ABSTRACT

This thesis analyzes to what extent miming an action can be used to maximize the learning of Present Continuous Tense. The problem occurs because the teacher uses traditional teaching in the classroom and it makes students bored with the learning situation.

To solve the problem, the teacher applies miming an action as a teaching method and technique. Mimng an action is applied because the teacher believes to what Harmer (2005) said that young learners get the understanding not only from explanation but also from their vision and hearing and importantly, have a chance to feel and act together with. Mimng an action not only involve the teacher but also students to act the mime. An action research is conducted by the teacher to find out what makes the 9 young learners have problem in learning Present Continuous Tense and how to solve the problem.

As a result, the students' score and involvement have increased. It is showed that miming an action not only can maximize the students' understanding but also encourage the students' involvement in learning Present Continuous Tense. Yet, teacher-researcher found there is one issue that needs to be implicated for further research, it is misspelling of Verb-ing. It will be no use if the students understand about the structure of Present Continuous Tense but they still make mistake in spelling of Verb-ing.

Key Words: Present Continuous Tense, Action Research, Mimng an Action
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