

**IMPROVING JUNIOR HIGH SCHOOL STUDENTS' MASTERY ON
SIMPLE PRESENT TENSE THROUGH MIME GAME**

SKRIPSI

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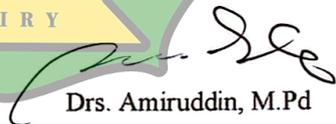
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Improving Junior High School Students' Mastery on Simple Present Tense Through Mime Game adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 December 2023

Saya yang membuat pernyataan



Selly Karmila

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

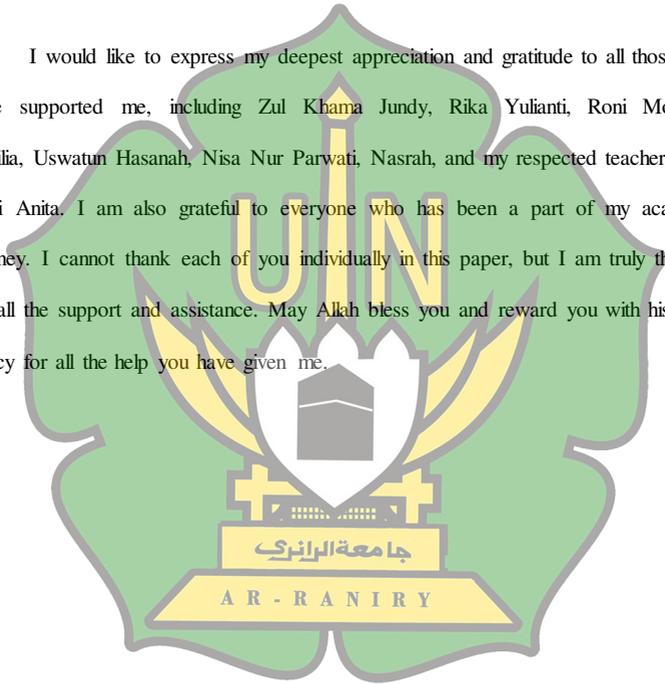
Alhamdulillah rabbil 'alamin, all praise be to Allah Subhanallahu Wa Ta'ala, the Most Gracious and the Most Giver of unlimited mercy for always gives me health, power, spirit, knowledge, ease, and blessing to accomplish this thesis entitled **“IMPROVING JUNIOR HIGH SCHOOL STUDENTS’ MASTERY ON SIMPLE PRESENT TENSE THROUGH MIME GAME”**. Blessings and greetings are always bestowed on the Prophet Muhammad Shallallahu ‘Alaihi Wassalam, the great peace be upon him, along with his family and friends who have brought this great religion to his people at the end of this era.

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ABSTRACT

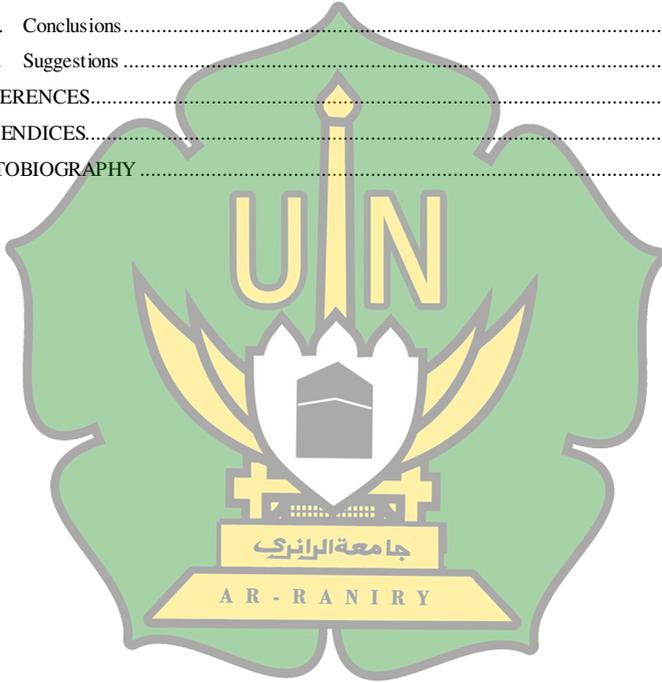
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This study aimed to improve junior high school students' mastery of the simple present tense at SMPN 2 Simeulue Timur. The population in this study was second-grade students at SMPN 2 Simeulue Timur, totaling 98 students. The sample consisted of two classes: class VIII.3 with 20 students and class VIII.4 with 20 students. This research used a quantitative approach with a true experimental design pre-test and post-test control group design. Class VIII.3 was the experimental class, which received mime game treatment, and class VIII.4 was the control class, which did not receive mime game treatment in simple present tense learning. The hypothesis test used to answer the formulated problems used the T-test at a significance level of 0.05. The results showed a significant improvement on students in the experimental class who used mime games in simple present tense, compared to students in the control class who did not use mime games. The t-count value obtained by the experimental class was 19.044, which was greater than the t-table value of 2.093, with a probability (Sig.) of 0.000. The t-count value for the control class was 1.350, which was less than 2.093, with a probability value (Sig.) of 0.000. Additionally, the t-count value in the independent sample t-test was 7.884, which exceeded the t-table value of 2.024. In conclusion, H_0 is rejected and H_a is accepted, indicating a significant improvement in students' mastery of the simple present tense when using the mime game.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	v
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study.....	1
B. Research Question.....	5
C. Research Objectives.....	5
D. Research Significance.....	6
E. Research Scope.....	6
F. Research Hypothesis.....	6
G. Terminology.....	7
CHAPTER II.....	9
LITERATURE REVIEW.....	9
A. Simple Present Tense.....	9
B. The Definition of Game.....	22
C. Mime Game.....	27
CHAPTER III.....	35
RESEARCH METHODOLOGY.....	35
A. Research Design.....	35
B. Research Location.....	36
C. Population and Sample.....	36
D. Research Instrument.....	37
E. Technique of Data Collection.....	37
F. Instrument of Data Collection.....	40
G. Technique of Data Analysis.....	41
CHAPTER IV.....	44
FINDING AND DISCUSSION.....	44

A. Research Finding	44
B. Discussion	58
BAB V.....	61
CONCLUSIONS.....	61
A. Conclusions	61
B. Suggestions	62
REFERENCES.....	64
APPENDICES.....	68
AUTOBIOGRAPHY.....	108



CHAPTER I

INTRODUCTION

A. Background of Study

The demands of the global world which are constantly changing and the tendency to grow rapidly marked by the development of information technology are one of the encouragements for someone to develop mastery of a foreign language as a tool for communication. One of the foreign languages that need to be mastered is English.

English is the most widely used language in various countries in the world. In addition, English has become a key word that can cover all aspects, both in the fields of business, politics, social and culture. Furthermore, as we know, almost all technological tools use English. As a language that is widely used in the fields of science, technology and art, English has a role as one of the international languages and it is a tool for achieving trade-economic goals, relations between nations, socio-cultural and educational goals as well as career development goals. In its application, English becomes a tool for oral and written communication. Communicating in this language is intended to understand and express information, thoughts, and feeling, also to develop science, technology and culture (Depdiknas, 2004). The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and produce spoken and written texts that are realized in the four language

skills; they are listening, speaking, reading, and writing. To master these four skills, students also need to learn language components consisting of grammar, morphology, syntax, vocabulary, pronunciation, etc.

In learning English, grammar is used as a reference to determine the correctness of the language structure. Many learners find grammar to be a "boring" subject, and English teachers in developing countries often use traditional teaching methods (Yusny & Kunita, 2016). When communicating, whether orally or in writing, a set of structural rules is needed to form words and string them together into sentences, paragraphs, and arguments that can be understood. Without these rules, messages cannot be conveyed effectively (Hamid, Kiong, Abbas, Mohd. Rusly, & Puad, 2022). Therefore, grammar is an essential component of learning English. Barbara (2007) states in her book, *Grammar for Everyone*, that "grammar is a language to talk about language," meaning that learning language is inseparable from learning grammar, including vocabulary, sentence patterns, expressions, and meanings. According to Fowler & Thompson (1995), grammar is the entire system and structure of a language, encompassing syntax and morphology, or a set of ideas about the correct use of language. Therefore, grammar consists of structured rules that govern the arrangement of sentences, phrases, and words.

One of the grammar components that students need to learn and master in learning English is tenses. Tenses are verb forms in English which are used to indicate the time when an event, activity, or incident occurred. Tenses make a clear statement of time an event occurs whether now, past, future, or ongoing. In English,

there are 16 forms of tenses according to their use and each is grouped into 4 majors (Supono, & Cahya, 2004). One of the tenses that students must master at school is simple present tense.

The Simple Present tense is one of the tenses which often used in English, both in speaking and writing. According to Eastwood (2002) this tense is used to express repeated actions, thoughts, feelings, conditions, facts, and reality. Furthermore, it is one of the simplest tenses in grammar but still not all students understand this tense well. This can be influenced by the native language used by these students, for example the students in Indonesia who have difficulty to understand tenses in English because the Indonesian language does not have tenses and it do not change the form of the verb according to time. Therefore, it becomes one of the problems for students in learning English, especially in learning tenses. Moreover, another reason why students must master the simple present tense is because this tense is an indicator of basic competency in English subjects in junior high schools which require students to be able to compose spoken and written text that state and ask for actions/events that are being carried out/occurring routinely or a general truth.

Although the simple present tense is an easy tense and has become an indicator of learning English since junior high school level, there are still many junior high school students who do not understand the simple present tense properly. This phenomenon also happened at the school where I carried out the PPL, namely SMPN 2 Simeulue Timur. Based on the observations I made while teaching as a teacher

there, class VIII students at SMPN 2 Simeulue Timur still do not understand the simple present tense well, even though the simple present tense is one of the basic materials in junior high school. Examples of students' lack of understanding of the simple present tense material are; first, students do not understand and are not accustomed to use the simple present tense so they do not use "to be" in sentences that require it. Second, they do not understand the use of "to be" so that they pair "to be" with an inappropriate subject. Third, they do not understand the addition of "s/es" for verbs with a specific subject.

One way to overcome the problems above and improve the students' understanding of the simple present tense is to use mime game. Mime game is a guessing game apart from guessing pictures and guessing words or sentences. According to Lambdin as quoted in Firdausi (2015) that pantomime uses a creative instrument that everyone has: our bodies. The students can use their bodies to express ideas and feelings, including those who do not speak English well, or who have difficulty. This game uses body movements to imitate the word that must be guessed. This game makes students show their ability, imagination, and way of thinking in learning. This allows them to express and act freely and comfortably. The learning atmosphere allows students to work together, trust, respect each other, and be responsible for their learning. Furthermore, there are several studies that already conducted using Mime game, such as research conducted by Puspitasari & Akmalia (2018) with the title "The Effectiveness of Using Mime Game in Teaching Present Continuous Tense". The result of this study indicates that mime games in present

continuous tense learning for class VII students of MTs Negeri 1 Bandung have been effective. In addition, the use of mime games in present continuous tense learning makes the students motivated in learning English.

The similarity of this research with previous studies is the use of mime games as a tenses learning method. However, this study has differences, namely research design, the simple present tense as the research focus, place, and object of research. From the elaboration above, the researcher is interested in conducting a research entitled Improving Junior High School Students' Mastery on Simple Present Tense through Mime Game.

B. Research Question

According to the research background explained above, the researcher provides the following information about the problems used as research question: Does the use of mime game improve the Junior High School students' mastery on simple present tense at SMPN 2 Simeulue Timur?

C. Research Objective

Based on the research question above, the objective of this research is to examine whether the use of mime game to improves the Junior High School students' mastery on simple present tense at SMPN 2 Simeulue Timur.

D. Research Significance

The result of this research is expected to provide a useful contribution to the world of education in particular for English language teaching practice. The teachers of English can read this research regarding the use of mime game for students' simple present tense mastery improvement. This practical significance is hoped can give good knowledge and better understanding about teaching simple present tense in target language using mime game.

E. Research Scope

There are various media that can be used by the English teachers in teaching simple present tense. This research is focused on teaching simple present tense using mime game. Meanwhile, the form of simple present tense will be teach to the students are verbal and nominal sentences in positive, negative, and interrogative sentences.

F. Research Hypothesis

From the research question related to the use of mime game in improving students' simple present tense mastery, the research hypothesis can be formulated as follows:

Alternative hypothesis (Ha):

There is significant improvement in the mastery of simple present tense by students who use mime game.

Null hypothesis (Ho):

There is no significant improvement in mastery of simple present by students who use mime game.

G. Terminology

1. Simple Present Tense

According to Betty (2002) the simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably in the future. In addition, Michel Swan (2005) states that when we talk about permanent situations or about thing that happens regularly or all the time, we usually use the simple present tense. In other words, simple present tense is a tense which is used when an event is taking place at the moment or an event that takes place repeatedly (habit) and this tense is one of the most frequently used in English.

