

**THE IMPLEMENTATION OF MIMING GAME
TO IMPROVE SPEAKING SKILL OF THE SECOND GRADE STUDENTS
OF MADRASAH TSANAWIYAH NU 01 BONDOWOSO**

UNDERGRADUATE THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER**

IAIN JEMBER

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UNDERGRADUATE THESIS

Presented to

State Institute of Islamic Studies of Jember in partial fulfillment of the
requirements for Bachelor Degree (S.Pd)

English Department

Faculty of Tarbiyah and Teacher Training

By

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STATEMENT OF WORK'S ORIGINALITY

I declared that this thesis which I have written, does not contain plagiarism, expect all of information contained in this project paper which is derived from the work from others had been given an award by citing the name of source author correctly. All the contents of this undergraduate thesis are fully the responsibility of the author.

Jember, April 29th 2020



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This is to certify that the undergraduate thesis of Nurlaeli Afifah entitled “The Implementation of Miming Game to Improve Speaking Skill of The Second Grade Students Madrasah Tsanawiyah NU 01 Bondowoso” has been approved by the board of examiners as the requirement for the bachelor degree in English Education Department.

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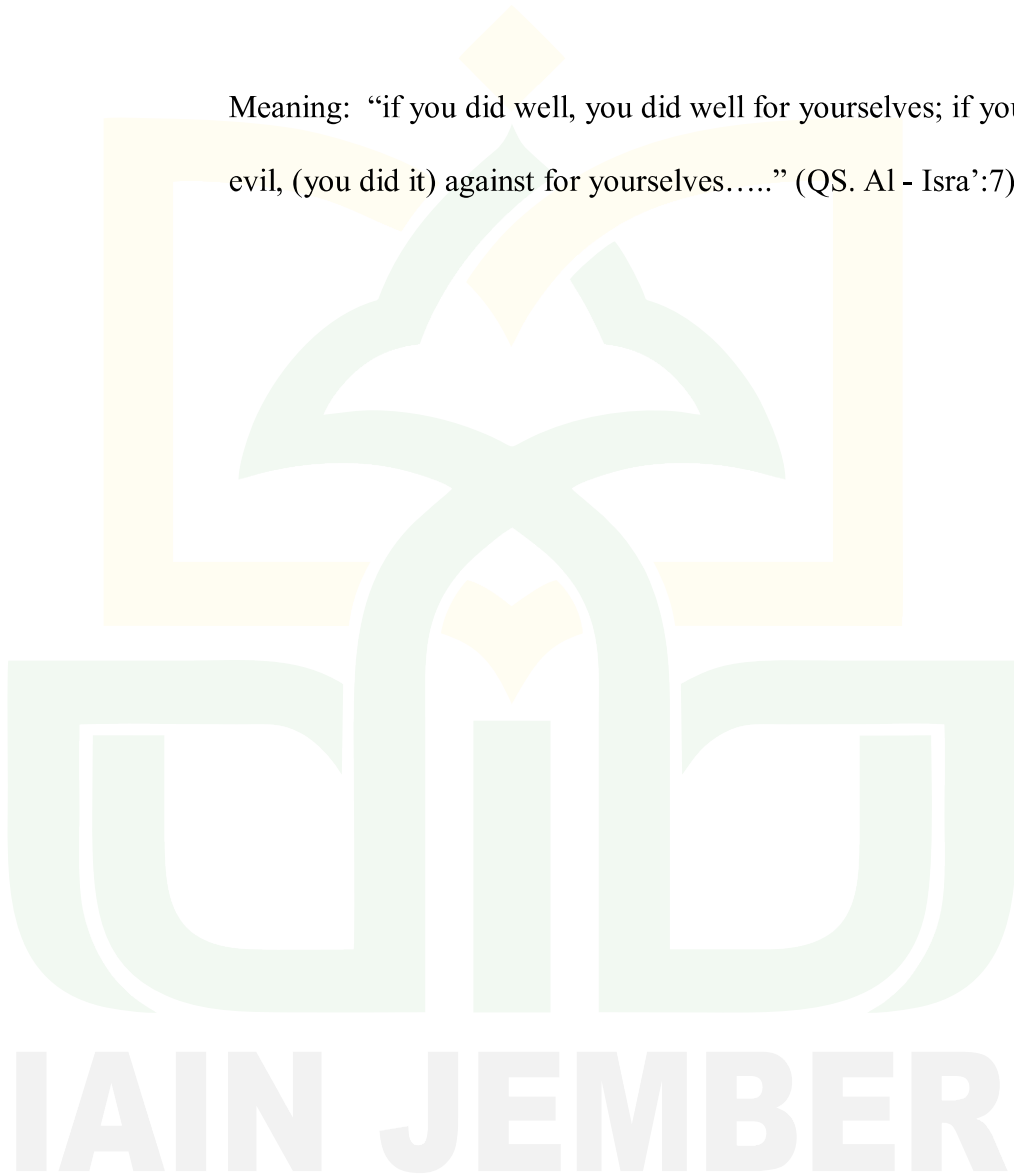

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MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا.....

Meaning: “if you did well, you did well for yourselves; if you did evil, (you did it) against for yourselves.....” (QS. Al - Isra’:7)¹



¹ A. Yusuf Ali, *Qur'an Translation in English and Arabic Text* (Durban: Islamic Propagation Centre International. 1946)

DEDICATION

I dedicate this thesis to:

1. My beloved parents, my dad Samodin and my mom Watiningsih who always support and take pray for me.
2. My brother Imam Syafi'i who gives everything I need
3. My close friend Didi who always support anything I do.
4. My older cousin Miss Ema, as a motivator to finish this thesis quickly.
5. The big family of universe class



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Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled “The Implementation of Miming Game to Improve Students’ Speaking Skill at Eighth Grade of MTs NU 01 Bondowoso”

I also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion, the writer expresses thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity for to study in this institute
2. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. Mr. As’ari, M.Pd.I as the Head of English Department who has motivated me to study English
4. Mrs. Sari Dewi Noviyanti, M.Pd as my graduated advisor who always help me to finish this thesis

5. Ms. Sitti Rohemah S. Pd as my collaborator who help me to finish my research in Junior High School
6. My beloved lecturers who has always patient to teach me about English and general knowledge
7. The Headmaster and teachers of MTs NU 01 Bondowoso who allowed me to do my research
8. My beloved students of MTs NU 01 Bondowoso who help me to accomplish the process of research
9. Unforgettable, to all of my friends

I hope that Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writes hopes this undergraduate thesis will be useful for the reader and other researchers who need it.

Jember, April 29th 2020

IAIN JEMBER

The Researcher

ABSTRACT

Nurlaeli Afifah, 2020. The implementation of miming game to improve speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso

Key Words: miming game, speaking skill, classroom action research

Language is an important thing in human life, people use it to introduce their culture. People who live in different country also have a different language, therefore we have to know more than one language. With language, people be able to communicate or share their ideas with the other, because language is means of communication. English is one of languages used by most people when they meet people from other countries. So that it is important to be learned.

Based on the importance of English language in our lives, it must be learned in early age. We can see that English language or lesson have been taught starting from elementary school even since kindergarten. In the fact, even English language has been learned before there are still a few students at MTs NU 01 Bondowoso who have difficulties in English, especially in English speaking activities.

As teachers, they have to give the best teaching and learning activities to their children. They can use a strategy such as miming game to improve students' speaking skill. This research aimed to find out the implementation of Miming Game be able to improve speaking skill of the second grade of MTs NU 01 Bondowoso.

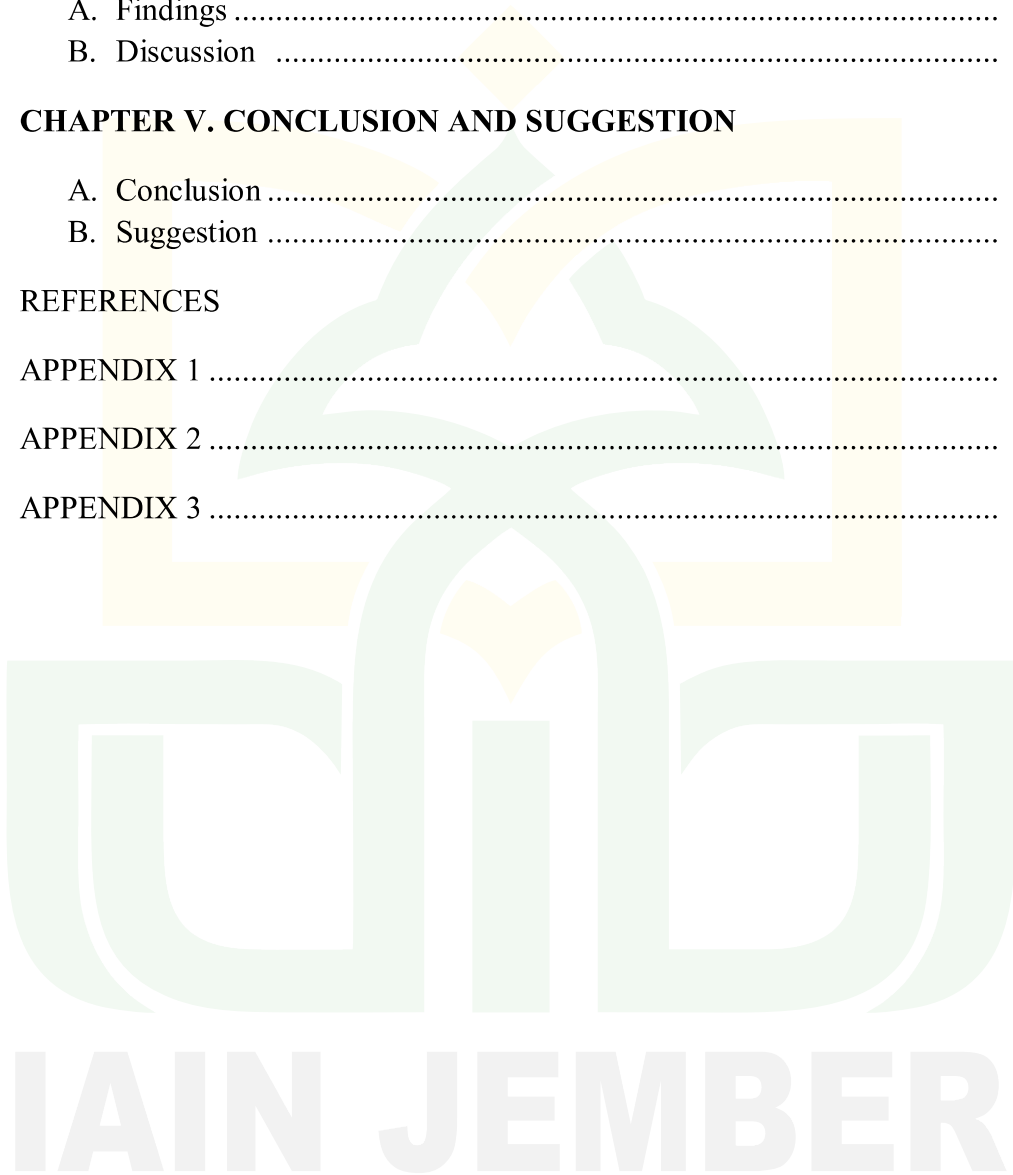
This research is classified as Classroom Action Research (CAR) of Kemmish and Taggart which consists of four procedures, namely planning the action, implementing, observing and reflecting. The implementation of the Miming Game in classroom action research indicated that there were improvements in students' speaking skill. It proven by the data from preliminary study that the result of students who passed the standard minimum score (KKM) score is only 23, 5%, and go up to 76% students who reached it. There were improvements before and after the implementation of Miming Game.

Miming Game made a teaching and learning process more creatively and enjoyably. They were free to share their ideas to other friends without afraid to make a mistake. Moreover, it helped students to work in pairs and to know how to make a good communication with each other. Therefore, it is recommended for the English teacher to use the Miming Game as a technique in teaching speaking.

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CHAPTER I

INTRODUCTION

This section presents an introduction of the research. The parts of this section are background of the research, research question, objectives of the research, the significance of the research, scope of the research, definition of key term, and research outline.

A. Background of The Research

In recent years, human demanded to be able to improve their own potential, such as in language. Language as identity and means of communication, we can't deny in this era if we meet with another people from other countries easily. Therefore we have to learn more about language. Language is the most important thing of human's life. Allah said in fourth verse of Surah Ibrahim:

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ
يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

“We sent an apostle except (to teach) in the language of his (own) people in order to make (things) clear to them. Now God leaves straying those whom He pleases and guides whom He pleases: and He is exalting power full of Wisdom”²

In surah above, Allah shows that language is very useful for us such as for communication. People who live in different place also have different

² A. Yusuf Ali, *Qur'an Translation in English and Arabic Text* (Durban: Islamic Propagation Centre International. 1946)

language; therefore we have to know more than one language. With language we can give an explanation about something clearly even when we communicate with people from other countries.

