during the researcher cycle. The sample of this study was class VIIIb consist 23 students.

The appropriate way of using action charades game in order to develop students' ability in forming present continuous tense at the Eighth year students of SMPN 3 Sabbang as follows: 1) give the students more motivation in order to be active in teaching and learning process. 2) more explain again and give many examples about the material (present continuous tense). 3) the students must cooperative/ shared one others in their group. 4) give change to the students for express their difficulties in teaching process and shared their knowledge about the materal. 5) group the students in little group (5 students in a group). 6) give reward (present) to the students who has high score the succesful and the most active students; so thestudents can motivation in teaching process. 7) observe the students' activities in the classroom more intense.

In collecting of data, the researcher was using grammar test and observation to know students' ability in teaching grammar, especially in teaching present continuous tense by using action charades game. In this part, the students answer some questions on paper by researcher. From the technique above, the result data of students' score in cycle II was better than the cycle I scores. The students showed a great enthusiasm, fun and interest during the lesson. The mean score of cycle II is **75.86** and the percentage of observation **95.64%**. The students' understanding in teaching grammar was increasing after they got reflection. It means that the application of action charades game method in teaching present continuous tense was effective and good responds.



CHAPTER I

INTRODUCTION

A. Background

Language is a system of rules and structures which can be learned. Language is a set of habits and the most important way to implement ideas in human daily interaction people can learn language by memorizing the rules and following the structures based on stimulus. Each language can be learned by studying its grammatical pattern through continual practices.

The grammatical structure is very important to four language skills in English (reading, writing, speaking, and listening). The four skills above cannot be mastered easily without having sufficient mastery of grammatical structure. Certainly the four language skills cannot be achieved well. Grammatical is the structural foundation of our ability to express our selves.

Grammar is an important area in linguistics, which includes not only grammar (often referred to as syntax) but also several other features of language, such as meaning, sound, dialects, pragmatics and language acquisition. Grammar has some different meanings in an attempt to clarify our understanding of grammar, however a linguistics etiquette, used in the interest of teaching writing, the branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.

Grammar is one of the aspects in learning, especially in learning English. By studying grammar, the student knows how to compose the correct both oral and

written. If they have mastered well, it will enhance them to use language grammatically. In teaching grammatical, there are some method can be used to develop students' grammatical skill. One of by using action charades game.

Based on interviewing English teachers of SMP Negeri 3 Sabbang, the students faced difficulty in English learning process, especially in forming simple sentences. They also have low ability in grammatical structure. The case needs an appropriate method in helping them to solve their problem, Therefore; to develop students grammatical structure the researcher was interested in teaching present continuous tense through action charades game to develop students' ability in learning English.

Present continuous tense is phrase formed from part of the verb be and a verb ending -ing, used to show an action that continues over a period of time as in e.g. She is singing a song. This tense used to describe actions that are talking place at the present moment, and use of To be in general; Am, Is, Are. The function of To be as Auxilary verb. The present continuous tense is used to describe actions that are talking place at the present moment.

The implementation of game in teaching grammar can make teacher activities appeal to all short learning styles, and know students ability in learning process. Using game in teaching grammar can be both fun and rewarding to teacher and their students. In learning by using action charades game, the researcher more constantly motivate the students interact by making the most of use method. In addition, the researcher should complement the students who use the method right away and make any necessary correction in motivating way for the students.

Action charades or charade game is party game in which one team acts a word that has to be guessed by the other team. Charade is a guessing game; in the form most played today it is an acting game in which one player acts out a word or phrase, often by pantomiming similiar sounding words, and the other players guess the word or phrase. But in this research, the reseacher use action charades game in classic game of charades. However students mime actions verb while the others watch, the class guessed the demonstrated verb and makes sentences in present continuous tense form. In this way students see, feel, hear, and say the word.¹

The action charades game method can be felicitate the students' focus and also make learning situation is enjoyable. As Lin Hong concluded in his article the title "Using charades game in teaching English for youngs learners" that charades game can make young learners fun, and improve students motivation in teaching english; however can help students become more collaburative and respectful participants in learning process.² The major key in this context are tools that define the overall context of game and that in turn produce skill, strategy, and chance.

Based on the cases above, the writer will conduct an action research of using action charades game to develop students' ability in learning English. The research title is "Teaching Present Continuous Tense through Action Charades Game at the Eighth Year Students of SMP Negeri 3 Sabbang".

¹ Anonym, Bridge TELF, <http://www.youtube.com/watch?feature=related>. Accessed on June 30th 2009

² Lin Hong., *Using Charades Game in Teaching English to Young Learners*, Online http://www.usingcharadesgame.com/Articles/using_charades_for_young_learners.htm. Accessed at 20th 2013

B. Problem Statement

Based on the background above, the researcher formulated a research question, “What is appropriate way in using action charades game in order to develop students’ ability in forming present continuous tense at the Eighth year students of SMP Negeri 3 Sabbang”?

C. Objective of the Research

Based on problem statement, the objective of the research was formulated as follows: To find out the appropriate way in using action charades game in teaching present continuous tense in order to develop students’ ability to the Eighth year students of SMPN 3 Sabbang.

D. Significance of the Research

The significance of this research is expected to be useful information to the learners of English as foreign language at general who want to develop students’ ability in learning English. Especially the result of this research is useful:

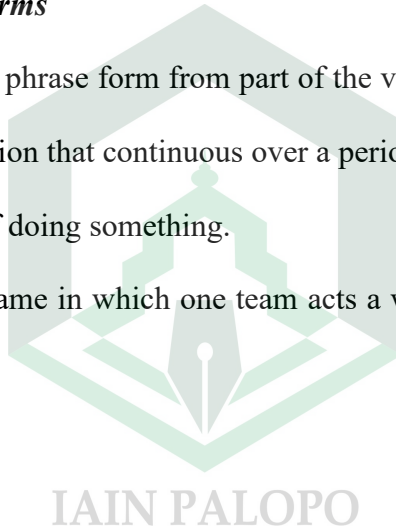
1. To give contribution to the learners of English, especially to the students of SMPN 3 Sabbang; to find out the way to improve their grammatical skill by using action charades game method in learning English.
2. To give contribution to the English teacher in the effort to improve their students’ grammatical skill in present continuous tense in learning English.
3. To stimulate other researcher who wants to conduct the further research.

E. Scope of the Research

The scope of this research was limited to teach present continuous tense through action charades game method to the eighth year students of SMPN 3 Sabbang. It emphasized on word sheet card and students must do the action charades command. Example; call, read, listen a music, etc. They practice the words that given by leader of the game.

F. Definition of Key Terms

1. Continuous tense: phrase form from part of the verb be and the verb ending in -ing, used to show an action that continuous over a period of time, e.g. I am singing.
2. Action: process of doing something.
3. Charades: party game in which one team acts a word that has to be guessed by the other team.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of the research

In this chapter is devoted to review some relevant previous studies concerning with grammatical in teaching and learning process. There are:

1. Jumaidah in her thesis the little “Enhancing students’ grammar ability through grammar racing at the Eighth year of students SMPN 8 Palopo”. She concluded that grammar racing is effective to increase students’ grammar ability at the eighth year of SMPN 8 Palopo.¹

2. Lin Hong in his article the title “Using charades game in teaching English for young learners” he concluded that charades game can make young learners fun, and improve students motivation in teaching english; however can helping students become more collaburative and respectful participants in learning process.²

3. Siti Ningsih Soel conducted a simple research under little “Improving grammar through recording word at the Eighth year students of SMP Negeri 8 Palopo”. She comes with conclusion that recording word can improve grammar ability at the Eighth year students of SMP Negeri 8 Palopo 2009/2010 academic year, especially in using the future continuous tense. And it’s found that must of students are interested in

¹Jumaidah, *Enchanging Students’ Grammar Ability Through Grammar Racing at the Eighth Year of SMP Negeri 8 Palopo*, (A Thesis: Perpustakaan STAIN Palopo, 2011), p.70. td.

² Lin Hong., *Using Charades Game in Teaching English to Young Learners*, Online http://www.usingcharadesgame.com/Articles/using_charades_for_young_learners.htm. Accessed at 20th 2013

learning by using recording word method.³

Based on explanation above, there are some ways or method that are unfolded by the researcher to recognize the main and the supporting idea. One of ways which is relevant in this research is the use of right method in the process of teaching and learning grammatical; especially in teaching present continuous tense.

B. Some pertinent Ideas

1. Defenition of Grammar

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language.⁴ Barket in Masruddin, states that grammar is the system of a language. People sometimes describe grammar as the “rules” of the language, grammar can help you to learn a language more quickly and more effeciently. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.⁵

Grammar is formal study of the structure of a language and describes how words fit together in meaningful constructions. Grammar is an important area in

³ Siti Ningsih Soel, *Improving Grammar through Recording Word at the Eighth Year Students of SMP Negeri 8 Palopo*, (A Thesis: Perpustakaan STAIN Palopo, 2009), p. 54. td.

⁴ Richard Nordiques, (David Crystal, *In Word and Deed, TEST Teacher*), <http://grammar.about.com/od/basicssentencegrammar/a/grammarintro>. Accessed at April 30th 2004

⁵ Dr. Masruddin A., *Analysis: A Teaching Book and Exercise (STAIN Palopo, 2010)*, p.10

linguistics, which includes not only grammar (often referred to as syntax) but also several other features of language, such as meaning (semantics), sound (phonology), dialects pragmatics and language acquisition.

Hartwell organized some of different meanings in an attempt to clarify our understanding of grammar by offering five different definitions, summarized here:

- a. A set of formal patterns in which the words of a language are arranged to convey a larger meaning.
- b. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.
- c. Linguistic etiquette.
- d. School grammar, or the names of the parts of speech.
- e. Grammatical terms used in the interest of teaching writing.⁶

2. Definition of Sentence

Sentence is logically and grammatically interconnected group of words that expressed a thought in speech or writing. Words comprising a sentence have grammatical and logical ties among themselves. Two principal parts of a sentence are the subject and the predicate.⁷ Sentence is clear meaningful and regular group or

⁶ James D. Williams., *The Teacher's Grammar Book : Printed in the United States of America* , (Ed. 2nd, 2005), p. 1

⁷ Anonym, English Grammar. *Done 4U:madapol@yahoo.com.*, 2011, p. 3.1.1

wording.⁸ Sentences is to use the terms subject, object, verb, complement, and a simple sentence, such as; e.g. The dog bit the man. Contain a subject The dog, verb bit, and object the man.⁹ A sentence is a group of words with two main parts: a subject area and the predicate area, where subject demonstrated in people, object, or concepts that become the subject, while the predicate indicates the actions, events, processes or circumstances. Together, in a sentence will help you make sure that your own sentences are complete and clear.¹⁰

The simple sentence is one of the four basic sentence structures. A simple sentence contains one subject and one main verb; it contains one independent clause. E.g. I like coffee. This is a simple sentence with one subject and one verb forming an independent clause. A simple sentence can, of course, include other things; e.g. I like a couple of cups of coffee first thing in the morning.¹¹

3. Definition of Tenses

According to Abdul in Masruddin; Tenses is a verb form or a verb phrase used to express a time relationship. According to Djuharie in Masruddin; Tenses is an accident or condition that stated in verb, in a different verb according to when the

⁸ Faurus Zaman Fadhly, S.Pd. & dkk. *Intisari: Bahasa Inggris untuk SMA Kelas X, XI, XII, Cet. I*, Edisi Revisi, (Bandung: Pustaka Setia, 2007), p. 141

⁹ Jeremy Harmer, *How teach English : An Introduction to the practice of english language teaching*, (Longman, 1988), p. 35

¹⁰ Laurie Rozalis, Ph. D., *English Grammar for the Utterly Confused: In United States of America*, 2005, p. 116

¹¹ Anonym, <http://www.usingenglish.com/glossary/simple-sentences.html>, Accessed July 1st 2012

accident happens. In other statement, tenses are changing verb according to the situation or condition. According to Hakim in Masruddin; Tenses are words form in English made based on:

- a. The time of that happens that passed by subject.
- b. The event from that passed by subject (subject in sentences).
- c. Tenses are any at the forms or a verb that may be used to indicate the time of the action or state expressed by the verb: the present, past, future.