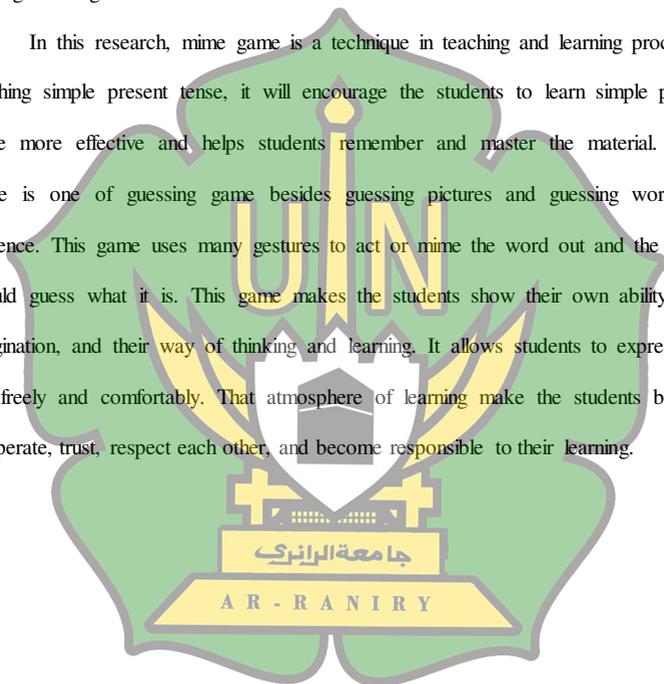
Simple present tense is a tense that is use when an event is taking place at the moment or an event that takes place repeatedly (habit). This tense is most often used in English.

2. Mime Game

According to Cameron (2001), mime game is a guessing game with mime activity in teaching word or sentences. This game is extremely popular because it is good and suitable for all levels since they do not always require a lot of oral communication. It is a great way to revise or check the students' understanding of a new language so the students feel this game inherently fun and silly. Moreover, Firdausi (2015) states that mime game encourage students to interact and to communicate. It builds students'

social interaction whether their team work or their confidence. Hartani (2012) also adds one of the advantages of mime game that the students become closer through playing mime game.

In this research, mime game is a technique in teaching and learning process in teaching simple present tense, it will encourage the students to learn simple present tense more effective and helps students remember and master the material. Mime game is one of guessing game besides guessing pictures and guessing word and sentence. This game uses many gestures to act or mime the word out and the others should guess what it is. This game makes the students show their own ability, their imagination, and their way of thinking and learning. It allows students to express and act freely and comfortably. That atmosphere of learning make the students be able cooperate, trust, respect each other, and become responsible to their learning.



CHAPTER II

LITERATURE REVIEW

A. Simple Present Tense

1. *The Definition of Simple Present Tense*

The simple present tense is one of the tenses which are used to show a description of time which states an event that takes place in the present or repetition. The simple present tense uses the infinitive verb which is the basic form of the verb that shows action. If the subject in the sentence is a noun (*Name of a person such as Nia, or singular concrete noun such as table, spoon*) or a singular pronoun (*she, he, it*) then the verb must be added with *-s/-es/-ies*. However, if the subject is a plural pronoun (*I, you, we, and they*) then the verb in the sentence does not need to be added *-s/-es/-ies*. According to Patricia (1990), the simple present tense refers to action or situation that does not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, and this tense can also be used to refer to the future. Furthermore, Terry (2016) states that in English grammar, the simple present tense is a form of the verb that refers to an action or event that is ongoing that regularly takes a place in present time.

According to Betty (2002), the simple present tense says that something was true in past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truth. In addition, she (1941) states that the simple

present tense is a tense which we use when an action is happening right now or when it happens regularly.

Therefore, simple present tense is used to express a recurring habit or activity, to describe daily activities, and to state a general truth that cannot change. The simple present tense mastery of verbal and nominal active sentences in positive, negative, and interrogative forms was the primary focus of this study, as explained previously.

2. *The Form of Simple Present Tense*

The simple present tense form of any verb is identical to the principal. The simple present tense is divided into two sentence patterns, namely, the verbal simple present tense and the nominal simple present tense. The Verbal simple present tense is a sentence that has a verb predicate. Meanwhile, the nominal simple present tense is a sentence whose predicate is not a verb, but a predicate in the form of a nominal, adjective, or adverbial. The simple present tense possesses a particular quality. The form and usage of the simple present tense themselves demonstrate this quality. To understand it well, look at the formula of simple present tense below;

a. *Verbal Sentence of Simple Present Tense*

Verbal simple present tense is a sentence in simple present tense that has a verb. The verb used is the base form of a verb or infinitive (Stobbe, 2008). For subjects *I, You, They, We*, the infinitive verbs do not change, but for subjects *She, He, It*, the infinitive verbs add *-s* or *-es* according to the ending of the verb. Furthermore, there are two auxiliary verbs, *does* and *do*, which have different uses according to the subject of the sentence. *Does* refers to subjects (*she, he, it*), whereas *do* refers to

subjects (*I, you, we, and they*) to see its use in affirmative, negative, interrogative sentences, see the table below;

1. Affirmative Sentence

The affirmative sentence is the positive meaning expression which is use to express the validity or truth of a basic assertion, which may be applied to statement, verb phrases, clauses, and some others utterances (Marthalamuthu, 2014).

In affirmative sentence, it is used infinitive verbs. The infinitive verb is followed by *-s or -es* at the end of the infinitive in the third person singular (*she, he, it*). To understand it well, see the table 2.1.

Table 2.1

Affirmative Sentence (Subject + Verb 1 (e/es) + Complement)

Subject	Verb	Complement
I	Verb 1	Object
You		Adjective
We		Adverb
They		Etc
She		
He	Verb 1 + -s/-es	
It		

Example:

*They **watch** a movie together.*

*Emily **goes** to market every Sunday*

2. Negative Sentence

Negative sentence is used to express the falsity, which may be applied to statements, verb phrases, clauses, and some others utterances. Negative sentence carries the opposite meaning expression of the affirmative sentence (Marthalamuthu, 2014). To understand it well, see the table 2.2.

Table 2.2

Negative Sentence (Subject + do/does + not + Verb 1 + Complement)

Subject	Auxiliary verb + not	Verb	Complement
I	Do not	verb 1	Object
You	Don't		Adjective
We			Adverb
They			Etc.
She	Does not	Verb 1	
He	Doesn't		
It			

Example:

*I **don't** have money right now.*

*He **doesn't** eat sandwich.*

3. Yes/No Question in Verbal Simple Present Tense

According to Azar (1985), yes/no question is a question that may be answered by Yes or No.

Table 2.3

Yes/No Question (Do/Does + Subject + Verb 1 + Complement + ?)

Do/Does	Subject	Verb	Complement	Question Mark
Do	I You We They	Verb 1	Object Adjective Adverb Etc.	?
Does	She He It			

Example:

Do you study English every night?

Does she need a pen right now?

In short, verbal sentence is a sentence whose predicate uses a verb. In other words, the subject performs the activity in the sentence. Verbal sentences can be used in the form of affirmative, negative and interrogative sentences. Affirmative is an expression of positive meaning, used as an infinitive verb with a third person singular subject (*she, he, it*). Negative sentence is a sentence that implies something that is wrong, inappropriate, incorrect, or contradictory, these sentences are marked with the addition of "not" after the auxiliary verb "do/does". Interrogative sentences are divided into two, namely: yes/no questions and w/h questions. Yes/no question is an

interrogative sentence whose answer is yes/no, followed by the interrogative question word.

b. *Nominal Sentence of Simple Present Tense*

Nominal sentence is a sentence which the predicate is not verb sentences that do not show an activity or sentence that consist of subject and complements (Yosodipuro, 2010). To understand it well, see the tables below:

1. Affirmative Sentence

Table 2.5

Affirmative Sentence (Subject + to be (is/am/are) + Complement)

Subject	Verb	Complement
I	Am	Object
You		Adjective
We	Are	Adverb
They		Etc.
She		
He	Is	
It		

Example:

It is cold today.

She is my English teacher.

I am in the bookstore every morning.

2. Negative Sentence

Table 2.6

Negative Sentence (Subject + to be (is/am/are) + Not + Complement)

Subject	To be + not	Complement
I	am not I'm not	Object
You		Adjective
We	are not	Adverb
They	aren't	Etc.
She		
He	is not	
It	isn't	

Example:

He is not smart.

I am not in the classroom now.

They are not basketball player.

3. Interrogative Sentence

a. Yes/No question in Verbal Simple Present

Table 2.7

Yes/No Question (To be (is/am/are) + Subject + Complement)

To be (is/am/are)	Subject	Complement	Question Mark
Am	I	Object	
	You		

Are	We	Adjective	
	They	Adverb	?
	She	etc.	
Is	He		
	It		

Example:

Is he smart?

Are you in the classroom?

Are they basketball player?

To conclude, nominal sentence is sentence that has a subject and predicate in the form of adjectives, nouns, and adverbs. This sentence uses to be is, am, are in the simple present tense. Just like verbal sentences, nominal sentences can be used in affirmative, negative, and interrogative forms. Affirmative sentence in nominal sentence, the subject put the appropriate *is, am, are* to the subject followed by adjective, noun, and adverb. Negative sentence is mark with the addition of *not* after to be *is, am, are*. Interrogative sentences are divided into two, namely: yes/no questions and w/h questions. Yes/no question is an interrogative sentence whose answer is yes/no, followed by the interrogative question word. W/H question is an interrogative sentence to ask for information using *what, who, where, when, why, and how*.

3. *The Use of Simple Present Tense*

The simple present tense is used in various purposes. According to Pramono (2006), this tense expresses daily habit, usual activities, and general statement of fact,

and presenting state, example: a feeling, an opinion, or the fact that something belongs to someone. In addition, Murphy (as cited in Siswoyo, 2016) says that the use of the simple present is to talk about things in general, not just about the present, but also using it to say that something happens all the time or repeatedly, or something is generally true. Furthermore, simple present reveals events or situations that are always there and commonly use the Simple Present Tense for repetitive actions such as routines, habits, jobs, hobbies, and things that always happen (Azar & Hagen, 2006). To understand the use of simple present tense well, see the examples below;

- a. For expressing daily habits or usual activities

Example:

I go to school every day. (Daily habit)

They pray five times a day. (Usual activities)

- b. For expressing general statement of fact

Example:

The sun rises from the east.

- c. For presenting state

Example:

Rika is so happy right now. (Feeling)

I think this bicycle is dirty. (Opinion)

4. The Rules for Adding *-s/-es* to Verbs in Simple Present Tense

Only singular noun and the third person singular or she/he/it form of a verb in the simple present tense have an ending, *-s* or *-es*. All other forms are the same as the basic form of the verb/*you speak, we speak, they speak, but he speaks, she speaks, it speaks*. The *-s* ending becomes *-ies* if the verb ends in a *-y*. I fly, you, fly, we fly, they fly, *but he flies, she flies, it flies*. The *-s* ending becomes *-es* if the verb ends in one of these letters or letter combinations: *-s* (*you dress, she dresses*), *-sh* (*I wish, he wishes*), *-ch* (*they touch, it touches*), or *-x* (*you fix, she fixes*). Not only that, don't forget that the ending is pronounced *-iz*. Notice that some verbs end in a silent *e* in spelling, but have as their last sound a *-j* (*manage, judge*), *-z* (*lose, cruise*), or *-zh* (*massage*). These verbs will only add an *-s* in spelling, but the ending will be pronounced as an *-iz*: *she manages, he cruises, she massages, and it loses* (Raifsnider, 2005)

a. Infinitive + *-s*

Table 2.9

Infinitive (Verb 1)	Infinitive + <i>-s</i>
Read	Reads
Work	Works
Write	Writes
Set	Sets

Shine	Shines
Sing	Sings
Bring	Brings
Eat	Eats
Help	Helps

b. *Infinitive ending with ch, o, s, sh, x, z + -es*

Table 2.10

Infinitive (Verb 1)	Infinitive + -es
Teach	Teaches
Reach	Reaches
Do	Does
Go	Goes
Pass	Passes
Discuss	Discusses
Wish	Wishes
Finish	Finishes
Fix	Fixes
Mix	Mixes

c. *Infinitive ending with -y and preceded by a consonant*

If the verbs that end with -y and are preceded by a consonant, the ending -y is changed to -i and added -es.

Table 2.11

Infinitive	Infinitive ending -y > -i + -es
Cry	Cries
Try	Tries
Fly	Flies
Study	Studies
Reply	Replies

d. *Infinitive ending with -y and preceded by a vowel*

If the verbs that end with -y and are preceded by a vowel only add the -s.

Table 2.12

Infinitive	Infinitive ending -y + -s
Buy	Buys
Play	Plays
Lay	Lays
Say	Says

To conclude, the addition of *-s/-es* is used to explain the function of the third person singular *she, he, it* which follows the verb. When the subject used is *I, you, we, they*, the verb used is the first form of the verb without any changes or additions. Meanwhile, the subject used is the third person singular *she, he, it*, so the verb used must be added *-s/-es*. *-es* is added to verbs ending in *s, o, x, o, z, ch, and sh*. The addition of *i+es* for verbs that end in *y* and is preceded by a consonant, then *y* must be replaced with *i* and then added *es*. In addition, instead of verbs that end in *s, o, x, z, ch, and sh*, just add *s*.

