II FRAME OF THEORIES

2.1   Tenses in English

Commonly, people think that tenses are the same as time, tenses use to indicate an action in the specific time. In learning English, one automatically studies English tense. "Tense" is different from" time". However, it should point out that "time" in relation to action is a concept that exists in the minds of speaker, reader, or listener in actual usage. "Tense" refers consistently to grammatical form (Wishon and Burk 1980:192). The concept above support by Hornby (1979:78) who state that the word "time" stands for a concept which mankind is familiar. Hornby (1979:387) also says that tenses are any of the forms of the action or state expresses by the verb. They are commonly into three: Present, Past, and Future. It is also something independent in language. Then the word "Tense" stands for a verb form use to express a time relation, an activity, or states. It is or will progress over a period of time.

Such as:

1. Simple present form, for example: I go to school.

   It means that I go to school when I speak or write this sentence.

2. Simple past form, for example: I went to school.

   It means that I have gone to school before I speak or write this sentence.

3. Present future form, for example: I will go to school.

It means that I plan to go school after I speak or write this sentence Etc.

Tense is a verb-form or a series of verb-form, which has some function as follows:

1. To indicate whether an action is in the present, in the past, or in the future.

2. To indicate whether an action is complete or not.

3. To indicate whether an action is in progress or not.

Nowadays teaching of tenses can make fun, it depends on the teacher to tell the students little bit about predigest knowledge, and students can increase to explore and discover by themselves. Moreover, the teaching of tenses should maintain in balance between practices, which concentrate on fluency, and those who concentrate on accuracy. Overall, fluency practices concentrate on why a person is speaking (function) and accuracy practices on how the message is convey (structural form). A good language teaching program involves both.

From all the tenses, present continuous tense is the first tense that is easy to be recognized and to be learnt, so the researcher choose Present Continuous Tense, as the material to this research.

In conclusion, Tenses are other forms of verb forms, which indicate an action in the specific time but not connect with time.

2.2   Concept of Teacher's Performance

Teacher's teaching performance is the way in which a teacher carries out the teaching process and behaves in the process of teaching. So, teacher's performance is any behavior done by the teacher when she/he teaches the students.

Therefore, we understand that in CAR the performance of the teacher is closely related to her / his students' achievement. A teacher must be able to master teaching theories and learning strategies, because students have their own characteristics and different interests. Besides, teacher must have good teaching skills. Based on the observation sheet of Teacher's Performance of PLPG (Pendidikan dan Latihan Profesi Guru) there are aspects of looking at teacher's performance or teaching skills during teaching and learning process on Pre-activity, while-activity, and post- activity :

1. Pre- activities

a. Doing an apperception. Doing apperception means teacher can correlate the previous material with the material that will be given to the students.

b. Informing the competence that will be achieved to the students

2. While- activities

a. Mastery of Learning Material

In these activities, teacher must be able to master the learning material which covers showing the mastery of learning material, correlating material with real life, achieving communicative competence, transferring and explaining the material clearly.

b. Learning Strategy

Besides learning material, teacher is also able to master learning strategies which involve doing teaching and learning process which is suitable with the competence, doing a teaching and learning process which is suitable with students' needs, mastering the class during teaching learning process, doing a teaching learning process which can build positive attitudes, doing a teaching and learning process which is suitable with time allocation, emphasizing on teaching the language skills integratedly.

c. Use of Learning Media

Teacher also must be able to use learning media, because media can stimulate idea, feeling, and students' ability, so that students can get the material easily. In using learning media, teacher must be able to show the skills in using learning media, producing an interesting message from media, and involving the students making and using the media.

d. Students' Involvement

In students' involvement, teacher must be able to build active participation of the students in teaching and learning process, give positive responses to the students' opinion, facilitate interaction between teacher- student and student-student, show an interpersonal relationship, and grow students' enthusiasm in learning.

e. Doing an Evaluation

Evaluation is also the aspect that covers monitoring students' improvement after teacher explains the lesson, doing a final evaluation

which is relevant to the competence so that the teacher knows whether the competence that will be achieved is accomplished or not.

3 Post- activities.

These activities covers the aspects of reflection or making summary of the lesson by involving the students' participation, and doing a follow-up by giving direction or tasks as a remedy to the students.

It is important to observe the teacher's performance during teaching learning process because according to Foster (1976:37), a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher's performance covers the teacher's behavior that can be described according to specific roles that stem from the expectation of society, school, peers, colleagues, and the students themselves.

Foster (1976:38) adds that the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles, a teacher must be :

1. A social model

   In performing this role, the teacher must be aware that students in certain communities still expected the teacher to be a model for the social values. Thus the teacher is expected through the use of percept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community.

