



1. INTRODUCTION

1.1 Background of Problem

The objective of teaching English for students of junior high school according to KTSP, grammar is needed by the learner to communicate in the right way. There were many aspects of grammar, and tenses the important aspects. Tenses were one of the most difficult aspects of English to be learnt by the learners. So, the teacher should use variation of technique to avoid students' boredom. The teacher should consider how the teaching learning process would be easier, more enjoyable, and more effective. Thus, the learning activities will be able to be done by the students actively.

There were a lot of serious problems, relate to the teaching English for SMP students. One of them is that most of students of SMP had difficulties in mastering English tense. This might be due to a number of tenses and the uses of each tense that make students confuse. Tenses in English were very essential because a tense stands for a verb form that shows when something happens. So, it was very important to learn tenses in learning English.

Generally, when the English teachers teach Structure or tenses, they often give formula or pattern of sentences and several examples to the students. Many students were not interested in formula of tenses. They do not pay attention to the

teachers' explanation because they feel bored. Finally, when they do the test they cannot directly remember the material they learnt. So, they need some various techniques to apply the formula and to do some interesting exercises. Thus, the teacher should use a suitable technique.

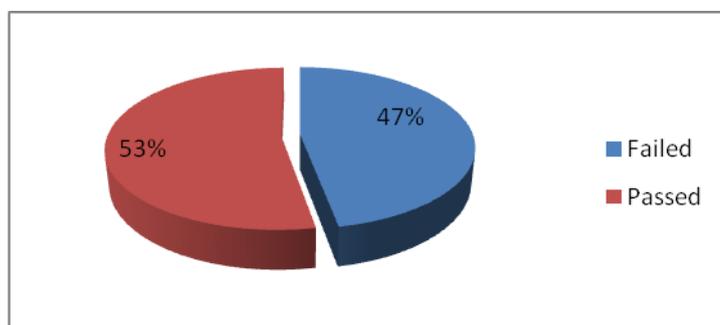
According to the researcher's experiences observation at SMP Ganesa it found that their score was not achieve the target of KTSP

It is found that their score as the problem

Table 1.1 Student's grammar score

Number of students	Score	Percentage
17	< 80	47 %
21	>80	53%

It meant that there 53% got passed score and 47% got failed



Considering that more than 50% students passed the minimum standard score, the passing score in this research was 80. The resercher proposed to improve the situaton by this classroom action research used to Gesture Group Game can help students improve their structure comprehension, students participation in the class and the quality of teacher's teaching performance.

The researcher focuses on improving the grammar. It was chosen for English Tenses, English tenses was Present continuous Tense. As we had known that present Continuous Tense was the simplest form of English tenses. We only had to add “to be” after subject “ing” from after verb (present participle/ the infinitive). Even Present Continuous Tense was easy to be recognized, but students were often make some mistakes in making Present Continuous sentences. They forgot to add to be/ ing into the sentences.

Taking a look at the description above, it seems to be necessary to teach the students by using suitable techniques that can help them to understand the English material. There were many ways of teaching tenses that can be applied to avoid students' boredom. Willkins (1984) says that the technique must plan in such a way that learning will become interesting. It can do by using songs, stories, pictures, and game. Some of the games can be as the choice of teaching technique. Games can help students to make the task of learning less boring and tedious. They are also used to motivate students learning language skill and knowledge through fun and personal challenge. It is comparable with Ann (1981 : 122) who states that games can be used as a teaching technique in order to make the lesson more interesting and to encourage student's motivation in learning English actively.

Resercher observes many kinds of game. Resercher was interested in Gesture Group Game. John Bulwer (1644) a gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages,

either in place of speech or together and in parallel with speak words. Gestures include movement of the hands, face, or other parts of the body.

Klippe (1985). Explains that gesture should follow the warm up exercises soon after learner have teach further structures and vocabulary. Gesture is nonverbal, but it does not involve a chance to practice the basic of acting. Resercher thinks this technique was applicable to teach tense beside other techniques. Some teachers used this technique for elementary class in college to increase students' ability in vocabulary and verb mastery. So, resercher tries to combine Gesture Group Game with teaching tenses. In this case, tense that was suitable to apply Present Continuous Tense. In Gesture Group Game, a group of students are gesture, and then others suggested guessing the gesture spontaneously.

Murphy (1985:8) mentions that pantomime was a scene in body language, use to elicit speak or written language. It is enjoyable for student's try to guess what the gesture is doing. Pantomimes are very useful for demonstrating verb and adjectives. It relate to guessing what the activity is doing in the present or guessing the activity while it is still doing. The contribution of this technique is to teach student how to think something is doing quickly and exactly without wasting much time.

Considering the description above, researcher proposes the use of Gesture Group Game as a teaching technique in teaching Grammar especially Present Continuous Tense. According, this research is entitled: **The Implementation of Gesture Group Game for Developing Students Grammar Achievement of SMP Ganesa Metro.**

1.2 Research Problems

Based on the background of problem, the research problems to be dealt are as follows:

- 1 In that way can Gesture Group Game improve students achievement of Present Continuous Tense at the first year of SMP Ganesa METRO?
- 2 How can the implementation of Gesture Group Game improve the quality of teacher's teaching performance
- 3 How can the implementation of Gesture Group Game improve students' participation during the teaching learning process?

1.3 Objectives of the Research

According to the problems above, the objectives of the research are:

1. To know the effectiveness of Gesture Group Game to develop students' ability in Present Continuous Tense at the first year of SMP ganesa METRO.
2. To know the implementation of Gesture Group Game that can improve the quality of teacher's teaching performance.
3. To know the implementation of Gesture Group Game can improve students' participation during the teaching learning process.

1.4 Uses of the Research

The research will address the uses of this action research as follows:

1. Practically, this research will be useful for English teachers to implement this technique to improve their student's grammar achievement.

2. Theoretically, this research will be useful for supporting the theory about the implementation of sentence card game technique used to improve student's grammar achievement.

1.5 Scope

The classroom action research was conducted in SMP Ganesa Metro and the subject of this research was the students of class VII of SMP Ganesa. This material based on Curriculum of SMP (learning competence-based curriculum).

The researcher will use a week for doing first cycle that contains preparation/planning, dealing schedule and task, and preparing instrument, action, data analysis, and reflection