5. Time Signal in Simple Present Tense

A time signal is a time indicator that is often used in sentences. Time signals that are often used in the simple present tense are adverbs of time and adverbs of frequency.

Table 2.13

Adverb of time and adverbs of frequency

Adverb of Time	Adverb of Frequency
every day	Always
every week	as a rule
every month	Ever
every year	Seldom
every/each	Often

in the morning	Frequently
at seven o'clock	Normally
once/twice a day	Sometimes
here/there	once in a while
In the afternoon	Nowadays
On Sunday	Generally

Note:

- The adverb of time is usually placed at the beginning or end of a sentence.
- The adverb of frequency is often placed before the verb or after *to be*.

In short, a time signal is a marker or description of time. Time signals are very necessary in tenses because in English there are many tenses using verbs that are adjusted to time. The time signals used in the simple present tense are adverb of time and adverb of frequency. Adverb of time is adverbs that state the time of occurrence of the action. It may give a sharp or rough idea about the time of an action. For example: *every day, on Sunday, in the morning, etc.* Moreover, adverb of frequency is adverb to express the frequency of occurrence of an action. It tells how often (how many times) an action occurs. For example: *always, seldom, often, never, etc.*

B. The Definition of Game

Most people enjoy playing games because of the fun and entertainment they provide. Defined by Merriam-Webster (2022) game is, (1) an activity engaged in for

diversion or amusement, (2) a procedure or strategy for gaining an end, and (3) a competition conducted according to rules. Wright, Betteridge, & Buckby (2006), stated games are entertaining and interesting, often challenging, activities in which students play and usually interact with others. Every activity that is interesting, sometimes challenging, and that can make students enjoy playing and interacting with each other can be called a game. Games are activities with rules, goals, and elements of fun.

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Playing games teach us how to strategize, to consider alternatives, and to think flexibly (Martinson & Chu, 2008). According to Brewster, Ellis, & Girard (2002), game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.

According to the statements above, a game is an activity with rules and a fun element that can be used in the classroom for teaching, learning, and language practice to provide an engaging, challenging, fun, and relaxing experience.

1. The Types of Game

The games employ a variety of strategies, which is essential for language instruction. There are numerous varieties of English language games that can be utilized in education.

a. Information Gap Activity

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, represent real communication, motivate the students highly, and require sub-skills such as clarifying meaning and re-phrasing.

b. Mime Game

In addition to the guessing of pictures and sentences, the mime game is one of the guessing games a guessing game might be a good way to learn and reinforce some grammar ideas. According to Slattery & Willis (2001) mime game means acting silently, without speaking.

c. Matching Game

Matching games use a different strategy, but they also involve exchanging information. These involve matching pairs of cards or pictures. They can be played as a whole class activity in which everyone must move around until they find a partner with matching cards or pictures. They can also be played as a pair work or small group activity that uses either the "snap" or "pelmanism" card game rules.

d. Simon Says Game

This game can be used to teach many things, such as parts of the body, objects in the classroom, numbers, to practice listening skills, and to strengthen understanding of command verb forms.

e. Exchanging Game

The concept of barter underpins game trading. The items, cards, or concepts that the players wish to exchange are satisfactory for both parties.

f. Board Game and Card Game

Board games and card games are familiar game type, where the aim is to be the first, round a board, to collect the most cards, to get rid of the cards first, or to build up story. Hadfield in Nirmawati (2015) states, the cards and squares on the board are used as stimuli to provoke a communication exchange.

g. Search Game

Another variation involves the entire class: search games. Every student in the class has one piece of information to use in these games. To complete a chart or solve a problem, players must gather all or most of the information available. As a result, the students are both information gatherers and givers at the same time.

h. I See Game

This game is used to reinforce classroom vocabulary lessons and improve listening skills which is suitable for students with English skills at the beginner level.

i. Labeling Game

Labeling games involve matching labels to items in a picture.

j. Exchanging and Collecting Game

As an extension of this, games can be traded and collected. In order to complete a task, players are willing to trade in some items or cards for others.

Based on the example of games above, the researcher used mime game to teach simple present tense as mime game was one of the appropriate ways to teach

simple present tense and it may help the students to master and memorize the material easily.

2. *The Advantages of Game*

There are several reasons why games are good for teaching and learning English. According to Brewster (2004), children like games because, apart from being fun and motivating, games can also be a means of practicing the four language skills; listening, speaking, reading, writing. Following are some of the benefits of games for learning, (Brewster, 1999):

- a. Games add variety to the learning environment.
- b. Games change the rhythm of lessons and help keep students motivated.
- c. Games make formal lessons more relaxed and help renew students' energy.
- d. Games provide an indirect means of practicing language patterns such as vocabulary and pronunciation.
- e. Games can improve concentration, memory, listening, and reading abilities.
- f. Students are encouraged to participate; shy students can be motivated to speak.
- g. Games improve communication between students, provide opportunities to practice fluency, and reduce teachers' dominance in the classroom.
- h. Games can help create a fun atmosphere.
- i. Games can reveal weaknesses and further language needs.
- j. Games can help motivate and improve students' writing skills by providing real context and purpose for the reader.

Nevertheless, Wright, Betteridge, & Buckby (2006) states that games have the following advantages:

- a. Many students benefit and are encouraged to work more and become more interested in games.
- b. Additionally, games assist the instructor in establishing a context in which the language is relevant and useful.
- c. A lot of games require a lot of practice and drills.
- d. Games can be found to give practice in every one of the abilities (listening, speaking, reading, and writing).

From the description above, we can see many benefits of games for learning English. These benefits can be applied to teach both macro skills such as reading, writing, listening, and speaking as well as micro skills such as pronunciation, mastery of grammar, and vocabulary.

C. Mime Game

1. Definition of Mime Game

According to Hadfield (1999), mime game requires players to use their bodies to guess what an action or expression means to the other players. This game emulate utilizes the inventive instrument everybody has our body, we as a whole can utilize our bodies to communicate our thoughts and sentiments, including we who don't communicate in English well, or who experience difficulty perusing. Moreover, mime game is the nonverbal method of expressing a character, mood, idea, or narration

through body language and gestures. It runs along a line: from gesticulation (spontaneous movements that go along with speech), mime, emblems (common culturally specific gestures), and sign language for people who can't hear. It has been demonstrated that gestures—movements of the hands, limbs, face, or body that do not involve directly manipulating objects—improve learning (Dickson & Stephens, 2015).

Nevertheless, Lambdin (1999) explains that mime uses the creative instrument everyone has: our body. We all can use our bodies to express our ideas and feelings, including those of us who do not speak English well, or who have trouble reading.

A mime game is one of the types of guessing games. A guessing game might be a good way to learn and reinforce some grammar ideas. The primary purpose of using guessing games in the classroom is to practice communication (Richard-Amato: 2003). One of the most effective guessing games is the mime game, in which one child comes forward after the teacher gives them a word, phrase, or sentence in secret and mimes an activity, and their group or the entire class tries to guess what it really means. (Pinter, 2006)

According to Cameron (2001), the mime game is a guessing game that uses mime to teach words or sentences. With good reason, mime games are extremely popular. It is good for students of all levels because they don't always require a lot of oral communication. It is fun and silly by nature and is a great way to review or check the students' understanding of a new language. Likewise, Goleman (1996), states students

always enjoy fantasy, imagination and movement and he claims that learning does not take place in isolation from students' feeling.

The other players must guess what the word is by acting or miming with a variety of gestures in this game. They demonstrate their own skill, creativity, and method of learning through this game. They are able to freely and comfortably express themselves and behave. The students are able to cooperate, trust, and respect one another in that learning environment, and they became responsible for their own education.

As a result of the above explanation, the researcher can draw the conclusion that mime is narration through bodily gestures and movements. It is a good way to encourage the students to improve their body language acting skills.

2. The Advantages of Mime Game

The mime game has some advantages. The advantages include the fact that a mime game can encourage the students to participate actively in classroom instruction without putting them under any kind of stress. Using this method, a positive atmosphere in the classroom can be created. The students' boredom, stress, and disinterest in the teaching and learning process are reduced as a result of the fun and effective environment in this class.

According to Pinter (2006), there are advantages of mime game in teaching English:

a. Mime game reduces the stress in the classroom

Students can teach and learn in a comfortable setting. The students are free to use their imaginations. By playing a mime game in front of the class, their fear of making mistakes and shyness are reduced. In a nutshell, the mime game aims to make students laugh and enjoy class. When they make mistakes, they need not be concerned about being criticized or punished.

b. Mime game motivates the students in learning English

The mime game helps the students rehearse the formulas, sentences, and words so that they can correctly pronounce them. Nevertheless, the mime game encourages teachers to refrain from excessive speech. The students are motivated by the mime game's competitiveness.

c. The students are encouraged to interact and communicate through mime games.

Firdausi (2015), the mime game fosters social interaction, teamwork, and confidence in students. Moreover, Hartani (2012), states mime games can help students connect with one another.

3. *The Disadvantages of Mime Game*

According to Wright (2006), there are some disadvantages of mime game:

- a. Teacher has problem in managing the class. If the game is not well organized, it can make the class messy. The students became uncontrollable.
- b. Making the class atmosphere not conducive or not active. If students are not confident to practice the word that must be demonstrated.

c. In addition, it can take longer than it should. So that it can cause some students not to get a turn. By providing an explanation of the game's procedure that is as clear as possible beforehand, the instructor can fix it.

Nevertheless, aside from these flaws that can lead to mistakes, the teacher can fix them if they are prepared well in advance. A clear explanation of the game must be provided by the teacher. Students can be divided into multiple groups to save teachers time. As a result, these flaws can be minimized.

4. *Using Mime Game to Teach the Simple Present Tense*

The students need a strategy that is fun and interesting in order to master the simple present tense. The researcher then taught simple present tense using a mime game to get the students interested in studying or mastering it. The students practiced acting simple present tense action verbs and miming several simple present tense action verbs in this game.

The reasons why the researcher uses mime game in teaching the simple present tense; first, mime game is appropriate to teach the simple present tense. Teacher provides some action verbs to the students. Then, when the students get a card of verbs, they have to mime it. After that, they have to guess what the action had mime into simple present tense sentence. Second, by playing mime game the teaching learning process on simple present tense will be interesting. In mime game, the students learn the simple present tense by acting action verb, mime their acting, and then use the verb in composing the sentence of simple present tense. By playing this

game, it may make the students enjoy in the teaching and learning process and understand the simple present tense.

In addition, based on relevant research such as research conducted by Hartani (2012), she states when students perform their task of acting out and describing the learned structure in a mime game, they feel very excited, imaginative, enjoyable, and communicative. A Learner is exhilarated because he must perform an activity that is related to the current material learned, which he is familiar with but his friends are unfamiliar with.

Therefore, the researcher teaches the simple present tenses through mime game are; first, using a mime game to teach the simple present tense is appropriate. The teacher teaches the students some action verbs. The students are then required to mimic the verbs on a card. After that, they have to guess what the action is and translate it into a short sentence in the present tense. Second, it will be interesting to teach simple present tense through the use of a mime game. In emulate game, the students learn straightforward current state by acting activity action word, emulate their acting and afterward involved the action word in making the sentence out of basic current state. The students may gain an appreciation for the teaching and learning process and an understanding of the straightforward present tense by playing this game.

5. *Procedure of Teaching Simple Present Tense through Mime Game*

The procedure of mime game applied in this research was followed the procedure that referenced by Wright (2006). Here are the procedures:

1. The type of words that will be reviewed is explained to the students by the teacher.
2. The students are divided into 4 groups by teacher.
3. The box containing the cards that the describer will use will be placed in a corner of the classroom by the teacher.
4. The game will be exemplified by the teacher acting as a describer. The teacher will demonstrate how to be a describer.
5. After each student has formed groups, the teacher will take the card from the box and begin miming the words by standing in front of the class and miming a word.
6. The students of other groups must be identifying the action by making a sentence in form simple present tense. For example, if the describers mime the verb "drive" then students from other groups have to guess using the simple present tense "You drive a car".
7. After a team successfully identifies an action, the teacher writes the appropriate simple present tense on the whiteboard
8. Then, the students who correctly guesses what the describer mimes is then rewarded and the student is assigned to be next describer.

9. Next, the chosen student or describer, who will mime a word, takes one card from the box but does not show it anyone, includes the teacher. The describer then takes on the role of miming a word from the card. The remaining students or guessers who correctly guess the word will receive 2 points for their group, and student will be assigned the role of the next describer.
10. Then, next step is repeating the process above until all of the words in the cards have been used,
11. When all of the words have been guessed, the round is over or the game ends after the time limit has been reached. The group whose members can correctly guess a larger number of words than they will win the game or there will be the first, second, and third winner.

