**Chapter I**

**Introduction**

This chapter consists of the background of the study, identification of the problem, research problems, limitation of the problem, the goals of the research, the benefits on the research.

* 1. **Background of the Study**

Language is the most important in human’s life. Language is used for communicating of human to cooperate. The use of language can show human expression. It means through language man can convey their idea, thought and feeling.

The English language is the most used language in the world. In many countries, the English language is used as the second language beside their mother language. The English language is the general language that used in the world. Because of that, it is very important for us to learn the English language.

To be able to use the English language, students have to know English vocabulary before they are introduced to other English aspects: grammar and pronunciation, as Wilkins (in Thornbury 2002) notes “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Consequently, learning English vocabulary has become the most important thing for English students.

However, without sufficient vocabulary, students cannot communicate effectively. Having limited vocabulary is also a barrier that prevents children from learning four skills of language. According to Lehr (2004), vocabulary has been broadly defined as knowledge of words and word meanings. Vocabulary is not a development skill or one that can ever be seen as fully mastered. As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. It can be seen that students’ feeling toward a learning process will influence their achievement.

Teaching vocabulary is clearly more than just presenting new words. There are many type of word that student should know. We have seen that learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.

Brown (2000) explains that teens is an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens perhaps become the most interesting students to teach, but they can also present the teacher with more problems than any other age group. We may hope, however, that the students’ attitude has been positively influenced by those around them.

Dale (1965), an authority on vocabulary research, that children finish the first grade with an average vocabulary of 3,000 words, it is likely that they will add about 1,000 a year from then on. The average high school senior will know about 14,000 to 15,000 words, the collage senior 18,000 to 20,000.”

By nature, games are fun and everyone love to play them. Through games students are experiment, discover and interact with their peers. Thus, it is important to incorporate games in teaching.

Games are fun activities with a goal that has to be achieved by employing some rules (Hadfield, 1990, as cited in Tuan & Doan, 2011). However, the word ‘game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, 2006).

Harmer (1991) suggest that game are a vital part of a teacher’s equipment, not only for the language practice they provide, but also for therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity, and especially useful at the end of a long day to send the students away feeling cheerfull about their English class.

One type of guessing game is Mime game. Mime game is the most appropriate guessing game that applied in classroom. According to Richard-Amato (2003) the way to increase and corroborate grammar’s concept, guessing game can be an effective to be applied. In guessing games, the student is given practice to communicate each other.

Based on the consideration above, this study is conducted to find out the use of Mime game in improving student’s vocabulary. Especially for teens which are at SMPN 36 Bandung. This research will analyze whether using Mime game can improve students’ vocabulary or not.

* 1. **Identification of Problems**

There are some problems found when learning English language. In some cases, students do not have good motivation in learning English, especially in learning a new word. According to the identification of problems, the problems of this research can be identified as follows; The method used in teaching and learning is less effective in improving students’ vocabulary. Sometimes, when students learn vocabulary, they learn passively because they consider their teacher’s explanation about the meaning, pronunciation, spelling and grammatical function is boring. In this case, the student have nothing to do in a vocabulary learning section except just to listen to their teacher.

In other case, students are lack of motivation so they find it is difficult to memorize a new vocabulary because they are foreign words. Not only difficult to memorize a new vocabulary, but also the students feel difficult to make it more interesting, so it made them bored. Therefore, the students get difficulties in improving English vocabulary.

* 1. **Research Problems**

Based on discussion of background and identification problem, the writer wants to try to answer the problem that are formulated in these questions :

1. How are the procedures of teaching vocabulary by using Mime game?
2. What is the result of the use of mime game in improving student’s vocabulary?
3. How are the respondents’ response of using Mime game in teaching vocabulary that applied in the classroom?

**1.4 Limitation of the Problems**

In this study, the writer limits the problem in the use of Mime game in improving students’ vocabulary. The use of Mime game is to show word meaning at the seventh grade students of SMPN 36 Bandung.