Based on the definition above, Masruddin concludes that tenses are form of time to indicate the time of when the accident happens.¹²

Michael Swam; tense is verb form that shows the time of an action, event or state. Oxford learners; tense is verb from that shows the time of action or state in English there are 16 tense forms, namely:¹³

1) PRESENT TENSE

- a) Simple Present Tense
- b) Present Continuous Tense
- c) Present Perfect Tense
- d) Present Perfect Continuous Tense

¹²Masruddin A., *Analysis: A Teaching Book and Exercise (STAIN Palopo, 2010)*, p.38

¹³Rudy Hariyono, *Complete English grammar: Tata Bahasa Inggris Lengkap*, (Gitamedia Press; Surabaya, 2002), p. 192

2) PAST TENSE

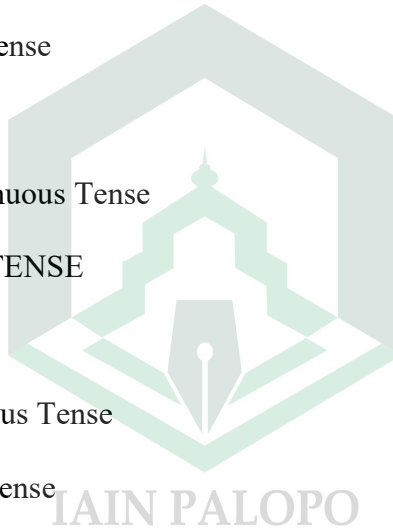
- a) Simple Past Tense
- b) Past Continuous Tense
- c) Past Perfect Tense
- d) Past Perfect Continuous Tense

3) FUTURE TENSE

- a) Simple Future Tense
- b) Future Continuous Tense
- c) Future Perfect Tense
- d) Future Perfect Continuous Tense

4) FUTURE PAST TENSE

- a) Future Past Tense
- b) Future Past Continuous Tense
- c) Future Past Perfect Tense
- d) Future Past Perfect Continuous Tense.



4. The Concept of Present Continuous Tense

a. Definition of Present Continuous Tense

Present Continuous Tense is phrase formed from part of the verb be and a verb ending -ing, used to show an action that continues over a period of time, as in e.g. I

am Singing.¹⁴ This tense used at the time of occurrence underway present moment.

The use of To be in general; Am,Is, Are. The function of to be as auxiliary verb.

The Present Continuous Tense is used to describe actions that are taking place at the present moment. The Present Continuous is formed by the verb 'to be' in the Present Indefinite and the Present Active Participle of the verb itself. Example : He is writing a letter now. Present Continuous Tense can refer to both the Present (e.g. I am not listening) and the Future (e.g. I am seeing him tomorrow). It can be used to refer to a temporary uncompleted event (e.g. they are enjoying the weather) or a series of completed events (e.g. He is always putting his foot in it). The present continuous tense is being used to express a number of different concept of time and duration.¹⁵

b. The Form of Present Continuous Tense

The forms of Present Continuous Tense¹⁶ are:

1) Positive

The Present Continuous Tense of any verb is formed from the simple present of the auxiliary to be, followed by what is generally referred to as the Present participle of the verb. The present participle of a verb is formed by adding ing to the bare infinitive. The pattern:

¹⁴ Horby. *Oxford Learner's Pocket Dictionary New Edition (China: Oxford University Press, 2004)*, p. 90

¹⁵Jeremy Harmer., *How teach English: An Introduction to the practice of english language teaching*, (Longman, 1988), p. 46

¹⁶Agus Handoko., *Menguasai Tenses Dalam 4 hari*, Cet.I, (Tugu Publisher: Suka Buku;Jakarta Selatan, 2011), p.21-27

S + to be (am, is, are) + V-ing + O

Examples:

- I am watching television
- She is talking on the telephone
- They are writing a comic
- She is watching football

2) Negative statement

To form a negative statement, the word *not* is added after the auxiliary. The pattern:

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

Examples:

- I am not watching television
- She is not talking on the telephone
- They are not writing a comic

3) Interrogative/ Questions

In the Present Continuous Tense, the verb to be acts as an auxiliary. As in the case with other English tenses, it is the auxiliary which is used to form questions and negative statements. To form a question in the present continuous tense, the

auxiliary is placed before the subject. The pattern:

To be (am, is, are) + S + V-ing + O?

Examples:

- Am I watching television?
- Is she talking on the telephone?
- Are you listening music?
- Are they writing a comic?

4) Negative questions

To form a negative question, the auxiliary is placed before the subject, and the word not is placed after the subject. However, when contractions are used, the contracted form of “not” follow immediately after the auxiliary. Although there is no universally accepted contraction “am not”, the expression “aren’t I?” is often used in spoken English. The pattern:

To be (Am, Is, Are) + not + s + V-ing + O?

Examples:

- Am not I watching television?
- Isn’t she talking on the telephone?

- Aren't they writing a comic?
- Isn't he playing basketball?

c. The Function of Present Continuous Tense

The Functions of Present Continuous Tense¹⁷ are:

- 1) To express an event which underway at the time of conversing.

Examples:

- Look! She is smiling at you.
(Lihat! Dia (pr) sedang tersenyum padamu)
- They are working now.
(Mereka sedang bekerja sekarang)
- My little sister is singing in her bedroom right now.
(Adik perempuanku sedang menyanyi di kamarnya sekarang)

- 2) To express an event which underway in process framework? This function can

use time signal :

This + time

This year

This month

This week

This Summer

Examples:

- Jhoni and Wika are in a restaurant.

Jhoni: What is your activity now?

Wika: I am writing novel this year.

¹⁷ Dian Tri Lestari, At. all, *The Pattern of English Grammar*, (Kresna English Language Institute), 2009, p.35-36

- My sister is going to Surabaya this month.
(Saudara perempuan saya sedang ke Surabaya bulan ini)

3) To express annoyance.

Examples:

- I am always losing my pen.
(kebiasaan saya selalu kehilangan pulpen membuat saya jengkel)
- He is continually calling me up in the night.
(Dia (lk) terus – menerus menelponku di malam hari)

4) To express Future Time.

Present Continuous Tense used to express future time, when the mentioned have been planned or prepared (See also 'Ways of expressing the future').

Examples:

- We are playing volleyball next Sunday.
(Kami akan bermain volley minggu depan)
- You are going to Bill's office on Monday morning.
(Kamu akan pergi ke kantornya Bill hari Senin pagi)

5) To express an occurrence which gradually - move over.

Examples:

- Is your English getting better?
(Apakah bahasa Inggrismu semakin meningkat ?)
- The population of the world is rising fast.
(Populasi dunia meningkat dengan sangat cepat)

Beside that, Present Continuous Tense is used¹⁸:

6) To describe a temporary event or situation.

Examples:

- He usually plays the drums, but he is playing bass guitar tonight.
(Dia biasanya bermain drum, tetapi dia sedang bermain gitar malam ini)
- Yulia usually watch movie, but Yulia is watching gossip now.
(Yulia biasanya menonton film, tetapi sekarang Yulia sedang menonton gossip)

7) With 'always, forever, constantly', to describe and emphasise a continuing series of repeated actions.

Examples:

- Harry and Sally are always arguing!
(Harry dan Sally selalu membantah)
- You're forever complaining about your mother-in-law!
(Kamu selamanya mengeluh/complain tentang ibu mertuamu)
- Mr. Edward is disappointing with his score
(Mr. Edward sedang kecewa dengan nilainya)

The other Function of Present Continuous Tense as follow¹⁹:

We use the present continuous tense for a present action over a period of time, something that we are in the middle of now. The action has started, but it has not finished yet.

¹⁸ Anthony Hughes., *The Online English grammar: The Full PDF Vision*, 2011

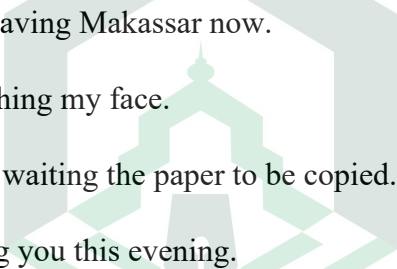
¹⁹ John Eastwood, *Oxford learner's Pocket grammar*, (Oxford university Press: New York, 2008), p.54

Examples:

- Someone is following us.
- What are you doing? –I am thinking.
- What is she doing? – She is waiting you.

Some typical expressions with the present continuous tense are now, at the moment, at present, today, this evening, this morning, tonight, this afternoon, just, already, righ now, and still.

Examples:

- 
- The bus is leaving Makassar now.
 - I'm just washing my face.
 - They're still waiting the paper to be copied.
 - She is calling you this evening.

The action does not need to be going on at the moment of speaking.

Examples:

- We're listening an interesting song at the moment. (I do not have the book in my hands).
- Is anyone sitting here? –No, it is free. (Asking permission to take a seat).

The important thing is the action has started but not finished.

d. Spelling Rules for the Form of the Present Participle

Some change their speeling when the ending **ing** is added to form the Present Participle. It has some rules changing the verbs, they are:

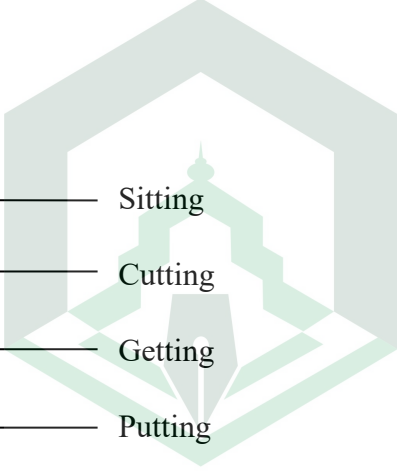
1) If the verb are ending a consonant “e”, drop the “e” and add “ing”.

Examples:

- Have ————— Having
- Write ————— Writing
- Prepare ————— Preparing
- Dance ————— Dancing

2) If the verb are ending one vowel + one consonant, double the consonant and add ‘ing’.

Examples:

- 
- Sit ————— Sitting
 - Cut ————— Cutting
 - Get ————— Getting
 - Put ————— Putting

3) If the verbs are ending two vowels + one consonant, add, “ing”. And no double the consonant.

Examples:

- Wait ————— Waiting
- Sail ————— Sailing
- Read ————— Reading
- Look ————— Looking
- Build ————— Building

5. English Language Teaching (ELT)

Teaching and learning have two important things that cannot be separated. Teaching becomes the most important part in learning process. Teaching is process of guiding, facilitating, enabling and setting condition for the learners. Teaching contains many activities. In the book of article the title *Top ten requirements for good* by Richard Leblanc said that “good teaching is supported by strong and visionary leadership and very tangible instruction support resources, personnel and funds.”²⁰ A teacher must be able a good teacher; however the characteristics of a good teacher are:

- a. A good teacher has a facility for engaging with students at their level of understanding.
- b. A good teacher has capacity to explain the material plainly and show concern and respect for students.
- c. A good teacher has an ability to improvise and adapt to new demands, and a good teacher has a valid assessment methods.
- d. A good teacher uses teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively.
- e. A good teacher focuses on key concepts, and students misunderstandings of them, rather than covering the ground.
- f. A good teacher has a desire to learn from students and other sources about the

²⁰Richard Lebrance, *Top ten requirements for good teaching*, Online <http://www.Biz.Colostate.Edu/good teaching.Aspx>. Accessed at September 15th 2012

effects of teaching and how it can be improved.

g. A good teacher should have a lot of knowledge that will be pre-teaches the students. And then; a teacher must be active to think about the method that will help the students to understand the material easily. The materials should be suitable and given by its proportion.

In English language teaching there are some important factors in learning process, namely; motivation, data (samples of the language, plus maybe information about the language), Opportunities to experiment with the data, feedback to confirm that you are heading in the in the right direction, or to redirect you if you are not.²¹

6. The Use of Game in English Language Teaching

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements.²²

A game is any form of playful competition whose outcome is determined by physical skill, strategy or chance employed singly or in a combination. According to Loy in santriawan, There are three important parts of this definition. First, games derive from play. Second, games involve competition. Third, the outcome of the

²¹ Dana Shedjalova, *Methods and Appropriates in Vocabulary Teaching And Their Influence On Students' Acquisition Online* [http:// is.muni.cz/th/ 104917/ pedf_a2/ bakalarska_prace.Pdf](http://is.muni.cz/th/104917/pedf_a2/bakalarska_prace.Pdf). Accessed at September 15th 2012

²² Wikipedia, the free encyclopedia, <http://en.wikipedia.org/wiki/Charades>, Accessed at July 17th 2012

game is determined by use of physical skill, strategy, and or chance.²³ A game is a form of play with goals and structure.

A game can help the teacher to create contexts in which the language is useful and meaningful. The learner want to take a part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or given information. Games are highly motivating, because they are amusing and interesting; can be used to give practice in all language skill and be used to practice many types of communication.

In English language teaching, games have the advantage of allowing the students to "practice and internalize vocabulary, grammar and structures extensively". They can do this through repeated exposure to the target grammar, because students are often more motivated to play games than they are to do deskwork. Plus, during the game; the students are focused on the activity and end up absorbing the grammar subconsciously. While games are motivating for the students; games is activities can increases the cooperation and competition of students in the classroom. Indeed games can be used to add excitement through competition or to creata bonding between the students and teacher.²⁴

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help

²³ Santriaw4n's Blog., <http://santriaw4n.wordpress.com/2009/11/06/definition-games/>, Accessed at November 6th 2009

²⁴ Saricoban & Metin., <http://www.teachingenglishgames.com/Articles/htm>. Accessed at February 20th 2013

develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role. Games are often characterized by their tools; they are often defined by their rules.

While rules are subject to variations and changes, enough change in the rules usually results in a "new" game. There are exceptions to this in that some games deliberately involve the changing of their own rules, but even then there are often immutable meta-rules. Rules generally determine turn order, the rights and responsibilities of the players, and each player's goals. Player rights may include when they may spend resources or move tokens.

a. Types of Games

Games can take a variety of forms, they are:

- 1) Sport.
- 2) Board games.
- 3) Video games.
- 4) Online games.
- 5) Guessing games or Charades.
- 6) Card games, etc.