2. An evaluator

   The way the teacher performs this role can frequently determine how students view themselves. Because they are sensitive about all matters concerning success and failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself.

3. A walking encyclopedia

   It means a teacher must be able to provide any information needed by the students. In other word, a teacher must be knowledgeable.

4. A moderator

   The school teacher portrays the moderator role on many occasions. Especially in this area of personal conflicts, the role must be played objectively.

5. An investigator

   This role can be performed in a constructive way by an understanding teacher, or it can result in devastating trauma for students if it is performed in an insensitive manner.

6. An ombudsman

   This role provides the support and the encouragement that many students need if they overcome difficulties in learning and personal matters. In performing this role, a teacher usually responds by listening to the needs of students in an understanding way.

7. A moral builder

   This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the

morale of her students when they feel inadequate, or experience an early failure.

8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. At this point, group leadership is a critical role for the teacher to perform.

9. A substitute parent

A teacher acts as a parent for many students. With very young children, the teacher frequently must assist the students with personal attire, as well as to perform a number of essentially psychomotor tasks.

10. A friend

A teacher must be able to make friends with the students but it is not necessary to be too friendly with them because he will find it difficult to be objective with them.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction
2. A facilitator of learning and instruction
3. An evaluator of learning and instruction.

Considering the important role of a teacher, the researcher intended to observe the teacher's performance when he taught speaking by using role-play technique. The main tools for assessing the teacher's performance were observational schedules and rating scales. In this action research, the researcher used an observation sheet

(see appendix 6) in which there were some aspects that was scored, the aspects covered the teacher's performance in pre activity, while activity, and also post activity.

## 2.3 Present Continuous Tense in English

Present Continuous Tense was a pattern to show that the event, happening at the moment of writing or talking. Present Continuous Tense according to Schrampfer Azar (1941:13) is calling Present progressive. The present progressive expresses an activity that is in progress (is occurring / happening) right now. The event is in progress at the speaker is making the sentence. The event begins some time in the past, is still in progress now, and will probably continuous into the future.

Murphy (1985:2) also has some opinion about present continuous tense. He said, firstly, we use present continuous when talking about something, which is happening at the time of speaking, for example: she is reading a book now.

Secondly, when talking about something, which happening around the time of speaking, but not necessarily exactly at the time of speaking for example: Anna is learning English at the moment. And thirdly, present continuous tense is often use when talking about a period around the present and also the present continuous tense is use when changing situation.

Present continuous sentence according to Betty (1998:3) is called present progressive. The present progressive expresses an activity that is in progress (is occurring or happening) right now. The event begins sometimes in the past, is still in progress now, and probably continues in the future.

Bettys' illustration of this type of the Present Continous tense is as follows:

Now

Begin ———————————|——————— End

In progress
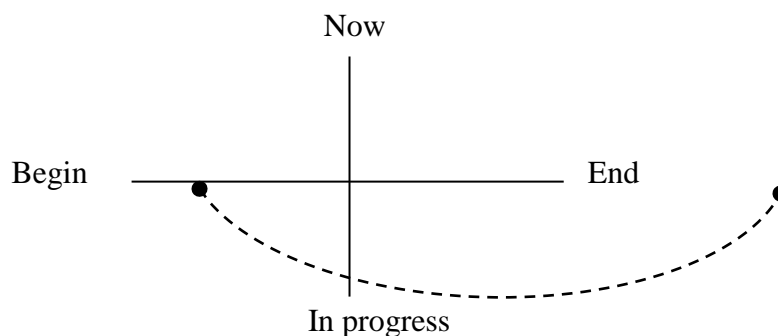
- Tom isn't playing football this season. He wants to concentrate on his
  studies.

- The population of the world *is rising* very fast. (not 'rises')

- Is your English *getting* better? (not ' does....get')

Concerning the principle parts and tense forms, Thomson, AJ. And A.V.,

Martinet (1980:139) explain that The Present Continuous Tense is form with the

Present Tense of the auxiliary Verb-to be-the present participle (The infinitive +

ing *form*) for example: **S + tobe + Ving + O**

I am reading   **You are reading**   **She is readiing, etc**

The negation form only by inserting NOT after the auxiliary;

I am not reading   **You are not reading**   **She is not reading.**

And to form the question, the auxiliary precedes the subject:

Am I reading?   **Are you reading?**   **Is she reading?**

There are way how to add "-ing form" to the simple form of the verb to form

present participle of both regular and irregular verb.

Adding "ing" to the simple form of the verb

Study - studying   Learn – Learning

Ask – Asking   Buy – Buying

The following changes in spelling occur when adding "ing" to the simple form of the verb:

1. A final "e" that is not pronounced is dropped

Write   -   Writing

Take care   -   Taking

Argue   -   Arguing

But a final "ee" is retained

See   -   Seeing

2. A final consonant letter (except h; y; w; x), precede by a single

   vowel letter, is doubled in words of one syllable:

Beg   -   Begging

Run   -   Running

Swim   -   Swimming

But: Fix (ends in x) – Fixing

Greet (two vowel letters before consonant) – Greeting.