**1.5 The Goals of the Research**

The objective of the study are :

1. To find out how are the procedures of teaching vocabulary by using mime game.
2. To find out the influence of mime game and the improvement of students’ vocabulary in learning by using mime game.
3. To find out the respondents’ response of using Mime game in teaching vocabulary that applied in the classroom.
   1. **The Benefits on the Research**

Generally, the significances of the study are to expand the knowledge of the readers. From statement above, the writer thought that significances are important to improve her works. Then there are some significances of the study, as follows:

1. Theoretical benefits

This result of study is expected to enrich the theories relates to games in teaching vocabulary. This paper can proof that using games can improve student’s vocabulary.

1. Practical benefits

Practically, this study presents a real picture on how Mime Games is used in classroom. This study expected useful for students’ in helping students’ to improve their mastery on English vocabulary. Also, the result will be useful for the improvement of teaching method of English.

1. Professional benefits

In professional perspective, the result of the study provides educators and school the information in how Mime game is used in the classroom. Therefore, it is expected that Mime game can be used as one of alternatives in teaching vocabulary. Teacher can use it for their teaching and learning process in the classroom.

**Chapter II**

**Theoritical Foundation**

This chapter presents relevant theories to this study. In details, this chapter consists of the definition of vocabulary, the importance of vocabulary in learning language, size of meaningful vocabulary, the definition of teaching, teaching vocabulary, teaching teens, the definition of games, types of game, mime game and learning vocabulary through games.

**2.1 Vocabulary**

**2.1.1 The Definition of Vocabulary**

Vocabulary has been broadly defined as knowledge of words and word meanings (Lehr, 2004). Vocabulary is not a development skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. A vocabulary serves a useful and fundamental tool for communication and acquiring knowledge. Mastering vocabulary is one of the largest challanges in learning a foreign language.

According to Kamil and Hiebert (2005) knowledge of words come in at least two forms, receptive-that which we can understand or recognize and productive- the vocabulary we use when we write or speak. Receptive vocabulary is that set of words for which an induvidual can assign meanings when listening or reading. In other words, reading or listening involved in get the meaning of the word that they listen and read. On the contrary, productive vocabulary is the set of words that an individual can use when writing and speaking. They are words that are well-known, familiar, and used frequently.

In addition, Lehr (2005) explain words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. These are the important distinctions because the set of words that beginning readers know mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly large role in literacy than does the oral vocabulary.

Based on all the definitions above, it can be infered that vocabulary is knowledge of words that serve as a basic tool for communication and knowledge. In terms of words knowledge, vocabulary distinguishable into receptive and productive. Moreover, it comes in two forms: oral vocabulary and print vocabulary.

**2.1.2 The Importance of Vocabulary in Learning Language**

Vocabulary is a basic tool for communication. Kamil and Hiebert (2005) suggest that vocabulary is the knowledge of meaning of words. Vocabulary is a basic foundation of language. Word mastery, is not only to support the four language skill namely: listening skill, speaking skill, reading skill, but also writing skill, but also the existence of words mastery is very crucial in learning English as a foreign language. We cannot improve our English without mastering vocabulary. Students with poor mastery of vocabulary can not communicate in the target language well; consequently they will not be able to infer any ideas transmitted to them.

In learning English as a foreign language, vocabulary as one of the aspects of foreign language components is seemed to be the big problem. If the learners’ vocabularies are poor, they will be difficult in expressing their ideas, feeling, response, and they will not be able to grasp any expression addressed to them, and also they will be difficult to comprehend words that heard or content of reading.

Thornbury (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist Davis Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Deller H and Hocking D, *Innovation,* LTP): “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!”

Based on the fact, it can be concluded that vocabulary is very important for beginning the language learning process. With mastering vocabulary it can help student to be easy to communicate each other. Not only can help students to communicate each other, but also mastering vocabulary can understand the meaning of words when students listen, speak, read and write in English.

**2.1.3 Size of Meaningful Vocabulary**

Until the 1940s, the majority of studies of the size of children’s vocabularies seemed to indicate that the average child entered first grade with a knowledge of the meanings of about 2,500 words and increased his vocabulary at a rate of about 1,000 words a year in the primary and middle elementary grades, and 2,000 words a year in Grade 7 to 9, so that his vocabulary would be about 8,500 words in the sixth grade and about 15,000 words in the ninth grade (eegers 1939, 1940). Wide individual differences were known to be present at every age.

