

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most powerful communication tools that humans have. Language is a message conveyed in the form of expression as a means of communication in certain situations in various activities.¹ It is a distinctive ability that sets us apart from other creatures on this planet. Language allows us to convey ideas, feelings, experiences and knowledge in complex and abstract ways. Language is the foundation of human culture, learning and collaboration. Language has many dimensions that include grammar, vocabulary, phonetics, and semantics. Language can be a source of beauty in poetry, power in speech, and framework in scientific writing. More than that, language also reflects and shapes our thinking. The way we speak and express ourselves can influence our understanding of the world and our social relationships.

English is one of the most influential languages in the world today. English is an international language that is the most widespread medium of international communication.² It is also recognized as an international

¹ Noermanzah, N. (2017). *Single Sentence Structure of Sindang Language in Lubuklinggau City and its Effect in Indonesian Language Learning*. AKSIS: Journal of Indonesian Language and Literature Education, 1(1), p. 2.

² Brumfit, C. (2001). *Individual Freedom in Language Teaching: Language Education and Applied Linguistics*. Oxford University Press. p. 2

language and is widely used in a variety of contexts, including global communication, business, technology, education and entertainment. As a language spoken by more than a billion speakers worldwide, English has an enormous impact on global culture, politics and economics. Its ability to express complex ideas, adapt to technological developments, and become an essential communication tool in an increasingly connected world, makes it one of the most valuable assets in modern human life. These are also some of the reasons why Indonesia has made English the national language and it must be taught at every school level from junior high school, to university.

Grammar is one of the things that is important and must be learned in understanding the language, especially in English, where there are many kinds of grammar or language structures. Everyone wants to speak in a good and correct language order, and good grammar is done by knowing the grammar. According to George Yule, grammar is a system of rules that govern the use of language to communicate. Grammar includes rules about word structure, sentence grammar, and the use of words in the right context.³

Simple Past tense is one of the 16 tenses that exist in English and is important to master, because this tense is often used in daily conversations, especially in the context of activities that carried out. Simple Past Tense is one of the time forms in English language used to indicate events or

³Yule, George. (2014). *The Study of Language*. Cambridge University Press. p, 22

occurrences that happened in the past. The verb form in this form is used when the event being discussed is already completed or no longer happening at the time of speaking. However, there are often many students who have difficulty understanding and using these tenses correctly, either because it is difficult, lack of attention, or because the method used by the teacher in delivering this material is not appropriate. Therefore, it is necessary to find an effective and fun learning method to help students understand and master the Past tense well.

Understanding the structure of the language will also affect the writing, because in writing English it is necessary to understand the grammar or structure of the language, such as writing about events / activities in the past or what is called "Simple Past Tense". In writing the past tense, a deep understanding of the verbs used is needed, because in writing Past Tense Tests must use the second verb or often symbolized by V2. The changes that occur in the verb are not too different from the previous word, because it only needs to add -ed at the end of the word, but in this tense there are two types of verbs, namely regular verbs and irregular verbs. Regular verbs are quite easy to understand because it is enough to add -ed at the end of the word, but in contrast to irregular verbs or, there are changes that very different from the previous word such as the word "Go" to "Went".

The problem that often occurs and researchers see when researchers conduct observations at MTs Al-Khairiyah Pontang Banten is regarding the writing of verbs between irregular verbs and regular verbs. In writing past tense, one of the problems that often occurs to students is the error in determining the form of the verb for regular and irregular verbs. Regular verbs are converted into past tense by adding the suffix "-ED" to the end of the verb, while the past tense of irregular verbs does not follow a certain pattern and needs to be memorized. Therefore, students need to learn and understand the past tense systematically in order to use it correctly. In addition, errors also often occur in the proper use of auxiliary verbs. Auxiliary verbs such as "did" are used in negative or question sentences in the past tense, while auxiliary verbs "was/were" are used in affirmative sentences in the past tense. Errors also often occur in the use of appropriate time adverbs to show past time, such as yesterday, last week, or two years ago. And problem that Always happen is about lack of vocabulary. Lack of vocabulary makes it very difficult for a students to write, because they already know what the students want to write but unfortunately they don't know that words or sentences in English. Therefore, teachers need to determine a systematic and appropriate learning model or method in teaching Past Tense material.⁴

⁴Zahra, F. (2018). *The Use of Short Story to Improve Students' Understanding in*

Researchers also see problems regarding the methods used in teaching English, especially grammar, only 1 method, namely the Leaturing Method. Selection of learning methods must be based on student characteristics, learning objectives, subject matter, and learning situations, therefore the right and accurate method can make learning run effectively, efficiently and fun.⁵ Each teacher has a different method of teaching in class, but most teachers use the Leaturing method in class when learning, even though the Leaturing method tends to make students bored and sleepy because in this method most of the activities are only a teacher, while students are just silent and listen. Teachers should use various teaching methods such as discussion, role-playing, game-based and others so that students can easily understand and not get bored quickly when learning in class.