In order to pique students' interest in learning, the researcher used a mime game to teach simple present tense. During the mime game, students are prohibited from speaking or making any noise. Students are only permitted to mimic the word through body language or facial expressions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a quantitative approach with an experimental design. Sugiyono (2018) states that quantitative research is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. Williams (2011) states that quantitative research begins with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and the data are analyzed quantitatively. In this research the researcher used experimental research with a true experimental design type of pre-test and post-test control group design. Likewise, Sugiyono (2009) explains true experimental is the actual experiment because in this design the researcher can control all external variables that affect the experimental process. In this research design, there were two groups' involved namely experimental group and control group. For the experimental group, it was given some treatment using mime game. Meanwhile, for control group, it was taught without using mime game. In addition, Rukminingsih, Adnan, & Latief (2020), the model of true experimental design could be seen in this table below:

Table 3.1
Research Design

Sampling	Group	Pre-test	Treatment	Post-test
Random	Experimental	O1	X	O2
Random	Control	O1	-	O2

Where:

O1 = Pre-test

O2 = Post-test

X = Treatment

- = No treatment

B. Research Location

The research location was at SMPN 2 Simeulue Timur is located at Jl. Letkol Ali Hasan No. 204, Suka Karya, Kec. Simeulue Timur, Kab. Simeulue, Aceh. Based on the certificate 604/BAP-SM.Aceh/SK/2014, SMPN 2 Simeulue Timur has an A accreditation.

C. Population and Sample

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan, 1996). The population in this research was the second grade students of SMPN 2 Simeulue Timur, totaling 98 students. There were four classes on this grade. For the sample of this research, the researcher chose two

classes which were selected by using random sampling with assumption the population had individual equal probability of being selected (Creswell, 2003).

Sample is a subgroup of the target population that a researcher intends to study in order to make generalizations about the entire population (Creswell, 2012). For this research, the sample consisted of two classes: class VIII.3 with 20 students and class VIII.4 with 20 students. This decision was based on the researcher's interview with the English subject teacher at SMPN 2 Simeulue Timur who indicated that students in these classes had relatively low average English scores compared to other classes.

D. Research Instrument

Research instrument was an important step in the pattern of research procedures. The instrument served as a tool for collecting the necessary data. To collect data in this research, the researcher used a set of tests which consist of two parts namely pre-test and post-test. A test is a method of measuring a persons' ability, knowledge, or performance in a given domain (Brown, 2004). According to Arikunto (2012), test is tool or procedure used to know or measure students' performance by using a set of ways and rules. Meanwhile, the test was given in the form of multiple choices. Moreover, the researcher gave 20 questions to be pre-test and post-test.

E. Technique of Data Collection

The researcher collected data by using tests to find out how a mime game improves students' mastery of the simple present tense. The two types of tests were

the pre-test which was administered prior to teaching students the simple present tense through a mime game, and the post-test which was administered after teaching students the simple present tense through a mime game.

Concerning to the procedure of data collecting in this research, it could be explained as follows:

1. Pre-Test

The researcher conducted a pre-test for both the experimental class and control class at this meeting. This test aimed to determine whether the students in the two groups were proficient in the simple present tense. The researcher provided some explanations regarding how to respond to the question prior to handing out test sheets to the students. The test given to the students was a 20-questions multiple-choice exam and the students spent 20 minutes answering the test.

2. Treatment

After the pretest given in both classes, the treatment was given to the experiment class by using mime game and without using it in control class in teaching simple present tense.

In this study the researcher obtained accurate information, the researcher held 4 meetings, which made the second grade students as the sample:

1. The first meeting, the researcher entered the class to see the current state of the students and introduced themselves and the purposed of the study. After that, the researcher gave directions to students to take the pre-test for 20 minutes. After the pre-test is given, the researcher explains the simple

present tense material, the rules of mime games, and provides examples of mime games by demonstrating an activity.

2. In the second meeting, the researcher divided the students into groups of 4-5 and explained the game rules. The researcher demonstrated the game by drawing a card from the box and acting out the word, while the students in the group guessed the activity using simple present tense sentences. The student who guessed correctly would be the next participant.
3. In the third meeting, the researcher led a game in which one student was chosen to demonstrate an activity in front of the class. The game involved students selecting a card from a box and then acting out the activity on the card. The rest of the students had to guess the activity being performed. Those who guessed correctly earned points and had the opportunity to be the next performers.
4. In the fourth meeting, students played a game where they picked a card from a box and demonstrated the activity on the card in front of the class. Other students then summarized the activity using simple present tense sentences. The game continued with students guessing and taking turns to participate. After the game, the researcher instructed the students to take the post-test.

Meanwhile, in the control class, the researcher used the teacher's lecture model approach for learning.

3. *Post-test*

The researcher gave both the experimental and control class for the post-test. The post-test compared the students' mastery of the simple present tense in the class that receives treatment to the class that did not. There were 20 questions was given to the students with 20 minutes for answering the test.

F. **Instrument of Data Collection**

In collecting the research data, the researcher needed a tool that uses to measure research variables. The tool was known as a research instrument. To collect data in this research, the researcher used a set of tests consisted two parts namely pre-test and post-test. As a result, before using the instrument on the research subject, validity and reliability testing should be conducted.

1. *Instrument Validity*

An instrument's validity indicates that it was capable of measuring things intended to measure. The researcher in this study examined the content validity test to determine whether or not it had good validity. Additionally, Sugiyono (2013) says that tests that are frequently used to measure learning progress are instruments that must have content validity. A learning improvement instrument's organization must be based on the subject matter taught in order to have content validity, or an instrument matrix can be used to help.

Therefore, in this research, the researcher used the product moment correlation test using the SPSS 23.

The criteria for submitting an item were said to be valid if the coefficient correlation was positive and equal to or greater than r table with a significant level of 5%. If the correlation coefficient was lower or r count was smaller than r table at a significant level of 5%, then the items in question were said to be invalid. Invalid items were omitted and valid items were used for further research.

2. *Instrument Reliability*

A reliable instrument was an instrument that, when used several times to measure the same object, would result in the same data. Instrument reliability was a condition for instrument validity testing.

As a result, the researcher in this study measured the instrument's reliability using SPSS and the Cronbach's Alpha formula. Retnawati says that the Cronbach's Alpha formula can be used to measure reliability with polytomous scales like questionnaires and essays, as well as scoring instruments ranging from 1 to 0.

G. *Technique of Data Analysis*

To analyze the results of test on students' mastery on simple present tense, the researcher used the following test using SPSS 23.

1. *Normality Test*

SPSS was used for the normality test with the following requirements. If the significance value was greater than 0.05, it indicated that the data came from a normal population, while a significance value of 0.05 indicated that the data were not from a normal population.

The normality test was used to see if the data from the two sample groups followed a normal population distribution. This test was completed in two classes: the control class and the experimental class.

2. *Homogeneity Test*

The homogeneity is used to determine if two or more groups of data have the same variance. In this research, the *Levene* test was used for the homogeneity test. The decision-making criteria for the *Levene* test are as follows: (Siregar, 2016)

- a. If the significance value is > 0.05 , then the data is declared to have the same variance and is homogeneous.
- b. If the significance value is < 0.05 , then the data is declared to have unequal variance and is not homogeneous.

3. *Hypothesis testing*

Hypothesis testing is used to answer the formulated hypothesis from the previous chapter, addressing the problem being studied. The research utilizes paired sample t-tests and independent sample t-tests.

a. Paired Sample T-Test

The paired sample t-test is a statistical test used to compare the means of two related groups. These paired samples come from the same subjects, however are subjected to different treatment. This test is commonly used to analyze the effectiveness of a treatment, by comparing the average values before and after the treatment is administered. (Agus, 2013)

Testing is conducted using a significance level of 0,05 to determine the relationship between the independent and dependent variables. The decision to accept or reject the null hypothesis (H_0) is based on this test, as follows: (Siregar, 2016)

- 1) If the t-count value $<$ the t-table value and the significance value $>$ 0,05, then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected
 - 2) If the t-count value $>$ the t-table value and the significance value $<$ 0,05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted
- b. Independent Sample T-Test

The independent sample t-test is used to test hypotheses about two populations that are not related to each other. Each sample group is independent, meaning that the populations being compared are not related. (Sujarweni, 2014)

The decision-making process for independent sample t-test analysis involves comparing the t-count values with the t-table with the following conditions: (Budi, 2006)

- 1) If the t-count values $<$ the t-table value and the significance value $>$ 0,05, then H_0 is accepted and H_a is rejected.
- 2) If the t-count value $>$ the t-table value and the significance value $<$ 0,05, then H_0 is rejected and H_a is accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the conclusions of the research based on data collection experiment and test methods (pre-test and post-test) were used to collect data. In this case, the experiment was carried out in four meetings. While the pre-test was carried out at the first meeting and the post-test was carried out at the last meeting.

A. Research Finding

1. Instrument Trial Results

Before the questions are tested at the school to be researched, the researcher prepares the questions to determine the validity and reliability of the questions. The instrument trial consists of 2 stages, namely: Validity Test and Reliability Test.

a. Validity test

The validity test used in this research is content. Content validity is validity testing based on its content to ensure whether the test items for teaching and learning outcomes are appropriate to the conditions to be measured. To test the validity of the question items, the researcher used the SPSS 22 application to simplify the validity test calculations.

Based on the validity test with the help of SPSS 22, the result will be presented in table 4.4.

Table 4.4
The Validity Test of Pretest Questions

Question	Pearson Cor.	Sig. Value	Sig. value 0.05	Conclusion	Interpretation
Item 1	0.651	0.002	0.05	V	High
Item 2	0.546	0.013	0.05	V	Enough
Item 3	0.563	0.010	0.05	V	Enough
Item 4	0.548	0.012	0.05	V	Enough
Item 5	0.580	0.007	0.05	V	Enough
Item 6	0.611	0.004	0.05	V	High
Item 7	0.461	0.041	0.05	V	Enough
Item 8	0.574	0.008	0.05	V	Enough
Item 9	0.543	0.013	0.05	V	Enough
Item 10	0.739	0.000	0.05	V	High
Item 11	0.724	0.000	0.05	V	High
Item 12	0.416	0.068	0.05	I	Enough
Item 13	0.597	0.005	0.05	V	Enough
Item 14	0.645	0.002	0.05	V	High
Item 15	0.682	0.001	0.05	V	High
Item 16	0.764	0.000	0.05	V	High
Item 17	0.482	0.031	0.05	V	Enough
Item 18	0.597	0.005	0.05	V	Enough
Item 19	0.827	0.000	0.05	V	Very high
Item 20	0.855	0.000	0.05	V	Very high
Item 21	0.717	0.000	0.05	V	High
Item 22	0.563	0.010	0.05	V	Enough
Item 23	0.420	0.065	0.05	I	Enough
Item 24	0.348	0.133	0.05	I	Low
Item 25	0.881	0.000	0.05	V	Very high
Item 26	0.798	0.000	0.05	V	High
Item 27	0.418	0.066	0.05	I	Enough
Item 28	0.263	0.263	0.05	I	Low
Item 29	0.465	0.039	0.05	V	Enough
Item 30	0.554	0.011	0.05	V	Enough

Based on table 4.4, calculating the validity of the questions using SPSS 22, there are 25 valid questions and 5 invalid questions. 20 questions were used as a pre-test instrument out of 25 valid questions.

Table 4.5
The Validity Test of Post-test Questions

Questions	Pearson Cor.	Sig. value	Sig. value		Conclusion	Interpretation
			0.05			
Item 1	0.480	0.032	0.05		V	Enough
Item 2	0.782	0.000	0.05		V	High
Item 3	0.738	0.000	0.05		V	High
Item 4	0.366	0.112	0.05		I	Low
Item 5	0.490	0.028	0.05		V	Enough
Item 6	0.738	0.000	0.05		V	High
Item 7	0.267	0.256	0.05		I	Low
Item 8	0.404	0.077	0.05		I	Enough
Item 9	0.693	0.001	0.05		V	High
Item 10	0.782	0.000	0.05		V	High
Item 11	0.678	0.001	0.05		V	High
Item 12	0.594	0.006	0.05		V	Enough
Item 13	0.561	0.010	0.05		V	Enough
Item 14	0.657	0.002	0.05		V	High
Item 15	0.439	0.058	0.05		I	Enough
Item 16	0.782	0.000	0.05		V	High
Item 17	0.224	0.343	0.05		I	Low
Item 18	0.587	0.006	0.05		V	Enough
Item 19	0.783	0.000	0.05		V	High
Item 20	0.877	0.000	0.05		V	Very high
Item 21	0.376	0.102	0.05		I	Low
Item 22	0.526	0.017	0.05		V	Enough
Item 23	0.738	0.000	0.05		V	High
Item 24	0.503	0.024	0.05		V	Enough
Item 25	0.877	0.000	0.05		V	Very High
Item 26	0.782	0.000	0.05		V	High
Item 27	0.417	0.067	0.05		I	Enough
Item 28	0.176	0.457	0.05		I	Very Low
Item 29	0.374	0.104	0.05		I	Low
Item 30	0.555	0.011	0.05		V	Enough

Based on table 4.5, calculating the validity of the questions using SPSS 22, there are 21 valid questions and 9 invalid questions. 20 questions were used as a post-test instrument out of 21 valid questions.

b. Reliability Test

After the validity instrument is tested and found to be valid, we will then see the instrument's reliability. A reliable instrument means that the instrument can be trusted for its truth. In searching for the reliability of the instrument, the researcher used the SPSS 22 program which was automatically calculated using the Cronbach's Alpha formula. Based on the reliability test with the help of SPSS version 22, the result will be presented in table 4.6 as follows:

Table 4.6
Reliability Test Results for Pretest Questions

Reliability Statistics	
Cronbach's Alpha	N of Items
.754	31

The reliability test in this study used the Cronbach alpha test. The decision making in this research from the Cronbach's alpha test is as follows:

- 1) If the Cronbach's alpha value is > 0.06 , then the instrument is declared reliable.