Dale (1965), an authority on vocabulary research, summarized the best available evidence as follows: “If we assume that children finish the first grade with an average vocabulary of 3,000 words, it is likely that they will add about 1,000 a year from then on. The average high school senior will know about 14,000 to 15,000 words, the collage senior 18,000 to 20,000.”

Roelke (1969) found that three dimensions of vocabulary were significantly to comprehension. Extensiveness (number of words for which the child can select a synonym) was most important, intensiveness (number of meanings know per word) was next, and flexibility (selection of the particular meaning which fits a given context) was third.

There are some example of glossaries that should students know at the seven grade (Wardiman, B. Jahur, and Djusma 2009) :

|  |  |
| --- | --- |
| Announcement /ə’naʊnsmənt/ : pengumuman | Hibiscus /hɪbɪskəs : kembang sepatu |
| Apologize/ ə’pɒləʒaɪz/ : minta maaf | Honest / ‘ɒnɪst/ : jujur |
| Breath /brɪ:θ/ : bernapas | Identity /aɪdentəti/ : tanda pengenal |
| Butcher /’bʊtʃə/ : penjual daging | Joy (n) / dʒɔɪ/ : kegembiraan |
| Converasation /’kɒnvə’seɪʃn : percakapan | Lazy /’leɪzɪ/ : malas |
| Dessert / de’zᴈ:t/ : makanan penutup | Lung / lʌŋs/ : paru-paru |
| Device / dɪ’vais/ : peralatan | Mixture /’mɪkstʃə/ : campuran |
| Effort /’efət : usaha | Napkin /’næpkɪn/ : serbet |
| Breathe /bri:ð/ : bernapas | Optional /’ɒpʃənl/ : merupakan pilihan |
| Equivalent /ɪ’kwɪvələnt : persamaan | Pick up /pɪk ʌp/ : jemput |
| Essential /ɪ’senʃl/ : penting | Shears /ʃɪəz/ : gunting besar |
| Flight attendant /flaɪt ətendənt/ : pramugari/ra | Throat /ǿrəʊt/ : tenggorokan, kerongkongan |
| Forehead /fɔ:hrd : dahi | Vessel /’vesl : tempat (untuk zat cair |
| Garage /’ɡærɑ:dʒ/ : garasi | Wheelbarrow /wi:l ‘bærəʊ : gerobak |
| Grasshopper / ‘ɡrɑ:shɒpə : belalang | Yellowish /’jeləʊɪʃ/ : kekuning- kuningan |

From the explanations above, we know that students’ vocabulary increased at a rate of about 1,000 words a year for the primary and middle elementary grades. Whereas in Grade 7 to 9 it about 2,000 words a year. As high the level, as much the vocabularies that should be known. Beside we know about the words, we also have to comprehend that context such as a synonym and the meaning per word.

**2.2 Teaching**

**2.2.1 The Definition of Teaching**

According to Leo (2013) teaching stands for: **Treat, Encourage, Active, Coordinate, Heighten, Infuse, Nurture, and Guarantee**. We know that students have their own attitudes, personalities, social status, and background. So, teaching is treat students as they are. Encouragement is needed to make student brave, confident, and motivated to learn. In learning process, it is very important to ensure that students’ mind is active. Active mind involves attitude (affective), knowledge (cognitive), and skill (psychomotor).

Heighten their curiosity, when students are curious about something to learn, they are eager to and interested in doing what to do. Infuse them with optimism. Optimism brings positive impacts or energies and is able to charge a hard problem to become a challange. Nurture their ambition**.** Ambition is a strong desire for success. It is must to nurture (encourage and develop) students’ ambition to make it come true within the allocated learning period of time. Guarantee their success**.** Students decide to study at a certain institution because they know that they will be successful.

Based on the text above, teaching is treat students as they are with give them encouragement and infuse them with optimism. Teaching is also nurture (develop) students’ with the allocated learning period of time.