Miming Game is one of the learning methods that can be used in the classroom by focusing on the use of body movements in teaching material. In its use, Miming Game help students not only stay still in their seats but they move to practice sentences made in the present continuous tense. According to Leong, Miming Game can help learners understand the meaning of idioms more easily because body gestures help to illustrate the

Writing Simple Past Tense. Advances in Social Science, Education and Humanities Research, 138, p, 244-249.

⁵Joyce, B, et al. (2015). *Models of teaching*. Pearson. p, 5

meaning visually and provide a more interactive learning experience⁶. In research that has been conducted by previous researcher, that Miming Game can also improve communication skills and student creativity, can improve cooperation, cohesiveness and can help students understand the material and concepts of the present continuous tense practically.

For that reason, the researcher wants to conduct this study with the title "**The Influence of Miming Game in Understanding Simple Past Tense**". The results of this study are expected to help and provide a very clear picture of the influence, difficulties and negative impacts of using Miming Game.

B. Problem Identification

From the background of the problem that has been stated above, the following problems can be identified:

1. Lack of variety of methods used by teachers in teaching grammar or the method used in class is only one variation.
2. The student bored learn about Grammar.
3. Lack of the vocabulary.
4. Students often make mistakes determining Irregular and Regular verbs.

⁶Leong, L. M. (2017). *Using Miming Game to Teach Idioms: An Exploratory Study*. RELC Journal, 48(2), 193-206.

C. Problem limitation

In order for this research to be more focused, the problems are limited as follows:

1. This research focuses on the effect of Miming Game in learning simple past tense.
2. This research focus to how to implement Miming Game learning model in class in learning write simple past tense .
3. This research focuses only on the material of simple past tense class VIII at Mts Al-Khairiyah Pontang.

D. Statements of the Problem

From the background that has been described above, the researcher takes the following problem formulation:

1. How is the implementation of Miming Game in teaching simple past tense?
2. How is effectiveness of using Miming Game in understanding writing students skills of simple past tense?

E. Research Objectives

From the formulation of the research that has been presented, the general purpose of this study is to determine the effect of Miming Game in learning present continuous tense. Specifically, this research aims to find out the following:

1. To investigate the proses of learning to write simple past tense on the implementation of Miming Game in the class.
2. To find out the effectiveness of Miming Game in understanding writing skills students of simple past tense

F. Significantces of the Research

1) Theoretical

It is expected to provide knowledge about the effect of Miming Game in learning simple past tense.

2) Practical

- a. Researcher: As a means to broaden horizons and add basic concepts in understanding the influence of Miming Game in learning Simple Past Tense.
- b. Academics: The results of this study are expected to be useful as a reference for further learning at the campus in developing science, especially in the teaching and learning activities of Simple Past Tense using Miming Game.
- c. Schools: The results of this study are expected to provide input to teachers to find out the effect of Miming Game in learning Simple Past Tense in class.

- d. Teachers and prospective teachers: The author hopes that this research can help increase teacher creativity in teaching efforts in class to use a variety of learning models.
- e. Students: This research is expected to help VIII grades students to foster learning motivation and be more enthusiastic in learning language, especially in the Simple Past Tense material.

G. Assumption Hypotesis of the Research

1. Assumption

This basic assumption or assumption is a description of a presumption, an estimate, an opinion or a temporary conclusion, or a temporary theory that has not been proven. According to Winarko Surakhman's opinion as quoted by Suharsimi Arikunto in the book *Research Procedures A Practical Approach*, that an assumption or basic assumption is a starting point for thinking whose truth is accepted by the investigator.⁷

From the statement regarding the assumptions above, the assumptions that can be put forward by researcher regarding this research are: Miming Game can give a significant effect in learning simple past tense material.

⁷Arikunto, Suharsimi. 2006. *Research Procedures A Practical Approach*. Jakarta: PT Rineka Cipta. p.65

2. Hypotesis

A hypothesis is a provisional response to the formulation of a research problem, in which the formulation of the research problem is presented in the form of an interrogative sentence. It is said that it is a temporary reaction because the reaction is only theoretical and the results that occur later in reality have not been observed or have no basis in reality. In this study, the researcher assumes an alternative hypothesis for his or her study, such as:

1. Ha : There is significant effective of Miming Game in understanding student of material Past Tense at Mts Al-Khairiyah Pontang.
2. Ho : There is no significant effective of Miming Game in understanding student of material Past Tense at Mts Al-Khairiyah Pontang.

H. Previous of the Study

Previous studies are literature reviews or previous research that have similar themes which are usually used by other researcher to compare and look for which research areas have not been studied by previous researcher. Having previous studies also proves the authenticity of the author's work and also avoids the suspicion that the author committed plagiarism.

