

The Study on Teaching Present Continuous Tense Using Games at the Tenth Grade of SMAK Giovanni Kupang

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Abstract

The purpose of this research article is to address the following inquiries: (1) Can tenth-grade students proficiently acquire the present continuous tense through game-based instruction? (2) What is their proficiency level? (3) Do games effectively teach the present continuous tense to tenth grade students at SMAK Giovanni? To address those inquiries, the researcher used a descriptive method because it is used to describe the students' mastery in the present continuous tense. The participants of the study consisted of tenth grade students from SMAK Giovanni Kupang. Fifteen students, who were all selected as subjects for the researcher's study, comprised the level. The researcher employed lesson plans and tests to get the data. The researcher devised three instructional approaches to teach the present continuous tense through the utilization of games. During the experiment, the researcher administered two tests: a pre-test and a post-test. Only three students demonstrated successful performance in the pre-test results. The class had a low level of proficiency. By incorporating game-based instruction, the students' performance and overall understanding of the subject matter showed noticeable improvement.

Keywords: Present Continuous Tense; Games

INTRODUCTION

Education is a deliberate and structured endeavor to create a conducive environment and learning process for students to actively cultivate their intellectual capacity, character, mindset, abilities, and self-discipline, which are essential for both personal growth and societal well-being. Therefore, teachers have the utmost responsibility for arranging the learning process and its surroundings. A teacher plays a crucial role in facilitating learning in a more efficient and beneficial manner. Learning success is characterized by the attainment of skills and a favorable attitude among students towards predetermined objectives. The efficacy of learning is contingent upon various aspects, one of which is the utilization of instructional media, which facilitates the facilitation of the teaching and learning process.

The incorporation of media in the teaching and learning process is crucial as it aids teachers in delivering instruction that is both effective and efficient. The media offers diverse educational experiences that might enhance students' academic achievements. Puspitarini & Hanif, as quoted in Ria (2021), state that teaching media is media that is used as a tool to convey material or information from teachers to students. Furthermore, learning media serves as a tool to stimulate student interest, thereby enhancing student learning motivation. Educators should employ suitable media to enhance the process of learning or enhance students' comprehension of the subject matter. Nevertheless, teachers face challenges in selecting suitable media, particularly when they aim to teach English grammar in their classes.

Harmer, as cited in Ria (2021), stated that studying grammar involves understanding the way various grammatical components can be combined to form interconnected words. The arrangement of words into phrases, clauses, or whole sentences is influenced by grammar. By achieving proficiency in grammar, pupils will have the ability to generate coherent and well-structured utterances or phrases. The primary objective of this study was to examine the utilization of the Present Continuous Tense. According to Azar (2003), the present continuous tense is employed to depict acts that are occurring presently and will occur in the future. The present continuous tense denotes an ongoing action occurring at the very moment of speaking.

Indeed, attaining mastery in English grammar is a tough task. Both teachers and students encounter multiple problems that hinder the effective teaching and learning of grammar. For students, English grammatical rules are different from those in Indonesian. They perceive grammar as a challenging and monotonous lesson due to the multitude of patterns involved. Consequently, they must commit these patterns to memory, apply them to sentences, and discern grammatical elements within tasks. For teachers, utilizing monotonous educational medium fails to engage students' attention in grammar acquisition. Hence, it is imperative for a teacher to employ innovative methods in imparting grammar lessons to foster students' engagement and enthusiasm towards learning English grammar, which is inherently more intricate than Indonesian grammar. To address the challenges associated with enhancing students' understanding of the present continuous tense, the researcher employed games as a pedagogical tool.

RESEARCH METHOD

In this section, the researcher aims to address various aspects of the methodology, including the research design, subject of study, data sources and types, research instrument, data analysis techniques, standard of measurement, and the formulas and procedures to be employed. This study is characterized by its descriptive study.

The objective is to determine the efficacy of games in facilitating students' mastery of the present continuous tense. The researcher employed the descriptive method to carry out the study. Initially, the researcher administered a pre-test to assess the individual and class proficiency levels prior to instructing them on the present continuous tense through the use of games. In this study, the researcher conducted classroom action research by implementing games as a method for teaching the present continuous tense. Prior to and subsequent to instruction, the researcher administered assessments to the students in order to ascertain any alterations in their scores following the instruction of the present continuous tense through the utilization of games.