Some of types above, the researcher interested and limited this research in using action charades to teach simple sentences in present continuous tense.²⁵

²⁵ Wikipedia, the free encyclopedia, <http://en.wikipedia.org/wiki/Charades>, Accessed at July 17th 2012

7. The Concept of Action charades

a. Definition of Action Charades

Charades or charade is party game in which one team acts a word that has to be guessed by the other team.²⁶ Charade is a word guessing game. In the form most played today it is an acting game in which one player acts out a word or phrase, often by pantomiming similar-sounding words, and the other players guess the word or phrase. It is also sometimes called Activity, after the board game.²⁷

In this research, the researcher use action charade in classic game of charades. Where, students mime action verbs while the others watch. The class guesses the demonstrated verb and makes sentences in the present continuous tense form. However students can see, feel, hear and say the word in simple sentences.²⁸

b. The Advantaged of Using Action Charades

Action charades is one of types of games can be used to improve students' ability in teaching materials, however action charades is a game's tools and rules will result in its requiring skill, strategy, luck, or a combination there of, and are classified accordingly. And make students enjoyable and fun.

²⁶ Horby, *Oxford Learner's Pocket Dictionary New Edition (China: Oxford University Press, 2010)*, p.65

²⁷ Wikipedia, the free encyclopedia, <http://en.wikipedia.org/wiki/Charades>, Accessed at July 17th 2012

²⁸ Anonym, Bridge TELF, <http://www.youtube.com/watch?feature=related>. Accessed at June 30th 2009

c. The activities of Using Action Charades

Before Class

Make one copy of the action charades word sheet card and cut it into 25 cards. Prepare extra prompt cards for the demonstration (talk on the telephone, listen to the radio, read a book, write on the table, eat bread, drink water, listen a music, draw a car, etc).

In Class

1. Pre-teach or revise the following verbs with flashcards or mime; watch TV, take of your hat, open the door, comb your hair, wash your hands, cut paper, etc.

2. Illustrate by example at the front of the class, silently read the prompt card “listen music” and mime the action. Ask students what am I doing now? The students answer “you are listening a music”. “talk on the telephone” –what is she doing now? “she is talking on the telephone”.

3. Devide the class into teams (maximum 5-6 students in a team) and give each team a letter: A, B, C, D, etc. Place of pile action charades cards on the table and call for the first player (team A).

4. Ask students to come the front of the class and give him/her prompt card. The player read the cards silently, showes it to the teacher and mimes the the action. for the other teams of the class to guess in sentences in present continuous form. The teams has a maximum of one minutes to guess the answer. If the player talks while miming, their turn if finished and the card goes to the bottom of the pile.

5. If the team guesses correctly with a grammatically correct sentence, they win the card. But if the sentence is not correct; the card goes to the bottom of the pile to be used again later.

6. Cards with possessive determiners have a higher score, so ensure the correct use of these. Once all cards have been won, the team with the highest points total is the winner.²⁹

Note:

Any discipline problems can be controlled by confiscating previously won cards from rowdy teams.

C. Classroom Action Research

1. Definition of Classroom Action Research

Classroom Action Research (CAR) has developed since the second world war, this time CAR is growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the PTK. According to Stephen Kemmis as quoted D. Hopkins in his book entitled *A Teacher's Guide to Classroom Research*, stated that action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices (b) their understanding of these practices, and (c) the situations in which practices are carried out.

²⁹ Caroline Nixon & Michael Tonlinson., <http://en.wikipedia.org/wiki/Charades@Cambridge> University Press 2003

Classroom Action Research (CAR) designed since it was the most appropriate research design which was related to solve the classroom problems. An action research could be defined as an enquiry which was accomplished in order to understand, to evaluate and then to change, in order to improve educational practice. In short, classroom action research was necessary done by the teacher to improve and enhance the quality of teaching and learning practice at classroom.

Action Research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. (Elizabeth, Sonora)

Action Research (AR) is a reflective process that aims to solve a particular teaching-learning problem that has been identified. One of the aims of AR is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones. (Carmen, Mexico City)³⁰

According to Carr & Kemmis Action Research is a form of self-reflective enquiry undertaken by participants (teachers, students, or principals). For example in social (including educational) situations in order to improve the rationality and justice

³⁰ Anne Burn, *Doing Action Research in English Language Teaching: ESL Applied Linguistics Propesional Series*, 2009, p. 1

their own social or educational practices, their understanding of these practices, and situation in which the practices are carried out.³¹

In practice, Classroom Action Research (CAR) begins with an awareness of the problems which disturb perceived, which is considered hinder the achievement of educational objectives that have been identified unfavorable impact on the process and learning outcomes audiences students, and school programs or implementation of something. Starting from the awareness of the existence of these problems, which still reflected the possibility of teachers - either alone or in collaboration with faculty literature classroom action research that became his partner and then defines the problem in a more sharply focused if necessary to collect additional field data in a more systematic and conduct studies relevant literature.

2. The Importance of Classroom Action Research

There are some reasons why Classroom Action Research (CAR) is need for teachers to improve the professional a teacher:

a. Classroom Action Research (CAR) can improve the performance of teachers to become professionals. Teachers are not longer are as practical, who already feel satisfied with what is done for many years without any improvement in innovation. But also at researcher in its field.

³¹ Wardani, IGAK & Wihardit, Kuswaya. *Penelitian Tindakan Kelas*, Ed.1, (Jakarta: Universitas Terbuka, 2008), p.1.4

b. Classroom Action Research (CAR) is very conducive to making teachers become sensitive responsiveness to the dynamic of learning in their class. Their become reflective and critical of what their students do.

c. By implementing Classroom Action Research (CAR) teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning materials their uses.

d. Implementation of Classroom action research (CAR) in education and learning has a purpose to improve or enhance the practice of continuous leaning so that the quality of the results of instructional skills of teachers, improving the relevance, improving management efficiency and grow the culture of instructional research of teacher communities.³²

e. By carrying out the stages in Classroom action research (CAR) the teachers are able to improve the learning process through a review into what is happens in the class. Acts committed teachers on the actual and factual issues that developed in its class.

3. The Function of Classroom Action Research

According to Cohen & Manihon in Ambo Aco a function of Classroom Action Research, namely:

³²Brown, Act Research, *Online*http://www.Alliance.Brown.Edu/pubs/themes_ed/act_research.Pdf. Accessed at April 20th 2012, p. 35

- a. A tool to overcome the problems that were diagnosed in the classroom learning situation.
- b. A tool to incorporate into the existing system an additional or innovative theories.
- c. A tool for improving communication is usually worse among teachers and researcher.
- d. A tool to provide alternatives to theories that subjectives, impressionistics toward problem solving class.³³

4. Characteristics of Classroom Action Research

Classroom Action Research has important of charateristics, namely:

- a. The issue raised was the problem faced by the teacher in class.
- b. Take certain actions to improve the teaching and learning process in class. Without a specific action research can also be done in the classroom.
- c. Classroom Action Research (CAR) indicate a change in the class action towards positive improvement and enhancement. Therefore, certain actions must be brought changes towards improvement.
- d. Classroom Action Research (CAR) not to be generalized because only done in the classroom and time.³⁴

³³ Ambo aco. *Using development AppropriatePractice Theory to Improve Descriptive Writing of the First Year Students at SMA Negeri 1 Majauleng, Wajo*, (A Thesis: Unpublished Thesis UNM, 2010), p.19. td.

³⁴ Supardi, *Penelitian Tindakan Kelas*, Cet.X, (Penerbit: Bumi Aksara Jakarta), 2011, p.108-111.

In Classroom Action Research there are principles that need to be addressed, namely:

- a. Reflective inquiry; Classroom Action Research (CAR) depart from the real learning problems faced daily by teachers and students. Research activities based on the execution of the task (Practice-driven) and taking action to solve problems. (Action driven).
- b. Collaborative; Improvement efforts and learning outcomes cannot be done alone by researchers outside the classroom but must be collaboration with teacher. This collaboration should appear in the overall process of planning, action, observation, evaluation, and reflection to compose The study's results.
- c. Reflective; Classroom Action Research (CAR) has special characteristic sustainable reflective attitude. CAR contrast to the formal approach, the empirical approach experimental string, CAR more emphasis on the process of reflection on the process and results of classroom action research. This is done to improve the process of the action on the next cycle of activity.

5. Types of Classroom Action Research

There are four types of Classroom Action Research, namely³⁵:

- a. CAR Diagnostic; Is means by CAR diagnostic research is designed to guide researchers toward to action. In this case researchers to diagnostic and into situations

³⁵Iskandar., *Penelitian Tindakan Kelas*, (Jambi: GP Press, 2008), p. 27-28.

that are in the happen research. As an example is when researchers attempt to deal with disputes, conflicts between student who have performed at a school or class.

b. CAR Participant; A study participant was described as Classroom Action Research if the person who will carry out study presented should be directly involved in the research process from beginning until the result of the research are reported.

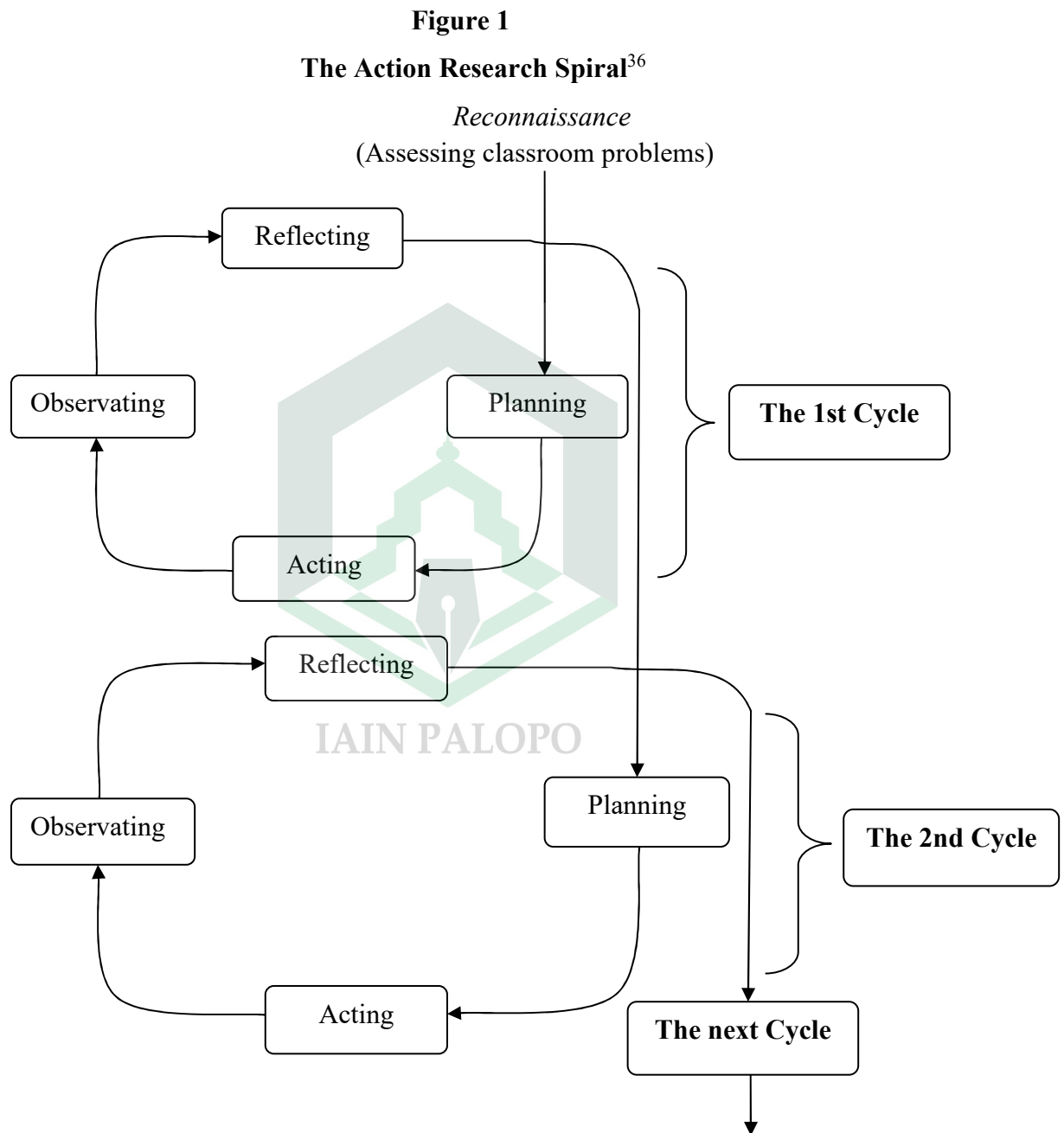
c. Empirical CAR; It means by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happen during the action. In principle the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d. Experimental CAR; Which is categorized as experimental if CAR held by seeking to apply the various technique or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there are more than one strategies or technique that is set to achieve an instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.