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with one another. Language is systematic and it is a set of arbitrary symbols. The symbols are primarily vocal, but also be visual. The symbols have conventionalized meanings to which they refer. Language is used for communication and operates in a speech community or culture.³

Based on the importance of language for human's life, it appears the question, what kind of language should be mastered by people? Most people's answer is English. English language has acknowledged as one of widely-used languages for people in order to be able to communicate with others from different countries. Also, almost all aspects in our life such as technology, education, politic, and commerce involve English as communication language. That is why English is very important to be mastered.

English is not a new thing in our life, English language or English's lesson had taught in Junior High School, Senior High School even in Kindergarten. Actually, the objective of teaching English is enable the students to achieve the listening skill , reading skill , speaking skill , and

³H.D, Brown, *Principles of Language Learning and Teaching 4th Edition* (New York: Longman, 2000), 2.

writing skill. It is expected that after relatively enough time of studying, the students will achieve those skill.

A teacher is the most important factor, because the teacher is responsible for the physical and spiritual development of students, to reach the maturity of learners so that she/he becomes a human who knows his/her duties a human being. The teacher is a professional educator with a primary task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education.

The teachers are required to be more creative in teaching in the classroom. Every teacher has own ways to teach in every skill, we can take the example of speaking skill. In speaking activities the teacher gives their students opportunities to practice for purposeful communication in meaningful situation. By mastering speaking they can carry out conversation with others, give ideas, and change the information with their interlocutors.

As the purpose of curriculum in teaching speaking of level Junior High School, students are expected to express the meaning in the transaction and spoken text in the form of descriptive, recount and narrative to interact the surrounding. Also, they are expected to do transaction activities, such as inviting someone, accepting and declining an offer, asking for and giving an opinion, praising and congratulating. Therefore, as the English teachers, they must be innovative in teaching and learning activities because the students need a simulation from the teacher in order that students can tell his

or her mind. The simulation is giving an interesting learning because it can make them know what they should do.

Based on the data from interview with English teacher of MTs NU 01 Bondowoso (Ms. Ema) on Friday, November 8th 2019, most of students at eighth grade obtained many difficulties in studying English, especially in speaking activities. She said that, speaking become a common trouble in learning English. Moreover, most of students got a low score in speaking activities, just four students who have achieved the Standard Minimum score (70).

Then, on Monday, November 11th 2019 the researcher observed the classroom during teaching and learning process. The researcher got the answer why the students got the low score in speaking, such as they felt too hard to speak, indeed they don't have an idea when the teacher asks them to speak up or mention some words in English.

The other problems of speaking that the researcher got from the observation is there were some students who were not enthusiastic in joining speaking activities. Only a few students who have willingness to speak up voluntarily. Even when other students speak up together, it got too noisy and they end up chatting in their own language. Moreover when the time of teaching and learning process conducted after break time, they look so tired and show their low motivation to follow the teaching and learning process.

Based on the reality above, the classroom teacher and the researcher would like to improve students' speaking skill by conducting a game. Game

is an activity with rules, a goal and an element for fun.⁴ There are several reasons why a game can improve the students' speaking skill. First, it can help teacher to create context in which the language is useful and meaningful. Second, enjoyment of game is not restricted by age. It is generally accepted that young learners and adult are very willing to play a game.

One of game that can be used is Miming Game. Miming Game is a game that we use our body to describe the word. Tao Tan states actually one of the techniques that most effective in helping my students achieve this level of enjoyment is one in which they do not have to speak-pantomime. Mime requires a person to use body language, facial expressions, and gestures to convey the meaning.⁵

In addition, Miming Game is a kind of game that the student should give right instructions, so that can be answered by another student. They should share the information from the teacher by using gesture only. To get the right answer, they should give the right movement to the other. Therefore, the students have an opportunity to show their knowledge seriously but enjoyably. Miming game helps students to be more enthusiastic in understanding the learning materials because the students are not worried of getting a punishment when they make a mistake.

⁴ Jill, Hadfield, *Advanced Communication Game* (England: Addison Wesley Longman Ltd, 1996), 4.

⁵Peggy Tao Tan, *TESL: Tips for Teacher Using Miming Game in the Language Classroom* (Malaysia: University of Science, 2008), 560.

Based on the background above, the aim of this research is to give a positive contribution for the English teacher. This research can help the teacher to give an interesting teaching in the speaking class in which active and creative speaking class. The researcher decided to conduct the research under title “*The Implementation of Miming Game to Improve Speaking Skill of The Second Grade of Madrasah Tsanawiyah NU 01 Bondowoso*”

B. Research Question

Based on the background of the research above, the research questions are:

1. How miming game be able to improve speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso?”
2. What are the factors of improving speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso?

C. Objectives of The Research

The research is carried out to meet the following objectives. The objectives of this research are:

1. To explain that miming game be able to improve speaking skill of the second grade students Madrasah Tsanawiyah NU 01 Bondowoso
2. To know the factors of improving speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso

D. The Significance of The Research

1. Theoretically

The result of this research can be a positive contribution in English lesson, such as to make easy in English learning process, especially in teaching speaking.

2. Practically

a. For teacher

The English teacher can improve the teaching and learning process by choosing a game such as miming game as the techniques to the language teaching methodology.

b. For researcher

The researcher gets invaluable experience that can be used to improve speaking and learning quality in other situation.

E. Scope of The Research

The scope of this research is addressed to the second grade students of MTs NU 01 Bondowoso in the academic year 2019/2020. It based on the variable of this thesis title, which is the implementation of Miming Game in teaching speaking or to improve students' speaking skill. So the scope of this research is a Miming Game as teaching technique to help students in way to improve their speaking skill. It means, this research was focused to answer the previously mentioned on research question.

F. Definition of Key Term

1. Miming Game

Miming game is one of a fun game, which the communication starts from the students who have to share their imagination and ideas with their body and then answer by other students. Miming game is one of guessing games besides guessing picture and guessing word or sentence.

2. Speaking skill

Speaking skill is an act or an ability to express ideas, feelings, and thought orally. It is a way to communicate with other people either verbal communication or non-verbal communication.

G. Research Outline

This research will be presented in V chapters. The first chapter is about introduction which consists of background of the research, research question, objectives of the research, the significance of the research, scope of the research, definition of key term and research outline.

The second chapter is about review of related review which consists of previous studies and theoretical review. In the theoretical review includes the definition of Miming game, the procedure of Miming game, the advantages and disadvantages of Miming game, definition of speaking, types of speaking, aspects of speaking and the difficulties of speaking, and the communication strategy of teaching speaking.

The third chapter is about the research methodology which consists of research design, research setting, subject of the research, data collection method, the procedure of Classroom Action Research, data analysis technique, validation of data, and criteria of success.

The fourth chapter is about research findings and discussions. These include the preliminary study and the first cycle of Classroom Action Research.

The last chapter is about conclusion and recommendation. These include the conclusion and recommendation of this research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is about review of related review which consists of previous studies and theoretical review. In the theoretical review includes the definition of Miming game, the procedure of Miming game, the advantages and disadvantages of Miming game, definition of speaking, types of speaking, aspects of speaking, the difficulties of speaking, and the communication strategies of teaching speaking.

A. Previous of Research

There are several previous researches related to this research. In this section, the researcher showed some similarities and differences between this research and three previous researches.

The first thesis is written by Irma Indah Ningati, entitled *“Improving Students’ Writing Skill Through Mime Game in The Descriptive Text for The Seventh Grade Students of SMP Negeri 01 Ngemplak in The Academic Year of 2016/2017 (A Classroom Action Research)”*.⁶ The research was about the implementation of Mime Game and the use of Mime Game which can improve the students’ writing skill in learning English. The writer tried to find out whether using Mime Game to teach writing is effective or not. The research findings showed that Mime Game could improve students’ writing

⁶Irma Indah Ningati, English Education Departmen, *“Improving Students’ Writing Skill Through Mime Game in The Descriptive Text for The Seventh Grade Students of SMP Negeri 01 Ngemplak in The Academic Year of 2016/2017 (A Classroom Action Research)”*, Islamic Education and Training Faculty State Islamic Institute of Surakarta, 2017, abstract page.

skill and the class situation during the teaching learning process. It could be seen from the result at the test which improved after the class being taught by using Mime Game. The similarity of this thesis with the thesis above is the researcher used the Mime game in teaching English. However, the difference between this thesis is the subject that taught by the teacher. The previous thesis used Mime Game to improve students' writing skill and this thesis; the researcher used Mime Game to improve speaking skill.

The second research was an article from journal with the title "*Using Mime Game to teach vocabulary to young learners*".⁷ This research is written by Madhatillah and Ratmanida. The research was about the improvement of vocabulary of young learners by using Mime Game. The writers showed that Mime Game could improve learner's vocabulary. They began to show interest by actively answered questions, and enthusiastic while guessing the action word. The similarity with this research is the researcher used the Miming Game in teaching English. Moreover, the difference with this research is the subject that will be taught to students. The previous research used Miming Game to improve students' vocabulary mastery and in this research the researcher used Mime Game to improve speaking skill.

The third research was a thesis under title "*The Use of Miming Game to Develop Students' Speaking Skill. (Pre-Experimental Research of the Eighth Grade Students of SMP Muhammadiyah Suruh in the Academic Year of*

⁷ <http://ejournal.unp.ac.id/index.php/jelt/article/view/7280> (November 28th 2019)

2018/2019)".⁸ The research is written by Ida Fitriyah. The purpose of the research was to find out the significant difference of speaking skill before and after they were taught by Miming Game. It was Pre-Experimental Research or one of group pre-test and post-test Pre-Experimental Research. The result showed that there was an improvement of speaking skill of the eighth grade students of SMP Muhammadiyah Suruh after they were taught by Miming Game technique. The similarity both of theses is the researcher used Miming Game in teaching English especially in speaking. For instance the difference both of thesis is how the researchers conducted their thesis, the previous thesis used the Pre-Experimental Research, and in this thesis researcher used the Classroom Action Research.



⁸Ida Fitriyah, English Education Departmen, *“The Use of Miming Game To Develop Students’ Speaking Skill. (Pre-Experimental Research of The Eight Grade Students of SMP Muhammadiyah Suruh in The Academic Year of 2018/2019)”*, Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga, 2019, abstract page.

Table 1.1

Similarities and Differences between Previous Research and This Research

No	Name, Research Year, Title	Similarities	Differences
1	2	3	4
1.	Irma Indah Ningati, 2017. Improving Students' Writing Skill Through Mime Game in The Descriptive Text for The Seventh Grade Students of SMP Negeri01 Ngemplak (A Classroom Action Research)	The similarity between the previous research and the current research is the researchers used Miming Game in teaching English.	The previous thesis used Miming Game to improve students' writing skill, while this thesis; the researcher used it to improve speaking skill.
2.	Mardhatillah & Ratmanida, 2016. Using Mime Game to Teach Vocabulary to Young Learners.	The similarity of this thesis and the previous thesis is the researchers used the Miming Game for teaching English.	The previous thesis used Miming Game to improve vocabulary of young learners,

			but this thesis used it to improve speaking skill.
3.	Ida Fitriyah, 2019. The Use of Miming To Develop Students' Speaking Skill (Pre-Experimental Research at Eighth Grade Students of SMP Muhammadiyah Suruh.	The similarity of this thesis and the previous thesis is both of researchers used Miming Game to improve student's speaking skill.	This research is classified as Classroom Action Research, while the previous research is classified as the Pre-Experimental Research.

Based on the explanation above, we can conclude that there are similarities and differences between this research and the previous researches. The similarity is the researcher used the Miming Game in teaching English. Then, the differences are the subjects that will be taught to students, from the previous research above, the researcher used the Miming Game towards the students' writing skill and students' vocabulary. Another distinction between this research and the previous research is how the researchers conducted the data. The previous study the researcher used the

Pre-Experimental Research and in this research the researcher used the Classroom Action Research

B. Theoretical Review

1. Miming Game

a. Definition of Miming Game

In language learning, to create an enjoyable situation for students, the teacher can use a game to do it. Game is an activity with rules, a goal, and an element of fun. It has a purpose beyond the production of correct speech, serves as a good communicative activity. The activities of games are an excellent way to motivating learners to speak. It introduces of competition into language-building activities.

