

**TEACHING IMPERATIVE SENTENCE THROUGH “ACT OUT
(A GUESSING GAME WITH MIME) ACTIVITY”
IN PROCEDURE TEXT AT JUNIOR HIGH SCHOOL**

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Abstrak

Makalah ini bertujuan untuk menjelaskan bagaimana cara penggunaan *Act Out (A Guessing Game with Mime) Activity* sebagai kegiatan yang dapat digunakan oleh guru di Sekolah Menengah Pertama (SMP) untuk mengajarkan kalimat perintah (*Imperative Sentence*). Dalam membuat kalimat perintah di dalam bahasa Inggris siswa mengalami kesulitan untuk membedakan antara subjek, predikat, dan juga keterangan di dalam kalimat tersebut. Kegiatan ini diterapkan dalam pengajaran teks prosedur dengan memperlihatkan beberapa gambar kepada siswa. Pada kegiatan ini, ada beberapa tahapan yang harus dilalui. Pertama, guru akan memperlihatkan beberapa gambar kepada siswa, lalu guru menyuruh siswa menyebutkan gambar tersebut dalam bahasa Inggris lalu menirukannya. Kedua, siswa akan dibentuk ke dalam beberapa kelompok yang terdiri atas empat atau lima orang, masing – masingnya kelompok akan menunjuk salah seorang temannya untuk menirukan gambar yang diberikan oleh guru. Setiap kelompok akan mendapat giliran untuk tampil. Saat salah seorang dari masing-masing kelompok tersebut akan menirukan gambar yang ada, sedangkan siswa yang lainnya pada kelompok yang sama akan menebak apa yang ditirukan oleh siswa tersebut. Kegiatan ini diterapkan dalam *Whilst Teaching Activity* .

Key words: Act out activity, guessing game, mime, imperative sentence.

A. Introduction

Grammar is one of the important aspects that have to be concerned by the students in producing a text. It can be seen that in learning English the students are supposed to be able to communicate in English not only in oral but also in written form, but the students' ability in arranging a sentence has to be concerned as well. It helps the students to understand what people have said because English as a foreign language has a different grammar with Indonesian language. By studying grammar, it is expected that students can learn and understand the English quickly and easily.

Grammar is a rule of a language. It can be interpreted that to make a good sentence, it must concern about the rules of grammar. The rules are a key part in teaching language. It can give a good understanding to the listener or the reader

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about what people have said in that language. It is easy for them to understand and respond that language immediately. By studying grammar, the students also can see how grammar influences a sentence and it will affect the students' understanding of the sentence.

Based on *Kurikulum 2006*, at Junior High School, there are some monolog texts that should be taught, they are descriptive, procedure, recount, narrative, and report. A procedure text is a kind of text that explains how to do something. In learning about procedure text, the students have to learn about the components of the text, including generic structure of the text and language features of the text. Generally, in making a procedure text, it is often uses imperative sentence. But the students get some difficulties to make a sentence in imperative form. First, the students get difficulties to determine subject, verb, and object in a sentence. It is happened because in imperative sentence, subject is not written but it is implied. The subject is a second person and it is always the word "you". Sometimes, imperative sentence do not include a subject that can be seen. Besides, they have a lack of vocabulary. So, it is difficult for them to distinguish whether the words belong to subject or verb. The students can understand the words in Indonesia, but they get difficulty to translate it into English. In addition, it is difficult for the students to pronounce the words in English.

Second, the students do not have much time to practice what has been taught by the teacher. It would be very easy for them to forget about what has been taught previously, in this case is about imperative sentence. Actually, there is no specific time for the students to learn about imperative sentence, they learn about it through the procedure text. The teacher focuses to teach about text not imperative sentence. So, the students do not really understand about imperative sentence because they do not learn it in details. The teacher explains about imperative sentence in a short time and the students do not have enough time to practice.