6. Procedure of Classroom Action Research

Action Research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. The procedure of Classroom Action Research is called a cycle, It means that a cycle

consist of planning, acting, observing, and reflecting, from the kinds above we can look the figure1.



³⁶ Suharsimi Arikunto & at. all., *Penelitian Tindakan Kelas*, Cet.X, Penerbit: Bumi Aksara Jakarta, 2011, hal.20.

a. Planning

In this phase the researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

b. Action

The plan is a carefully considered one which involves some deliberate interventions into researcher teaching situation that you put into action over an agreed period of time.

c. Observation

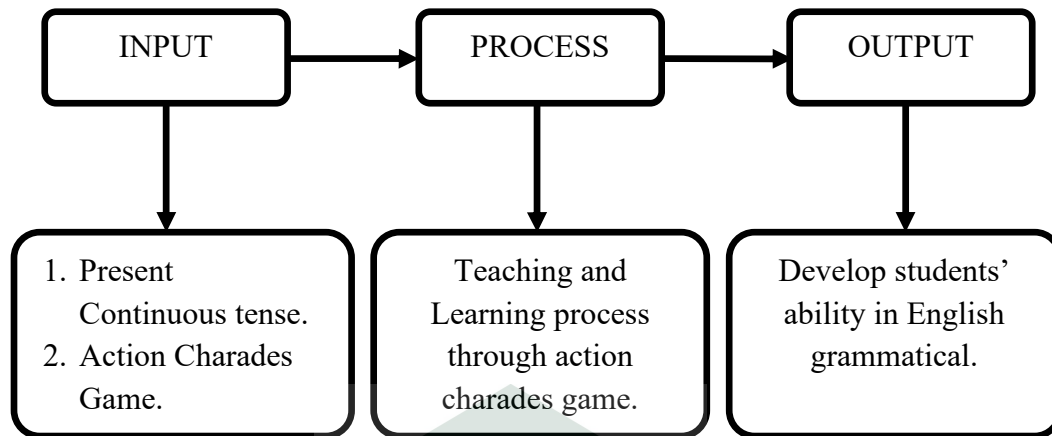
This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

d. Reflection

At this point researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue, the researcher have explored more clearly. (Adapted from Kemmis & McTaggart).³⁷

³⁷ Anne Burn, *Doing Action Research in English Language Teaching :ESL Applied Linguistics Propesional Series*, 2010, p. 8

D. Conceptual Framework



In conceptual framework the researcher explained the present continuous tense and wrote down in the whiteboard. After that, she explained what action charades game is and how to play it. Thus the researcher gave simple command to practice present continuous tense by using action charades. Finally, to find out the students' ability in learning present continuous tense, the researcher gave grammar test. So the researcher could identify the students' ability. In input; the material provided for the students, namely definition of present continuous tense, types of present continuous tense, the function of present continuous tense. In process; teaching and learning present continuous tense through action charades game in the classroom. In output; the result students' ability in learning grammar especially in present continuous tense.

CHAPTER III

METHOD OF THE RESEARCH

In this research, the researcher used classroom action research as an effective way in improving the quality of English teacher' performance in instruction as well as students' achievement in learning English in classroom.¹

A. Time and Place of the Research

This research was conducted at the Eighth year students of SMP Negeri 3 Sabbang, academic year 2012/2013. The time of October to November 2012.

B. Research Procedures

This research is conducted with using Classroom Action Research method (CAR). In a cycle consists of four steps. They are:

The First Cycle

1. Planning.

There were some activities have done in this step namely:

- a. Researcher made lesson plan (RPP) which describe teacher's step and students' step in solving the students' problem of grammar skill.
- b. Researcher prepared the material and what the students have to do in the action step.
- c. Researcher prepared all instruments to get valid data, such as the first cycle test.

¹ Muhammad Adnan Latif, *Classroom Action research in Language Learning*, the Internet available online, accessed on 23rd November 2012.

d. Researcher also prepared guidelines of observation sheet, word sheet card, and material of teaching, students work, camera, etc.

2. Acting

In this step, the researcher implements the activities which have been planned before base on lesson plan; the researcher gave explanation about present continuous tense, action charades game and the rule to play it and giving them command of this game. Before starting game, the researcher illustrated by examples at the front of the class; silently read the prompt card “Talk on the telephone” and mime the action, and ask students ‘What am I doing now?’ the student answer ‘You are talking on the telephone’.

In the first section of this game are: the researcher made the class into teams (maximum 5-6 students in team), place the pile of action charades cards on the table and call for the first player (team A) to come in front of the class, the player take the word sheed card and read the card silently; show it to the teacher and mime the action, the other team guess the mimes in present continuous tense form in 1 minutes. If the player talks while the miming; they turn is finished. If the team guessed correctly with grammatically correct sentence they win the card; but if the sentence is not correct the card can be used again later. Once all the cards have been won, the team with the highest points total is the winner. The collaborators observe the students’ activities and got photo as document, finally, gave grammar test to the students.

3. Observation

In this step, the researcher and collaborators observed the students' activities in teaching and learning process in classroom by using observation sheets, and the weakness of the learning process. The result of this observation then collected and analyzed to be a matter of reflection.

4. Reflecting.

In this step, the researcher will analyze the weakness that she has got in observing and evaluation format that has been done, after analyzing the weakness, the researcher look for the problems solving for the weakness. The researcher also has to think what she have to do in the next step.

This classroom action research was success if some of the following requirement were fulfilled:

- a. Most of the students have a good score in evaluation /grammar test (70).
- b. Most of the students' active in learning process (75%).
- c. Most of the students active in peer evaluation and discussion.

The Second Cycle

After doing the first cycle, there were still many weaknesses and strength. The weaknesses will became note to the next planning. Then the researcher do the second cycle. If the second cycle is not success, the researcher will continue to the next cycle.

C. Research participant

The participants of the research are:

1. English Teacher

English teacher has collaboration of the researcher in this research, where the English teacher does observation when the researcher teaches in class and as an evaluator.

2. Students

The position of students in this research as subject of research, where the researcher hopes after researching the students can improve their grammatical skill.

3. Headmaster

The position of headmaster in this research is facilitators, supervisor, etc.

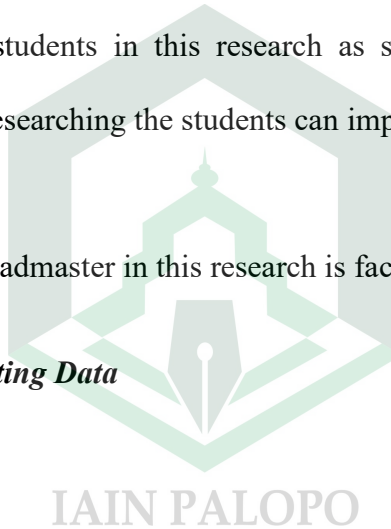
D. Technique of Collecting Data

1. Techniques

a. Observation

In this research, the researcher did participant observation. It means that the researcher observe the students' participate in their activities. In getting more detail data, the researcher collaborator with English teacher and researcher' friend. The researcher gave observation sheet to the observer. Aspect observes namely students' behavior during teaching and learning process.

Before carrying out this observation, the researcher and collaborator discuss what should to be observed. In observing students' activities there some focus



IAIN PALOPO

observations, there are; a) general activities is mean that all things happen in the classroom observe, b) specific activities/ event is mean focused on special event that occur in teaching and learning process. In this research the students to form sentences in present continuous tense by using action charades game. In capturing all the activities the researcher used camera to take photos capture activities of students.

b. Observation sheet

Observation sheet will be useful to observe the students' participation and performance during the use of action charades game in learning present continuous tense. The basic instrument in discussion part among the researcher and collaborator as a way to make reflection in each cycle.

2. Instruments

a. Tests

In collecting data of students' achievement on learning present continuous tense is taken by using test. The result of the test of the first cycle and the second cycle is compared whether there is improvement or not.

b. Grammar test

Grammar test will be useful to find out the level of successful in implementing of using action charades game in learning present continuous tense.

E. Test Result and Students' Participant

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. The result of understanding Continuous tense; students' score of using Continuous tense test was conducted by using the formula, as follow :

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Calculating the mean score of the students' grammar test by using the following formula:

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

Where:

X = The mean score

$\sum x$ = The total raw score

N = The number of students²

² Suharsimi Arikunto, *Prosedur Penelitian*, (Cet.XII, Jakarta: Rineka Cipta, 2002), p. 185

No	Score	Classification
1.	90 – 100	Excellent
2.	80 – 89	Very Good
3.	70 – 79	Good
4.	60 – 69	Average
5.	50 – 59	Fair
6.	40 – 49	Poor
7.	0 – 39	Very Poor ³

3. Activities of students during the learning process: This will analyze by considering the students' participation and classified into passive and active classification.

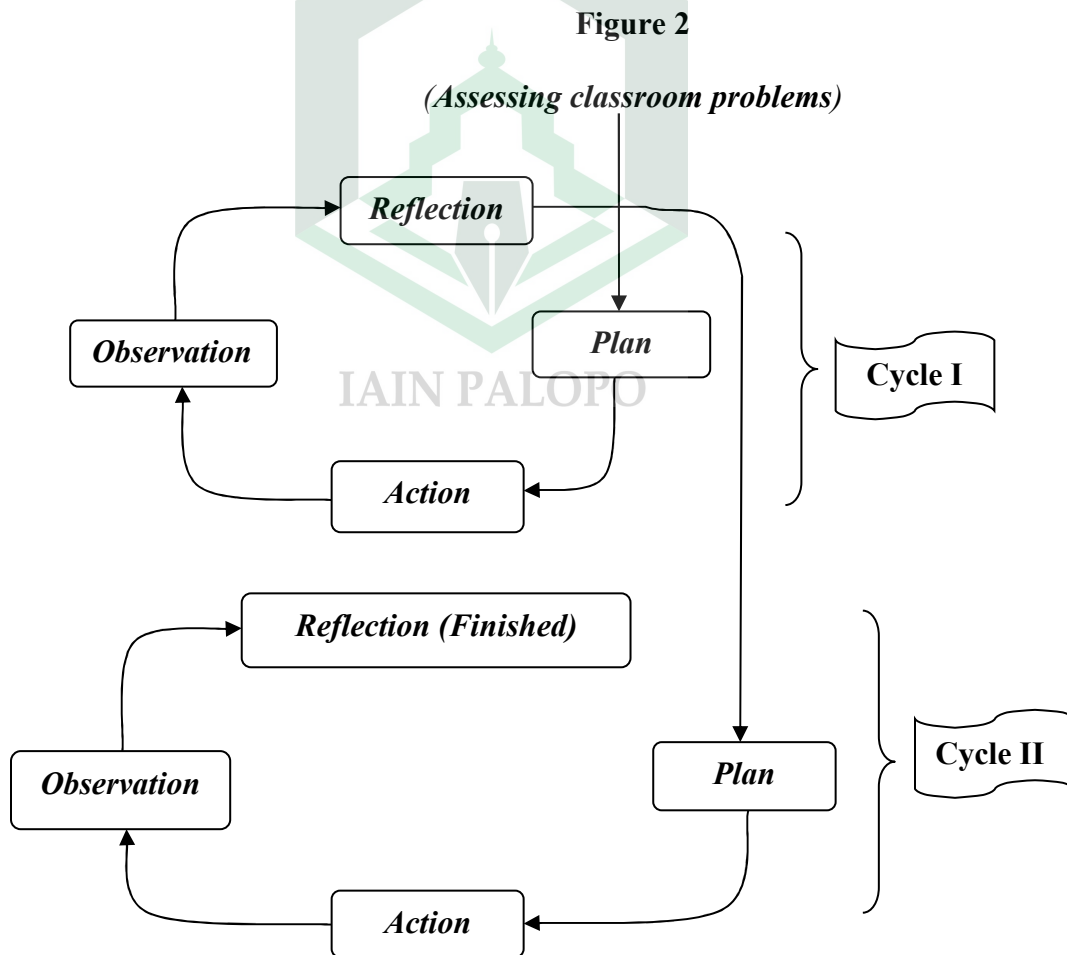
4. Implementation of learning by using action charades games in learning present continuous tense by analyzing the successful level of implementation, then it categorized into success, less success, and not success.

³ Nar Herrhyantoo, dk. “*Statistika Dasar*”, Cet. 18, (Penerbit : Universitas Terbuka, Modul I , 2008), p.2.22

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

In the previous description, the findings of classroom action research deals with the answer of problem statement which aimed to improve students' grammatical skill. This research covered the result of data in cycle I and cycle II about students' ability in teaching and learning present continuous tense by using action charades game method and observation result.



The Situation of the Class

Based on interviewing English teachers, the researcher got information that the students faced difficulty in English learning process; especially in forming simple sentences. The students also have low ability in grammatical structure. The data was analyzed to overcome the problem; it means that the students should teach and learn English especially grammatical structure by using new method. Based on the case above, the researcher interested learning present continuous tense through action charades game method.