Miming Game is using bodies to convey the meaning of an action or an expression which the others have to guess.⁹ We use our body to share our feelings and ideas with others. Moreover, Miming game is the kind of guessing game without any speak but only using gesture, expression and movement to explain the information to others. The procedure in miming game is where one student comes in front of the class and the teacher gives his/her secret word, phrase, or sentence. Afterward, he/she has to mime it and the other students should guess what he/she really means.

⁹<https://weefolkart.com/homeschool/mime-activities-children/>. accessed on 11 Desember 2019, at 9:55 a.m.

Miming game is activities develop physical awareness and bodily expression. They can help students to increase their performances by introducing physical theatre techniques. For those do not enjoy spoken improvisation, the game may open up multitude of other possibilities in drama- and mimes are essential skills for any actors.¹⁰ It concluded that miming game is not only increase students' speaking skill but also improved their performances using body expression.

When the students are doing miming game and acting out to describe the secret word, phrase, or sentence, they are enthusiastic and feel enjoyable to take a part in learning activity. Not only enjoyable but also they can communicate with the other in guessing the word.

The communication appears when the students acted in playing the miming game. There are two kinds of communication, verbal communication and non-verbal communication. We can call a verbal communication, when learners interact using the words, which means they speak, read and write anything to interact each other. Whereas, we can call non-verbal communication, when learners interact by using their body language, such as expression of face, body movement and gesture.¹¹ It means they have to pay attention or listen to their friend.

¹⁰David, Farmer, 101 Drama Games and Activities 2nd edition (London: Resource.com, 2009), 34.

¹¹ Vivi Alvionit Desiria Sagala, Pendidikan Bahasa Inggris, *"The Use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah 1 Medan"*, The State Islamic University of North Sumatera, 2018, 29

In playing miming game the students have to communicate by non-verbal communication.

There are six activities of Miming game.¹² All of activities could be seen as followed:

1. Create the mime persona

Including how they would like to their face painted and their outfit. If you have face paint, they can transfer the look to their own face and then share the best mime moves

2. Mime activities

To play this game, write down actions that a child must act out without using words. If there are multiple children, they can try to guess. Children may enjoy thinking up actions for others to act out.

3. Across the room

Children pretend like they are across a crowded room from a friend and want to convey a message. Possible message might be:

- a. I am tired and want to leave
- b. The food here is terrible
- c. The person I am talking to is so boring
- d. Can you get me a drink

4. Feelings

Write down single emotions, for example:

- a. Excited

¹²<https://weefolkart.com/homeschool/mime-activities-children/>. Accessed on 11 Desember 2019, at 9:59 a.m

- b. Frightened
 - c. Bored
 - d. Shy
5. Guess my profession

Think of various professions for example:

- a. Baker
 - b. Artist
 - c. Teacher
 - d. Farmer
6. Guess what I am doing

Write down every day actions, as like:

- a. Brushing your teeth
 - b. Washing dishes
 - c. Climbing
- a. The Procedure of Miming Game

Miming game can be defined as a way to express something using gesture or body language, facial expression and action without saying to communicate.¹³ One of students has to mime the words, phrase or sentences and the other students have to guess it.

They can say anything based on what they got from the gesture.

¹³Vivi Alvionit Desiria Sagala, Pendidikan Bahasa Inggris, *“The Use of Mime Game to Improve Students’ Speaking Ability at Madrasah Aliyah 1 Medan”*, The State Islamic University of North Sumatera, 2018, 30.

There are many variations to play miming game. One way of those variations plays as like:

1. The students are divided in pairs
2. The student only giving a clue about the word, phrase or sentence
3. One student has to show the characteristics of the word, phrase, or sentence by his or her gesture
4. For the student who does not play the game or Mime the word, phrase, or sentence, she or he has to guess what they get from the gesture
5. Each pair must to play the game alternately

b. The Advantages and Disadvantages of Miming Game

There are some advantages and disadvantages of mime game. The advantages are: it can invite the students to be active in teaching and learning in the classroom without any pressures. Besides, this technique can make a good atmosphere in the classroom.¹⁴ So the classroom situation will be enjoyably and effectively, this condition is reduced students boredom and stress in teaching process, and more interest in English lesson.

The disadvantage of mime game is the teacher has a problem in managing the class. When we played this game sometimes can make

¹⁴Ibid, 31.

the students out of control and disturb other classes, but the noisiness can be reduced by managing the class well.

b. Speaking Skill

a. Definition of Speaking

In language teaching, the four skills are described in term of their direction. Language generated by the learner in speech or writing is referred to as productive.¹⁵ Many people feel that speaking in a new language is harder than reading, writing, and listening, it causes first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you speak then. Second, when you speak you cannot edit and revise what wish to say, as you as you can if you are writing.

Brown defined speaking as a productive skill can be directly and empirically observed, those observation are invariably colored by the accuracy and the effectiveness of a test-takers listening skill, which necessary compared the reliability and validity of a production test.¹⁶

Speaking is the process of constructing and sharing idea through the use of verbal and non-verbal symbols in variety of context. In other way, speaking becomes a way for communication to each other, sharing ideas, give or receive information. If people cannot understand

¹⁵David, Nunan, *Practical Language Teaching First Edition* (New York: Mc Graw Hill, 2003), 48.

¹⁶H.D, Brown, *Language Assesment Principles and Classroom Practices* (Callifornia: Longman), 140.

about the elements of speaking they will have problem to share or receive information from others.

Moreover, speaking is an activity that may occur in anywhere, such in public place, in the street, in the party or meeting and so on. They are intent to conduct a type of talk. The main purpose of this activity is to understanding the communication to convey a message of the speaker to the listener.

a. Types of Speaking

Brown stated there are five basic the types of speaking.¹⁷

1. Imitative

At one end of continue types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. It concluded that the first stage of speaking skill was about the imitation of oral production, such as produce words, sentences and understanding lexical and grammatical performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts. It is the production of short stretches of oral language designed to demonstrate competence in narrow band of

¹⁷Ibid., 142

grammatical, phrasal, lexical or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). It can be concluded the second stage of speaking skill is intensive to use many criteria in speaking skill, such as using stress, rhythm, phrasal and phonological.

3. Responses

Responses assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like. Additionally, the main this type is how to produce words and sentences in short conversation based on the speaking skill criteria.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can make two forms of transactional language which has the purpose of exchanging specific information, besides interpersonal exchange which have the purpose of maintaining social relationship.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation and storytelling, during which the opportunity for oral

interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech. It can be concluded that the last type of speaking tells about how to produce word or sentences in oral presentation.

b. Aspects of speaking

In speaking, there are some aspects which support each other. Those are pronunciation, grammar, vocabulary, fluency, and comprehension.¹⁸

1. Pronunciation

Pronunciation is a way in which a language or particular word or sound is spoken. The aim of teaching pronunciation is not merely to make students memorize the voice consonants, vowels, intonations, stress, and rhythm, but enable them produce those things in their utterances.

2. Grammar

Grammar is rules for forming words and making sentences. Mastering grammar is also a key to be accurate speakers of the target language. It means that mastering grammar is a key to reach the target, which is to be right and correct speakers.

¹⁸ Usmawati, "The Implementation of Barrier Game to Improve Speaking Skill Of Th Second Grade Students of State Senior High School 4 Jember Academic Year 2018/2019", IAIN Jember, (April, 2019), 20

3. Vocabulary

Vocabulary is all the words that a person knows or uses. It concerns to how many students master the vocabularies to use it. If the students have a little vocabulary to use, so their speaking is fewer prefects. It will be different with the students who have many of vocabularies they feel better in their speaking.

4. Fluency

Fluency is the right placement of pauses; natural-sounding pauses are those that occur at the intersection of clauses, or after groups of words that form a meaningful unit.

5. Comprehension

Comprehension is the students' aspect to understand about something. It is needed so much by all students, because it is one of a factors to make a process of learning is running well. In order the students can get successful in study.

c. The Difficulties of Speaking

Brown defined a kind of difficulties of speaking as the following:¹⁹

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such as clustering.

¹⁹H. Douglas Brown, *Teaching by Principles*, 270

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. Performance variables

One of disadvantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of delivery

Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum- without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation.

d. The Communication Strategies of Teaching Speaking

The purpose of communication strategies are referred to as reduction and to enable speakers to convey their message by using any resources they have access to. According to Brown in Ida Fitriyah, (2019) there are three kinds of communication strategies of teaching speaking.²⁰ They are:

1. Cognitive strategies

Cognitive strategy is an activity for understanding speaking skill based on experiences and command words or sentences.

²⁰Ida Fitriyah, English Education Departmen, “*The Use of Miming Game To Develop Students’ Speaking Skill. (Pre-Experimental Research of The Eight Grade Students of SMP Muhammadiyah Suruh in The Academic Year of 2018/2019)*”, Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) of Salatiga, 2019, 16.

2. Meta cognitive strategies

The strategies are used to manage thinking and speech production. Learners may decide to plan what they want to say, so that when they are actually speaking for participating in an interaction, they will be not totally unprepared.

3. Interaction strategies

It used by learners to address pragmatic aspect of communication, particularly with regard to negotiating meaning between various participants. This strategy includes making comprehension checks, repeating an utterance, giving examples, and using gesture and facial expressions. Interaction strategy is an activity to understand the problems of communication. Speaker does not to speak the words but they try to find the other way to share information, such as using game.

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CHAPTER III

RESEARCH METHODOLOGY

In this chapter is about the research methodology which consists of research design, research setting, subject of the research, data collection method, the procedure of Classroom Action Research, data analysis technique, validation of data, and criteria of success.

A. Research Design

The research design of this study was Classroom Action Research (CAR). Classroom Action Research is a model for teaching with high transparency that enables teacher to determine student achievement on daily basis rather than waiting for the end of a quarter. Teachers using the reflection-in-action model will have the satisfaction of knowing that the student will do well on standardized test, because the appropriate changes have been made throughout the learning process.²¹ Classroom Action Research is a process with systematic procedure in the classroom to overcome the students' problems.

Classroom Action Research is a way to overcome a few problems that occur in the classroom, such as teacher's condition, students' condition, teaching materials, facilities or teaching and learning process.

In this research, the researcher applied the Classroom Action Research to solve a few problems that experienced by the second grade students of

²¹Robert, P. Pelton, *Action Research for Teacher Candidates, Using Classroom data to Enhance Instruction* (New York: Rowman Littlefield Education, 2010), 7.

MTs NU 01 Bondowoso. Based on data that researcher gained from interview, the researcher found some problems in students' speaking skill such as, they felt too hard to speak English in the class, they had no idea to say (lack of vocabulary), and they were not enthusiastic in joining speaking activities. Therefore, the researcher conducted this research to solve those problems. The researcher applied this design by using several procedures of Classroom Action research, such as identified the problem, planning the action, implementing the action, observing and reflecting.

B. Research Setting

1. Setting of Place

The research was conducted at MTs NU 01 Bondowoso which is located in Maesan district. It was about 500 m from Maesan traditional market. The researcher chooses the MTs NU 01 Bondowoso as the place of the research because in that school has a little technique in teaching learning English and the students still had many problems in speaking skill.

2. Setting of time

This research is conducted classroom action research in the second semester of academic year 2019/2020

Table 1.3

Schedule of the Research

No	Activity	Nov				Jan				Feb				March			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	Week																
1	Pre-Research and Interview the English teacher	■	■														
2	Action Cycle 1									■	■						
3	Speaking Test 1											■					
4	Action Cycle 2														■		
5	Speaking Test 2																■

The researcher conducted this research for three months which starting from November 2019 to March 2020. The researcher applied the pre-research on the first and second week of November 2019, the researcher used some steps in the pre-research such as pre-observation and interview. The researcher interviewed the English teacher and the second grade students of MTs NU 01 Bondowoso. According to the data from pre-research, the researcher got several problems that experienced by students.

For the next step, the researcher applied the miming game on the second and the third week of February 2020. Then, the researcher made a speaking test, on the last week of February.

In the next schedule will be applied, if there is no improvement of students' speaking skill in cycle one. The researcher will apply the cycle two on the third of March and make a second speaking test on the last week of March.

C. Subject of The Research

The research subject was the second grade students of MTs NU 01 Bondowoso in the academic year 2019/2020 that consists of seventeen students. The researcher chose the eighth grade based on the researcher's experience when she taught them in English course every Saturday morning. Also the researcher chose the eighth grade because of English teacher's suggestion, she said that many of students faced the problem in the speaking class and got the low score when the teacher gives them a test. The problem have mentioned by researcher in the background of research.

D. Data Collection Method

For data collection, the researcher applied an interview, observation, document review, and speaking test.