**2.2.2** **Teaching Vocabulary**

Some facts about teaching and learning new words to begin with :

* Vocabulary learning is a social process – personal motivation, immediate usefulness and peer group use are important factors.
* No one method of teaching is consistently superior.
* Methods that use a variety of techniques are more advantageous.
* Repeated exposure to chosen word aid learning.
* Extensive reading is the primary vehicle for promoting large-scale vocabulary growth.
* Direct instuction is important for improving reading comprehension.

When we teach new words, here are some objectives we should consider (From Nagy, 1998):

* Learning new meanings for known words.
* Learning new words representing known concepts.
* Learning new words representing new concepts.
* Clarifying and enriching the meaning of known word.
* Moving words from receptive to expressive vocabularies.

Teaching children to be interested in words also contributes to their vocabulary. Playing guessing games with words by not allowing children to look up words in a dictionary. Instead they have to guess at the meanings. Don’t think that children only need new words, they often need to learn the different meanings of known words too.

We have seen that learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions (McCarten 2007).

We can focus occasionally on how to express opposite or similar meanings for a set of vocabulary we are teaching, show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suf- fixes can help build vocabulary knowledge quickly. Giving students practice in manipulating these different areas of knowledge teaches useful learning strategies they can apply to learning other vocabulary. We should also encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental process, and show them how they can come back to a word they have previously “learned” to add more information about it, such as other meanings, or how to create an opposite meaning using a prefix. [See Schmitt (2000).]

Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners’ needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.

Based on the explanation above, it can be concluded that teaching and learning vocabulary is a social process. The method that used in teaching and learning vocabulary should variety of techniques which are more advantageous. In other word, with the interested ways in teaching vocabulary it can help student to remember the new words.

**2.2.3 Teaching Teens**

Brown (2000) explains that it is of course much too absolute to consider that child ceases to be a child at the age of puberty and that all of the rules of adult teaching suddenly apply! It is therefore appropriate to consider briefly the sort of variables that apply in the teaching of “young adults”, “teens”, and high school age children whose ages range between twelve and eighteen or so.

Teens are perhaps the most interesting students to teach, but they can also present the teacher with more problems than any other age group. We can certainly not expect any extrinsic motivation from the majority of our students – particularly the youngee ones. We may hope, however, that the students’ attitude has been positively influenced by those around them. We have to remember that adolescents are often brittle! They will probably not be inspired by mere curiosity, and teacher approval is no longer of vital importance. Indeed, the teacher may not be the leader, but rather the potential enemy. *Peer approval* will, however, be important (Harmer 1991).

The teacher should never, then, forget that teens need to be seen in a good light by their peers, and that with the changes taking place at that age they are easily prone to humiliation if the teacher is careless with criticism. But teens also can be highly intelligent if stimulated, and dedicated involved. At this age, getting the level of challenge right is vital. Where this level is too low the students may simply ‘switch off’: where it is too high they may become discouraged and de-motivated. It is the teacher’s task, too, to put language teaching into an interesting context for the students. More than anything else they have to be involved in the task and eager to accomplish it.

According to Brown (2000), the “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in beetween childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Nevertheless, some throughts are worth verbalizing, even if in the form of simple reminders.

1. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that linguistic metalanguage can now, theoretically, have some impact. But the success of any intellectual endeavor will be a factor of the attention a learner places on the task, therefore, if a learner is attending to self, to appearance, to being accepted, to sexual thoughts, to a weekend party, or whatever, the intellectual task at hand may suffer.
2. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager’s life, those potential attention spans can easily be shortened.
3. Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
4. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by :

* Avoiding embarrassment of students at all costs,
* Affirming each person’s talents and strengths,
* Allowing mistakes and other errors to be accepted,
* De-emphasizing competition between classmates, and
* Encouraging small-group work where risks can be taken more easily by a teen.

1. Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on grammar point or vocabulary item. But as in teacing adults, care must be taken not to insult them with stilted language or to bore with overanalysis.

From those explanations, it can conclude that adolescents are perhaps the most interesting students to teach. The “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. We may hope, however, that the students’ attitude has been positively influenced by those around them. It is the teacher’s task, too, to put language teaching into an interesting context for the students.

**2.3 Games**

**2.3.1 The Definition of Games**

In the context of language learning, the word ‘game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright 2006). Moreover, it also has rules and goals (Hadfields, 1998) and involves metal and physical stimulation.