1. The First Cycle

a. Planning

To carried out the action research class required different tools that had been created and developed previously, namely: learning implementation plan (RPP) about action charades game in learning present continuous tense. To make good management in classroom and learning process could be effective, the researcher took 23 students to be sample in order the game as one of teaching methods got useful significance for english teacher and students. the supported instrument: guidelines of observation sheets, material of learning, word sheet card, grammar tests, camera.

b. Acting

Action based on schedule in Junior High School Neg. 3 Sabbang this meeting was conducted on Monday, 1st 2012 time of study 1-2. Before played the game, the researcher started by introducing the present continuous tense, action charades game

and the rule to play it for 10 until 15 minutes to the students. She gave the time to the students to ask about the material in learning process for 5 minutes. After that she grouped students into four groups and gives each team a letter: A, B, C, D. She explained the students the way make sentences in present continuous tense through action charades games, after that; the reseacher put the pile of action charades card on the table, and call the first player (team A) to come to the front of the class. The player read silently and shows it to the teacher and mimes action the word.

During the player mimes action word, the other groups guessed the mime action from the player and make it in present continuous tense form. The team has a maximum of one minutes to guess the answer. If the player talks while the miming, their turn is finished and the card goes to the bottom of pile. If the team guessed correctly with grammatically correct sentences, they win the card, and the highest points total is the winner. Observer and researcher observed the condition of students activities. After 45 minutes the researcher guides the groups to stop the activities. The researcher gave chance to students for express their difficulties in learning process. And finally the researcher gave tests to the students.

c. Observation

Based on data observation in cycle I, the condition class in learning present continuous tense through action charades game was still not conductive, because there are many students still lack enthusiasm and still confused to understand the concept of using action charades game in learning present continuous tense. The

students seemed not to be discipline. Then students noised when the other students guessed the mime action word from the player.

Figure 3 : The students' still look confused to mime the action word and still lack enthusiasm to understand the concept.



1) The result of data students' score in cycle I showed that the students mastery in learning grammar were mostly low scores, the mean score was only 49.47%. It can be seen in table below.

IAIN PALOPO

Table 1

The Result of Students score in Cycle I

No.	Student Number	Score
1	001	20
2	002	20
3	003	80
4	004	60
5	005	60
6	006	20
7	007	20
8	008	60
9	009	20

10	010	73
11	011	80
12	012	73
13	013	20
14	014	73
15	015	20
16	016	73
17	017	80
18	018	40
19	019	20
20	020	60
21	021	73
22	022	73
23	023	20
Mean Score		49.47

Calculating the mean score of the students' grammar test of cycle I

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{1.138}{23} = 49.47
 \end{aligned}$$

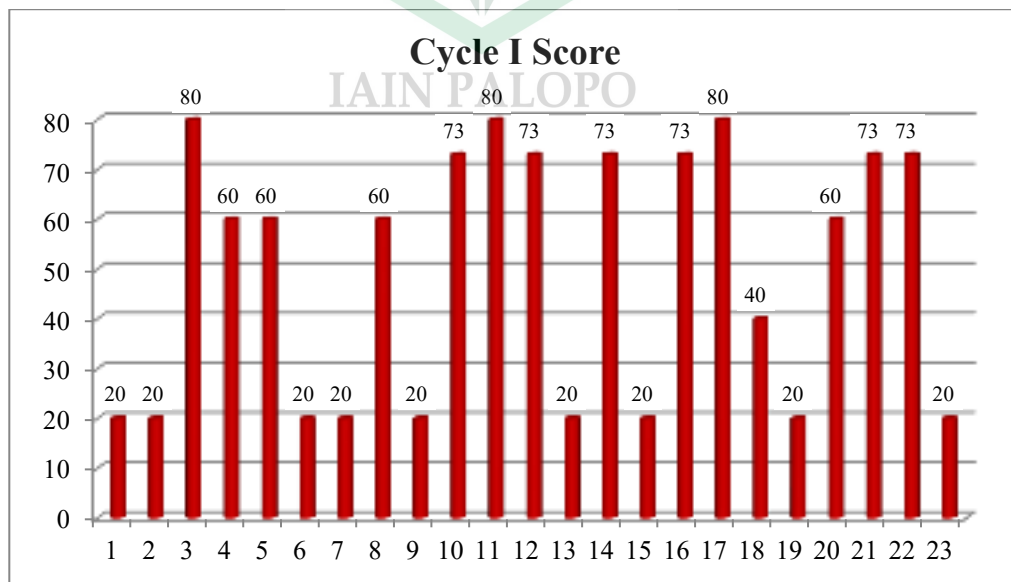


Diagram students' score in cycle I

2) The result of data observation on students' activities during teaching and learning process; the mean score was 50%. It can be seen in the table below:

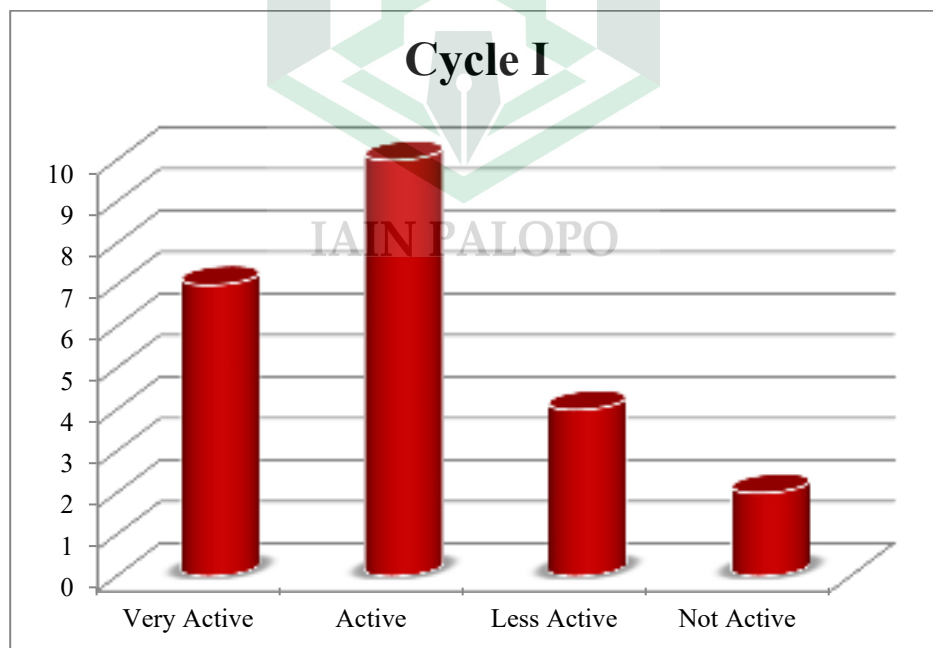
Table 2
The result of Observation in Cycle I

No.	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
Total		7	10	4	2

Explanation of observing the students' activity are:

- a. **Very Active** : The students participation and performance by using action charades game in learning process.
- b. **Active** : The students participation by using action charades game and interact with the teacher and the other in learning process.
- c. **Less Active** : The students participation and give respons one in a while in learning process.
- d. **Not Active** : The students not active, they looks confused, bored and sometimes leaves the class in teaching process.

Table 3
Diagram students' data observation in cycle I



Tabel 4
The result of observation students' percentages in Cycle I

Option	Frequency	Percentage
Very Active	7	30,43 %
Active	10	43,47 %
Less Active	4	17,39 %
Not Active	2	8,69 %

The table above showed that there were 7 students (30,43%) *very active*, there were 10 students (43,47%) *active*, there were 4 students (17,39%) *less active* and there were 2 students (8,69%) *not active*. It meant that most of the students were showed low in learning process and the application of learning present continuous tense through action charades games shown still not good.

d. Reflecting

Based on table score of grammar test and table score observation above there were still weakness in cycle I, however the data obtained as follow: 1) there are many students still lack enthusiasm and still confused to understand the concept of using action charades game in learning present continuous tense, 2) the students seemed not to be discipline, 3) there are many students noised when the other students guessed the mime action word from the player.

The problem above caused the students never had been taught by using the method so still unfamiliar. Nevertheless, the researcher believe that by using action charades game method, it be able to attract students' ability and motivation. This game can make students improve their skill in learning grammar (present continuous tense).

The students' achievement in the cycle I, the grammatical skill was unsatisfactory. The students' average score in learning grammar was **49.47**, It means that students' score in learning grammar still low and so far from the minimum mastery criterion, where the minimum mastery criterion in learning English was **65**. And based on data observation got by observer in teaching process, the students participation was only 7 students or (30.43%) were *very active*, 10 students or (43.47%) were *active*, 4 students or (17.37%) were *less active* and there were 2 students or (8.69%) *not active*. So that, the researcher concluded the application of learning present continuous tense through action charades games shown still not effective, however some students still not active in giving responds.

The students' scores of grammar test in cycle I, the researcher found that were some students got low score; however there were 9 students got "*very poor*", the score 20. There was 1 student got "*poor*", the score 40. There were 4 students got "*Average*", the score 60. There were 6 students got "*good*", the score 73. And there were 3 students got "*very good*", the score 80.

The problem above in cycle I the students were still not understand the form continuous tense. However students guessed the mime word in simple sentences that

wrong. Examples: the player mime words “*read a book*” the other player make in sentences “*you are read book*”, “*you reading a book*”, and “*you read a book*”. Then the students answered the test by using to be “*is*” to subject “*you, or they*”. Example: “*They is dancing*” or “*you is open the door*”. The case the researcher gave attention to the students to explain in examples and gave exercise to the students. In other that many students were active and also understood to form sentences in the present continuous tense. While in learning process still there are some students noised, to overcome it he researcher gave word to the students to make in present continuous tense in sentences.

2. The Second Cycle

a. Planning

In this section, the cycle II relating to the first cycle of learning that has been revised. the researcher is planned some aspect, are:

- 1) The researcher explained again the material and gave some examples in present continuous tense form.
- 2) The researcher gave motivation to the students in order to be active in group and shared one another in guessed the word in team.
- 3) The researcher gave chance to students for express their difficulties in teaching process and shared their knowledge about the materials.
- 4) The researcher would guide the students that cannot active in teaching process.
- 5) The researcher grouped the students into five students in a group.

6) The researcher gave rewards (little gift) to group who has high score and most active students in teaching process.

7) Observers and researcher observed the students activities.

8) The researcher gave tests to the students.

b. Acting

All action in this cycle were conducted based on the plan above. In the beginning of learning activities the researcher opening class and telling their scores they got in cycle I. This meeting conducted on Wednesday, 3rd 2012 time of study 5-6. Like in cycle I, the researcher explained again the present continuous tense and gave some examples about 10 minutes, when the students understand it the researcher gave some exercise to the students. In order to be active in learned process, the researcher gave motivation to the students in some group; in order to all students could be more active. The students must shared one another in guessed the word in team. Then the researcher gave chance to students for express their difficulties in teaching process and shared their knowledge about the materials (present continuous tense).

Finishing the students express their difficulties and shared their knowledge, the researcher grouped the students into little group (five students into a group), and asked to the students to play action charades game. The first group (group A) come in front of class and mime action the word, the researcher and collaburator observed the students activities and guide the students that cannot active in teaching process, while

45 minutes the researcher finished the game and she gave present to group who has high score and most active students in learning process. Finally the researcher gave tests to the students to know students' develop in learning present continuous tense.

c. Observation

In cycle II the researcher and collaborator observed the activity students and condition class in teaching process by the application of present continuous tense through action charades game. The data in cycle II obtained as follow: 1) many students shown to be active and enthusiasm in the class to guess the words and made sentences in present continuous form. 2) the students' self confidence was improving, and they are enjoy and easily to play action charades game in learning present continuous tense or guess the mime action from their friend. We can see in the picture below:

Figure 4 : The students' look still guessing the mime action and students shown shared with their friends in a group.