3. A final consonant letters (except x; h; w; y), precede by a single

   vowel letter, is double in words accent on the last syllable:

begin   -   Beginning

Permit   -   Permitting

But, Suffer (accent on the first syllable) – suffering

4. A few verb end in "ie" in some of these verb changes to "y" when

the "ing" ending is add

    Die   -   Dying-

    Lei   -   Lying

Base on English Grammar explanation – Present Continuous Tense (shoebottom, Paul, Frankrurt international school) says that the present continuous tense is most often use for the following:

1. for action happening now

    When we want to talk about an activity that is happening at the moment of speaking or at this time (and it is un finished) we use Present Continuous Tense. We also use this tense when we want to make clear when the action is temporary. For example:

    - you are working hard today

    - look! Someone is trying to break in to your car. etc

2. for the future arrangements

    We usually use the present continuous tense for future events that have already arrange.

    For example: - our grandmother is visiting us on Lebaran day.

3. To express annoyance for repeat action.

    Usually, the simple present is use for repeate action, for example: he always gets up before 7 o'clock, but, the present continuous is the correct choice when the speaker want to express annoyance at repeated action, note how often the word '"always" is use in such statements. For example: - you are always interrupting me when I'm talking and I don't like it.

Frank (1972 : 24) states that the use of Present Continuous Tense is as follows:

1. To express one action in the Present

   a. of short duration

      - He's studying the lesson

      - She's writing a latter

   b. of long duration

      - I am studying English

      - He's writing a book

2. To express future action

      - He's giving a lecture tomorrow

      - The ship is sailing next week

3. To express the beginning, progression, or and of action

      - It is beginning to snow

      - My cold is becoming worse

But, in this research the writer focus only on Present Continuous Tense which is use to express an action in the present / now because Present Continuous Tense which is use to express an action in the present / now is the simplest form of Present Continuous Tense, but the students still make some mistakes in making that form.

2.4 Games in Language Teaching.

Based on Encyclopedia volume G.7, game has found from the word "Gammon" meaning "play" or "Sport". A game is an activity that is engage as for fun.

Ann (1981:9) states that games help to make the task of learning less boring and tedious. Use appropriately, language games can stimulate the interest of pupils and help them acquire or internalize certain essential language skills on the purpose of game can use for motivation. It is also emphasize that game can be used to motivate learning language and knowledge through fun and personal challenge. Thus, by using game in teaching English the students will motivate to study the language. So that the student's ability will be better. For example: teaching vocabulary through action game, this technique can create the motivation for the learner to get involve and participate actively in learning activities.

Hadfield (1999:4), uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

    a. Sorting, ordering, or arranging games

       For example, students have a set of cards with different products on them, and they sort the cards into products found at grocery store and products found at a department store.

    b. Information gap games

       In such games, one or more people have information that other people need to complete a task. For instance, one person might have drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap,in which each person has unique information, such as in a Spot-the-Difference task, where

each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games

It is variation on information gap games. One of the best known examples of a game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. Search games

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g.,someone who is vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmate theirs.

e. Matching games

As the name implies, participants need to find a matchfor a word, picture,or card. For example, students place 30 words cards; composed of 15 pairs, faced down in random order. Each person turns over two cards at a time, with goal of turning over a matching pair, by using their memory. This is also known as the Pelmaanism principle, after Christopher Louis Pelman, a Britsh psychologist of the firsthalf of the 20th century.

f. Labeling games

These are form of matching, in that participants match labels and

pictures.

g. Exchanging games

In these games, students barter cards, other objects, or ideas. Similar

are exchanging and collecting games.many card games fall into this

category, such as the children's card game.

h. Board games

Scrabble is one of the most popular board games that specifically

highlight language.

i. Role plays games

The terms *role play, drama,* and *simulation* are sometimes used

interchangeably but can be differentiated. Role play playing roles that

they do not play in real life, such as as dentist, while simulation can

involvestudents performing roles that they already play in real life or

might be likely to play, such as customer at a restaurant. Dramas are

normally scripted performances, whereas in role plays and simulations,

students come up with their own words, although preparation is often

useful.

Concerning the ideas above, it's clearly that game can use as a technique in order

to make the lesson more interesting and encourage the students' motivation in

learning English. Games make the students take a part in teaching learning

process. This technique is intended to increase the learners' attention to those

materials and will hopefully produce better learning process.