Research data can be classified into three categories: primary, secondary, and qualitative-quantitative. The data collected in this study was original primary data. The data consisted of students' test results from both the pre-test and post-test. The instrument is a tool for gathering data for research. There was an instrument that the researcher used for her study in order to connect with this study. The instruments were lesson plans and tests. There were two types of tests, such as a multiple-choice test, and the correct answer was underlined in parentheses. The test consisted of 10 multiple-choice items, and 10 underlined the correct answer in parentheses.

The writer conducted a class focused on instructing the present continuous tense. The present continuous tense was covered in three sessions, with the fourth session dedicated to an assessment. The participants of the study were high school students from SMAK Giovanni Kupang. There were a total of 15 pupils in the class. The researcher regarded them as the participants of the study.

Kind of games

- a) **Miming:** Miming is a highly effective game for eliciting descriptions of actions and adjectives using gestures.
Instruction: divide the class into several groups. A representative from each group selects a card carrying a statement in the present continuous tense. Subsequently, she or he must stand in front of the classroom and mime the action that is written on a card given. If she or he succeeds, the group will get a point.
- b) **Cross and knot** is a game designed to review the sentence pattern of a specific tense.
Instruction: create a total of nine tables and write down a subject or an action verb in each table. While working in groups, the participants must construct a correct sentence according to the words they have chosen. If it is correct, they will mark a cross or knot on the table they have selected.
- c) **A dice game** is a game used in order to review the sentence pattern of a certain case.
Instruction: write down some subjects on the left and action verbs on the right side of the board. In order to determine the subject and action verb a

pupil can use, they must roll a dice twice. However, if the sentence is incorrect, the individual must stand up until they are able to correct it.

Day one: Target language: kinds of action verbs, introducing present continuous tense.

- a. Introduction: teacher to students
- b. Breaking the ice activity by singing a song or playing a game
- c. Asking about their activities during school break, after school-hours, and holidays. Determine the verbs and provide their English translations.
- d. Show the pictures containing action verbs and ask them what the people in the picture are doing. Elicit their English sentences and write them on the board. Make some necessary corrections.
- e. Ask them to write down sentences on the board.
- f. Play a miming game. (Get points only if they produce correct sentences.)

How to play the game:

- Divided the class into three groups (group mawar, group anggrek, and group lili). Each member must take turns participating in the game.
 - Explain how to play the miming game. For example, if the subject of the sentence is “she” it points to a girl in the class and if the subject is “he” it points to a boy. If the subject of the sentence is “I” point to himself or herself and if the subject is “they” point to all the students in front of the mimer, but if the subject is “we” point to the whole class, including the mimer. After that, she or he will mime the action verb and let his or her group guess what sentence she or he has read.
 - Also provide them with the rules. The sentence written on the cards can only be guessed by the members of the group. If the participants provide an accurate response, they will be awarded a point worth 100. However, in the case of an inaccurate answer, the remaining groups are permitted to make their guesses and will earn a point if their answer is correct.
 - Place cards containing sentences in the present continuous tense on the teacher's table. Ask one member of each groups (starting from group mawar) to come and pick a card then read it by heart. Then she/he must describe the sentence she/he has read by miming.
 - Make sure that all members of the groups are involved in the game.
- g. Introduce the function and rules of the present continuous tense.
 - h. Closing the class by giving homework.

Day two: Target language: Review the grammatical rules of present continuous tense and introduce yes/no questions.

- a. Check homework.
- b. Review the function and form of the present continuous tense.

- c. Bring pictures of action verbs and ask yes/no questions. For example, is the girl playing? Elicit: yes/no. After that, write the questions and their answers on the board.
- d. Play Cross and Knot.
How to play the game.
 - Divide the class into two groups (the cross and the knot). Groups will play paper-rock-scissors to see which plays first.
 - Explain how to play the game. Draw nine tables with nine verbs in each tables.

Writing?	Watching?	Listening to a music?
Reading?	Studying?	Dancing?
Sleeping?	Playing a game?	Cleaning?