1) The result of data students' score in cycle II showed that the students mastery in learning grammar were high scores, the mean score was 75.86%. It can be seen in table below:

Table 5
The Result of Students score in Cycle II

No.	Student Number	Score
1	001	40
2	002	46
3	003	93
4	004	73
5	005	93
6	006	60
7	007	66
8	008	73
9	009	66
10	010	80
11	011	93
12	012	80
13	013	66
14	014	86
15	015	60
16	016	100
17	017	93
18	018	73
19	019	93
20	020	86
21	021	93
22	022	66
23	023	66
Mean Score		75.86

Calculating the mean score of the students' grammar test of cycle II

$$X = \frac{\sum x}{N} = \frac{1.745}{23} = 75.86$$

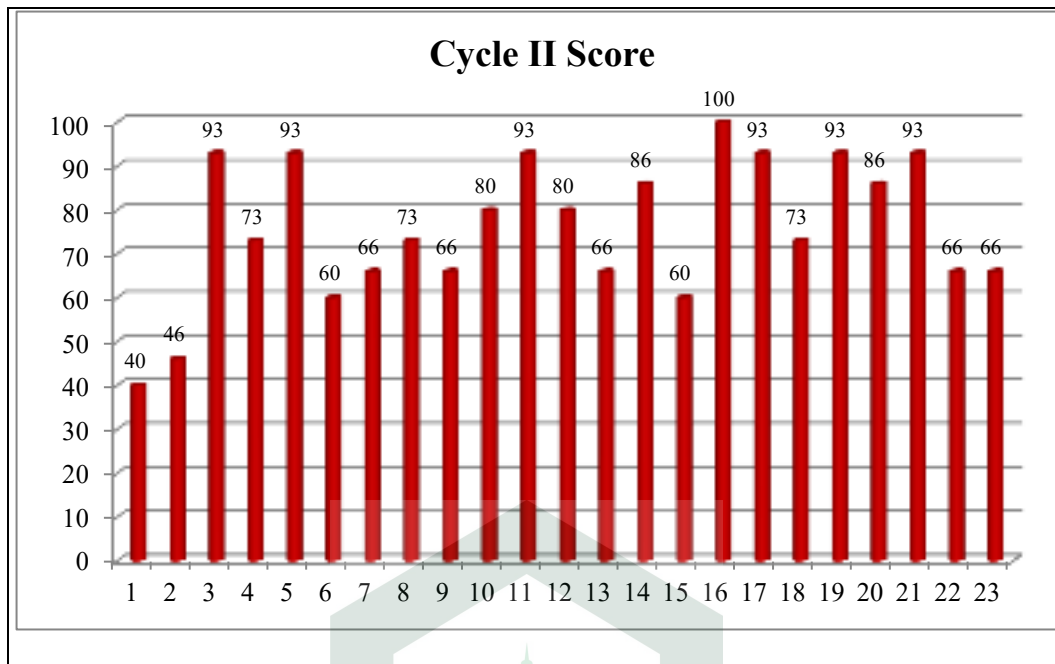


Diagram students' score in cycle II

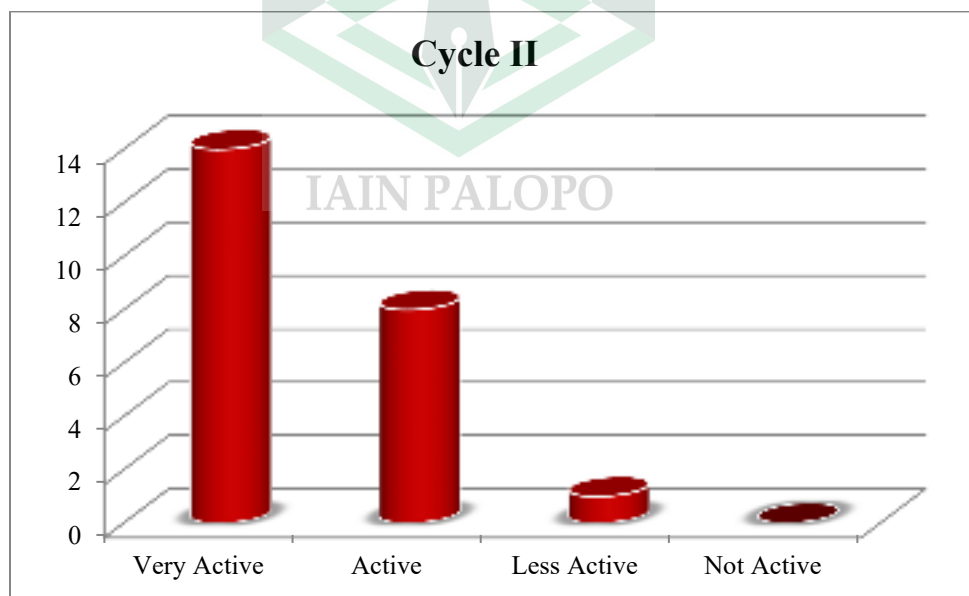
2) The result of data observation on students' activities during teaching and learning process; the mean score was 80%. It can be seen in the table below:

Table 6
The result of data Observasion in Cycle II

No.	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				

10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
Total		14	8	1	-

Table 7
Diagram students' data observation in cycle I



Tabel 8
The result of observation students' percentages in Cycle II

Option	Frequency	Percentage
Very Active	14	60,86 %
Active	8	34,78 %
Less Active	1	4,34 %
Not Active	–	–

The table above showed that there were 14 students (60,88%) *very active*, there were 8 students (34,78%) *active*, there were 4 students (4,34%) *less active* and (0%) students *not active*. It means that most of the students were happily and enjoyable to application of learning present continuous tense through action charades games shown good.

d. Reflecting

Based on table data of students' score above; the researcher was satisfied because the mean score of the test in the cycle II was got the minimum mastery criterion. The mean score was **75.86**. It means the students in cycle II had successful. Then the researcher found many students shown to be active and aenthusiasm in the class to guess the words and made sentences in present continuous tense form, the students self' confidence was improving, the students are enjoy and easily to play the action charades in learning present continuous tense.

Based on table data observation above; the researcher conducted the application of learning present continuous tense through action charades game shown good respons and effective, especially the students' ability in making simple sentences in form present continuous tense. The participation of students during learning process there were 14 students or (60.86%) *very active*, 8 students or (34.78%) *were active*, 1 student or (4.34%) was *less active*, and not student or (0%) was *not active*.

The students' scores of grammar test in cycle II, the researcher found that were some students got high score; however there were 2 students got "*poor*", the score 40 and 46. There were 7 students got "*Average*", there 2 students got score 60 and there 5 students got 66. There were 2 students got "*good*", the score 73. And there were 3 students got "*very good*", there 1 students got 80 and there 2 students got 86. And finally there were 6 students got "*Excellent*", there 5 students got 93 and 1 student got 100.

The data shown that the students understand about the present continuous tense by using action charades game, and the method can develop students' ability in learning process. However students answered the test and guess the mime action that true. Examples:

Write on whiteboard

- You are writing on whiteboard.

Read a book

- Arif is reading a book.

Open the window

- She is opening the window.

Talk on the telephone

- He is talking on the telephone.

Rahmawati and Devi are singing (sing) a song.

From the result data above, the researcher concluded the best ways in order to develop students' ability in grammar (present continuous tense) is by using action charades. Because the students would be more enjoyable in learning process, as Loy said that using charades game will result in its requiring skill, strategy or combination there of and make students fun.

B. Discussion

To make this discussion clear, the writer would like to explain in part; learning present continuous tense through action charades game at the first semester of the Eighth year students of SMP Negeri 3 Sabbang with two cycles that had analyzed.

The developing the students' ability through action charades game, the researcher discussed the result of the data analysis in accordance with the scope of the research. It was intended to know develop the students' ability in teaching present continuous tense through action charades game. The students practice the words based on command that given by leader of the game.

Based on the observation students SMP Negeri 3 Sabbang in teaching English found that students' had little interested in learning about grammar, because the students still not understand about it is clearly and also have low ability in structure. So the students faced difficulty in forming simple sentences. However according to Barkat in Masruddin; that grammar is the system of a language, grammar can help you to learn a language more quickly and more efficiently, when you understand the

grammar or system of a language; you can understand many things yourself, without having to ask a teacher or look on a book. (*see on page 9*)

The explanation above the writer focused her research in learning grammar especially learning present continuous tense through action charades game which used in making simple sentences. Therefore, this research was conducted at the first semester of the eighth year students of SMP Negeri 3 Sabbang, in academic 2012 / 2013. The subject eighth year (IIB) and the total numbers of students was 23 students.

The main points of this research was the appropriate way in order to develop students' ability in learning present continuous tense and the students' ability in practice and overcome the students' problem in learning present continuous tense through action charades game. It was happened because the students' achievements and performances improved from the first cycle to the second cycle. Event though, it still needs some stabilization, but it has to be stoped because it has limited time and all students have passed in this lesson and get good scores.

The descriptive practice ability of grammar means that how the students use the correct grammar especially present continuous tense form in making sentences. It can be showed in every cycle below:

1. The First Cycle

In cycle I the researcher does the acting according planning prepared, Where; 1) the researcher introduced to the students about present continuous tense. 2) Explained about action charades game and the rule to play it and giving them command of this

game. 3) The researcher illustrated by examples at the front of the class; silently read the prompt card *“Talk on the telephone”* and mime the action. Then, ask students *‘What am I doing now?’* the student answer *‘You are talking on the telephone’*. 4) The researcher grouped the students in to four groups, each group consist of five students, and give each team a letter: A, B, C, D. 5) The researcher put the pile of action charades cards on the table and called for the first player (team A) to come to the front of the class. 6) The player took the word sheed card and read the card silently; showed it to the teacher and mime the action. 7) The other groups guessed the mime action from the player and make it in present continuous tense form. 8) Observer and researcher observed the students activities. 9) The researcher gave chance to students for express their difficulties in learning process. 10) The researcher gave tests to the students, it was used to know students’ understanding the implementation of action charades game method in teaching present continuous tense.

The data analysis from the students’ test skill in cycle I, the mean score in the first cycle was **49.47** (table.1 of cycle I); The explanation of data students’ score in cycle I shown there were 9 students got *“very poor”*, 1 students got *“poor”*, 4 students got *“average”*, 6 students got *“good”*, and there were 3 students got *“very good”*. It means under low the minimum mastery criterion and every students get row score according grammar test scores. And then showed that almost of all students were never studies intensively about grammar.

According procedure of classroom action research above the researcher found that there were 7 students were *very active* in responsive and participate fully in application of action charades game in learning present continuous tense in class, and the percentage reached 30,43%. The *active* students were 10, and the percentage reached 43,47%. The *less active* students were 4, and the percentage reached 17,39%. And there were 2 students who were *not active* and the percentage 8,69% (table.2 of cycle I) To reach the criteria of success which was determined 75%, the two *very active* and *active* classifications were accumulated and reached 73,90%. It was the expected low percentage.

In this case the researcher and collaborators in the first cycle found some weakness in teaching grammar by the application of present continuous tense through action charades game. They are:

- a. The students seemed not to be discipline.
- b. The class condition was noisy when the students guessed the word from their friend.
- c. Teaching process not too interest because some students still confused and still lack active.
- d. Many students were not focused for looking at their friend in mime the action in front of the class. However the students not understand about it clearly. So the researcher needed to do reflection to get the best way in teaching present continuous tense through action charades game.

In implementation of action charades game in teaching present continuous tense in cycle I shown the students still not understand about present continuous tense form, however students guessed the mime word in simple sentences that wrong by students. Examples: the player mime words “*read a book*” the other player made in sentences “*you are read book*”, “*you reading a book*”, and “*you read a book*”. Then, the students used “to be” *is* to subject you or they.

To solve students’ problem the researcher explain the present continuous tense and made some examples, gave exercise and asked to the students to answer it, gave the chance to the students for express their difficulties in implementation of the object, gave students motivation to practice their grammar. The students seemed to be optimistic in applying the strategy above.

The students’ attitude in learning present continuous tense through action charades game related to the data analysis based on data observation in cycle I was low interest, students still lack enthusiasms, look confused and not active in implementation the method in teaching process. To reach the criteria of succes was determined 73.90%. it means that critera of succes had not been reached in the first cycle. (See on page 47)

From the problems above, the researcher and collaburator discussed the solusion and planned the change strategies to get maximal score. The students had better achievement and develop their ability in learning present continuous tense through action charades game in cycle II.

2. The second cycle

In cycle II the researcher and collaborator changed strategy that application in classroom, where; 1) The researcher explained again the material and gave some examples in present continuous tense form. 2) The researcher gave motivation to the students in order to be active in group and shared one another in guessing the word in team. 3) The researcher gave chance to students for express their difficulties in teaching process and shared their knowledge about the materials. 4) The researcher would guide the students that could be active in teaching process. 5) The researcher grouped the students into five group. 6) The researcher gave rewards to group had high score and most active students in teaching process. 7) Observers and researcher observed the students activities. 8) The researcher gave tests to the students.

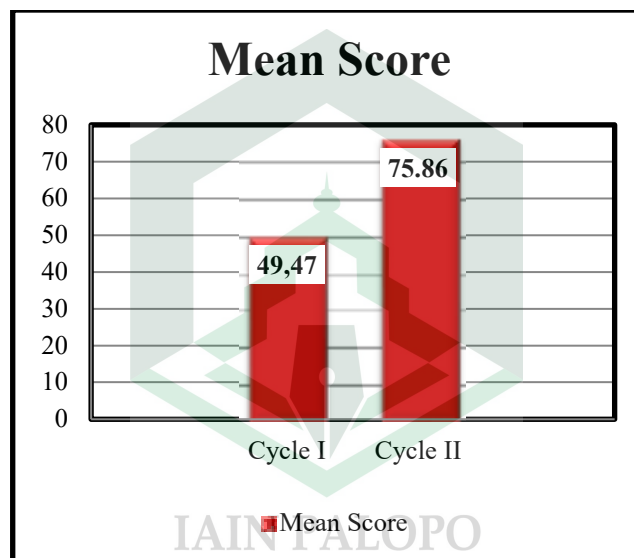
The application of strategy above the mean score of the students' test in the second cycle was **75.86** (table.5 of cycle II). The explanation of data scores showed 2 student got "*poor*", 7 student got "*avarege*", 2 students got "*good*", 3 students got "*very good*", and finally there were 6 students got "*exellent*". (see on page 56). It means students' ability in teaching present continuous tense in the cycle II improved than cycle I, however every students had improved score. It indicates than after giving the reflection based on grammar test and observation made researcher and collaborators.