According to Hadfield (1999) there are two kinds of games. Firstly, competitive games, in which players or teams race to be the first to reach the goal. Then, cooperative games, in which players or teams work together towards a common goal. Moreover, based on its purposes, game is categorized into linguistic games and communicative games. In linguistic games, the goal of the game is linguistic accuracy such as remembering the correct word in vocabulary games. Communicative games, however, are activities with a goal or aim that is not linguistic. Successful completion of the game will involve the carrying out of a task such as drawing in a route on a map, filling in the chart, or finding two matching pictures, rather than correct production of a structure.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it.

From those definitions, it is clear that game is an activity which is entertaining, engaging, often challenging, and an activity in which the learners play and usually interact with others. There are two kind of games are competitive games and cooperative games. Based on its purposes, game is categorized into linguistic games and communicative games. Games provide one way of helping the learners to experience language rather than merely study it.

**2.3.2 Types of game**

The games make use of a variety of techniques, variety being important in language teaching. According to Hadfield (1999) there are some types of games :

1. Information gap games

In information gap games, Player 1 has access to some information not held by Player 2. Player 2 must acquire this information to complete a task successfully. This type of game may be one-sides or reciprocal, where both players have information which they must pool to solve a common problem. The games may be played in pairs or small groups, where all members of group have some information.

1. Guessing games

Guessing games are familiar variant on this principle. The player with the information deliberately withholds it, while other guess what it might be. The most popular guessing games is mime game.

1. Search games

Search game are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a chart or picture or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

1. Matching games

Matching games are based on a different principle, but also involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding cards or picture, or a pairwork or small group activity, played as a card game on either the ‘snap’ or the ‘pelmanism’ principle.

1. Labelling games

Labbeling games involve matching labels to items in a picture.

1. Exchanging games

Exchanging games are based on the ‘barter’ principle. Players have certain articles, cards or ideas which they wish to exchange which is satisfactory to both sides.

1. Exchanging and collecting games

Exchanging and collecting games are an extension of this. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging articles or cards at random, or as a card game on the ‘rammy’ principle.

1. Board games and card games

Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimuli to provoke a communication exchange.

All the above activities may include elements of role-play or of simulation. In roleplay games, players are given the name and some characteristics of a fictional character. These are not roleplays in the true sense, as the roleplay element is always subordinate to the use of language. The outcome of a game is ‘closed’, once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways.

Based on all explanations above, there are eight types of game. There are information gap games, guessing games, search games, matching games, labelling games, exchanging games, exchanging and collecting games, and the last board games and card games. All activities may include of role-play or simulation.

**2.3.3 Mime Game**

The types of guessing games are guessing pictures, guessing sentences, and guessing word. One type of guessing game is Mime game. According to Richard-Amato (2003) the way to increase and corroborate grammar’s concept, guessing game can be an effective to be applied. In guessing games, the student is given practice to communicate each other.

Mime game is the most appropriate guessing game that applied in classroom. The procedure in mime game is where one children come in front of the class then the teacher give his a secret word, phrase or sentence. After that, he has to mime it and his group or the whole class should guess what he really means (Pinter, 2006 and Doff, 2000).

When students are doing mime game and acting out to describe the secret word, phrase, or sentence, they are enthusiastic and feel enjoyable to take a part in the learning activity. Not only enjoyable but also they can communicate with the other in guessing the words. It becomes interest for the students because one student which have to mime the words, phrases, or sentence related to the learning material, while his friends do not know about that. In this part, the student which have to mime the words, phrases, or sentence, should use his imaginative skill in describing the word without saying anything to his friends in the time when he mimes.

The communication process occurs when the students acted in playing mime game. There are two forms of communication, verbal communication and non-verbal communication. Verbal communication is when learners interact by using the words which means they speak, read and write anything to interact each other. Whereas non-verbal communication is when learners interact by using body language such as the expression of face, body movement and hand gestures. It means the student just have to pay attention or listen to their friend. In playing mime game, students have to communicate by non-verbal communication.