Each group will take turns choosing a word from the table and trying to make yes-or-no questions. If the group's question is correct, a member of the group must draw a cross or knot according to his or her group's name. It is important to tell them that they must use different subjects in every sentence they make.

- Remind them to follow the rules. If a group successfully draws some crosses of knots in a row, the group wins.
 - One thing they must remember is that they must not let another group win by picking a word in a table that will block the row that the other group is trying to build.
- e. Discuss the form of yes-or-no questions.
 - f. Give homework with yes-or-no questions at the end of the lesson.

Day three: Target language: review yes/no questions, positive and negative sentences in present continuous tense, and introduce some simple "wh" questions.

- a. Warm-up activity: play the Cross and Knot game to review the yes/no questions and positive-negative sentences in the present continuous tense.
- b. Give them written exercises.
- c. Introduce wh-questions. Asking what are we doing in the classroom. Bring a picture and ask wh-questions, for example: What is the boy (Hasan) doing? What are they doing? Elicit their answers, write the questions and answers on the board, highlight their mistakes and correct them.
- d. Ask them to take note of the sentences on the board.
- e. Play "Dice Game."
How to play the game:
 - Write down subjects on the right side of the whiteboard, action verbs and five places or rooms on the left. Prepare a dice.

Ahzarel	Watching
Mince and Candice	Kitchen
My grandmother	Doing
He	Bathroom
You	Bedroom
My father	Living room

- Divide the class into three groups (Group Mawar, group anggrek, and group lili).
 - Explain how to play the game. Each group will take a turn to throw the dice twice. The first number will point out which subject the group will have, and the second one will point out the verb. After that, they must make the correct “wh-questions.” For example, group mawar throws a dice twice. The first throw shows number 2 (mince and candice, for example) and verbs or rooms or places (living room) from number 6. Then the group must make an interrogative sentence such as, *What are Mince and Candice doing in the living room?*
 - Each group will get a point if they construct a correct sentence.
 - However, if a group constructs an incorrect sentence, another group can correct the mistake and earn an additional point.
 - If there is only one subject and one place left on the whiteboard, dice will not be needed.
- f. Closing the class with an oral pop quiz. Students who answer correctly will get a red star. Those who can correct other mistakes will get a blue star.
- g. The writer asked them to remember by heart the new verbs, played some games, and then introduced sentence patterns in the present continuous tense.
- h. On the fourth meeting, the researcher conducted a post-test.

The researcher employed multiple methodologies to apply and analyze the research data. The data analysis techniques that the author used in dealing with research are as follows:

Evaluating and grading the students' answer sheets according to the types of tests that were given to them.

- 1) Correcting the students answer sheets
- 2) Scoring the students answer sheet will be based on the standard of measurement.
- 3) Calculating the student's correct and wrong answer
- 4) Concluding the study.
- 5) Reporting the test.

To find out the level of ability of the students, the writer used the following formula such as.

- 1) The formula for computing the individual grade and ability level is:

$$\frac{\text{Total students correct answer}}{\text{Total test items}} \times 100\%$$

2) The formula used to compute the students' grade and ability level is:

$$\frac{\text{Total students correct answer}}{\text{Total Responses}} \times 100\%$$

In measuring the student's ability in this study, the researcher used the standard of measurement applied in that school.

No	Range	Level of Ability
1	80 - 100	Excellent
2.	70 - 79	Very good
3.	60 - 69	Good
4.	50 - 59	Poor
5.	0 - 49	Very poor

RESULT AND DISCUSSION

A test was one of the instruments employed by the researcher in this investigation. The research study consisted of two tests: the pre-test and the post-test. Both tests have comparable questions. The only difference was that the pre-test was administered before to the students' receiving instruction on the present continuous tense through the utilization of games, whereas the post-test was conducted subsequent to the students being instructed on the present continuous tense through the utilization of games.

After finishing the pre-test, teaching-learning activities, and post-test, the writer analyzed the results of the tests. There were some activities dealing with the data display, such as correcting, scoring, calculating, and tabulating the students' answers, which were dealt with the students' answer sheets. The results of these activities were tabulated in the tables below, including the results of the students' answers to determine the levels of mastery of present continuous tense.