1. Interview

Interview is a process of gaining information by giving question. The researcher made the interview in pre-research with Miss Emma as the English teacher in that school. The researcher develop some specific questions, but she allowed the flexibility, according to interviewee responded. The interview will be conducted to obtain the information of the implementation of Miming game in teaching students' speaking skill. Also, the researcher gave some questions with a few students of the second grade of MTs NU 01 Bondowoso to make sure the problem really faced by them in teaching and learning process.

2. Observation

Observation is a process of collecting data by closely watching and noticing classroom events or happenings, or interactions, either as a participant in the classroom or an observer. The researcher observed several aspects in teaching and learning process. The aspects included how the way when the teacher teach the speaking class, learning, materials, and students' behavior. The observation will be conducted to get information about the implementation of Miming game in teaching students' speaking skill in the class. The researcher applied the observation in the pre-research and in every activity related to the research.

3. Document Review

In document review, the issues involve locating materials, often at sites far away, and obtaining permission to use the materials.²² The researcher used the document review to collect the data from students' score, the number of students. Also, the information about the school such background of the school, vision, and mission and other data related with the researcher needed.

4. Speaking Test

Brown states that a test in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain.²³ A test is used to examine and measure the qualities of someone or the knowledge or someone's abilities. Therefore, speaking test is kind of test to measure the students' speaking skill.

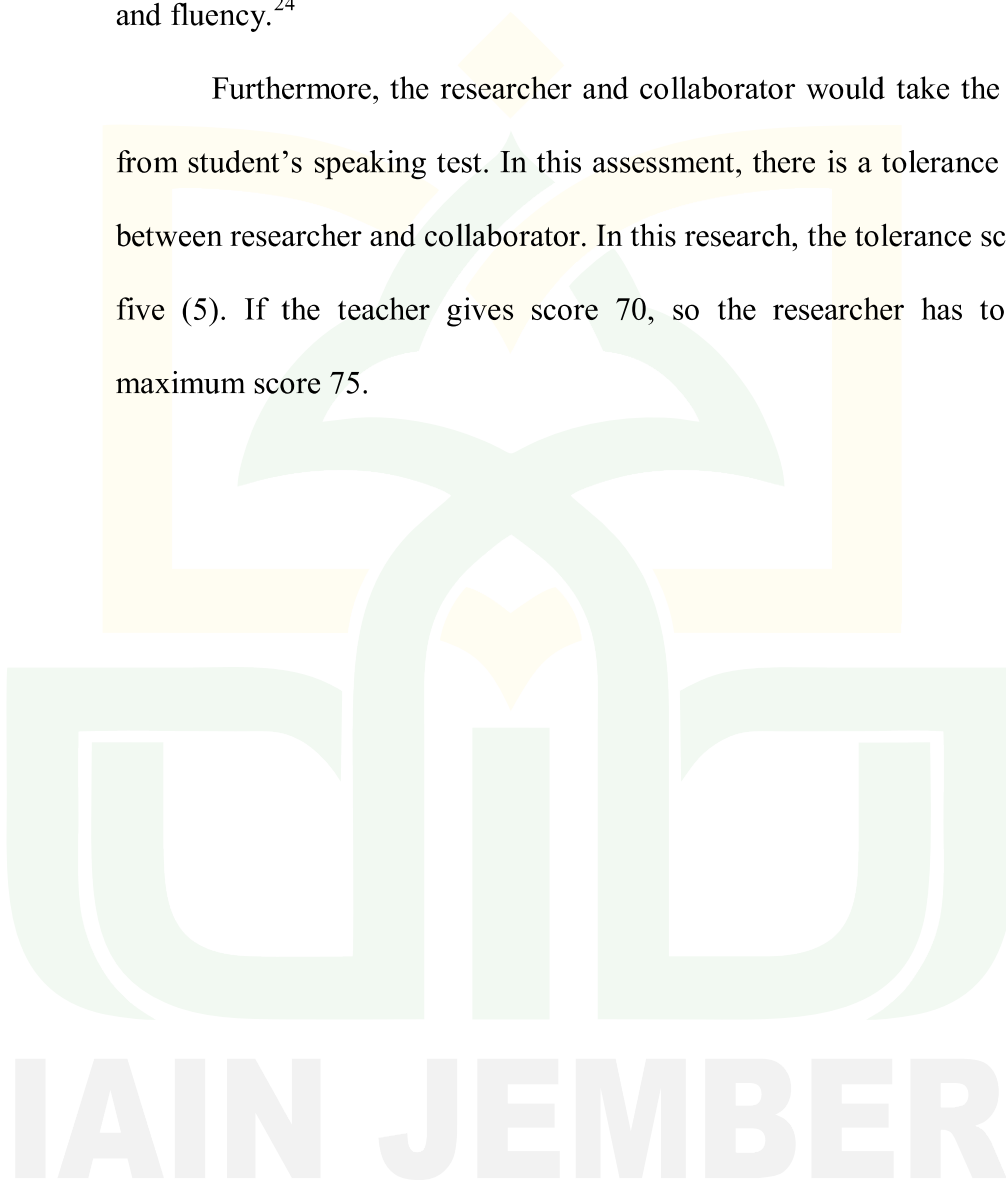
The test was conducted after the accomplishment of each meeting to know the improvement of students' speaking skill after implementation of Miming game in teaching and learning process. The speaking test was done by each student making good sentences using Present Continuous Tense in the form of positive, negative, and interrogative orally in front of the class. They will be having sentences from the picture that will be decided by the teacher.

²²John W. Creswell, *Qualitative Inquiry and Research Design Choosing among Five Approaches* 2nd edition (University of Nebraska: Lincoln, 2007), 141.

²³H.D, Brown, *Language Assesment Principles and Classroom Practices* (Callifornia: Longman, 2003), 3.

In scoring of speaking test, the researcher used the criteria of success which were adapted from Hughes. There were some aspect that will be assessed such as vocabulary, accuracy, pronunciation, grammar and fluency.²⁴

Furthermore, the researcher and collaborator would take the score from student's speaking test. In this assessment, there is a tolerance score between researcher and collaborator. In this research, the tolerance score is five (5). If the teacher gives score 70, so the researcher has to give maximum score 75.



²⁴A. Hughes, *Testing For Language Teacher* (Cambridge: Cambridge University Press, 2003), 111

Table 2.3
Scoring Rubric of Speaking

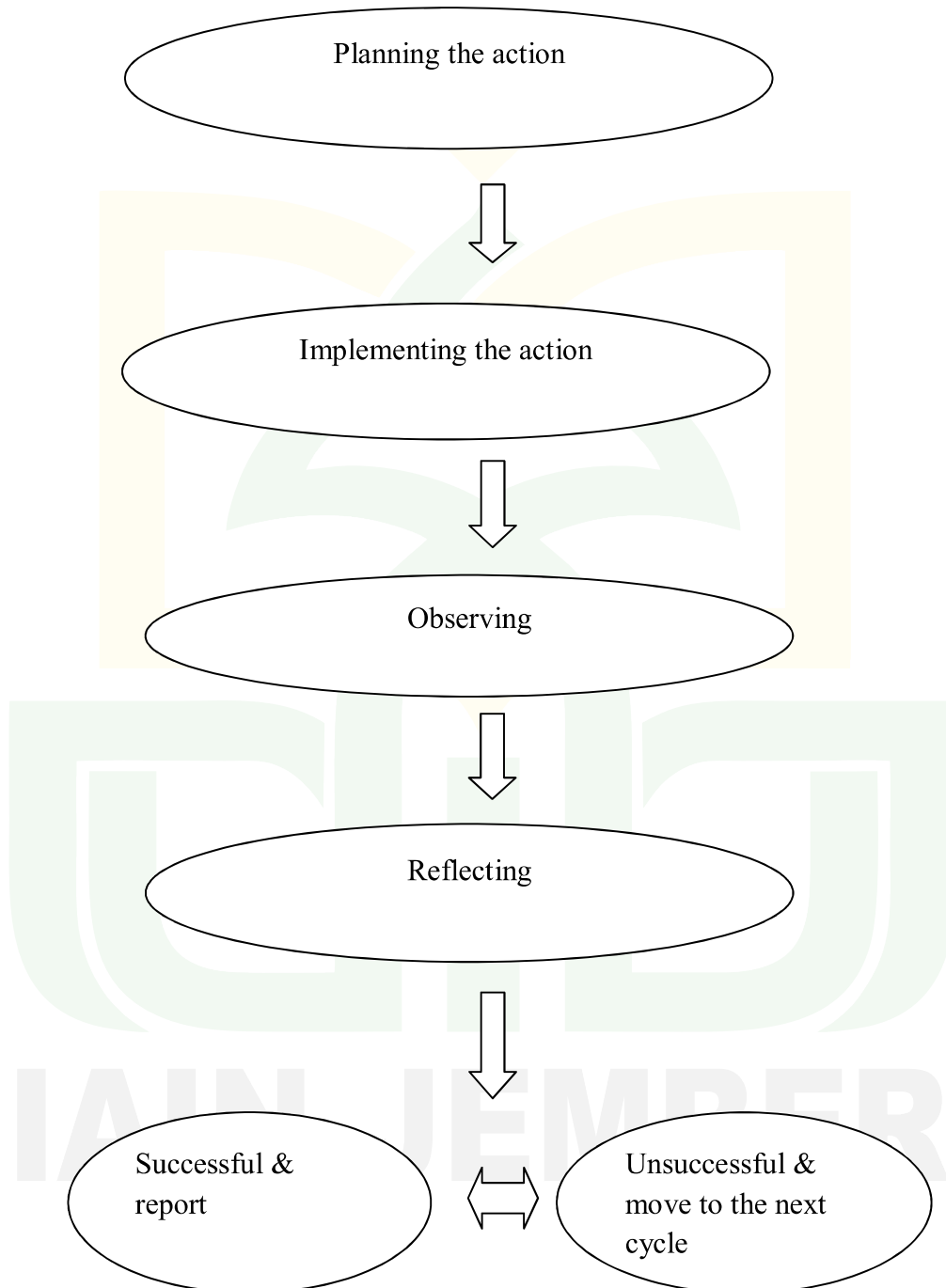
No	Aspects	Indicators			
		Score 1	Score 2	Score 3	Score 4
1	Vocabulary	Uses many vocabularies that are not accordance with the theme and uses limited vocabulary related to the theme	Uses wrong vocabulary related to the theme given, sometimes it makes difficult to understand	Uses variety vocabulary related to the theme given, but sometimes make some errors in word choice	Uses variety vocabulary related to the theme given
2	Accuracy	All sentences con not be understood	Can be understood, although just a little sentences	Uses variety vocabulary related to the theme given, but sometimes make some errors in word choice	All of sentences are right

3	Pronunciation	Frequent problem with the pronunciation	Pronunciation errors, sometimes it makes difficult to understand	Pronunciation is usually clear or accurate with a few problems	Pronunciation is almost very clear or accurate in every word
4	Grammar	The grammar mistake is so bad is too difficult to understand	Often makes mistake in grammar and it influences the meaning	Sometimes makes mistake in grammar, but it does not influence the meaning	There is no little mistake in grammar
5	Fluency	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times.	He/she has to make an effort for much of time; often he/she has to search for the desired meaning. Rather halting delivery and fragmentary	There are not too many unnatural pauses. Sometimes the words are fragmented but successful in conveying in general meaning

E. The Procedure of Action Research

The process of this research consisted of some steps such as preliminary study, planning the action, implementing the action, observing, and reflecting.



Table 3.3**Classroom Action Research Procedure by Kemmish and Mc. Taggart, 1998**

A. Cycle One

1. Preliminary Study

In this step, the researcher collected the data from interview with the English teacher of MTs NU 01 Bondowoso, in order to know the students' speaking ability, the problem that faced by students in speaking activities and to know the students' speaking score. Also, the researcher interviewed the second grade students of MTs NU 01 Bondowoso to prove that the problems which have been explained by the English teacher are really experienced by them. Furthermore, the researcher observed the classroom activities to know the precondition before the classroom action research is conducted.

2. Planning The Action

Based on the preliminary study, the researcher and collaborator prepare a lesson plan which refers to the problems found before.

In this phase, the researcher with the collaborator includes some steps as follows:

- a. Preparing lesson plan
- b. Preparing the research instrument
- c. Preparing the instructional materials
- d. Preparing the criteria of success

3. Implementing the action

In this procedure, the researcher applies the planning that has been conducted before. The researcher conveys the material related to the Miming Game. Then, the researcher tries to observe the activities in the class and student's responses.

4. Observing

Observation is a process of recording and gathering data about any aspects or event that was happening in the teaching and learning activities. In this step, the researcher observes whole the activities which were happening during the implementation of miming game in the teaching and learning process.

The researcher writes all of notes in each activity during the implementation or treatment and also the researcher observes students' responses during the implementation.