Based on all definitions above, Mime game is the most appropriate guessing game that applied in classroom. The most important function of implementing guessing games in teaching is to give practice in communication. Communication has two forms; verbal communication and non-verbal communication. In a Mime game, a learner has to communicate non-verbally.

**2.3.4 Learning Vocabulary through Games**

Harmer (1991) suggest that game are a vital part of a teacher’s equipment, not only for the language practice they provide, but also for therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity, and especially useful at the end of a long day to send the students away feeling cheerfull about their English class.

According to Moon (2000), by using game in learning process it helpful to increase young learner’s enthusiasm. Games can develop their interest to learn. Games can help students to remember their vocabulary and students have the other chance to learn new vocabulary, it can make students more fun and enjoy.

From the definitions, it can be conclued that games will help learning to be successful. Learning vocabulary through game can help students to remember the language connected with it. Fun activity such as games can give good motivation for student to learning vocabulary and make it more impression.

**Chapter III**

**Research Methodology**

This chapter presents the methodology that is used to conduct the research. It covers research design, research method, population and sample, technique of data collection and technique of analysing data.

**3.1 Research Design**

The research is about the use of mime game in improving students’ vocabulary. The writer used descriptive quantitative method. According to Sugiyono (2014) to make the result of the study more accurate or effective, the writer has to make 3 steps of test, those are pre-test, treatment, and post-test in order to make a comparison between the 3 different period of time. The writer used One Group Pre-test Post-test Design. The writer conducts the research by following several steps, those are:

1. Planning

The writer makes a plan of some actions that should be done at first. There are some actions as a planning; give the proposal to the head master of the school where the research will be held. Make a preparation for teaching during the research. This preparation covers the formulating of lesson plan, teaching media, worksheet, and teaching material.

1. Implementation

This stage is the implementation of the entire planning process. The writer as the teacher who implemented the teaching process and the English teacher observed her, how did the procedure of mime game in improving student’s vocabulary. The writer also observed the result and respondents’ responses about teaching vocabulary through mime game.

1. Reporting

After the writer done the observation and implementation of the use of mime game in improving students’ vocabulary, then the writer report the results of her research by using data analysis.

**3.2 Research Method**

The writer used descriptive quantitative method. According to Sugiyono (2014) that descriptive analysis research is a research study that intent to figure out the independent variable value, whether it is one variable or more without making a comparison, or related to the another variable.

Descriptive quantitative method was chosen because the purpose of this research is to find out the procedures, result, and respondents’ responses of the use of mime game in improving students’ vocabulary more accurate or effective.

**3.3 Population and Sample**

**3.3.1 Population**

According to Arikunto (2013), *“Populasi adalah keseluruhan subjek penelitian* (population is the entire subject of research).” As population, the researcher chose the seventh grade students of SMPN 36 Bandung totaling 288 students. There were divided into 8 classes (7A-7H). Each class has 36 students.

* + 1. **Sample**

Arikunto (2013) also states, *“Sampel adalah sebagai atau wakil populasi yang akan diteliti.”* It means that sample is partially or representative population to be studied. To determine the sample, the writer used class sampling, because the writer had to adjust with the time of teaching schedule in SMPN 36 Bandung. It means that using sampling class is more effective. The writer did purposive sample. The sample of the research is class 7-B of seventh grade of students of SMP Negeri 36 Bandung which consist of 35 students.

* 1. **Procedure of Data Collection**

Data collection are the process of collecting the data which are needed by the writer for completing the result of the research. In this study, the writer teaches class using mime game and the English teacher observed the activity. The writer used pre-test and post-test in collecting data. In this case, the writer done some steps. Those are:

Firstly, the writer prepared a lesson plan for the research activity which consists of pre-test, treatment, and post test. Secondly, the writer gave the procedure text to the students. Then each students had to find out 10 verbs in the text. The writer collects the answer sheet as a data in pre-test.

Third, the writer gave the treatment based on the syllabus. The writer determines the activities in curriculum KTSP which consists of exploration (*Eksplorasi)*, elaboration (*Elaborasi)*, and confirmation (*Konfirmasi)*. In this case, the writer gave material to the students about procedure text. The material was delivered by using mime game.