Third, the students have a lack motivation in teaching and learning process, because situation in the class does not support them. The teacher could not create a interesting activity that can catch the students' interest in learning about grammar. Building a student interest during the learning process is a point to catch their attention. By using games, puzzles, and another activities that are inviting and carrying the students own intrinsic motivation is another way to make lessons interesting for students. The teacher should be creative to create a various activities in teaching. The activity must be appropriate to the students' situation. If the activity doesn't fit with the students, the teacher could not get a good feedback from the students. A variation of activities in teaching help the students to enjoy their study and it is easy for them to understand what the teacher has taught. Variations of this activity will help the students to be more comfortable during the learning process, so it is easy for students to understand what they have learned. So, it is difficult for them to understand what the teacher has been taught.

In order to make the teaching and learning process run well, the teacher has to find the appropriate activities that can catch the students' attention and develop their interest. One activity that can be used by the teacher to teach imperative sentence is using "Act Out (A Guessing game with Mime) activity". By using this

activity, the teacher can teach imperative sentence easily and the students can practice it in a fun way. In this activity, the teacher will show some pictures to the students. Then, the teacher asks the students what happened to the picture, after that the teacher asks one of the students to mime the action in the picture while other students will guess the mime by calling out based on the grammar that has been taught by the teacher.

Based on curriculum, it is stated that teaching grammar at Junior High School is integrated with the texts that the teacher are going to teach in the class. So, when the teacher teaches one kind of text, indirectly the students have learned to make a sentence in a correct grammar. Grammar has become an additional knowledge to increase the students understanding about the text. In teaching imperative sentence at Junior High School, the teacher is expected to help students to improve their ability in making a sentence by using the correct grammar.

Harmer (1987:12) said that grammar is the way in which words change themselves and group together to make sentences. According to Weaver (2008:1), the grammar of a language is the structure of the language itself, which enables us to communicate whether or not we or anybody else consciously understand that structure. Learners need grammar skill to make an effective communication. Grammar will give learners the competence how to combine words to form sentences. Nunan (2005:3) supports this idea that grammar has to do with the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. Such sentences are acceptable, or “grammatical“, if they follow the rules specified by grammarians.

Phillips (1993:53) said that students have to learn new structure and rules in depth, they should feel that they can use what they have learnt for everyday communication. Scrivener (2003:65) said that teacher should plan activities so that there are as many grammar items, the teacher wants the students to learn, as possible.

Act out also known as a guessing game with mime, is a kind of activity that helps the students to practice their grammar in a fun way. It is designed as simple as possible to make the students enjoy to do this activity. It is also interesting because in this activity the students will be worked in groups and try to be a winner. According to Yolageldili and Ardan (2001:224) that said one of the criteria of a good games is that it must have a clear and easy rule. Besides, Venon (2006) also add that games in grammar learning help children be able to apply and use the grammar correctly and communicatively.

A mime game is one of the guessing games besides guessing picture and guessing sentences. A guessing game could be an effective ways to develop and reinforce some concept of grammar. One of the most effective guessing games is mime game, where one child comes forward after the teacher secretly gives him a word, phrase or sentences and mimes an activity and his group or the whole class tries to guess what he really means (Pinter, 2006). In doing a mime game, learners feel very excited, imaginative, enjoyable and communicative when doing the activity by acting out, describing the structure learned. It will be excited because the students have to use his imaginative skill to act out something without saying a single word to his friends in a group. In playing mime game, the students

communicate with each other through acting. It is known that communication has two forms; verbal and non – verbal communication. Verbal communication when learners can get the message across using words, whereas in non verbal communication, learners can only get the message across using body language which means they use a facial expression, body movement and hand gestures. In a mime game, a learners has to communicate no - verbally.

B. The Implementation of Act Out (a Guessing Game with Mime) Activity in Teaching Imperative Sentence through a Procedure Text for Students in Junior High School

1. Teaching Preparation

Making a good preparation before applying the learning activity in the classroom will determine the results obtained by the students about the topic. The teacher has to prepare everything related to the activity to make the learning process run well. The first preparation is material. The teacher should prepare the material based on the student's need. Besides, the material should be interesting to increase motivation of the students in the learning process. In Act Out activity, the teacher prepares a series of picture that will be guessed by the students. The pictures can be a card that will be shown to the students or pictures that are displayed on the LCD.