5. Reflection

In this step, the researcher analyzes what have been going in the classroom. The reflection conducted to determine the extent to which the game can improve the students' speaking skill. If there is no improvement in students' speaking skill, the researcher applied the cycle two. With the same procedure such as in cycle one.

B. Cycle Two

Cycle two needed if there is no improvement in students' speaking score in cycle one. So the cycle two will conducted based on the reflection from cycle one.

1. Planning

The improvement needed will be based on the implementation in cycle one.

2. Implementing the action

The researcher applies the planning from the result of reflection.

3. Observation

The researcher observes all of activities in the classroom and made a note in each the activity during the teaching and learning activity. From the notes, the researcher will get the information about the improvement of students' speaking skill

4. Reflection

In this step, researcher makes a reflection based on the observation above.

F. Data Analysis Technique

1. Qualitative Data

The researcher uses the qualitative data analysis to analyze data from interview, observation, and document review. It uses to describe the improvement of students' speaking skill. The researcher applies the qualitative data analysis to get the information about the implementation of Miming game in teaching students' speaking skill, to identify the problem of students' speaking skill, and to arrange the solution of problem.

2. Quantitative Data

Quantitative data is used to analyze data from the score of the students' speaking test and to measure the improvement of students' speaking skill. The researcher gave the speaking after the implementation the Miming Game in teaching and learning activities. The researcher uses some formulas to assess it.²⁵

1. The average students high score

$$M = \frac{\sum x}{N} \times 100\%$$

Explanation:

M: The average of students score (mean)

$\sum x$: The sum of score

N: The number of students

2. The result of speaking test²⁶

$$E = \frac{n}{N} \times 100\%$$

Explanation:

²⁵Sugiyono, Statistik Untuk Penelitian (Bandung: CV Alfabeta, 2017), 49

²⁶Ali, Muhammad, Strategi Penelitian Pendidikan, (Bandung: Angkasa, 1997), 186

E: the percentage of students who reached the minimum standard score

n: the number of students who reached the minimum score

N: the total number of students

G. Validation of Data

A classroom test designed to assess a mastery of point of grammar in communicative use will have validity if test scores correlate either with observed subsequent behavior or with other communicative measure of the grammar point in question. There are three types of validation: content validity, face validity, and construct validity.²⁷

In this research, the researcher applied the content validity which means the content validity assesses whether a test is representative of all aspects of the construct. To produce valid results, the content of test, survey or measurement method must cover all relevant parts of the subject it aims to measure. If some aspects are missing from the measurement (or if irrelevant aspects are included), the validity is threatened.²⁸

The researcher makes a speaking test after the implementation the Miming Game. The test will be corrected by the teacher as the experience teacher. The teacher will be corrected the test according to the curriculum and the aim or purpose of the material in teaching and learning activities.

H. Criteria of Success

Classroom action research is often used by teachers to solve their problem in their classrooms and schools because it is an excellent problem-

²⁷H. Douglas Brown, *Teaching by Principles*, 388.

²⁸<https://www.scribbr.com/methodology/reliability-vs-validity/> accessed on 1st February 2020 at 5.00 PM

solving process.²⁹ Therefore, the aim of this research is to improve and solve the problem of speaking that faced by the second grade students of MTs NU 01 Bondowoso. In this research the indicator of students' speaking successful is showed as follows:

1. The students are brave to speak English in the class, in spite of mention a few things in the class using English or make a simple sentence related to thing have mentioned before.
2. The students reach the Standard Minimum Score which is 70.

Based on the decision between the teacher and the researcher, the action research or the implementation of miming game can be classified successful, if it can reach or exceed the criteria that have been determined. The percentage that should be achieved is 70%. It means 70% of students in the class or twelve students be able to reach the Standard Minimum Score.

²⁹²⁹Robert, P. Pelton, *Action Research for Teacher Candidates, Using Classroom data to Enhance Instruction* (New York: Rowman Littlefield Education, 2010), 9.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions. These include the preliminary study and the first cycle of Classroom Action Research.

A. Findings

In this section the researcher presented the research findings based on the research problem of this research. This will be presented as follows:

1. The implementation of Miming Game be able improve speaking skill of the second grade students of MTs NU 01 Bondowoso.

This classroom action research carried out in one cycle only which consisted of four steps: planning the action, implementing the action, observing, and reflecting. Before conducting the action, the researcher started this research by presenting the preliminary study. The preliminary study was done before the classroom action research conducted. The preliminary study consists of asking permission to the head master of MTs NU 01 Bondowoso, doing an interview with the English teacher and some students of the second grade of MTs NU 01 Bondowoso, and observing the speaking activities in the classroom. It was aimed to obtain the information about the condition and problem in speaking class and to know the students' speaking score at the second grade of MTs NU 01 Bondowoso.

After knowing about the condition of the classroom, the student's speaking score and the problem of speaking that faced by students at the second grade of MTs NU 01 Bondowoso. The researcher and the collaborator (English teacher) conducted the cycle one which consists of four steps, those are planning the action, implementing the action, observing, and reflecting.

a. Preliminary Study

The preliminary study conducted on November 8th to November 11th 2019. On November 8th 2019, the researcher asked the permission to conduct the research and interviewed the English teacher to know the students' speaking ability, score and the problem that faced by students at the second grade of MTs NU 01 Bondowoso. From that activity, the researcher gained the information such they got a low score in speaking activities, and several problems faced by them. They are: 1) they felt too hard to speak English or mention the word in English. 2) They do not have any ideas to speak (lack of vocabulary). 3) They were not enthusiastic in joining speaking activities.

Moreover, based on data from interview, the researcher got the data of student's speaking score that is showed, only four or 23, 5% students who passed the Standard Minimum Score(70). For detail information, the researcher presented the table of speaking score in the preliminary study.

Table 4.1**Speaking score in the preliminary study**

No	Name	Score	Criteria
1	Abdur Razaq	60	Unsuccessful
2	Anis Maftutah	70	Successful
3	Arina Wahyuni	60	Unsuccessful
4	Hasidah	60	Unsuccessful
5	Indi Citra Sevira	65	Unsuccessful
6	Mauidatul Mustarrova	60	Unsuccessful
7	Muhlshoh Amaliyah	60	Unsuccessful
8	Muhammad Fauzi	60	Unsuccessful
9	Muhammad Fujiyanto	65	Unsuccessful
10	Muhammad Irwan	70	Successful
11	Muhammad Khairul Basyar	60	Unsuccessful
12	Muhammad Wahyudi	60	Unsuccessful
13	Nabila	73	Successful
14	Rasyid Agus Prayoga	72	Successful
15	Ryan Afriza Zakaria	60	Unsuccessful
16	Sitti Hanifah	62	Unsuccessful
17	Taufik Hidayat	60	Unsuccessful
	Mean	1.007	

a. The average students high score:

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

$$M = \frac{1.007}{17}$$

$$M = 63$$

Explanation:

M : the average of students score (mean)

N : number of students

$\sum x$: the sum of score

b. The result of speaking test:

$$E = \frac{\sum x}{N} \times 100$$

$$E = \frac{4}{17} \times 100$$

$$E = 23,5\%$$

Explanation:

E : the percentage of students who reached the minimum standard score

n : the number of students who reached the minimum score

N: the total number of students

Besides, the researcher also observed the speaking activities to know the condition in the classroom. After knowing about the condition of the classroom, the student's speaking score and the problem of

speaking that faced by students at eighth grade of MTs NU 01 Bondowoso, the researcher and the collaborator (English teacher) conducted the cycle one which consists of four steps, those are planning the action, implementing the action, observing, and reflecting.

b. Cycle One

Cycle one was conducted in three meetings which two meetings for implementing and one meeting for testing.

1. Planning the action

Planning was the first step that should be taken in the Classroom Action Research (CAR). On Friday, February 14th 2020, the researcher discussed with the English teacher about the teaching and learning activities using Miming game. Then the researcher prepared the lesson plan, media of teaching, and assessment procedure.

Furthermore, the researcher gave the material based on the material that will be taught in second semester. The material was about Present Continuous Tense.

2. Implementing the action

The researcher did her classroom action research on Monday, February 17th 2020 at 08.30 - 10.10. Then, on Thursday, February 20th 2020 at 07.30 – 08.50, and the last is for speaking test on Monday, February 24th 2020 at 08.30 – 10.10.

1. Meeting 1 (Monday, February 17th 2020 at 08.30 - 10.10)

In this first meeting, the researcher explained about the Present Continuous Tense. It consisted about the structure, function, time signal and also how to make a good sentences using Present Continuous Tense. Then, the researcher told about Miming Game. It related to the rule of the game, and the instruction of how to play the game. Next, students were trying to play Miming game based on the rules and instructions that have been told before. At the end of the game, the researcher gave the additional information about the game. During the process of teaching and learning process, the collaborator observed all activities and student's respond in the classroom.

2. Meeting 2 (Thursday, February 20th 2020 at 07.30 – 08.50)

In the second meeting of this classroom action research, the researcher implemented a Miming game for a second time. It used to teach them about the present continuous tense in the form of positive, negative and interrogative. In this meeting, the students tried to arrange a good sentence from the words that have been answered in the activity of Miming Game. The collaborator and researcher observed all of activities in the classroom.

3. Meeting 3 (Monday, February 24th 2020 at 08.30 – 10.10)

In the last meeting of this classroom action research, the researcher made a speaking test, to know a student's improvement in speaking skill.

The test was about speaking test which making a good sentences in the form of positive, negative, and interrogative using Present Continuous Tense from a picture that gave by researcher in front of the class. During a test, the researcher and collaborator took the score of each student.

3. Observing

During the classroom action research conducted in the first and the second meeting, the researcher and collaborator observed all of activities in the classroom which consists of teaching activity, student's process and student's response. Based on the result of observation in each meeting, the researcher and collaborator concluded that the implementation was successful. It means there was improvement in students speaking skill. Also students achieved the criteria of success. Some students were more enthusiastic in teaching and learning activities, they could remember many vocabularies during the implementation a game. It is caused, the activities in Miming

game that help students to memorize the word and that meaning.

4. Reflecting

In this step, the researcher and collaborator analyzed the result of observation. It was identified that the criteria of success had been fulfilled. Firstly, students were brave to speak or mention a few things in English. It caused, they could collect some words from Miming game activities. So, they could speak up in the class because they had many vocabularies.

Other criteria's of success was student's speaking score. Students speaking score greatly improved compared to their speaking' score in the preliminary study. The assessment was done in the third meeting of classroom action research using speaking assessment rubric. The researcher presented the student's speaking score as follows:

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Table 4.2**Speaking score after implementation the action**

No	Name	Score	Criteria
1	Abdu Raze	75	Successful
2	Anis Maftutah	80	Successful
3	Arina Wahyuni	85	Successful
4	Hasidah	85	Successful
5	Indi Citra Sevira	85	Successful
6	Mauidatul Mustarrova	65	Unsuccessful
7	Muhlishoh Amaliyah	70	Successful
8	Muhammad Fauzi	65	Unsuccessful
9	Muhammad Fujiyanto	85	Successful
10	Muhammad Irwan	80	Successful
11	Muhammad Khairul Basyar	65	Unsuccessful
12	Muhammad Wahyudi	85	Successful
13	Nabila	80	Successful
14	Rasyid Agus Prayoga	85	Successful
15	Ryan Afriza Zakaria	65	Unsuccessful
16	Sitti Hanifah	85	Successful
17	Taufik Hidayat	85	Successful
	Total	1.3	

a. The average students high score:

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

$$M = \frac{1.322}{17}$$

$$M = 77$$

Explanation:

M : the average of students score (mean)

N : number of students

$\sum x$: the sum of score

b. The result of speaking test:

$$E = \frac{\sum x}{N} \times 100$$

$$E = \frac{13}{17} \times 100$$

$$E = 76 \%$$

Explanation:

E : the percentage of students who reached the minimum standard score

n : the number of students who reached the minimum score

N: the total number of students

There was improvement from 23, 5% in the preliminary study to 76% students who achieved the speaking. Based on those points above, the researcher considered that the implementation of

Miming Game to improve students' speaking skill was successful.

Therefore, this research was ended in cycle one only.

2. The factors of improving speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso

Miming Game could be defined as express of something using body language or gesture, expression of face, and body movement. In other words it was kind of game that can be used for teaching non verbal communication. In this game, the student provided the correct gestures or movements to other students who have task of guessing the word or sentence being demonstrated. So from those activities the students have guessed many words and they were able to speak in the class. After using the Miming Game, researcher found several factors that could develop students' speaking skill. It will be presented as follow:

- a. The students got many vocabularies from Miming Game activities.
- b. They were free to share their ideas to other friends without fear of being wrong.
- c. The activities of Miming Game helped students to work in pairs and to do good communication with each other.
- d. It helped students to make easier to speak English.