2.5 Concept of Gesture Game

Based on Oxford dictionary "gesture" meaning "to act, to play" or a movement of part of the body, especially a hand or the head, express an idea or meaning. A part with gesture, mimic, an action without words or the term gesture is apply to a motion of either the limbs or the body which is made in order to express or to aid in the expression of thought or often simply to emphasize speech. The term could be used to refer to the act of moving either the limbs or body for emphasis or as an expression of think

 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. Gestures differ from physical non-verbal communication that does not communicate specific messages, such as purely expressive displays, proxemics, or displays of attention. Gestures allow individuals to communicate a variety of feelings and think, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak.

David McNeil (2005) gestures use spontaneously when we speak. These gestures are closely coordinate with speech. The so-call beat gestures are use in conjunction with speech and keep time with the rhythm of speech to emphasize certain words or phrases. These types of gestures are integral connect to speech and think processes. Other spontaneous gestures used when we speak are more content and may echo or elaborate the meaning of the co-occurring speech. For

example, a gesture that depicts the act of throwing may be synchronous with the utterance, "He threw the ball right into the window." And he said that gesture is components of "language." Why? Because posits that gestures are key ingredients in an "imagery-language dialectic.

Klippe (1985). Explains that gesture should follow the warm up exercises soon after learner have tought further structures and vocabulary. Gesture is nonverbal, but it does not involve a chance to practice the basic of acting. For example: a group of students is asked to pantomime a party situation. They will act out having fantastic dance, as the consequence they will have to perform many kinds' dances, and pretend that they are drunk, due to the party, such as some students may get toast together, another students have dance in pairs, etc. The rest of the class of expect to guess what their classmates are gesturing. To the language teacher, one could generally say gesture is acting out and an idea or story through gesture body movement and expression, without words.

2.5.1 Teaching Present Continuous Tense through Gesture Game.

Klippel (1985) divided gesture to be two of game: Individual and Group. Gesture is very useful to practice Present Continuous Tense, this is a simple game which require little preparation. You have to give to each student a small card or paper with in action (e.g. you are dancing) the students have to gesture the action in front of the class in each student in turn will try to guess what he's doing posing a question like 'Are you dancing?" the student who gesture has to answer' yes, I am' or 'no, I am not', this way pupil practice and have fun (games and activities for ESL/EFL classroom). Here, I offer Gesture Group Game that is applicable as a

competitive game in learning English about tense, especially Present Continuous Tense. The steps are as follows:

1.Pre Ativities

Teacher comes to the class and greets student. Then, teacher asks daily routines Teacher asks last material. So, Teacher gives the trigger to student about new topic. The teacher gestures some actions in front of class, and asks the students to guess the action using Present Continuous Tense. The teacher writes the answer/sentences base on the action given on the white board, then the teacher provide the correct answer to the students and let the students make the formula of the sentence, in order to make the sure the students about the correct sentences using Present Continuous Tense. The teacher gives the students some words (verb) and than asks them to make sentences from the words give using Present Continuous Tense.

2. While Activities

The teacher asks the students to practice about Present Continuous Tense by asking them to make the example of the sentences using Present Continuous Tense orally, one by one randomly. The teacher divides the class into some groups depending on the number of class. Each group consists of 4 students. The teacher selects one group to perform the gesture. They choose one sentence in a roll piece of paper. This sentence must gesture by them. Then, another group will guess the gesture of sentence. The teacher should prepare about 20 sentences in the roll piece of paper. The groups should be working cooperatively. During the game, the teacher has to lead and to be scorer. The

score would be 100 for the complete answer, and nil for the wrong/incomplete answer. If no group can answer one sentence, it means the other groups should take another sentence in roll piece of paper.

3. Post activity

Teacher leads students to discuss about mistakes along the class project as reflection. Then teacher draws the conclusion as reflection. Then teacher gives other project that will be presented as the authentic assessment

2.5.2 Advantages and Disadvatages Game

McCallum (1980:4) states that there are some advantages and disadvantages of using games in classroom activity.

1. The advantages of Game:

- Game gives students a moment of relaxation after long deskwork.
- Game can be used in any language teaching situation and with any skill area whether reading,writing, speaking or listening is concerned.
- Game played in pair or group. The students have a chance to be more active.
- Game can be one of highest motivating techniques in teaching and learning grammar.
- Game is interesting and challenging in teaching and learning grammar.

2. The disadvatages of Game:

- Game sometimes can cause a lot of noise in the classroom. Students who are too noisy may interrupt other learners and teachers as well. The noisy

behavior can be minimize with a simple rule which says that it makes them lose points.

- Problem related to students' quarrels. Such conflict are often started by students who lose a game. They do not want to accept they have lost. It takes maturity and responsibility to deal with problems of this kind and again it is a thing students can be taught while playing a Game.