- 2) If the Cronbach's alpha value is < 0.06 , then the instrument is declared unreliable.

Based on table 4.6, it shows that the items in this study have a Cronbach's alpha value > 0.06 . This means that the pre-test questions in this study are reliable. Therefore, the question items in this research can be used for further testing.

Table 4.7

Reliability Test Results for Post-Test Questions

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	30

Based on table 4.7, it shows that the items in this study have a Cronbach's alpha value > 0.06 . This means that the pre-test questions in this study are reliable. Therefore, the question items in this research can be used for further testing.

2. Results of the Pre-test Scores in the Experimental and Control Class

The pretest is given by the researcher before giving the activity which aims to find out the extent to which the material to be taught has been mastered by the students. The pre-test was given to class 8.3 as the experimental class and class 8.4 as the control class. The number of students who took the test in the

experimental class was 20 students and the control class was 20 students. The following are the results of the pre-test assessment for both classes.

Table 4.8
Pre-test for Experimental and Control Class

No.	Exp. Class	Pre-test	Cont. Class	Pre-test
1	APA	40	A	45
2	AQ	45	ARH	45
3	AS	40	BA	60
4	AR	55	F	40
5	AS	35	FA	50
6	ANA	50	FI	35
7	AZ	40	KR	40
8	FAP	40	IW	30
9	FS	50	HA	45
10	HZ	45	MS	55
11	IMA	55	RNS	50
12	JS	40	NAL	50
13	MZR	35	NJ	35
14	MU	30	RAP	40
15	ML	35	RAF	50
16	MA	35	SL	55
17	NAA	55	SF	45
18	RS	45	SAF	40
19	RNP	35	QAM	50
20	SR	30	ZS	55

3. Results of the Post-test Scores in the Experimental and Control Class

The post-test was given by the researcher after giving the activity which aims to find out the extent to which students have mastered the simple present tense material that has been taught to the students. The post-test was given to class 8.3 as the experimental class and class 8.4 as the control class. The

number of students who took the test in the experimental class was 20 students and the control class was 20 students. The following are the results of the pre-test assessment for both classes.

Table 4.9
The Post-test of Experimental and Control Class

No.	Exp. Class	Post-test	Cont. Class	Post-test
1	APA	85	A	55
2	AQ	90	ARH	50
3	AS	65	BA	50
4	AR	85	F	60
5	AS	70	FA	55
6	ANA	90	FI	40
7	AZ	80	KR	30
8	FAP	75	IW	35
9	FS	80	HA	40
10	HZ	75	MS	60
11	IMA	75	RNS	50
12	JS	65	NAL	35
13	MZR	75	NJ	40
14	MU	65	RAP	40
15	MI	75	RAF	55
16	MA	70	SL	65
17	NAA	80	SF	50
18	RS	80	SAF	65
19	RNP	55	QAM	45
20	SR	55	ZS	60

4. Prerequisite Test Results

1) Descriptive Statistics Data

After processing the data in both classes, descriptive statistical data will be obtained. Descriptive statistical data that has been processed with the help of the

SPSS program obtains maximum, minimum, average values, as well as standard deviation and variance. The data that has been processed and obtained in both classes using the SPSS program will then be treated in the experimental class in the form of learning Simple Present Tense material with Mime Game. Meanwhile, the control class uses the lecture method. To find out the learning outcomes in both classes, a post-test will be given after the two classes are given different treatment. This is intended to compare and find out the results of the differences that have been given to the two classes. Below is presented a descriptive statistical analysis of the students' post-test score data in the experimental and control class.

Table 4.10
Output Descriptive Statistics with SPSS

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	20	25	30	55	41.75	7.993
Post-test Experiment	20	35	55	90	74.50	9.987
Pre-test Control	20	30	30	60	45.75	7.826
Post-test Control	20	35	30	65	49.00	10.463
Valid N (listwise)	20					

Based on table 4.10, you can see the difference between the average of the pre-test and post-test results in the experimental and control class. Based on these data, the pre-test average in the experimental class was 41.75 and the average in

the control class was 45.75. Therefore, between the two classes there is a difference in average. In this table, to ensure that there are significant differences, in the statistical test the post-test results obtained an average value in the experimental class of 74.50 and in the control class of 49.00. So from the description of the data in the table it can be concluded that there is a significant difference in averages.

2) Normality Test

The normality test is needed to determine whether the data obtained in this study is normally distributed or not. If the data is normally distributed then this data can be processed using t-test statistics.

The normality test uses the Kolmogorov-Smirnov test in calculations using the SPSS 22 program. The data is stated to be normally distributed if the sig value is > 0.05 and if sig < 0.05 , then the data is not normally distributed. The calculation results obtained using SPSS 22 are as follows:

Table 4.11

Normality Test Results with SPSS

		Kolmogorov-Smirnov			Shapiro-Wilk		
		Sta.	Df	Sig.	Sta.	Df	Sig.
Pre-test dan Post-test	Pre-test Exp. Class	.187	20	.066	.916	20	.085
	Post-test Exp. Class	.170	20	.132	.946	20	.313
	Pre-test Con. Class	.156	20	.200*	.963	20	.608
	Post-test Con. Class	.155	20	.200*	.947	20	.328

Based on the results of the normality test using SPSS 22, it can be seen that the significance value (Sig) for all data in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test is > 0.05 , so it can be concluded that the research data has a normal distribution.

3) Homogeneity Test

The homogeneity test is used to determine the level of similarity of variance, between two groups, namely the experimental group and the control group. In the homogeneity test of the two variances between the experimental class and the control class, the *Levene* test will be used using the SPSS program. The result is presented in table 4.12.

Table 4.12
Homogeneity Test with SPSS

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Pre-test dan Post-test	Based on Mean	.325	1	38	.572
	Based on Median	.266	1	38	.609
	Based on Median and with adjusted df	.266	1	37.734	.609
	Based on trimmed mean	.337	1	38	.565

Based on the table above, it is known that the Significance (Sig) *Based on Mean* value is $0.572 > 0.05$, so it can be concluded that the variance of the experimental class post-test group and the control class post-test group is

homogeneous. Therefore, one of the conditions (not absolute) of the independent sample t test has been fulfilled.

5. Data Analysis Results

1) Paired Sample T-Test

Paired sample t test is used to find out whether there is a difference in the average of two paired samples. The requirements for the paired sample t test are that the data is normally distributed. The paired sample t test in the research was used to see whether there was an increase in students' abilities in simple present tense material by using mine games in learning. The paired sample t test was carried out on the experimental class pre-test data with the experimental class post-test using mine games. Then the pre-test data for the control class and the post-test data for the control class which uses lecture model learning.

Table 4.13

Output Paired Sample T-test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Devia	Std. Error Mean	95% Confidence Interval of Difference				
					Lower	Upper			
Pair 1	Pre-Posttest Exp. Class	-32.750	7.691	1.720	-36.349	-29.151	-19.044	19	.000
Pair 2	Pre-posttest Con. Class	-3.250	9.497	2.124	-7.695	1.195	-1.350	19	.142

Interpretation of the Paired Sample t Test:

Based on the output of pair 1, the sig value obtained (2-tailed) is $0.000 < 0.005$, so it can be concluded that there is a significant average difference between the results of the experimental class pre-test and the experimental class post-test using mime games.

a) Based on the output of pair 1, the sig value obtained (2-tailed) is $0.000 < 0.005$, so it can be concluded that there is a significant average difference between the results of the experimental class pre-test and the experimental class post-test using mime games.

b) Based on the output of pair 2, the Sig value obtained (2-tailed) is $0.142 > 0.005$, so it can be concluded that there is no significant average difference between the results of the control class pre-test and the control class post-test.

Conclusion:

Based on the discussion of output pair 1, it can be concluded that there is a difference in the use of mime games on students' mastery on Simple Present Tense material in class 8.3 at SMPN 2 Simeulue Timur.

2) Independent Sample T-Test

The independent sample t test is used to determine whether there is a difference in the means of two unpaired samples. The main requirements in the independent sample t-test are that the data is normally distributed and

homogeneous (not absolute). From the results of the analysis of the normality test and homogeneity test, the conclusion obtained is that the data is normally distributed and homogeneous.

The independent sample t test in this research was used to see whether there were differences in students' abilities in simple present tense material that used mime games and students who used the lecture learning model. The independent sample t test was carried out on the experimental class post-test data with the control class post-test data with the help of the SPSS 23 program. The independent sample t test results will be displayed in the following table.

Tabel 4.14
Output Independent Sample T test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.325	.572	7.884	38	.000	25.500	3.234	18.953	32.047
	Equal variances not assumed			7.884	37.918	.000	25.500	3.234	18.952	32.048

The Sig value obtained (2-tailed) is 0.000, which is less than 0.05. Additionally, the t-count value of 7.884 is greater than the t-table value of 2.024. Therefore, it can be concluded that there is a significant average difference in the

ability of students in simple present tense who use mime games in learning compared to those who do not use mime games.

Table 4.15

Output Group Statistic Independent Sample t test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Post-test Exp. Class	20	74.50	9.987	2.233
	Post-test Con. Class	20	49.00	10.463	2.340

Based on table 4.15, there is an average or mean value in the experimental class post-test, namely 74.50 and 49.00 in the control class post-test. This value can be interpreted as the experimental class average being higher when compared to the control class average. From this description it can be concluded that:

- 1) H_0 : There is no significant improvement in mastery of simple present tense who use mime game.
- 2) H_a : There is significant improvement in the mastery of simple present tense by students who use mime game.

Therefore, it can be concluded that there is a significant increase in students' ability in the simple present tense after implementing the mime game when compared with the lecture learning model. In conclusion the hypothesis above shows that the average student ability in the simple present tense using the mime game is 74.50 while for the lecture learning model is 49.00.

B. Discussion

The results of hypothesis testing using the paired sample t-test and independent sample t-test indicate that the significance value for the paired sample t-test is $0.000 < 0.05$, and for the independent sample t-test is also $0.000 < 0.05$. The paired sample t-test for the experimental class yielded a t-count value of 19.044, which was significantly greater than the t-table value of 2.093. In contrast, the t-count value for the control class was 1.350, which was less than 2.093. Additionally, the t-count value in the independent sample t-test was 7.884, which exceeded the t-table value of 2.024. This suggests that there is a significant impact on students in the experimental class who use mime games in the simple present tense, compared to students in the control class who do not use mime games.

The inferential analysis using SPSS 23 indicates that both the pretest and posttest data have passed the normality test, a prerequisite for hypothesis testing. The data for both tests were found to be normally distributed, with significance values > 0.05 . The results also show that the average posttest score for students who learned the simple present tense using the mime game had a significance value (2-tailed) of $0.000 < 0.05$. This suggests a significant difference between the posttest scores of students who used the mime game and those who did not.

The results of the descriptive and inferential analysis show that the use of mime games in teaching the simple present tense had a positive impact on students in class VIII.3. This aligns with Pinter's (2006) assertion that mime games in English

learning have multiple benefits, including reducing stress in the classroom. In the experimental class, students enjoyed the learning process and felt free to use their imaginations while playing mime games. This led to a reduction in fear of making mistakes and shyness among the students.

The test results are consistent with previous studies, such as the research conducted by (Pupitasari & Akmaliah, 2018) titled "The Effectiveness of Using Mime Games in Present Continuous Tense" on class VIII students at MTs Negeri 1 Bandung. The t-count of 5.691 > t-table of 2.045, which leads to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a), indicating that the use of mime games in teaching present continuous tense is effective.

According to Firda Amelia's 2016 study, "The Effectiveness of Using Mime Game in Understanding Present Continuous Tense," the posttest results showed a t-count value of 3.72 with a significance level of 5% at 2.02 and 1% at 2.70. These results indicate that the t-count value exceeds the t-table value. As a result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, demonstrating a significant difference in students' scores when using mime games to learn the present continuous tense. Therefore, it can be concluded that the use of mime games is more effective for teaching the present continuous tense.