Based on those factors above it can concluded that the activities of Miming Game be able to improve student's speaking skill.

B. Discussion

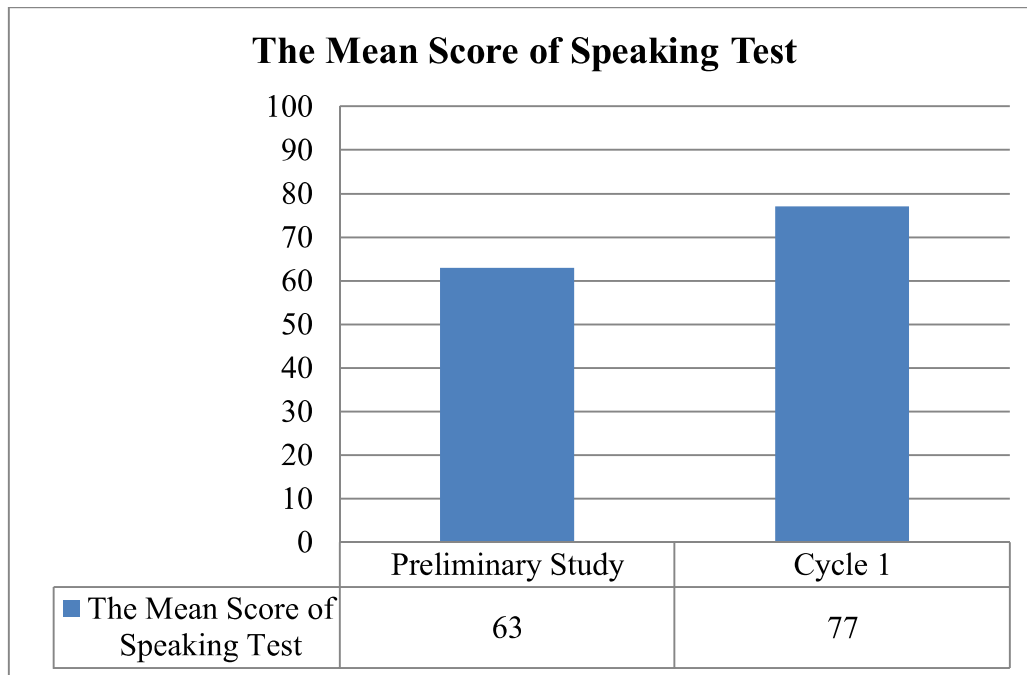
In this section the researcher presented the explanation about the data analysis from research findings of this research. The explanation was about the implementation of Miming Game be able to improve the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso and the factors of improving speaking skill.

1. The implementation of Miming Game be able improve the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso.

Classroom action research is conducted to overcome several problems that occur in the classroom. As we know that in the preliminary study, researcher found several problems in student's speaking skill at the second grade of MTs NU 01 Bondowoso, such as they could not pronounce words in English because they did not have adequate of vocabulary. Then, they also did not have an idea of what they have to say. So the researcher concluded that the main problem was they lacked of vocabulary. It caused they were not enthusiastic in participating learning activities which required them to actively speak English in the class.

On the other hand, based on the result applied during the classroom action research activities, the activities carried out in Miming game can help students in increasing their vocabulary. This is evidenced when one person demonstrates the Miming Game, then the other students will try to answer, guess the word by word and they will find the answer of the given gesture. So, they are easy to understand and memorize some vocabularies through gestures.

Based on the result of speaking test after the implementation of Miming Game, it was found out that the student's score was improved. This is proven by an increasing in the percentage of student's speaking result in preliminary study which is 23, 5% to 76% after applying Miming Game. Miming Game has helped students to learn English in a fun and easy way. In the preliminary study the mean score was 63 and after applying Miming Game the mean score was 77. There was an improvement before and after implementation the Miming Game. The improvement of speaking competence recapped in figure below:

Table 4.3**The Improvement of Students' Speaking Skill**

2. The factors of improving speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso

As mentioned in the previous section, there are several factors of improving speaking skill of the second grade students of Madrasah Tsanawiyah NU 01 Bondowoso.

1. The students got many vocabularies from Miming Game activities. From those activities students received many words. Also, when students try to guess the given gesture, they will produce the words that they have known before.

So they could speak in the class because they already have many of vocabularies.

2. They were free to share their ideas to other friends without fear of being wrong. When students played the game, both as givers of gesture or guessers, they were free to show their ideas according to what they understand. So, they were not afraid to make mistake and they can speak fluently.
3. The activities of Miming Game helped students to work in pairs and to do good communication with each other. This game has taught students how work in group, they have had to work together to give movements and guess well. Therefore this game helped them to do good communication.
4. It helped students to make easier to speak English. From the activities of Miming Game, the students easily got many vocabularies so that it can be used when the teacher asked them to speak English.

According to the theory by H. Douglas Brown, he states that there are two kinds of communication carried out in our daily lives, namely verbal communication and non-verbal communication which have mentioned in the chapter II. This strategy has fulfilled the criteria of non-verbal communication which the student communicated or

sharing their idea using her/his body or gesture or and the other students guess it in English.

Furthermore, Miming Game also has fulfilled one of characteristics of Communicative Language Teaching (CLT). It was proved by the activities in Miming game that make students ultimately have to use the language, productively and receptively.³⁰ With some activities in this strategy, students were able to produce and receive new vocabularies. Moreover, from these activities students were able to remember and increase their vocabulary. They were brave to speak in the class because they worked together to guess the right words, so that the words that have been answered will be an additional their new vocabularies.

In addition, the results of this research is one of proofs that Miming Game can improve students' speaking skill, as mentioned in previous studies which in the activities of Miming Game can increase student's vocabularies and student's participation in learning activities. So that from those activities students are be able to improve their speaking skill.

Based on those points above, Miming game can overcome the difficulties and problems in speaking. Miming Game helped students to get many vocabularies that make students speak up easily in the class. Also, they could understand about the meaning of words and

³⁰H.Douglas Brown, Principles of Language Learning and Teaching, (Pearson: Longman, 2007), 242

they were being able to use it in the context of its use. Therefore, it was improved students' speaking skill.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion divided from the research findings and discussion elaborated in the preceding chapter.

A. Conclusion

From the result of the research that have been explained in chapter IV, the researcher can conclude that:

1. The implementation of Miming Game be able to improve speaking skill of the second grade students of MTs NU 01 Bondowoso.

The implementation of Miming Game in teaching speaking at the second grade of MTs NU 01 Bondowoso can improve students' speaking skill. It can be seen from the result of observation and the speaking test after the implementation of Miming Game. Based on the data before the implementation of Miming Game the percentage of students' speaking result is 23, 5%, and got up to high percentage which is 76%. The researcher concluded that the implementation of Miming Game in teaching speaking was successful.

In addition, the mean score of speaking test were increased. The data in preliminary study showed that the mean score of students' speaking skill were low, which is only 66. Furthermore, after applying Miming Game the mean score were improved, which is 77. That is why the researcher did not need to apply the cycle 2, because it was

successful to improve students speaking skill at eighth grade of MTs NU 01 Bondowoso.

The implementation of Miming game was successful through the following procedures, 1) Students were divided in pairs. 2) Each pair should play the game and guess the answer in turn. 3) Every student should give the right instruction or gesture related to the picture given by teacher, and the other partner should guess it in English (these activities were carried out alternately by each students in pair. 4) If there is a picture that can't be guessed within 3 minutes, it will be replaced on another picture. 5) For students who guess correctly, he/she must make it a good sentence using Present Continuous Tense.

2. The factors of improving speaking skill of the second grade students of MTs NU 01 Bondowoso.

As mentioned above the researcher found that the implementation of Miming Game can improve speaking skill of the second grade of MTs NU 01 Bondowoso, the researcher also showed some factors that could develop or improve speaking skill, such as 1) The students got many vocabularies from Miming Game activities. 2) They were free to share their ideas to other friends without fear of being wrong. 3) The activities of Miming Game helped students to work in pairs and to do good communication with each other. 4) It also helped students to make easier to speak English. Therefore, based on those factors above the

second grade students of MTs NU 01 Bondowoso be able to improve their speaking skill.

B. Suggestion

In regard to the findings of this research, some suggestions were addressed to the English teacher and other researchers out there. According to the benefits of Miming Game in teaching speaking, it is suggested that the English teacher can apply the Miming Game as technique in teaching speaking to develop other languages game. Learning English in a fun and easy way is very interesting for students. It proves that Miming game can be used as a good technique at all level. It is not only can improve in English but also it can improve student's creativity and dexterity.



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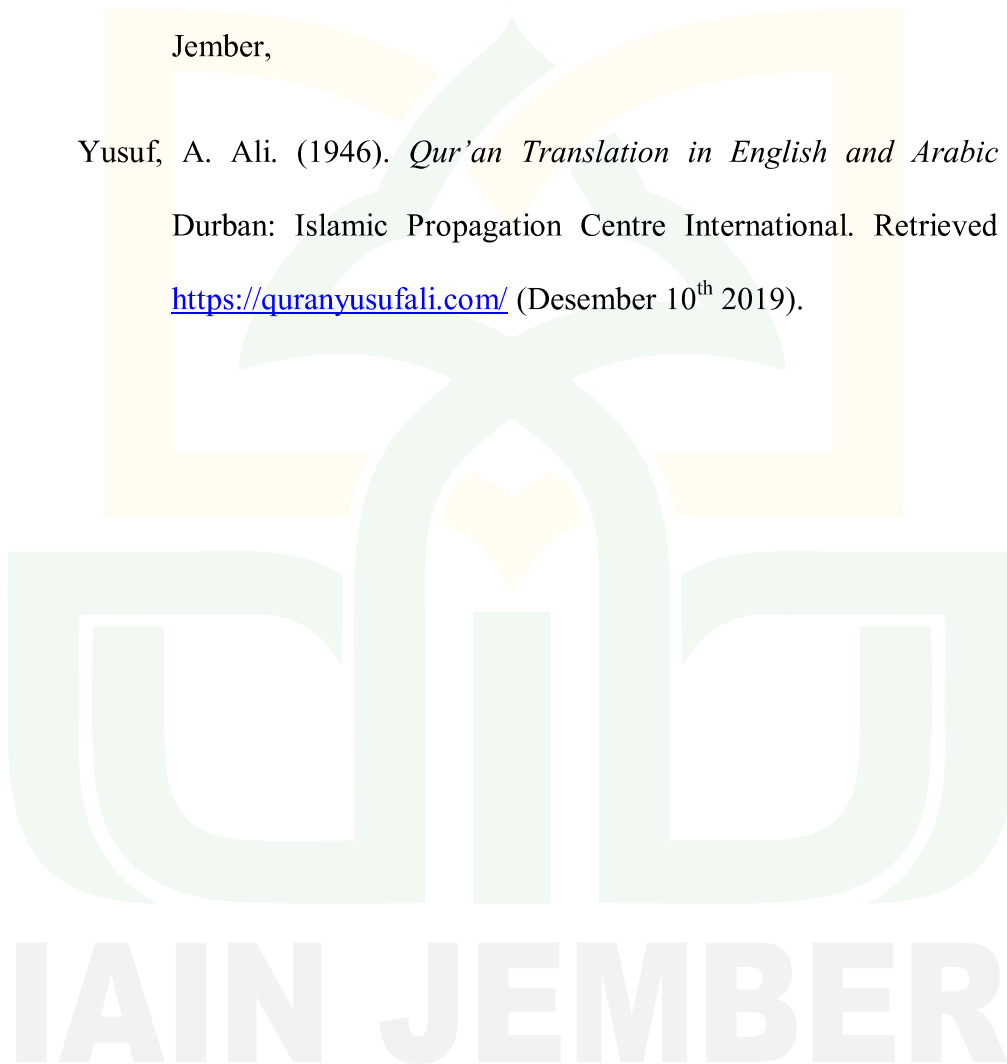
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Appendix 1