Moreover, the teacher has to prepare the lesson plan related to the topic. It is very useful for the teacher to guide them to make a learning process run systematically. It also help the teachers to organize the material that they want to teach in class. So, teachers can explain the material without worry to miss some important material. In designing a lesson plan, a teacher should consider about syllabus and curriculum at Junior High School.

Considering the activity that will be used in teaching and learning process is very important. The teachers have to know the student's readiness to accept the material that will be taught. The readiness of the students is influenced by the condition and situation that support the teaching and learning process. The Students motivation will increase when they ready to learn the material and they enjoy during the teaching and learning process. Because of that, choosing the appropriate activity plays the important roles before starting the teaching and learning process. In the beginning, the teacher should provide a series of pictures or video related to the text. It is better to choose a topic that familiar with the students. So, the background knowledge of the students will be built and the students can understand the material easily

2. Teaching Procedures

In the learning process, the teacher has to do some procedure in teaching :

1. Pre – teaching activity

Pre - teaching activity is a first stage in the teaching and learning process. This stage is a crucial point because at this stage the teacher can see the readiness of the students to accept the material that has given by the teacher. At the beginning of this stage, the teacher greets students to get their attentions. Then, the teacher checks the students' attendance and their readiness for learning.

Before starting the lesson in a new topic, the teacher can review the last lesson and then give a motivation to the students if it is necessary. It is useful to know how far the students understanding of previous lesson. In this stage, the teacher also builds the students background knowledge related to the lesson that will be given. Giving some questions that are related to the lesson will build the students background knowledge. In this discussion, the topic is procedure text.

Teacher : *Have you ever made a cup of tea at home?*

Do you like to drink a cup of tea?

What do you need to make a cup of tea?

Do you know how to make a cup of tea?

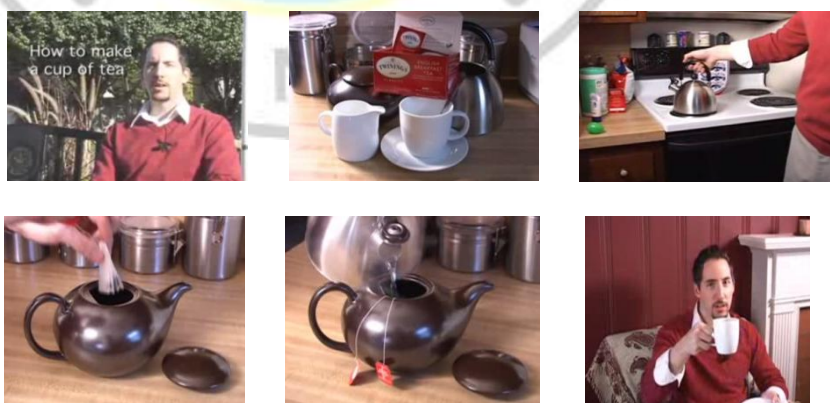
After building the students' background knowledge, the teacher begins to explain what they are going to teach to the students and the teacher tells the indicators and objectives of the lesson which are going to be taught.

2. Whilst – Teaching Activity

The second stages in the teaching and learning process is whilst – teaching activity. In this stage, the teacher explains about the lesson in stages. This activity is composed by several stages, they are exploration, elaboration, and confirmation.

a. Exploration

Exploration is a stage where the teacher begins to introduce the procedure text to the students. In this stage, the teacher tries to relate a students' background knowledge and their experience about the topic. The teacher shows to the students a series of pictures or video to build their background knowledge. After that the teacher asks some questions related to the picture or video to the students in order to lead them to the lesson.



Teachers : *Do you know what video it is ?*

Do you know what she or he is doing in that video ?

Can you tell me some ingredients to make a cup of tea ?