In this case, it can be concluded that the null hypothesis (H_0) - stating that there is no significant improvement in mastery of the simple present tense for students who use the mime game - is rejected, and the alternative hypothesis (H_a) -

stating that there is a significant improvement in mastery of the simple present tense for students who use the mime game - is accepted. The conclusion of the hypothesis indicates that the average post-test score for students who used the mime game was 74.50, compared to students who did not use the mime game was 49,00. This suggests that there is a greater increase in the ability of students who use the mime game to learn the simple present tense, compared to students who do not use the mime game.



BAB V

CONCLUSIONS

A. Conclusions

Based on the results of the data analysis that has been presented and the discussion of hypotheses in the experimental class that use mime games and the control class that uses the lecture learning model described in chapter IV, the researcher can conclude as follows:

1. There is a difference in students' abilities in simple present tense after using the mime game. This is proven by the results of the hypothesis test that has been carried out and the t-count value obtained by the experimental class is 19.044 with a probability (Sig.) of 0.000. For the reason that the probability value has a value (Sig.) 0.000 then H_0 is rejected, it can be concluded that this means there is a significant difference from the use of mime games, with the decision making criteria above it is also known that the t-count value for the control class is 1.350 with probability value (Sig.) 0.000, it can be concluded that H_0 is rejected, which means that there is a significant difference from the use of mime games.
2. There is a difference in the average post-test scores in the two classes, namely the experimental and the control class. If you look at table 4.15, the mean

post-test score in the experimental class is 74.50 and 49.00 in the control class. It can be concluded that according to the hypothesis previously discussed, the average in the experimental class is different. The difference in experimental scores when compared with the control class shows that the experimental class obtained higher results. In other words, the use of mime games is more effective than the lecture learning model in improving students' abilities.

B. Suggestions

Based on the research results that have been concluded, the researcher provides the following suggestions:

1. For Teachers

Remembering that teachers are one of the spearheads in the learning process, it is hoped that teachers can use various alternative learning techniques in providing material to students, such as using mime game techniques, this is because the use of these techniques can increase activity and be able to increase students' understanding abilities to be able to accept the learning given by the teacher.

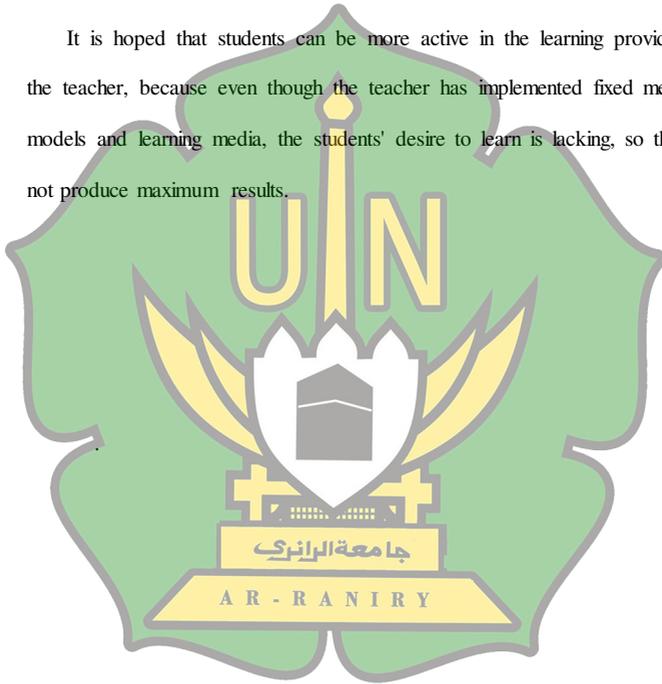
2. For School Principals

It is hoped that school principals can adopt more appropriate policies in the use of game-based learning methods that can support the learning process, apart from that, school principals can hold regular meetings so they can find

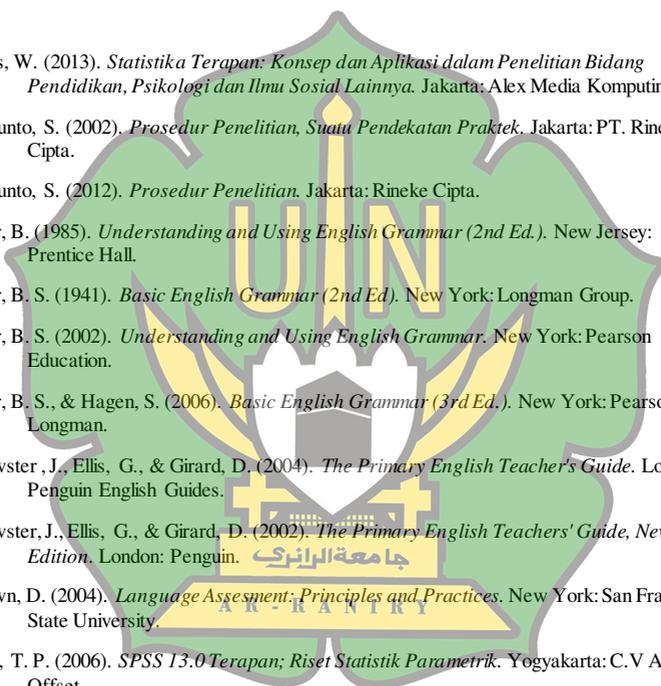
out what are the obstacles, both from the teacher's side as teaching staff, and from the students' side as recipient of the knowledge provided by the teacher.

3. For Students

It is hoped that students can be more active in the learning provided by the teacher, because even though the teacher has implemented fixed methods, models and learning media, the students' desire to learn is lacking, so this will not produce maximum results.



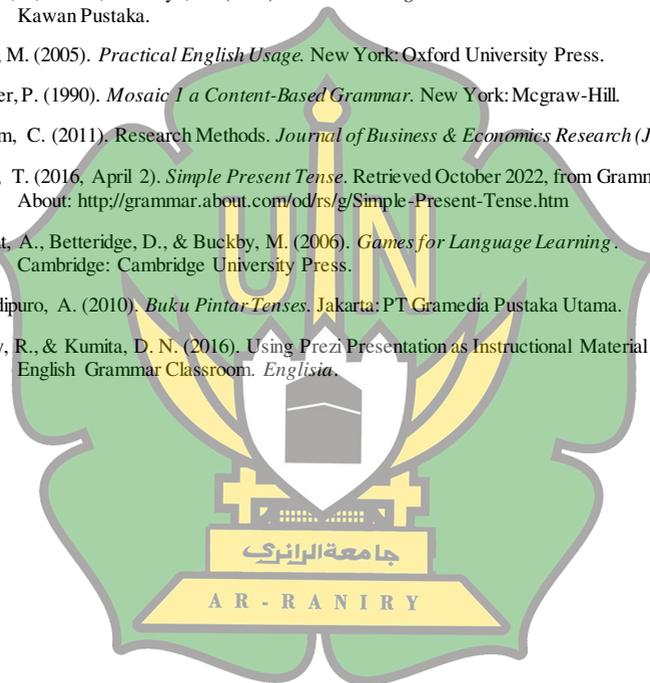
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APPENDICES



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5155/UN.08/ETK/KP.07.6/03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

Menyumbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqabah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang ditunjukkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tertera dalam surat ini dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 42 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012, tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Usaha Umum;

5. Peraturan Pemerintah Nomor 2 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 44 Tahun 2013 tentang Perubahan IADJ Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015 tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2013, tentang Pendegastian Mewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Kesehatan Nomor 293/KM/05/2011 tentang Peraturan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Institusi Pemerintah yang Menerapkan Pengelolan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2014, tentang Pendegastian Wewenang Kepala Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

Memperhatikan : 1. Keputusan Sidang Senat **Final Skripsi, Studi Pendidikan Bahasa Inggris** Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **07 Maret 2023**.

MEMUTUSKAN
جامعة الرانيري

Menetapkan PERTAMA : 1. Menunjuk Saudara:
1. Dr. Lutfi Auli, MEd Sebagai Pembimbing Pertama
2. Siti Kasimah, M.Pd. Sebagai Pembimbing Kedua
Ujwa membina S.Kel. RANIRY
Nama : Selly Karmila
NIM : 180203210
Program Studi : Pendidikan Bahasa Inggris
Jadual Skripsi : Improving Junior High School Students' Mastery on Simple Present Tense Through Mime Game

KEDUA : 1. Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA_025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : 2. Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : 3. Surat Keputusan ini berlaku sejak tanggal ditetapkannya dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Maret 2023

Dekan

Saifurrahman

10/27/23, 10:22 PM

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11080/Un.08/FTK.1/TL.00/10/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMP Negeri 2 Simeulue Timur
Assalamualaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : *Sely Karmila / 180203210*
Semester/Jurusan : *XI / Pendidikan Bahasa Inggris*
Alamat sekarang : *Jeulingke*

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *IMPROVING JUNIOR HIGH SCHOOL STUDENT'S MASTERY ON SIMPLE PRESENT TENSE THROUGH MIME GAME*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Oktober 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 23 November
2023

AR-RANIRY

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Sinabang, 11 oktober 2023
Kepala SAAP XII Simintin



Asmawadi-
Asmawadi, S.Pd.
Khp. 19680206199103 2002



PEMERINTAH KABUPATEN SIMEULUE
DINAS PENDIDIKAN
SMP NEGERI 2 SIMEULUE TIMUR

Jalan Letkol Ali Hasan No. 204 Desa Suka Karya
 NPSN: 10103319 Email : SMPN2simeuluetimur@yahoo.co.id

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Simeulue Timur Kabupaten Simeulue Provinsi Aceh mengerangkan :

Nama : SELLY KARMILA
 NIM : 180203210
 Fakultas : Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh
 Jurusan : Pendidikan Bahasa Inggris

yang bersangkutan telah melaksanakan Penelitian di SMP Negeri 2 Simeulue Timur terhitung dari tanggal 11 Oktober 2023 sampai dengan 26 Oktober 2023 guna penulisan Skripsi dengan judul "IMPROVING JUNIOR HIGH SCHOOL STUDENT'S MASTERY ON SIMPLE PRESENT TENSE THROUGH MIME GAME"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya

Sinabang, 28 Oktober 2023
 Kepala Sekolah,

 S. Mawati, S.Pd
 NIP. 196802061991032002



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Satuan Pendidikan : SMP Negeri 2 Simeulue Timur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Tahun Pelajaran : 2022/2023
Materi : Simple Present Tense
Alokasi Waktu : 4 x 80 Menit

A. KOMPETENSI INTI (KI)

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dan berinteraksi secara afektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI-3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan

kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan</p>	<p>3.7.1 Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.2 Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>3.7.3 Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p> <p>3.7.4</p>

<p>unsur kebahasaan simple present tense).</p>	<p>Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya.</p>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.7.1 Membuat teks-teks pendek dan sederhana tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya.</p> <p>4.7.2 Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya.</p>

C. TUJUAN PEMBELAJARAN

1. Melalui diskusi kelompok, siswa dapat menyusun teks tulis untuk menyatakan tindakan atau kejadian secara rutin dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan dengan benar dan tepat.
2. Dengan permainan mime game, siswa dapat bertanya dan menjawab secara lisan kalimat-kalimat dalam bentuk simple present tense sesuai dengan pola kalimat simple present tense.

3. Melalui permainan mime game, siswa dapat memahami penggunaan simple present tense pada kehidupan sehari-hari dan kebenaran umum.