According to some previous researcher about the effect of Miming Game, getting positive results, namely an increase in the Score or ability of

learning using Miming Game compared to using ordinary methods. In this Study, there are three previous studies that are similar and have been carried out by several researcher:

1. From Amelia, F. *The effectiveness of using Miming Game in understanding present continuous tense*. Journal of English Language Teaching and Linguistics, 4(1). Proves based on the average post-test score in the experimental class is 15.43. While the average Score of the post-test in the control class is 9.81. It is proven that the alternative hypothesis which states that the use of Miming Game in understanding the present continuous tense in VII grade students of Al-Fath Cirendeu Junior High School is effective.⁸ The similarities that exist in this study with the research that I will do are of several types, the first is in the research method, namely using quasi experimental methods, because the purpose of my research with the research that has been done is the same, namely wanting to test the effectiveness of a learning method. The second is in the learning method used or the method to be tested, which is the same as using the Miming Game, only the realization of this research with my research is slightly different. The difference between this research and the research that the researcher will do is of several types, the

⁸Amelia. (2016). *The Effectiveness of Using Miming Game in Understanding Present Continuous Tense*. Journal of English Language Teaching and Linguistics, 1(2), 61-76.

first is the learning material that will be tested, namely Simple past Tense material while the previous researcher the material is Simple present Tense. The second is the search for advantages and disadvantages in learning simple past tense using Miming Game. The third is the realization of Miming Game in the classroom. The previous researcher realized the Miming Game by saying it directly after the students practiced the movement while in the realization that I will do is to focus on writing simple past tense sentences, so when students complete the movement other students answer by writing on paper. And the last one is in the intended research place, namely at Mts Al-Khairiyah Pontang.

2. Korsfinos Anggiray. *Improving student speaking skills by using Miming Game for The Eighth Grade of SMP N 1 Bawen in the Academic Year Of 2018/2019*. Thesis (IAIN Salatiga). In this imitation game, students must first guess the text or image. Second, students write sentences about the picture. Third, students imitate body language without speaking. (2) The use of imitation game has a significant impact on improving students' oral expression ability from cycle I to cycle II. The results showed that the average test score before semester 1 was 50.12 and the average test score after semester 1 was 72.75. The average score before the Cycle II exam is 51 and

the average score after the Cycle II exam is 78.75. This means that applying the imitation game was successful in improving students' speaking skills.⁹ The similarities that exist in this study with the research that I will do are of several types, the first is in the research method, namely using quasi experimental methods, because the purpose of my research with the research that has been done is the same, namely wanting to test the effectiveness of a learning method. The second is in the learning method used or the method to be tested, which is the same as using the Miming Game, only the realization of this research with my research is slightly different. The difference between this research and the research that the researcher will do is of several types, the first is that the material in the research is different, namely using the simple past tense. The second is the focus of research, previous research focused on improving students' speaking skills while researcher will focus on writing simple past tense. The third is the realization of Miming Game in class. The previous researcher realized the Miming Game by saying it directly after the students practiced the movement while the realization that the researcher will do is by focusing on writing simple past tense

⁹Korsfinos Anggiray. (2019). *Improving student speaking skills by using Miming Game for The Eighth Grade of SMP N 1 Bawen in the Academic Year Of 2018/2019*. Thesis (IAIN Salatiga)

sentences, so when students complete the movement other students answer by writing on paper. The last is in the place of research that researcher will do.

3. Zahrotul Uyun, Endang Fauziati and Lailatul Fitriyah. *The effectiveness of using imitation game in teaching vocabulary to grade 7 students at Islamic High School*. Journal of English Language Teaching and Linguistics, 1(1). The researcher confirmed Fadillah's statement that the use of mime game in vocabulary teaching has a positive impact on students' interest in learning and understanding vocabulary. 84 In this study, the researcher found that the average pre-test score was 58.25 and the average post-test score was 79. This means that students' vocabulary increased after experiencing the treatment. The results of the paired sample t-test also showed a t value of -17.846 with a df of 19, a significance level score of 0.000, and a t score at the 5% significance level of 1.729. The data shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the t-count (-17.846) is greater than the t-table (1.729) and the significance level is smaller than 0.05 ($0.000 < 0.05$).

Thus, it can be concluded that the use of Mime Game to teach vocabulary in the seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari has a significant effect. In other words, mime game not only make students influential in words, mime game not only make students enjoy the learning process, but also make their vocabulary scores increase.¹⁰ The similarities that exist in this study with the research that I will do are of several types, the first is in the research method, namely using quasi experimental methods, because the purpose of my research with the research that has been done is the same, namely wanting to test the effectiveness of a learning method. The second is in the learning method used or the method to be tested, which is the same as using the Miming Game, only the realization of this research with my research is slightly different. The difference between this research and the research that the researcher will do is of several types, the first is that the material in the study is different, namely using simple past tense while the previous researcher focuses on vocabulary. The second is the focus of research, previous research focused on improving or enriching student vocabulary while researcher will focus on writing simple past tense. The third is the realization of the Miming Game in the classroom. The previous researcher realized the Miming Game by saying it directly after the students

¹⁰Zahrotul, F,et al. (2022). *The Effectiveness of Using Miming Game in Teaching Vocabulary at Seventh Grade Students of Islamic Junior High School*. International Journal of Linguistics, Literature and Culture, 8(1), 1-9

practiced the movement about the vocabulary given while the realization that the researcher will do is to focus on writing simple past tense sentences, so when students complete the movement first then other students answer it by writing on paper. The last is on the place of research that researcher will do.