Can you mention some steps that are showed in that video?

b. Elaboration

The second stage in whilst teaching activity is elaboration. This is the main stage in the teaching and learning process. There will be a discussion at this stage. The teacher gives some questions related to the material and the students will answer it. It starts from the definition of the text, structure of the text, and also the language features of the text. After that, the teacher presents a text that shows how to do something.

Based on the text, the teacher explains about the procedure text and components of the procedure text by using that text. They are the purpose of the text, generic structure, and language features of the text. In making a procedure text, the students should use a imperative sentence to mention the steps in making something. At this stage, the teacher can use the act out activity (a guessing game with mime). It aims to see students' understanding to the topic. There are some procedures that should be followed in this activity.

1. First, the teacher shows the pictures cards one at a time to the whole class. Then the teacher elicits the verb illustrated and practice the pronunciation of each one. Then the teacher asks the students to mime the action.



2. Second, the teacher divides the class into groups of four or five. Each group decides who will mime and who will guess. The teacher decides which group will go first and tells that each group will have three minutes to guess as many actions as they can.
3. Third, the teacher brings the first group to the front of the class then asks the student who will mime to stand, so all the students in the class can see. After that the teacher gives that the first picture to the student that will mime the action. That student mimes the action on the card. The group has to guess what the mime is by calling out, for example, “you crack the egg / you mix the ingredients”. If the guess correct, they take the card and the teacher gives the student a new card. If they do not know, they can say “next one”, the card goes back to the bottom of the pile and the child continues to the next card.
4. After three minutes, the group counts the number of cards it has collected and records the number on the board. The cards are given back to the teacher, and the second group comes to the front to guess.
5. The winning group is the one who can guess as many as possible the mime actions

c. *Confirmation*

Confirmation is a stage where the teacher gives an emphasizing the topic by giving quiz, exercise, or games for the students.

3. Post – Teaching Activity

The latest activity in teaching and learning process is Post – teaching activity. In this activity, the teacher gives an evaluation to students understanding. In addition, the teacher should provide a feedback on what has been done by the students during teaching and learning process, for example, giving a reward for the students who were active in class or students who won the games. After that, the teacher and the students summarize what they have learned together.

C. The Advantages of Using Act Out (A Guessing Game with Mime) Activity in Teaching Imperative Sentence

1. The materials of this activity are very simple.
2. By using act out activity, it can develop the students' cognitive, affective, and psychomotor.
3. This ctivity can develop the students' ability in reading and speaking.
4. Act out activity is an attractive and fun activity for the students to learn about imperative sentence.

D. Conclusion and Suggestion

From the discussion in the previous chapter, it can be concluded that to help and develop the students ability in grammar, the teacher has to pay more attention to the materials, media, and also the activities. Using an act out activity (a guessing game with mime) is one of the effective activity to use. It is a fun activity that can attract the students to learn about grammar. This activity can help the students to practice the grammar point in fun way.

There are some stages that should be followed by the teacher in teaching imperative sentence by using act out activity. First, the teacher shows a series of picture to the students, then the teacher asks the students to elicit the action of picture and practice the pronunciation of each one. Second, the teacher divides the students into some group. Then each group has to choose one students who will mime the action. Each group has to perform in front of the class. One students will mime the action while other students in the same group will guess the action by calling out. In teaching and learning process, there is also some stages that make the teaching and learning process run well. They are pre – teaching activity, whilst – teaching activity, and post – teaching activity.

There are some suggestion in order to be success in teaching imperative sentence through a procedure text at Junior high school. First, it is suggested for the teacher to use an Act Out Activity (a guessing game with mime) in practicing a grammar point in order to achieve the effectiveness of the learning. It is better for the teacher to choose a familiar topic in procedure text that can build the students background knowledge. Second, the teacher has to prepare all materials

and the media that are used in teaching and learning process. By having a good preparation, it is easy for the teacher to manage the time in teaching. So, the objectives of the teaching and learning process will be achieved. Finally, it also suggested for the teacher to give some reinforcement and rewards to the students' response in the teaching and learning process. It will increase the students' motivation in teaching and learning process.

Note : this article is written based on the writer's paper whose advisor is Yuli Tiarina, M. Pd.

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