D. MATERI PEMBELAJARAN

1. Unsur kebahasaan
 - a. Kata kerja dalam simple present tense
 - b. Adverbial: always, often, sometimes, never, usually, every ...
 - c. Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.
 - d. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
 - e. Ucapan, tekanan kata, intonasi
 - f. Ejaan dan tanda baca

E. METODE PEMBELAJARAN

1. Model pembelajaran : Cooperative learning
2. Teknik : Miming game technique

F. ALAT DAN SUMBER PEMBELAJARAN

1. Alat dan bahan
 - Spidol dan penghapus
 - Papan tulis
2. Sumber belajar

<https://www.english-academy.id/blog/simple-present-tense-pengertian-kegunaan-rumus-dan-contoh-kalimat>

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan Pertama

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa untuk memulai pembelajaran. - Guru memeriksa daftar kehadiran siswa. - Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. - Guru menyampaikan tujuan pembelajaran. 	5 menit
Inti	<ul style="list-style-type: none"> - Guru memberikan siswa pre-test sebelum memulai pembelajaran. - Guru menjelaskan materi simple present tense dan aturan permainan. - Guru menjelaskan jenis kata yang akan diperagakan dalam permainan. - Guru menyiapkan box yang berisikan kartu yang akan dimainkan. - Guru memberikan contoh permainan dengan mengambil salah satu kartu dalam box dan memperagakan kata tersebut. - Siswa menebak kegiatan yang diperagakan guru dengan menggunakan kalimat simple present tense. - Guru meminta siswa yang berhasil menjawab dengan benar menjadi pemeraga 	30 menit

	<p>selanjutnya.</p> <ul style="list-style-type: none"> - Siswa mengambil salah satu kartu dalam box dan memperagakannya di depan kelas. - Siswa lain di minta untuk menebak kegiatan yang sedang diperagakan oleh siswa di depan kelas. - Kegiatan permainan dilanjutkan dengan siswa bergantian maju sebagai pemeraga. 	
Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru menanyakan kesulitan mengenai materi simple present tense. - Guru meminta peserta didik untuk memimpin doa untuk menutup kegiatan pembelajaran. - Guru mengucapkan salam untuk mengakhiri pembelajaran. 	5 menit

2. Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa untuk memulai pembelajaran. - Guru memeriksa daftar kehadiran siswa. - Guru menanyakan tentang materi dan permainan pada pertemuan sebelumnya. 	5 menit

Inti	<ul style="list-style-type: none"> - Guru menjelaskan kembali materi simple present tense. - Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 4-5 siswa. - Guru menjelaskan aturan permainan. - Box berisikan kartu yang akan dimainkan, diletakkan di depan kelas. - Guru memberikan contoh permainan dengan mengambil salah satu kartu dalam box dan memperagakan kata tersebut. - Siswa dalam kelompok menebak kegiatan yang diperagakan oleh guru dengan kalimat simple present tense. - Siswa yang berhasil menjawab akan menjadi pemeraga selanjutnya. - Siswa diminta mengambil salah satu kartu dalam box dan memperagakannya di depan kelas. - Siswa lain diminta untuk menebak kegiatan yang sedang diperagakan oleh siswa di depan kelas. - Siswa yang berhasil menjawab diberikan poin dan menjadi pemeraga selanjutnya. - Permainan dilanjutkan dengan meminta siswa yang berhasil menjawab bergantian maju untuk memperagakan kartu yang berisikan kata dalam box. - Diakhir permainan guru menuliskan 	30 menit
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	kalimat-kalimat simple present tense di papan tulis.	
Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesulitan mengenai pembelajaran. - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru mengucapkan salam untuk mengakhiri pembelajaran. 	5 menit

3. Pertemuan Ketiga

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa. - Guru memeriksa daftar kehadiran siswa. - Guru menanyakan tentang materi dan permainan pada pertemuan sebelumnya. 	5 menit
Inti	<ul style="list-style-type: none"> - Guru memandu permainan dan menunjuk salah satu siswa untuk menjadi pemeraga di depan kelas. - Permainan dilakukan dengan meminta siswa mengambil salah satu kartu dalam box dan memperagakannya di depan kelas. - Siswa lain diminta menebak kegiatan yang sedang diperagakan oleh siswa di depan kelas. 	30 menit

	<ul style="list-style-type: none"> - Siswa yang berhasil menebak mendapatkan poin dan menjadi pemeraga selanjutnya. - Kegiatan permainan dilakukan dengan meminta siswa yang berhasil menebak bergantian maju untuk menjadi pemeraga selanjutnya. - Diakhir permainan guru menuliskan kalimat-kalimat yang berhasil ditebak dengan benar di papan tulis. 	
Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesulitan mengenai pembelajaran. - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru mengucapkan salam untuk mengakhiri pembelajaran. 	5 menit

4. Pertemuan Keempat

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa. - Guru memeriksa daftar kehadiran siswa. - Guru menanyakan tentang materi dan permainan pada pertemuan sebelumnya. 	5 menit
Inti	<ul style="list-style-type: none"> - Guru memandu permainan dan menunjuk 	30 menit

	<p>salah satu siswa untuk menjadi pemeraga di depan kelas.</p> <ul style="list-style-type: none"> - Permainan dilakukan dengan meminta siswa mengambil salah satu kartu dalam box dan memperagakannya di depan kelas. - Siswa lain diminta menebak kegiatan yang sedang diperagakan oleh siswa di depan kelas. - Siswa yang berhasil menebak mendapatkan poin dan menjadi pemeraga selanjutnya. - Kegiatan permainan dilakukan dengan meminta siswa yang berhasil menebak bergantian maju untuk menjadi pemeraga selanjutnya. - Diakhir permainan guru menuliskan kalimat-kalimat yang berhasil ditebak dengan benar di papan tulis. 	
Penutup	<ul style="list-style-type: none"> - Guru memberikan post-test kepada siswa. - Guru menanyakan kesulitan mengenai pembelajaran. - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru memberikan pertanyaan untuk merefleksi kegiatan pembelajaran pada hari itu. - Guru mengucapkan salam untuk 	5 menit

	mengakhiri pembelajaran.	
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Mengetahui,
Guru Mata Pelajaran

Sinabang, 28 Oktober 2023
Peneliti

Yenni Anita H. S.pd

Selly Karmila



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Satuan Pendidikan : SMP Negeri 2 Simeulue Timur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Tahun Pelajaran : 2022/2023
Materi : Simple Present Tense
Alokasi Waktu : 4 x 80 Menit

A. KOMPETENSI INTI (KI)

KI-1 Menghargai dan menghayati ajaran agama yang dianutnya.

:

KI-2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dan berinteraksi secara afektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI-3 Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan,

dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,</p>	<p>3.7.1 Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks.</p> <p>3.7.2 Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain.</p> <p>3.7.3 Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah.</p> <p>3.7.4 Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya.</p>

<p>sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense).</p>	
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ kejadian/ kegiatan/ kejadian dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan</p>	<p>4.7.1 Membuat teks-teks pendek dan sederhana tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya.</p> <p>4.7.2 Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya.</p>

sesuai konteks	
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C. TUJUAN PEMBELAJARAN

1. Dengan penjelasan guru, siswa diharapkan dapat menyusun teks tulis untuk menyatakan tindakan atau kejadian secara rutin dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan dengan benar.
2. Dengan diberikan 20 soal, siswa diharapkan dapat mengidentifikasi struktur kalimat simple present tense dengan tepat.
3. Dengan diberikan contoh kalimat simple present tense, siswa diharapkan dapat memahami penggunaan simple present tense pada kehidupan sehari-hari dan kebenaran umum dengan benar dan tepat.

D. MATERI PEMBELAJARAN

1. Unsur kebahasaan
 - a. Kata kerja dalam simple present tense
 - b. Adverbial: always, often, sometimes, never, usually, every ...
 - c. Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.
 - d. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
 - e. Ucapan, tekanan kata, intonasi
 - f. Ejaan dan tanda baca

E. METODE PEMBELAJARAN

1. Model pembelajaran : Cooperative learning
2. Teknik : Ceramah

F. ALAT DAN SUMBER PEMBELAJARAN

1. Alat dan bahan

- Spidol dan penghapus
2. Sumber belajar
- <https://www.english-academy.id/blog/simple-present-tense-pengertian-kegunaan-rumus-dan-contoh-kalimat>

G. LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan Pertama

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa untuk memulai pembelajaran. - Guru memeriksa daftar kehadiran siswa. - Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. - Guru menyampaikan tujuan pembelajaran. 	5 menit
Inti	<ul style="list-style-type: none"> - Guru memberikan siswa pre-test sebelum memulai pembelajaran. - Guru menjelaskan materi terkait pengertian, pola kalimat, time signal, dan penggunaan simple present tense. - Guru memberikan contoh kalimat simple present tense. - Guru meminta siswa membuat kalimat simple present tense dan membacakan kalimat masing-masing. 	30 menit

Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru menanyakan kesulitan mengenai materi simple present tense. - Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. - Guru meminta peserta didik untuk memimpin doa untuk menutup kegiatan pembelajaran. 	5 menit
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2. Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa untuk memulai pembelajaran. - Guru memeriksa daftar kehadiran siswa. - Guru menanyakan tentang materi pada pertemuan sebelumnya. 	5 menit
Inti	<ul style="list-style-type: none"> - Guru menjelaskan materi tentang rumus simple present tense dalam bentuk verbal dan penambahan <i>-s/-es</i> pada akhiran kata kerja. - Guru memberikan beberapa contoh kalimat simple present tense dalam bentuk verbal (affirmative, negative, and interrogative) 	30 menit

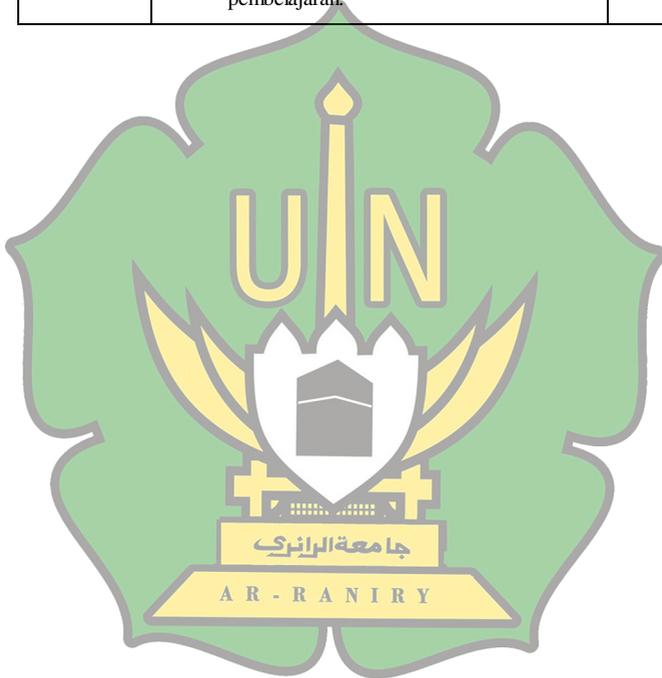
	<p>sentences).</p> <ul style="list-style-type: none"> - Guru meminta siswa membaca contoh kalimat tersebut. - Guru meminta siswa membuat 3 kalimat simple present tense dalam bentuk verbal (affirmative, negative, dan interrogative) dan membacakan kalimat masing-masing. 	
Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru menanyakan kesulitan mengenai materi simple present tense. - Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. - Guru meminta peserta didik untuk memimpin doa untuk menutup kegiatan pembelajaran. 	5 menit

3. Pertemuan Ketiga **A R - R A N I R Y**

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa untuk memulai pembelajaran. - Guru memeriksa daftar kehadiran siswa. - Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan 	5 menit

	<p>dilakukan.</p> <ul style="list-style-type: none"> - Guru menyampaikan tujuan pembelajaran. 	
Inti	<ul style="list-style-type: none"> - Guru menjelaskan materi simple present tense dalam bentuk nominal. - Guru menjelaskan to be dalam kalimat nominal. - Guru memberikan beberapa contoh kalimat simple present tense dalam bentuk nominal (affirmative, negative, and interrogaive sentences). - Guru meminta salah satu siswa membacakan contoh kalimat tersebut. - Guru meminta siswa membuat contoh kalimat simple present tense ke depan kelas dan membacakan kalimat tersebut. - Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 2 siswa. - Guru meminta siswa berdiskusi dan membuat kalimat percakapan simple present tense yang mengandung kelimat nominal dan kalimat verbal. - Guru meminta salah satu kelompok untuk membacakan kalimat percakapan simple present tense ke depan kelas secara bergantian. 	30 menit
Penutup	<ul style="list-style-type: none"> - Guru menanyakan kesimpulan pembelajaran pada pertemuan tersebut. - Guru menjelaskan rencana kegiatan 	5 menit

	<p>pembelajaran yang akan datang.</p> <ul style="list-style-type: none">- Guru meminta peserta didik untuk memimpin doa untuk menutup kegiatan pembelajaran.	
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4. Pertemuan Keempat

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru membuka kelas dengan salam, berdoa, dan menyapa siswa untuk memulai pembelajaran. - Guru memeriksa daftar kehadiran siswa. - Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. - Guru menyampaikan tujuan pembelajaran. 	5 menit
Inti	<ul style="list-style-type: none"> - Guru meminta siswa berkelompok yang terdiri dari 2 siswa. - Guru meminta siswa membuat kalimat percakapan simple present tense dalam bentuk affirmative, negative, dan interrogative sentences. - Guru meminta siswa maju berpasangan untuk membacakan kalimat percakapan simple present tense ke depan kelas secara bergantian. - Guru meminta siswa membacakan kalimat simple present tense masing-masing 	30 menit
Penutup	<ul style="list-style-type: none"> - Guru memberikan post-test kepada siswa. - Guru menanyakan kesimpulan pembelajaran terkait materi simple present tense. 	5 menit

	- Guru meminta peserta didik untuk memimpin doa untuk menutup kegiatan pembelajaran.	
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Mengetahui,

Guru Mata Pelajaran

Sinabang, 28 Oktober 2023

Peneliti

Yenni Anita H. S.pd

Selly Karmila



PRE-TEST INSTRUMENT

Name:

Class:

Score:

I. Choose the correct answer by crossing a, b, c, or d.

1. I ... a bath every morning.
A. take B. takes C. taking D. took
2. We ... coffee in the cafeteria every afternoon.
A. drink B. drank C. drinks D. drinking
3. Every morning, the watchman turns off all the lights and ... around the building every half an hour.
A. walked B. walking C. is walking D. walks
4. Those shoes over there ... mine.
A. Was B. am C. are D. is
5. The cow ... the grass in the field.
A. eats B. ate C. eating D. eat
6. My mother ... the house every day.
A. cleaning B. cleans C. clean D. cleaned
7. Sella ... not agree with our opinion.
A. did B. do C. is D. does
8. Our Math teacher ... check the attendance list every day.
A. do not B. does not C. did not D. not doing
9. Rika ... to the market every day for shopping.
A. goes B. went C. go D. walks
10. Q: Do you like singing?