Table 1: The Students' Scores In The Pre-Test

Student Number	Total of the test items	Individual correct answer	Individual Mastery	Class Mastery
1	20	9	45	
2	20	8	40	
3	20	5	25	
4	20	11	55	
5	20	15	75	
6	20	8	40	

7	20	4	20	
8	20	7	35	
9	20	7	35	
10	20	11	55	
11	20	8	40	
12	20	13	65	
13	20	12	60	
14	20	8	40	
15	20	9	45	
Total	300	135	640	42,66

Table 2: The Students' Scores in Post-Test

Student Number	Total of the test items	Individual correct answer	Individual mastery	Class Mastery
1	20	18	90	
2	20	16	80	
3	20	15	75	
4	20	15	75	
5	20	20	100	
6	20	15	75	
7	20	16	80	
8	20	19	95	
9	20	18	90	
10	20	15	75	
11	20	15	75	
12	20	17	85	
13	20	17	85	
14	20	14	70	
15	20	14	70	
Total	300	244	1220	81,33

Table 3: Students Individual Level of Mastery From Pre-Test

No	Individual correct answers	Individual grade	Level of mastery
1	9	45	Very poor
2	8	40	Very poor
3	5	25	Very poor
4	11	55	Poor
5	15	75	Very good
6	8	40	Very poor
7	4	20	Very poor
8	7	35	Very poor

9	7	35	Very poor
10	11	55	Poor
11	8	40	Very poor
12	13	65	Good
13	12	60	Good
14	8	40	Very poor
15	9	45	Very poor

Table 4: Students Individual Level of Mastery from Post-Test

No	Individual correct answer	Individual grade	Level of mastery
1	18	90	Excellent
2	16	80	Excellent
3	15	75	Very good
4	15	75	Very good
5	20	100	Excellent
6	15	75	Very good
7	16	80	Excellent
8	19	95	Excellent
9	18	90	Excellent
10	15	75	Very good
11	15	75	Very good
12	17	85	Excellent
13	17	85	Excellent
14	14	70	Very good
15	14	70	Very good

Based on the data display presented previously, the writer discusses some points of general mistakes made by the subjects of the study and the conclusion of calculating the pre-test and post-test dealing with the subjects' level of mastery.

General mistakes committed by subjects of the study:

- Pre-test
From the students' answers, there are similar grammatical errors made by all students: the sentence pattern is wrong. Some of them did not use any to-be in forming the present continuous tense sentences. Some could not use the correct word. For example:
S.3: You dancing
The correct answer is: You are dancing.
S.10: I is read
The correct answer is: I am reading
- Post-Test

From the students' answers, the writer found similar mistakes they had made in the pre-test, but only in a very small amount. Most of their answers were correct. For example:

S.1: Is Icha watching? No, she isn't

S.5: Anika and Ireen are dancing.

S.8: He is not eating an apple.

Conclusion of calculating the pre-test and post-test dealing with the students' level of mastery.

1. From the data analysis on the previous page, the researcher indicated that the class level of mastery in the pre-test is low.

$$\frac{\text{Total number of test results}}{\text{Total number of students}} \times 100\%$$

$$\frac{536}{15} \times 100\% = 42.66$$

2. After analyzing the results from the post-test, the researcher concludes that the class level of mastery is improving from 42.66 to 81.33.

$$\frac{\text{Total number of test results}}{\text{Total number of students}} \times 100\%$$

$$\frac{1220}{15} \times 100\% = 81,33$$

3. Games have been demonstrated to be efficacious in enhancing students' proficiency in the present continuous tense. The efficacy of the games in facilitating students' mastery of the present continuous tense is evident from the way the games were played and the objective of each game.

CONCLUSION

Upon conducting a thorough analysis of the data, the researcher arrives at the definitive conclusion of this study. The conclusion is the answer to the statement of the problems. In addition, the researcher would like to provide recommendations based on the conclusions derived from the study and discussion. The conclusion and suggestions in detail are presented below. Based on the findings, the researcher concludes that using games to teach the tenth-grade students of SMAK Giovanni Kupang helped them master the present continuous tense, indicating the effectiveness of games in this regard. This statement is supported by the improved post-test results, where the students average scores ranged from very poor (70–79) to excellent (80–100).

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