Assessment of speaking format

Class : VIII

Subject/Topic : English/ Present Continuous

Day/Date : Monday/ 24 February 2020

Researcher : Nurlaeli Afifah

No	Name	Aspect of assessment					Total of getting score	Speaking score
		V	A	P	G	F		
1	Abdur Razaq	2	3	3	4	3	15	75
2	Anis Maftutah	3	3	3	4	3	16	80
3	Arina Wahyuni	4	3	3	4	3	17	85
4	Hasidah	4	3	3	4	3	17	85
5	Indi Citra Sevira	3	3	4	4	3	17	85
6	Mauidatul Mustarrova	3	2	2	3	3	13	65
7	Muhliah Amaliyah	3	2	3	3	3	14	70
8	Muhammad Fauzi	3	3	2	2	3	13	65
9	Muhammad Fujiyanto	4	3	3	4	3	17	85
10	Muhammad Irwan	3	3	3	4	3	16	80
11	Muhammad Khairul Basyar	3	2	3	2	3	13	65
12	Muhammad Wahyudi	4	3	4	3	3	17	85
13	Nabila	4	3	3	3	3	16	80
14	Rasyid Agus Prayoga	3	4	3	4	4	17	85
15	Ryan Afriza Zakaria	2	2	3	3	3	13	65
16	Sitti Hanifah	4	3	3	4	3	17	85
17	Taufik Hidayat	3	3	3	4	4	17	85

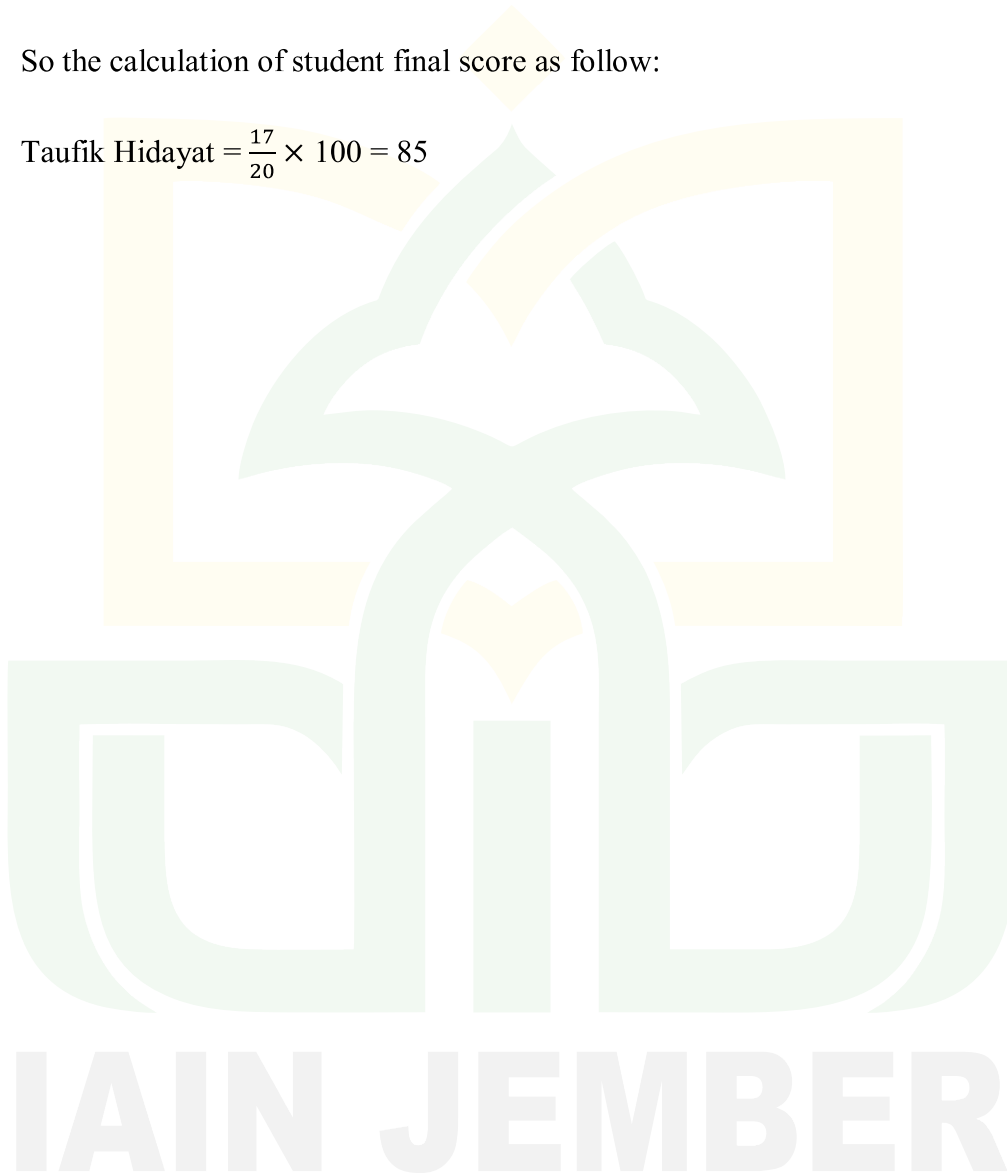
Note:

Total scores obtained by students is the total of score that students get from every aspect of speaking. Ideal score is result from high score x total of aspects fixed.

So ideal score is 5, it can calculate as $4 \times 5 = 20$

So the calculation of student final score as follow:

$$\text{Taufik Hidayat} = \frac{17}{20} \times 100 = 85$$



Appendix 2

Lesson Plan 1

Nama Sekolah : MTs NU 01 Bondowoso

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II

Alokasi Waktu : 2 Jam Pelajaran (80 minutes)

Material : Present Continuous Tense

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

1.1 : Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

- 2.2 : Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 3.8 : Menerapkan fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya.
- 4.8 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1 : Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris
- 1.1.2 : Berdoa sebelum dan sesudah pembelajaran
- 2.2.1 : Mengerjakan tugas dengan rasa tanggung jawab
- 2.2.2 : Melakukan tugas dengan rasa percaya diri
- 3.8.1 : Menemukan informasi umum dari percakapan
- 3.8.2 : Menemukan suatu informasi spesifik tersurat dari percakapan
- 3.8.3 : Menyebutkan kalimat yang menggunakan pola present continuous tense
- 3.8.4 : Menceritakan kembali secara singkat isi percakapan
- 3.8.5 : Menjelaskan fungsi sosial present continuous tense
- 3.8.6 : Menganalisis pola kalimat present continuous tense pada teks yang disediakan.

4.8.1 : Membuat kalimat lisan pendek sederhana terkait present continuous

4.8.2 : Melakukan percakapan pendek sederhana terkait present continuous tense

D. Tujuan Pembelajaran

1. Menemukan informasi umum dari teks percakapan tentang present continuous tense dengan benar.
2. Menemukan suatu informasi spesifik tersurat yang terdapat pada percakapan tentang present continuous tense dengan benar.
3. Menunjukkan kalimat yang menggunakan pola present continuous tense dengan benar
4. Menjelaskan fungsi sosial present continuous tense dengan baik dan benar.
5. Menganalisis pola kalimat present continuous tense pada teks yang disediakan dengan benar dan tepat.
6. Membuat kalimat pendek sederhana terkait present continuous tense dengan ejaan dan tanda bahasa yang benar dan tepat.
7. Melakukan percakapan pendek sederhana terkait present continuous tense dengan intonasi dan pelafalan yang baik dan benar.

E. Materi Pembelajaran

1. Fungsi sosial

Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan teks penggunaannya.

2. Pengertian Simple Present Continuous

Simple present continuous merupakan bentuk tenses yang menunjukkan suatu tindakan yang masih berlangsung atau ketika pembicaraan itu sedang berlangsung.

3. Struktur kalimat

(+)	He	Is	reading	a book	
	Subject	To be	V1 ing	O	
(-)	He	Is	Not	Reading	a book
	Subject	Is	Not	V1 ing	O
(?)	Is	He	Reading	a book	
	To be	Subject	V1 ing	O	

4. Unsur kebahasaan

- a. Kata kerja be (am, are, is) dan Verb1 + ing
- b. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tandabaca, tulisan tangan dan cetak yang jelas dan rapi
- c. Meminta dan memberi informasi tentang kejadian yang sedang berlangsung

Asking about activities	Responses
What are you doing?	I am eating
Where are you going?	I am going to school
Is he studying right now?	Yes, he is studying now

- d. Dalam menjawab pertanyaan dalam simple present continuous, bisa juga dengan tanpa menggunakan Ving.

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Yes	I	Am
	She He It	Is
	We You They	Are
No	I	am not
	She He It	Is not
	We You They	are not

5. Topik

Topik yang akan diajarkan dalam pembelajaran simple present continuous adalah tentang keadaan/tindakan/kejadian/ yang sedang dilakukan/berlangsung saat diucapkan. Kegiatan dan kejadian yang akan diterangkan adalah keadaan/tindakan/kejadian yang berlangsung di beberapa tempat umum.

F. Kegiatan Pembelajaran

Pre-activity	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks them to lead the prayer before start the lesson 3. The teacher checks the students' attendance 4. The teacher asks and leads students to do ice beaking 5. The teacher gives a brainstorming related to the previous material 6. The teacher tells them about the purpose of the material 	5'
Whilst activity		
Observing	<ol style="list-style-type: none"> 1. The teacher gives the explanation about the material 2. The teacher asks students about the differences between the material with the previous material 3. The teacher introduces the Miming Game 4. The teacher introduces additional vocabularies using Miming Game 5. The teacher asks one student to play the game, and the other students answer the words 6. The students follow several pronunciation who mentioned by teacher 7. The students get the more information about the material 	20'
Questioning	<p>The students ask some questions about the material that they don't understand</p>	5'

Experimenting	<ol style="list-style-type: none"> 1. The teacher divides the students in pairs 2. Every partner must to come forward based on the number given 3. Every partner plays the mime and guess alternately 4. The students are asked to mime or gives the instruction using his/her body about the sentence 5. The other member have to guess it, and arrange it into the good sentence using present continuous tense 6. The teacher guides all of activities till they understand 	20'
Associating	<ol style="list-style-type: none"> 1. Each pair makes a good sentences related to the command 2. The teacher gives the feedback about everything that is conveyed in the discussion 	5'
Creating and communicating	<ol style="list-style-type: none"> 1. Each group shows the result of discussion in front of the class 2. Students do a written self-evaluation of the difficulties during the discussion 	20'
Post activity	<ol style="list-style-type: none"> 1. The teacher repeats the material 2. The teacher tells the next material 3. The teacher closes the lesson 4. The students greet the students 	5

G. Penilaian

a. Sikap Tanggung Jawab

- Instrumen: Rubrik Pengamatan (Peer Assessment)

No	Nama Siswa	Berpartisipasi dalam mengerjakan tugas				Menyelesaikan tugas dengan baik								MODUS
		1	2	3	4	1	2	3	4	1	2	3	4	
1														
2														

- 4 = selalu
- 3 = Sering
- 2 = kadang-kadang
- 1 = tidak pernah

b. Sikap Percaya diri

- Instrumen: Self -Assessment (Penilaian diri sendiri)

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1

c. Ketrampilan

- Scoring Rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Vocabulary				
2	Accuracy				
3	Pronunciation				
4	Grammar				
5	Fluency				

- Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Melakukan percakapan dengan lancar, pelafalan benar, dan intonasi tepat
2	3	Melakukan percakapan dengan sedikit tersendat, pelafalan ada yang kurang benar, dan intonasi kurang tepat
3	2	Melakukan percakapan dengan tidak lancar, pelafalan tidak benar, dan intonasi tidak tepat
4	1	Tidak melakukan percakapan atau berhenti di tengah-tengah percakapan dan mengulangi lagi di lain kesempatan

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- Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Tidak di temukan kesalahan dalam penggunaan <i>grammar</i> , dan dalam bacaan maupun <i>spelling</i>
2	3	Ada kesalahan dalam penggunaan <i>grammar</i> , dan dalam bacaan <i>spelling</i> tapi tidak mempengaruhi makna teks
3	2	Kesalahan penggunaan <i>grammar</i> , dan dalam bacaan, dan <i>spelling</i> yang mempengaruhi makna teks
4	1	Pembaca sulit memahami makna teks

Researcher

English Teacher

Nurlaeli Afifah

Siti Rohema, S.Pd

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Media for Teaching :



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Notes:

No of Picture	Activity (the example of sentences)
1	He is buying a fruit
2	He is selling a fruit
3	I am taking a money
4	He is cooking a delecious food
5	He is eating a food
6	You are sleeping now
7	He is washing clothes
8	She is watching television
9	They are playing a football
10	The teacher is teaching in the class
11	We are cleaning the house
12	We are studying in the class
13	She is putting a book
14	He is returning a book
15	They are reading a book
16	She is sweeping the floor
17	The buffalo is running
18	I am giving a carrot to the rabbit

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Lesson Plan 2

Nama Sekolah : MTs NU 01 Bondowoso

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/II

Alokasi Waktu : 2 Jam Pelajaran (80 minutes)

Material : Present Continuous Tense

H. Kompetensi Inti

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

I. Kompetensi Dasar

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- 4.8 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

J. Indikator Pencapaian Kompetensi

- 1.1.1 : Mengungkapkan rasa syukur atas kesempatan dalam belajar bahasa Inggris
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- 2.2.2 : Melakukan tugas dengan rasa percaya diri
- 3.8.1 : Menemukan informasi umum dari percakapan
- 3.8.2 : Menemukan suatu informasi spesifik tersurat dari percakapan
- 3.8.3 : Menyebutkan kalimat yang menggunakan pola present continuous tense
- 3.8.4 : Menceritakan kembali secara singkat isi percakapan
- 3.8.5 : Menjelaskan fungsi sosial present continuous tense
- 3.8.6 : Menganalisis pola kalimat present continuous tense pada teks yang disediakan.