Fourth, the writer gave post-test for students. The writer asked students to answer or guess actional verb which is mimed by his/her pair related to procedure text. After that, the writer asked the students to collect their answer sheet as a data in post-test.

Fifth, to strengthen the data, the writer used questionnaires to get more data, information and response from students and the teacher about teaching vocabulary using mime game.

**3.4.1 Test**

According to Arikunto (2013), “*Test adalah serentetan pertanyaan atau latihan serta alat lain yang dipergunakan untuk mengukur ketrampilan, pengetahuan intelegensi, kemampuan atau bakat yang dimiliki individu atau kelompok.”* The test is a series of questions or exercises and other tools used to measure the skills, knowledge of intellegence ability or talent that owned the individual or group.

In getting the data, the writer used pre-test and post-test. The writer did the pre-test and post-test to know the result of students’ vocabulary before and after treatment. The writer as the teacher gave pre-test to students’ to find out 10 the verb in the procedure text. For the post test, the teacher asked students to answer or guess the actional verb which was being mimed by their pairs. The writer decided to use One Group Pre-test and Post-test Design.

**3.4.2 Observation**

The writer did observation to answer the first research problem. In this research, the writer taught class using mime game and the English teacher observed the activity. The characteristic in this research is a participant observation. Merriam (1991) described that the participant observation is an observation which the writer is also being part of observation. In this case the writer is also a teacher that teach the student.

The first activity was making lesson plan to teach vocabulary of procedure text by using mime game. After the writer asked the teacher to do observation in the class, teacher were asked to analyze by checking the lesson plan that the writer made, whether the lesson plan and the implementation were match. It was started when the writer entered the class until the class finished.

**3.4.3 Questionnaire**

According to Sugiyono (2008), *“Kuisioner merupakan teknik pengumpulan data yang dilakukan dengan cara memberi seperangkat pertanyaan atau pernyataan tertulis kepada responden untuk dijawab.”* Questionnaire is technique collecting data by giving a set of questions or written statement to the respondent to be answered.

Questionnaire data obtained from the questions. On this research, the questionnaire was intended to explore respondents’ feel, like or dislike, and the difficulties that students and teacher have during learning vocabulary using mime game.

* 1. **The Technique of Analyzing the Data**
     1. **Observation Data Analysis**

The implementation of using mime game for improving students’ vocabulary is obtained from the numerical observation that taken from the assessment of researcher’s ability.

The table of assessment are put all together on the researcher observation form. The assessment of vocabulary is objective. The scores are calculated by achievement of the student in guessing or answering the vocabulary using mime game.

The description of scoring is:

Scoring : 1 = True

0 = False

To answer the first question of research problem, the writer transcribed the result of calculation into a paraghraph in order to describe how is the ability of researcher in teaching.

**3.5.2 Data Analysis of Pre-test and Post-test**

The procedures to find out the test result are as follows:

In order to support this study, the writer used One Group Pre-test Post-test Design. Pre-test was given by the teacher before the student treated by using Mime game. The teacher gave each student a worksheet that contains the text which are some verb there and the students have to find 10 verb in the the text related to the subject matter that will be given later. Post-test was given after the treatment. After that, the writer calculated the score of each student and then find out the mean of each Pre-Test and Post-test. Sarwono (2006) proposed, the formula for calculating the mean of the result are as follow :

*M* =

Description:

M = Average value

Ʃ X = Number of values

Ʃ N = Number of respondent

To analyze the result of experiments using the pre-test and post-test one group design the formulation below.

Before calculating significant test, find the sum of squared deviation (Ʃx2d) with the following formula:

Ʃ *x*2*d* = Ʃ *d* 2 ­–

Arikunto (2010)

Significant Test:

t=

Arikunto (2010)

Description:

Md = Mean of differences pre-test and post-test (pre-test – post- test)

Xd = Deviation of each subject (d – Md)

Ʃ x2d = The sum of squared deviations

N = Subject in the sample

d.b = Determined with N-1

**3.5.3 Questionnaire Data Analysis**

The questionnaire data was analyzed to find out respondents’ responses toward Mime game in teaching vocabulary.