The procedure data observation was found that there were 14 students were *very active* in responsive and participle fully in application of action charades game in teaching present continuous tense in class, the percentage reached 60,86%. The *active*

students were 8, and the percentage reached 34,78%. The *less active* student was 1, and the percentage reached 4,34%. And there was 0% student *not active* (table.8 of cycle II). the two *very active* and *active* classifications were accumulated and reached 95.64%. It was the expected high percentage.

The result of mean score from two cycles like as the chart:

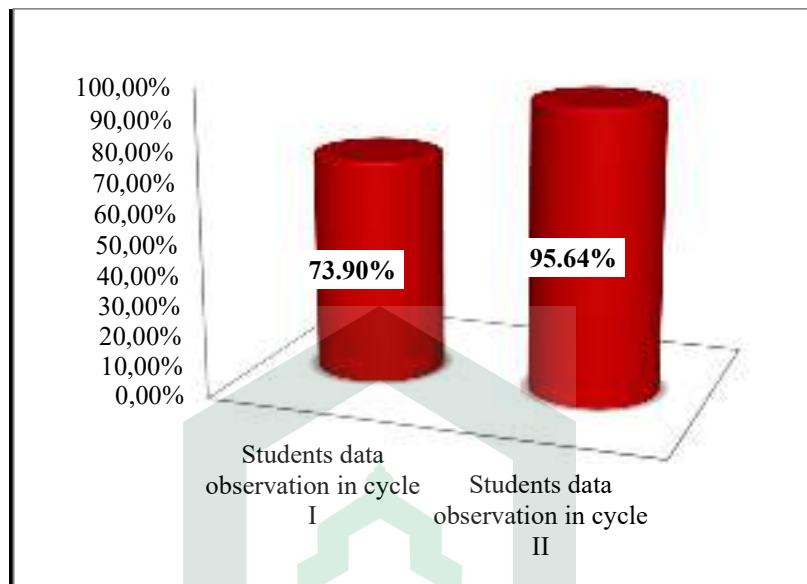
Chart I



According data score above the students have better achievement and the researcher has known in the application of appropriate way the use action charades game in learning present continuous tense; the students' attention was focused in teaching process, and the students were easy to understand the lesson.

The classifications of students' data observation in cycle I and cycle II below:

Chart II



In implementation of teaching present continuous tense created some interesting results, the researcher found students were interesting, optimistic, enjoying, and the students were enthusiastic. However, the students seemed to be optimistic that if classroom language is constantly applied. So that the application of action charades game in teaching present continuous tense was effective and got good responds. In addition, they were not afraid of making mistakes when they interactively performed the activities, the students more dominantly than the researcher in classroom. The students played the rules by action charades game to interact one another in the classroom activities.

On the fact the interaction happened between students to students. There was almost student to the researcher interaction by using action charades game. In order to improve this case, the researcher was more constantly motivate the students to interact by making the most of use method. In addition, the researcher should complete the students who used the method right away and made any necessary correction in motivating way for the students.

The students' attitude in learning English especially in learning present continuous tense through action charades game relating to the data analysis based on the observation, the application of action charades game in learning present continuous tense in cycle II the students' have good response. It can be seen by improved of their motivation and aenthusiasm students in learning English especially grammatical structure whereas, students shown enjoy, active and interest in implementation of method in teaching and learning process (pictures in figure 4). The reach criteria of succes was determined 95.64%. *(see on page 55)*

The application of using action charades game could develop students' ability in learning present continuous tense, however the game can make the students improved their skill in learning grammar according form and ways of structure in making simple sentences; beside that the students look enjoy and interest since the teaching and learning process, and have good respond.

As Arif Saricoban and Esen Metin explained that games have the advantage of allowing the students to "practice and internalize vocabulary, grammar and structures extensively." They can do this through repeated exposure to the target grammar and

students are often more motivated to play games than they are to do deskwork. Plus, during the game, the students are focused on the activity and end up absorbing the grammar subconsciously.

While games are motivating for the students; probably the best reason according to Saricoban and Metin, to use games is that "the use of such activities both increases the cooperation and competition in the classroom." Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher.¹

As Lin Hong conclusion in his article the title "Using charades game in teaching English for young learners" he concluded that charades game can make young learners fun, and improve students motivation in teaching english; however can help students become more collaborative and respectful participants in learning process.²

The implementation of games in teaching grammar can make the teacher activities appeal to all sorts learning styles, and known students ability in learning process. The characteristics in mind when the teachers are used game in teaching grammar to their students to make games work for both students and teacher in class, This includes giving encouragement and following the rules. Using games to teach grammar can be both fun and rewarding for teacher and their students.

¹ Arif Saricoban & Esen Metin., *<http://www.teachingenglishgames.com/Articles/htm>*. Accessed at February 20th 2013

² Lin Hong., *Using Charades Game in Teaching English to Young Learners, Online* http://www.usingcharadesgame.com/Articles/using_charades_for_young_learners.htm. Accessed at 20th 2013

As Jumaidah study that grammar racing game is effective to increase students' grammar ability, whereas the students had improved their skill and made the students easy to understand the materials in teaching process.³ According Siti Ningsih Soel study that recording word can improve grammar ability of students, especially in using the future continuous tense. It was found that must of students were interested in learning and teaching by using recording word method.⁴ From the data, there were many method can be application in teaching materials especially in teaching grammar, and one of the appropriate way method are games.

Based on the research, the implementation action charades games in learning present continuous tense at the eighth year students of ASMP Negeri 3 Sabbang the result of data analysis, the researcher concludes that the Eighth year students of SMP Negeri 3 Sabbang in teaching English grammar especially in present continuous tense have good response, however most of students improved in application of method toward action charades game it is showed the high percentages in result of score and result of data observation. Therefore, the teacher can apply through game in teaching process.

³ Jumaidah, *“Enchanging Students’ Grammar Ability Through Grammar Racing at the Eighth Year of SMP Negeri 8 Palopo, (A Thesis: Perpustakaan STAIN Palopo, 2011), p.70. td.*

⁴ Siti Ningsih Soel, *Improving Grammar through Recording Word at the Eighth Year Students of SMP Negeri 8 Palopo, (A Thesis: Perpustakaan STAIN Palopo, 2009), p. 54. td.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

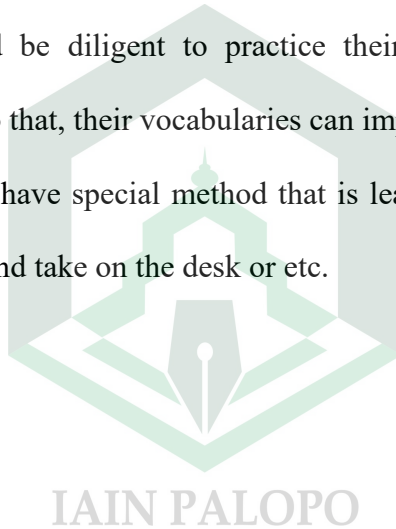
After finished the research, the writer concludes the advantages of using action charades game to learn present continuous tense to the Eighth year students at SMP Negeri 3 Sabbang. The advantages could be described as follow:

The appropriate way the using action charades game in order to develop students' ability in forming present continuous tense as follow: 1) giving the students more motivation in order to be active in teaching process. 2) more explain again and give many examples about the materials. 3) the students must cooperative/ shared one others in their group. 4) giving chance to the students for express their difficulties in teaching process and shared their knowledge about the materials. 5) group the students into five group/ group the students in little group. 6) giving reward to group has high score the successful and the most active students; so the students can motivation in teaching and learning process. 7) observing the students' activities in the classroom more intense.

B. Suggestions

Based on the conclusion above, the writer would like to put forward some suggestion as follows:

- a. An English teacher especially in Junior high school should be more creative in giving an appropriate method to the students which can make them interest and enjoy getting the material and also the teacher should make the classroom situation to be a fun.
- b. The teacher should adapt between material and method that teacher apply in the classroom, to achieve the goal of teaching.
- c. The teacher should involve the students actively in the classroom activity.
- d. The students should be diligent to practice their grammar in making simple sentences in English. So that, their vocabularies can improves.
- e. The students should have special method that is learning grammar; such as write the grammar on paper and take on the desk or etc.



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Appendix 1 : Students' Test

A. Guess the word from your friend's action below :

Example:

- ❖ What are they doing? (Talk)

Answer: They are talking on the telephone.

1. What is She doing? (Read, Copy)

Answer : 1.

2.

2. What is he doing? (Open the door, Play basket ball)

Answer : 1.

2.

3. What are you doing? (Sing, Draw a cat)

Answer : 1.

2.

4. What am I doing ? (Climb a tree, Sweep the floor)

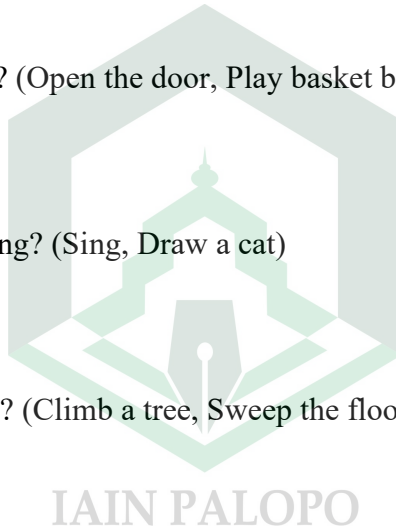
Answer : 1.

2.

5. What are they doing ? (Dance, Wash my hand)

Answer : 1.

2.



B. Put the verb into the correct form. Sometime you need the negative form.

1. Yuda..... (Eat) with her family.
2. Mrs. Alisa..... (Open) the window.
3. They (Cut paper/not).

4. We..... (Make) the proposal.
5. I..... (Accept) a letter from my uncle in the village.
6. My mother is buying some vegetables.
 A:she.....some vegetables?
 B: Yes,
7. My brother and his friend..... (Listen) the radio.
8. My father..... (work/not) in his office this week.
9. I..... (Accept) a letter from my uncle in the village.
10. My brother and his friend..... (Listen) the radio.

C. Please choose the right answer below!

1. Viani and Roy.....to hospital now.

a. Are Go	c. Are Going
b. Is Going	d. Is go
2. Mr. Fajar is a teacher at Senior high school, what is she doing now?

a. He are Teaching English in class.	c. He are Teach English in clas
b. He is Teach English in class.	d. He is Teaching English
3. How is your Job?it.....better?

a. Was, getting	c. Is, getting
b. Is, gets	d. Is, gotten
4. I.....for my grandmother. Do you see her?

a. Am looks	c. Was looking
b. Am looking	d. Am look

5. Listen to those girls. What.....they.....now?
- a. Are, watch c. Were watching
 b. Are, watching d. Is, watching
6. Wulan.....a cup of tea tonight.
- a. Is not drinking c. Is not drink
 b. Were not drinking d. Are not drinking
7. Miss. Lea and her husband are leaving Japan at.07.25 today.
- A:they..... Japan at.07.25 today?
 B: Yes, they are.
- a. Were, leaving c. Are, leaving
 b. Is, leaving d. Are, leave
8. Johan likes rock music. He.....a rock cassette in the Mall.
- a. Is Looking for c. Is look for
 b. Are Look for d. Are looking for
9. Aryo and SuleBasket ball now. Because they are sick.
- a. Is playing. c. Are playing.
 b. Are play. d. Is play.
10. The Lionunder ground in the big tree.
- a. Is sleep. c. was slept.
 b. Are sleeping. d. Is sleeping.

❖ Good Luck..!!!

Appendix II : The Materials of Teaching Process in Classroom

PRESENT CONTINUOUS TENSE

A. Introduction of Present Continuous tense

Present Continuous tense is phrase formed from part of the verb *be* and a verb ending *-ing*, used to show an action that continues over a period of time, *example: You are listening music.* The use of *to be* in general; *Am, Is, Are.* The function of *To Be* as auxiliary verb.

B. The Function of Present Continuous Tense

The function of Present Continuous tense are :

1. To express an event which underway at the time of conversing.

Examples :

- a. *She is reading* megazine.
- b. *They are sleeping* in early morning.

2. To express Future Time.

Present Continuous Tense used to express future time, when the mentioned have been planned or prepared.

Examples :

- a. *We are going* to holiday in Tanjung Bira next month.
- b. *He is writing* a letter Monday morning.

3. To describe a temporary event or situation.

Examples :

- a. The mother usually watch TV, but *she is watching* gossip this morning.
- b. Aryo and shinta often play poker, but *they are playing* guitar now.

4. To express an occurrence which gradually – move over.

Examples :

- a. *Is your speaking* getting better ?
- b. The effect green house *is rising fast*.

C. The Form of Present Continuous Tense

The form present continuous tense are;

1. Positif

S + To be (am, is, are) + V-ing + O

Examples :

- a. You *are studying* English today.
- b. She *is coming* in here Sunday morning.

2. Negative

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

Examples :

- a. They *are not reading* book today.
- b. He *is not writing* a letter now.

3. Interrogative

To be + S + V-ing + O ?

Examples :

- a. *Is she writing* a letter now?
- b. *Are you listening* music this morning?