4.8.1 : Membuat kalimat lisan pendek sederhana terkait present continuous

4.8.2 : Melakukan percakapan pendek sederhana terkait present continuous tense

K. Tujuan Pembelajaran

8. Menemukan informasi umum dari teks percakapan tentang present continuous tense dengan benar.
9. Menemukan suatu informasi spesifik tersurat yang terdapat pada percakapan tentang present continuous tense dengan benar.
10. Menunjukkan kalimat yang menggunakan pola present continuous tense dengan benar
11. Menjelaskan fungsi sosial present continuous tense dengan baik dan benar.
12. Menganalisis pola kalimat present continuous tense pada teks yang disediakan dengan benar dan tepat.
13. Membuat kalimat pendek sederhana terkait present continuous tense dengan ejaan dan tanda bahasa yang benar dan tepat.
14. Melakukan percakapan pendek sederhana terkait present continuous tense dengan intonasi dan pelafalan yang baik dan benar.

L. Materi Pembelajaran

6. Fungsi sosial
 Memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan teks penggunaannya.
7. Pengertian Simple Present Continuous
 Simple present continuous merupakan bentuk tenses yang menunjukkan suatu tindakan yang masih berlangsung atau ketika pembicaraan itu sedang berlangsung.
8. Struktur kalimat

(+)	He	is	reading	a book	
	Subject	To be	V1ing	O	
(-)	He	Is	Not	Reading	a book
	Subject	Is	Not	V1ing	O
(?)	Is	He	Reading	a book	
	To be	Subject	V1ing	O	

9. Unsur kebahasaan

- e. Kata kerja be (am, are, is) dan Verb1 + ing
- f. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tandabaca, tulisan tangan dan cetak yang jelas dan rapi
- g. Meminta dan memberi informasi tentang kejadian yang sedang berlangsung

Asking about activities	Responses
What are you doing?	I am eating
Where are you going?	I am going to school
Is he studying right now?	Yes, he is studying now

- h. Dalam menjawab pertanyaan dalam simple present continuous, bisa juga dengan tanpa menggunakan Ving.

Yes	I	Am
	She He It	Is
	We You They	Are

No	I	am not
	She He It	Is not
	We You They	are not

10. Topik

Topik yang akan diajarkan dalam pembelajaran simple present continuous adalah tentang keadaan/tindakan/kejadian/ yang sedang dilakukan/berlangsung saat diucapkan. Kegiatan dan kejadian yang akan diterangkan adalah keadaan/tindakan/kejadian yang berlangsung di beberapa tempat umum.

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M. Kegiatan Pembelajaran

<p>Pre-activity</p>	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks them to lead the prayer before start the lesson 3. The teacher checks the students' attendance 4. The teacher asks and leads students to do ice beaking 5. The teacher gives a brainstorming related to the previous material 6. The teacher tells them about the purpose of the material 	<p>5'</p>
<p>Whilst activity</p>		
<p>Observing</p>	<ol style="list-style-type: none"> 1. The teacher gives the explanation about the material 2. The teacher asks students about the differences between the material with the previous material 3. The teacher introduces the Miming Game 4. The teacher introduces additional vocabularies using Miming Game 5. The teacher asks one student to play the game, and the other students answer the words 6. The students follow several pronunciation who mentioned by teacher 7. The students get the more information about the material 	<p>20'</p>

Questioning	The students ask some questions about the material that they don't understand	5'
Experimenting	<ol style="list-style-type: none"> 1. The teacher divides the students in pairs 2. Every partner must to come forward based on the number given Every partner plays the mime and guess alternately 3. The students are asked to mime or gives the instruction using his/her body about the sentence 4. The other member have to guess it, and arrange it into the good sentence using present continuous tense in in the form of positive, negative and interrogative 5. The teacher guides all of activities till they understand 	20'
Associating	<ol style="list-style-type: none"> 1. Each pair makes a good sentences related to the command 2. The teacher gives the feedback about everything that is conveyed in the discussion 	5'
Creating and communicating	<ol style="list-style-type: none"> 1. Each group shows the result of discussion in front of the class 2. Students do a written self-evaluation of the difficulties during the discussion 	20'
Post activity	<ol style="list-style-type: none"> 1. The teacher repeats the material 2. The teacher tells the next material 3. The teacher closes the lesson 4. The students greet the students 	5

5. Penilaian

d. Sikap Tanggung Jawab

- Instrumen: Rubrik Pengamatan (Peer Assessment)

No	Nama Siswa	Berpartisipasi dalam mengerjakan tugas				Menyelesaikan tugas dengan baik				MODUS			
		1	2	3	4	1	2	3	4	1	2	3	4
1													
2													

- 4 = selalu
- 3 = Sering
- 2 = kadang-kadang
- 1 = tidak pernah

e. Sikap Percaya diri

- Instrumen: Self -Assessment (Penilaian diri sendiri)

No	Pernyataan	TP	KD	SR	SL
1	Saya ragu-ragu berbicara bahasa Inggris				
2	Saya malu berbicara bahasa Inggris				
3	Saya takut salah berbicara bahasa Inggris				
4	Saya takut dimarahi kalau salah dalam berbahasa Inggris				

- Never (TP) = 4
- Sometimes (KD) = 3
- Often (SR) = 2
- Always (SL) = 1

f. Ketrampilan

- Scoring Rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Vocabulary				
2	Accuracy				
3	Pronunciation				
4	Grammar				
5	Fluency				

- Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Melakukan percakapan dengan lancar, pelafalan benar, dan intonasi tepat
2	3	Melakukan percakapan dengan sedikit tersendat, pelafalan ada yang kurang benar, dan intonasi kurang tepat
3	2	Melakukan percakapan dengan tidak lancar, pelafalan tidak benar, dan intonasi tidak tepat
4	1	Tidak melakukan percakapan atau berhenti di tengah-tengah percakapan dan mengulangi lagi di lain kesempatan

- Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Tidak di temukan kesalahan dalam penggunaan <i>grammar</i> , tanda baca maupun <i>spelling</i>
2	3	Ada kesalahan dalam penggunaan <i>grammar</i> , tanda bac adan <i>spelling</i> tapi tidak mempengaruhi makna teks
3	2	Kesalahan penggunaan <i>grammar</i> , tanda baca, dan <i>spelling</i> yang mempengaruhi makna teks
4	1	Pembaca sulit memahami makna teks

Researcher

English Teacher

Nurlaeli Afifah

Siti Rohema, S.Pd



Media for Teaching :





Notes:

No of Picture	Activity (the example of sentences)
1	2
1	(+) He is buying a fruit (-) He is not buying a fruit (?) Is he buying a fruit?
2	(+) He is selling a fruit (-) He is not selling a fruit (?) Is he selling a fruit?
3	(+)I am taking a money (-)I am not taking a money (?) Am I taking a money?
4	(+)He is cooking a delecious food (-)He is not cooking a delecious food (?)Is he cooking a delecious food?
5	(+)He is eating a food (-)He is not eating a food (?)Is he eating a food?
6	(+)You are sleeping now (-)You are not sleeping now (?)Are you sleeping now?
7	(+)He is washing clothes (-)He is not washing clothes (?)Is he washing clothes?
8	(+)She is watching television (-)She is not watching television (?)Is she watching television?
9	(+)They are playing a football (-)They are not playing a football

1	2
	(?) Are they playing football?
10	(+)The teacher is teaching in the class (-)The teacher is not teaching in the class (?)Is the teacher teaching in the class?
11	(+)We are cleaning the house (-)We are not cleaning the house (?)Are we cleaning the house?
12	(+)We are studying in the class (-)We are not studying in the class (?)Are we studying in the class?
13	(+)She is putting a book (-)She is not putting a book (?)Is he putting a book?
14	(+)He is returning a book (-)He is not returning a book (?)Is he returning a book?
15	(+)They are reading a book (-)They are not reading a book (?)Are they reading a book?
16	(+)She is sweeping the floor (-)She is not sweeping the floor (?)Is she sweeping the floor?
17	(+)The buffalo is running (-)The buffalo is running (?)Is the buffalo running?
18	(+)I am giving a carrot to the rabbit (-)I am not giving a carrot to the rabbit (?)Am I giving a carrot to the rabbit?

Appendix 3

Documentation

1. Picture 1



2. Picture 2



3. Picture 3



4. Picture 4



VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion.
2. If there is need to be revised write on the piece of advice or directly on the menu script.

No	Aspek yang dinilai	Skala Penilaian				Note
		1	2	3	4	
A	Isi					
	1. Materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar				✓	
	2. Maksud dari soal dirumuskan dengan jelas				✓	
	3. Petunjuk mengerjakan soal sesuai dengan soal yang sudah disediakan			✓		the instruction is too complicated.
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan		✓			several points need to be improved. Take a look on your rubric.
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan				✓	
B	Konstruk					
	1. Soal disusun dalam bentuk tes lisan (speaking test) untuk mengetahui kemampuan speaking siswa (kemampuan siswa dalam berbicara Bahasa Inggris)				✓	
	2. Soal speaking test disusun berdasarkan teori dalam speaking, yang mana siswa diharuskan untuk berbicara				✓	

	3. Kriteria penilaian kemampuan speaking siswa, diadaptasi dari buku D. Brown dan J. Heaton				✓	add explanation why it is needed.
C	Bahasa					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan grammatical			✓		Several grammatical errors found. Improve them.
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓		take a look on your test.
	3. Rumusan soal tidak mengandung kata-kata yang tidak menyinggung peserta didik				✓	

Note:

4 = Sangat Baik

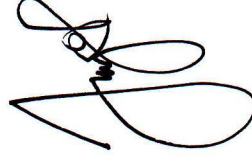
3 = Baik

2 = Kurang

1 = Sangat Kurang

Jember, 13 Februari 2020

Validator



(.....) Praptika Septi F., M.Pd.

Sekolah	: MTs NU 01 Bondowoso	Jumlah soal	: 1
Mata Pelajaran	: Bahasa Inggris	Bentuk Soal	: Uraian
Kelas/Semester	: 8/ Genap	Waktu	: 7.30-8.50

Direction!

One by one the students have to come forward without bringing anything. Make a good sentences using Present Continuous Tense in the form of positive, negative and interrogative from the picture that will be given by teacher.

The picture is about the material that have been taught before!



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B.0104/In.20/3.a/PP.00.9/02/2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

12 Februari 2020

Yth. Kepala Sekolah MTs NU 01 Bondowoso
Gambangan, Maesan, Bondowoso.

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Nurlaeli Afifah
NIM : T20166054
Semester : VII (Tujuh)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Untuk mengadakan penelitian "The Implementation of Miming Game to Improve Students' Speaking Skill at Eighth Grade of MTs NU 01 Bondowoso"
Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Guru Bahasa Inggris MTs NU 01 Bondowoso
2. Siswa siswi kelas 8 MTs NU 01 Bondowoso

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,



Masrudi



LEMBAGA PENDIDIKAN MAARIF NU BONDOWOSO
MTs NAHDLATUL ULAMA 01

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JL. Tanah Wulan, Gambangan Maesan Bondowoso, email: mtsnu.maesan@gmail.com

SURAT KETERANGAN

No : ~~023~~ MTs-NU/A-3/III/2020

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Nahdlatul Ulama 01, Maesan Bondowoso menerangkan bahwa;

Nama : NURLAELI AFIFAH
Tempat, tanggal lahir : Bondowoso, 14 Oktober 1997
NIM : T20166054
Fakultas : FTIK
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

yang bersangkutan telah melakukan penelitian (Research) di Madrasah Tsanawiyah Nahdlatul Ulama 01 Maesan Bondowoso, terhitung tanggal 14 – 24 Februari 2020 guna penulisan skripsi dengan judul “ **THE IMPLEMENTATION of MIMING GAME to IMPROVE STUDENTS’ SPEAKING SKILL at EIGHTH GRADE of MTs NU 01 BONDOWOSO**”.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 09 Maret 2020

Kepala Madrasah



SITI ROHEMAH, S.Pd

BIOGRAPHY



Name : Nurlaeli Afifah
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1. SDN Suger Lor 1 (2005-2010)
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