- A: ...
- A. Yes, I did
 B. Yes, I does
 C. Yes, I do
 D. Yes, I am
11. The dog never ... away of the house.
 A. run B. runs C. ran D. ranning
12. The hospitals here ... a few and equipped with advanced modern technology.
 A. was not B. is not C. am not D. are not
13. Jila's teeth ... very clean and healthy.
 A. was B. am C. is D. are
14. Every evening, Rian like playing football. He ... the ball very strong to score a goal.
 A. swings B. steps C. kicks D. cuts
15. Mr. Aldo ... a new Professor in this University.
 A. was not B. is not C. are not D. am not
16. The current President of Indonesia is Joko Widodo.
 A. is B. am C. are D. does
17. A doctor ... of sick people and works in a ...
 A. takes care - college
 B. builds - school
 C. treat - hospital
 D. treats - hospital
18. That house over there ... our new house.
 A. are B. is C. was D. were
19. The weather ... too hot today.
 A. was B. are not C. am not D. is not

20. I ... a good girl in my family.

A. am

B. are

C. was

D. is



POST-TEST INSTRUMEN

Name:

Class:

Score:

1. Choose the correct answer by crossing *a, b, c, or d*.

1. Every morning she ... up early to get ready for work.
A. wakes up B. waked up C. wake up D. woke up
2. Malik and his friends ... in library. They read some books.
A. am B. was C. are D. is
3. I am a student. I ... at SMP Negeri 2 Simetulue Timur.
A. studying B. study C. studies D. studied
4. Ade ... the door every 9 p.m.
A. lock B. lockes C. locks D. locked
5. My family ... still in Malaysia.
A. do B. does C. is D. are
6. The drone ... above the park to ... the video from above.
A. hovers – take B. hover – took C. fly – takes D. flies – take
7. They ... to the beach on the weekend.
A. goes B. go C. goin D. went

8. My father ... a newspaper before working.

- A. to read B. read C. reads D. reading

9. Kelly and I ... glad to have you in this beautiful moment.

- A. are B. am C. is D. were

10. Wake up! It's 9 am already, the sun ... up. Let's start our day.

- A. go B. goes C. rise D. risen

11. This magazine ... ne how to be creative.

- A. tells B. tell C. telling D. told

12. Rani: Hi, Mutia. You ... so early today.

Mutia: Yeah, I want to get some help from our teacher Mrs. Molly.

- A. come B. came C. coming D. comes

13. ... there something I can do for you?

- A. is B. am C. are D. was

14. My father makes breakfast this morning.

Which below is a negative sentence that accordance with the sentence above?

- A. My father do not make breakfast this morning
 B. My father not makes breakfast this morning
 C. My father does not make breakfast this morning
 D. My father does not makes breakfast this morning

15. Rina: I often see you around here every Sunday. What do you do?

Putri: I ... in the morning and then I ... to the park.

- A. jogging - going

B. jogged - went

C. jog - go

D. jogs - goes

16. ... they the student of this school?

A. is

B. are

C. am

D. were

17. The sugar ... on the table.

A. am

B. is

C. are

D. was

18. Stefanie ... my classmate in senior high school.

A. are

B. is

C. does

D. do

19. Rachel ... reads newspaper. She doesn't want to miss' news.

A. sometimes

B. rarely

C. always

D. never

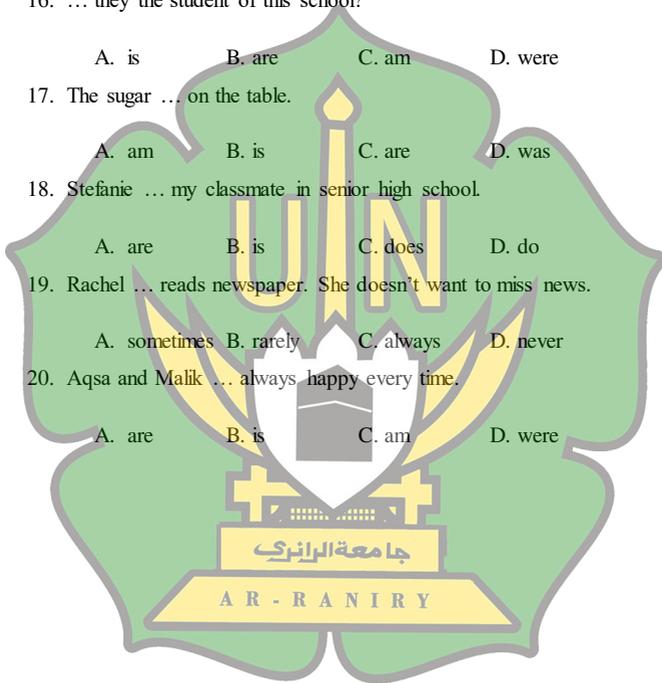
20. Aqsa and Malik ... always happy every time.

A. are

B. is

C. am

D. were



KUNCI JAWABAN PRETEST & POSTTEST

PRETEST

1) A. TAKE	6) B. CLEANS	11) B. RUNS	16) A. IS
2) A. DRINKS	7) D. DOES	12) D. ARE NOT	17) D. TREATS - HOSPITAL
3) D. WALKS	8) B. DOES NOT	13) D. ARE	18) B. IS
4) C. ARE	9) A. GOES	14) C. KICKS	19) D. IS NOT
5) A. EATS	10) C. YES, I DO	15) B. IS NOT	20) A. AM

POSTTEST

1) A. WAKES UP	6) A. HOVERS-TAKE	11) A. TELLS	16) B. ARE
2) C. ARE	7) B. GO	12) A. COME	17) B. IS
3) B. STUDY	8) C. READS	13) A. IS	18) B. IS
4) C. LOCKS	9) A. ARE	14) D	19) C. ALWAYS
5) C. IS	10) C. RISE	15) C. JOG-GO	20) A. ARE

PRE-TEST EXPERIMENTAL CLASS PRE-TEST CONTROL CLASS

PRE-TEST INSTRUMENT	PRE-TEST INSTRUMENT
Name: <u>Ahmad Fauzan Oriza</u> Class: <u>VIII 3</u> Score: <u>50</u>	Name: <u>ALMASRI WALDI SYAH PUTERA</u> Class: <u>12.11.4</u> Score: <u>50</u>
<p>I. Choose the correct answer by crossing a, b, c, or d.</p> <p>1. A takes a bath every morning. <input checked="" type="checkbox"/> B. takes C. taking D. took</p> <p>2. We ... coffee in the cafeteria every afternoon. <input checked="" type="checkbox"/> A. drink B. drank C. drinks D. drinking</p> <p>3. Every morning, the watchman turns off all the lights and ... around the building every half an hour. <input checked="" type="checkbox"/> A. walked <input checked="" type="checkbox"/> B. walking C. is walking D. walks</p> <p>4. Those shoes over there ... mine. <input checked="" type="checkbox"/> A. Was B. am <input checked="" type="checkbox"/> C. are D. is</p> <p>5. The cow ... the grass in the field. <input checked="" type="checkbox"/> A. eats B. ate C. eating D. eat</p> <p>6. My mother ... the house every day. <input checked="" type="checkbox"/> A. cleaning B. cleans <input checked="" type="checkbox"/> C. clean D. cleaned</p> <p>7. Sella ... not agree with our opinion. <input checked="" type="checkbox"/> A. did B. do C. is <input checked="" type="checkbox"/> D. does</p> <p>8. Our Math teacher ... check the attendance list every day. <input checked="" type="checkbox"/> A. do not B. does not C. did not D. not</p> <p>9. A going to the market every day for shopping. <input checked="" type="checkbox"/> A. goes <input checked="" type="checkbox"/> B. went C. go D. walks</p> <p>10. Q: Do you like singing? A: ... <input checked="" type="checkbox"/> A. Yes, I did <input checked="" type="checkbox"/> B. Yes, I does</p>	<p>I. Choose the correct answer by crossing a, b, c, or d.</p> <p>1. A ... a bath every morning. <input checked="" type="checkbox"/> B. takes C. taking D. took</p> <p>2. We ... coffee in the cafeteria every afternoon. <input checked="" type="checkbox"/> A. drink B. drank C. drinks D. drinking</p> <p>3. Every morning, the watchman turns off all the lights and ... around the building every half an hour. <input checked="" type="checkbox"/> A. walked B. walking C. is walking <input checked="" type="checkbox"/> D. walks</p> <p>4. Those shoes over there ... mine. <input checked="" type="checkbox"/> A. Was B. am <input checked="" type="checkbox"/> C. are D. is</p> <p>5. The cow ... the grass in the field. <input checked="" type="checkbox"/> A. eats B. ate C. eating D. cut</p> <p>6. My mother ... the house every day. <input checked="" type="checkbox"/> A. cleaning B. cleans C. clean D. cleaned</p> <p>7. Sella ... not agree with our opinion. <input checked="" type="checkbox"/> A. did B. do C. is <input checked="" type="checkbox"/> D. does</p> <p>8. Our Math teacher ... check the attendance list every day. <input checked="" type="checkbox"/> A. do not B. does not C. did not D. not</p> <p>9. A going to the market every day for shopping. <input checked="" type="checkbox"/> A. goes B. went C. go D. walks</p> <p>10. Q: Do you like singing? A: ... <input checked="" type="checkbox"/> A. Yes, I did <input checked="" type="checkbox"/> B. Yes, I does</p>

POST-TEST EXPERIMENTAL CLASS

POST-TEST CONTROL CLASS

POST-TEST INSTRUMEN

Name: Ayia Nur Afra
Class: U11 3

Score: 90

I. Choose the correct answer by crossing a, b, c, or d.

- Every morning she ... up early to get ready for work.
 A. wakes up B. waked up C. wake up D. woke up
- Malik and his friends ... in library. They read some books.
 A. am B. was C. are D. is
- I ... a student. I ... at SMP Negeri 2 Simelue Timur.
 A. studying B. study C. studies D. studied
- Ali ... the door every 9 p.m.
 A. lock B. lockes C. locks D. locket
- My family ... still in Malaysia.
 A. do B. does C. is D. are
- The drone ... above the park to ... the video from above.
 A. hovers - take B. hover - took C. fly - takes D. flies - take
- They ... to the beach on the weekend.
 A. goes B. go C. going D. went
- My father ... a newspaper before working.
 A. to read B. read C. reads D. reading

POST-TEST INSTRUMEN

Name: M. RESMI WAJDI SYAHPUTRA
Class: U11 4

Score: 50

I. Choose the correct answer by crossing a, b, c, or d.

- Every morning she ... up early to get ready for work.
 A. wakes up B. waked up C. wake up D. woke up
- Malik and his friends ... in library. They read some books.
 A. am B. was C. are D. is
- I ... a student. I ... at SMP Negeri 2 Simelue Timur.
 A. studying B. study C. studies D. studied
- Ali ... the door every 9 p.m.
 A. lock B. lockes C. locks D. locket
- My family ... still in Malaysia.
 A. do B. does C. is D. are
- The drone ... above the park to ... the video from above.
 A. hovers - take B. hover - took C. fly - takes D. flies - take
- They ... to the beach on the weekend.
 A. goes B. go C. going D. went
- My father ... a newspaper before working.
 A. to read B. read C. reads D. reading



DOCUMENTATIONS

EXPERIMENTAL (PERTEMUAN 1)



EXPERIMENTAL CLASS (PERTEMUAN 2)



EXPERIMENTAL CLASS (PERTEMUAN 3)



EXPERIMENTAL CLASS (PERTEMUAN 4)





CONTROL CLASS (PERTEMUAN 1)



CONTROL CLASS (PERTEMUAN 2)



CONTROL CLASS (PERTEMUAN 3)



CONTROL CLASS (PERTEMUAN 4)



AUTOBIOGRAPHY

- 
1. Name : Selly Karmila
 2. Place / Date of Birth : Sinabang / 10 Oktober 2000
 3. Sex : Female
 4. Religion : Islam
 5. Nationality : Indonesia
 6. Address : Jeulingke
 7. Email : 180203210@student.ar-raniry.ac.id
 8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry.
 9. Parents
 - a. Father's Name : Rasim
 - b. Mother's Name : Emawati
 - c. Father's Occupations : Entrepreneur
 - d. Mother's Occupations : Housewife
 - e. Address : Sinabang, Kec. Simeulue Timur, Kab. Simeulue
 10. Educational Background
 - a. Elementary School : SD Negeri 5 Simeulue Timur
 - b. Junior High School : SMP Negeri 2 Simeulue Timur
 - c. Senior High School : SMA Negeri 1 Simeulue Timur
 - d. University : Department of English Language Education, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Banda Aceh, December 3rd 2023



Selly Karmila