Appendix III : Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP I)

Sekolah : SMP Negeri 3 Sabbang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / I

Time : 90 Menit

Pertemuan : I

Standar Kompetensi : Memahami makna dan informasi sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Kompetensi Dasar : Merespon makna dan informasi sederhana baik dengan tindakan maupun bahasa secara akurat yang melibatkan tindak tutur.

Indikator : Menebak kata dalam bentuk tindakan dan membuat kedalam bentuk present continuous tense.

I. Tujuan Pembelajaran

- Siswa dapat memahami pengertian dan bentuk Present Continuous tense.
- Siswa dapat membedakan, kalimat positive, kalimat negative dan kalimat Interrogative.
- Siswa dapat membedakan dan memahami Present Continuous Tense dalam kalimat (termasuk Time Signal).

II. Materi Pembelajaran

- Based of Present Continuous tense.
- The form of Present Continuous tense.
- The Function of Present Continuous tense.
- Definition of Action Charades games.

Langkah- Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Greetings
- Menyampaikan SK, KD, Indikator dan Tujuan Pembelajaran
- Memberikan materi tentang Present Continuous tense.
- Teacher explains again about the Present Continuous Tense in using action charades games.
- Memotivasi siswa.

b. Kegiatan Inti

Pre – teach or revise the following verbs with flashcards or mime:

- Ask students to come in front of the class, at the front of the class, silently read the prompt card talk on the telephone / radio and mime the action.
- Ask the students what am I doing? The students answer; you're talking on the phone.
- Devide the class into teams (maximum 5-7 students), and give each team a letter: A, B, C. D,etc. Number each member of them from one to ten, your students repeat after you.
- Place of pile of Action charades cards face down on the table and call for the first player, A1, to come to front of class.
- The player the card silently, shows it to the teacher and mimes action. The team has maximum of one minutes to guess the answer. If the talks

while miming, their turn is finished and the card goes to the bottom of the pile.

- If the team guesses correctly with grammatically correct sentences, they win the card. If the sentences are not correct, the card goes to the bottom of the pile to be used again later. Cards with possessive determiners have a higher score, so ensure the correct use of these.
- One all the cards have been won, the team with the highest points total is the winner.

c. Kegiatan akhir

- Student share their sentences to the other friend in the group.
- Teacher shows their score, the team with highest points total is the winner.
- Giving grammar test.

Sumber Belajar :

- Buku teks yang relevan :...(Judul, Pengarang, Penerbit, Tahun, Halaman).
- Action Charades Games (Word sheet Cards).
- Lembaran – lembaran soal.

Penilaian :

- a. Text : Written test.
- b. Kind of test : Making simple sentences in present Continuous Tense.
- Written test: Answer the Question in Sheet paper test.
 - Oral : Answer the oral action in Present Continuous Tense Form.

Examples:

1. What are they doing? (play basketball)

Answer:

2. Yulia.....(watch Tv) in her bedroom.
3. My parents are going to Makassar.
A:.....they.....to Makassar?
B:Yes,.....
4. Rian.....a cup of milk this morning.
 - a. Is not drinking.
 - b. Are nit drinking.
 - c. Were not drinking.
 - d. Is not drink.

c. 1. Tiap Jawaban Benar diberi Score 1

1. Nilai maksimal = 100

- Nilai siswa: $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$



Sabbang, 01 Oktober 2012

Peneliti;

SULVIANI NURDIN T.
NIM. 08.16.3.0039

Appendix IV : Lesson Plan 2

PELAKSANAAN PEMBELAJARAN (RPP II)

Sekolah : SMP Negeri 3 Sabbang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / I

Time : 90 Menit

Pertemuan : II

Standar Kompetensi : Memahami makna dan informasi sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Kompetensi Dasar : Merespon makna dan informasi sederhana baik dengan tindakan maupun bahasa secara akurat yang melibatkan tindak tutur.

Indikator : Menebak kata dalam bentuk tindakan dan membuat kedalam bentuk present continuous tense.

I. Tujuan Pembelajaran

- Siswa dapat memahami pengertian dan bentuk Present Continuous tense.
- Siswa dapat membedakan, kalimat positive, kalimat negative dan kalimat Interrogative.
- Siswa dapat membedakan dan memahami Present Continuous Tense dalam kalimat (termasuk Time Signal).

II. Materi Pembelajaran

- Based of Present Continuous tense.
- The form of Present Continuous tense.
- The Function of Present Continuous tense.
- Definition of Action Charades games.

Langkah- Langkah Pembelajaran

a. Kegiatan Pendahuluan

- Greetings
- Menyampaikan SK, KD, Indikator dan Tujuan Pembelajaran
- Memberikan materi tentang Present Continuous tense.
- Teacher explains again about the Present Continuous Tense in using action charades games.
- Memotivasi siswa.

b. Kegiatan Inti

Pre – teach or revise the following verbs with flashcards or mime:

- Ask students to come in front of the class, at the front of the class, silently read the prompt card talk on the telephone / radio and mime the action.
- Ask the students what am I doing? The students answer; you're talking on the phone.
- Divide the class into teams (maximum 5-7 students), and give each team a letter: A, B, C, D, etc. Number each member of them from one to ten, your students repeat after you.
- Place of pile of Action charades cards face down on the table and call for the first player, A1, to come to front of class.
- The player the card silently, shows it to the teacher and mimes action. The team has maximum of one minutes to guess the answer. If the talks

while miming, their turn is finished and the card goes to the bottom of the pile.

- If the team guesses correctly with grammatically correct sentences, they win the card. If the sentences are not correct, the card goes to the bottom of the pile to be used again later. Cards with possessive determiners have a higher score, so ensure the correct use of these.
- One all the cards have been won, the team with the highest points total is the winner.
- Give reward to students in active and high scores in their teams.

c. Kegiatan akhir

- Student share their sentences to the other friend in the group.
- Teacher shows their score, the team with highest points total is the winner.
- Giving grammar test.

Sumber Belajar :

- Buku teks yang relevan :(Judul, Pengarang, Penerbit, Tahun, Halaman).
- Action Charades Games (Word sheet Cards).
- Lembaran – lembaran soal.

Penilaian :

- a. Text : Written test.
- b. Kind of test : Making simple sentences in present Continuous Tense.
 - Written test: Answer the Question in Sheet paper test.
 - Oral : Answer the oral action in Present Continuous Tense Form.

Examples:

1. What are they doing? (play basketball)

Answer:

2. Yulia.....(watch Tv) in her bedroom.
3. My parents are going to Makassar.
A:.....they.....to Makassar?
B:Yes,.....
4. Rian.....a cup of milk this morning.
c. Is not drinking. c. Were not drinking.
d. Are nit drinking. d. Is not drink.

c. 1. Tiap Jawaban Benar diberi Score 1

2. Nilai maksimal = 100

- Nilai siswa: $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$



Sabbang, 03 Oktober 2012

Peneliti;

SULVIANI NURDIN T.
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Appendix V : The Students' Score in Cycle I

The Result of Students score in Cycle I

No.	Students' Number	Jawaban Benar (Σx)	Jumlah Soal (N)	Score(X)
1	001	3	15	20
2	002	3	15	20
3	003	12	15	80
4	004	9	15	60
5	005	9	15	60
6	006	3	15	20
7	007	3	15	20
8	008	9	15	60
9	009	3	15	20
10	010	11	15	73
11	011	12	15	80
12	012	11	15	73
13	013	3	15	20
14	014	11	15	73
15	015	3	15	20
16	016	11	15	73
17	017	12	15	80
18	018	6	15	40
19	019	3	15	20
20	020	9	15	60
21	021	11	15	73
22	022	11	15	73
23	023	3	15	20
MEAN SCORE		169	345	1.138

- Calculating the students' score in grammar test of cycle I

$$\text{Example : } X = \frac{\Sigma x}{N} \times 100 = \frac{3}{15} \times 100 = 20$$

- Calculating the mean score of students' grammar test in cycle I

$$X = \frac{\Sigma x}{N} = \frac{1.138}{23} = 49.47.$$

Appendix VI : The Students Score in Cycle II

The Result of Students score in Cycle II

No.	Students' Name	Jawaban Benar (Σx)	Jumlah Soal (N)	Score(X)
1	001	6	15	40
2	002	7	15	46
3	003	14	15	93
4	004	11	15	73
5	005	14	15	93
6	006	9	15	60
7	007	10	15	66
8	008	11	15	73
9	009	10	15	66
10	010	12	15	80
11	011	14	15	93
12	012	12	15	80
13	013	10	15	66
14	014	13	15	86
15	015	9	15	60
16	016	15	15	100
17	017	14	15	93
18	018	11	15	73
19	019	14	15	93
20	020	13	15	86
21	021	14	15	93
22	022	10	15	66
23	023	10	15	66
MEAN SCORE		263	345	1.745

- Calculating the students' score in grammar test of cycle II

$$\text{Example : } X = \frac{\Sigma x}{N} \times 100 = \frac{6}{15} \times 100 = 40$$

- Calculating the mean score of students' grammar test in cycle II

$$X = \frac{\Sigma x}{N} = \frac{1.745}{23} = 75.86$$

Appendix VII : List of Observation in Cycle I

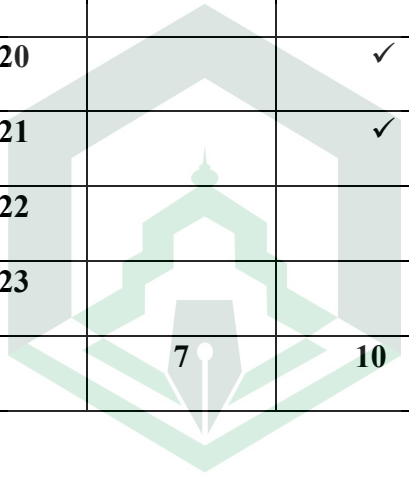
CHECK LIST OBSERVATION CYCLE I

Mata Pelajaran : Bahasa Inggris
Hari/ Tanggal : Senin/ 01 Oktober 2012
Materi : Present Continuous Tense
Kelas/Semester : VIIIb / I

Observation in implementation of learning method.

No	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	Respondent 1				✓
2	Respondent 2			✓	
3	Respondent 3	✓			
4	Respondent 4			✓	
5	Respondent 5	✓			
6	Respondent 6		✓		
7	Respondent 7		✓		
8	Respondent 8		✓		
9	Respondent 9		✓		
10	Respondent 10		✓		
11	Respondent 11	✓			
12	Respondent 12	✓			

13	Respondent 13		✓		
14	Respondent 14	✓			
15	Respondent 15				✓
16	Respondent 16	✓			
17	Respondent 17	✓			
18	Respondent 18		✓		
19	Respondent 19		✓		
20	Respondent 20		✓		
21	Respondent 21		✓		
22	Respondent 22			✓	
23	Respondent 23			✓	
Total		7	10	4	2



IAIN PALOPO Sabbang, 01 Oktober 2012

Guru Kelas

Observer

Rusni S.Pd.
Nip._

Sulviani Nurdin T.
Nim.08.16.3.0039

Appendix VIII : List of Observation in Cycle II

CHECK LIST OBSERVATION CYCLE II

Mata Pelajaran : Bahasa Inggris
Hari/ Tanggal : Rabu/ 03 Oktober 2012
Materi : Present Continuous Tense
Kelas/Semester : VIIIb / I

Observation in implementation of learning method.

No	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	Respondent 1		✓		
2	Respondent 2		✓		
3	Respondent 3	✓			
4	Respondent 4		✓		
5	Respondent 5	✓			
6	Respondent 6	✓			
7	Respondent 7		✓		
8	Respondent 8	✓			
9	Respondent 9		✓		
10	Respondent 10	✓			
11	Respondent 11	✓			
12	Respondent 12	✓			

13	Respondent 13		✓		
14	Respondent 14	✓			
15	Respondent 15			✓	
16	Respondent 16	✓			
17	Respondent 17	✓			
18	Respondent 18		✓		
19	Respondent 19	✓			
20	Respondent 20	✓			
21	Respondent 21	✓			
22	Respondent 22	✓			
23	Respondent 23		✓		
Total		14	8	1	-

IAIN PALOPO Sabbang, 03 Oktober 2012

Guru Kelas

Observer

Rusni S.Pd.
Nip._

Sulviani Nurdin T.
Nim.08.16.3.0039

Appendix IX : The Students' Activities in Classroom in cycle I



IAIN PALOPO





Appendix X : The Students' Activities in Classroom in Cycle II





APPENDIX D

IAIN PALOPO

CURRICULUM VITAE

The writer, Sulviani Nurdin T is the second child from four brothers and three sisters of A. Marzuki Nurdin and Husniati Ramli. She was born on June 20th 1989 in Balikpapan, East Kalimantan. She started her school at SDN 102 Monto in North Luwu in 1995 and graduated in 2001.

In the same year, she continued her study at Junior high school at SMP Neg. 1 Baebunta, North Luwu and graduated in 2004. At the same year she continued her study at Senior high school at SMA Neg. 1 Belopa and graduated in 2007. In 2008 she continued her study in English Study Program of Tarbiyah Department at State Collage of Islamic studies STAIN Palopo in 2008.