**Chapter IV**

**Data Analysis and Findings**

In this chapter, the writer analyzes the procedures of teaching using mime game, assessment of teaching vocabulary using mime game, the result of teaching vocabulary using mime game and respondents’ responses (questionnaires). The writer gains the data in four steps those are, observation, pre-test, post-test, and questionnaire. The writer analyzed some data after conducting the research from seventh grade students in SMP Negeri 36 Bandung.

**4.1 Teaching Procedures of Using Mime Game**

As usual the activity on the first fifhteen minutes in class started with introducing activities, such as greeting, praying, checking the cleaness of the class, checking attendance, telling about the purpose of the material, and motivate students to focus on the material will be studied. Then the writer gave each student the text and they had to find out 10 verb of the text (pre-test). After that, the writer began the activities in curriculum KTSP of 2006 which consist of exploration (*Eksplorasi)*, elaboration (*Elaborasi)*, and confirmation (*Konfirmasi)* and the main activities that were dominated by using Mime game.

In exploration (*Eksplorasi*) activities, the writer involved the students to find out the material that would be learned. Then, the writer involved students to review the material about procedure text.

The next activity was elaboration (*Elaborasi*). The writer gave the example of procedure text to the students. Then, the writer asked students to find out vocabulary that they didn’t understand. After that, the writer and the students discussed about the information in the text. The writer explained about language features of procedure text and also explained about the use of Mime game and its procedures. After presenting the material clearly, the writer guided the students to apply the use of Mime game in learning process. After that the writer asked students to answer the questions in pairs to guess the verb by using Mime game.

In confirmation (*Konfirmasi)*, the writer and the students discussed about the students worksheet. The writer gave positive feedback and reinforcement in the form of oral, writing, gestures, as well as gifts of learner successed. The writer with students discussed to straighten out misunderstanding, gave strengthen and conclusion.

The last activity was closing, in this part the writer asked students about the difficulties in learning process. The writer concluded the learning activities that had been studied. Finally, the writer closed the learning activity with regards.

**4.1.1 The Assessment of Teaching Vocabulary Using Mime Game**

The writer observed by English teacher in this observation sheet to assess the writer’s ability in teaching by using mime game whether the writer taught well or not. So, that the writer knew her own teaching abilities.

After being analyzed, the total score obtained by the writer is 96 out of 105. The first aspect is preparation, the writer gets 8 in this aspects. There are two points in this aspect, the writer gets 4 (*very good*) in both of point such as, first is point 1 (*prepare student to learn*) and point 2 (*give apperception activities*)*.* The mean score gained by the writer in this aspect is 4.

The second aspect is main activities, this aspect refer to curriculum KTSP 2006 that consists of exploration (*Eksplorasi)*, elaboration (*Elaborasi)*, and confirmation (*Konfirmasi)*. This aspect contains of sixteen points and the writer obtains 75.

Third aspect is mastery learning materials. In this aspect, the writer gets 5 (*excellent*) in point 3 (*teacher can show material mastery)* it means that the writer gives well explanation of procedure text to the students. The writer gets 5 (*excellent*) in point 4 (*teacher can connect the material with the other knowledge which related to mime game technique*). The writer also gets 5 (*excellent*) in point 5 and 6 (*teacher extended the material clearly based on learning hierarchy and students characteristic, and teacher connected material with the realities of life).*

Fourth aspect is approach / learning strategy. The writer gets 5 (*excellent*) in point 7 until point 9 (*teacher implemented learning activity based on its competence / goal to be achieved and characteristics of students, teacher can have control over the class, and teacher implemented learning that allow the growth of positive habits*). In point 10, the writer gets 3 (*good*), (*teacher implement learning according to the planned time allocation*).

Fifth aspect is utilization of learning resources / learning media. The writer gets 5 (*excellent)* in point 11 (*teacher use media effectively and efficiently*). For point 12 (*teacher can deliver interesting message for the students*) the writer gets 4 (*very good*).

Sixth aspect is learning that trigger and maintain student engagement. In point 13, the writer gains 5 (*excellent*), (*teacher showed mastery of learning materials about procedure text)*. Point 14 and point 15 (*teacher showed open response to students relates to mime game application in learning process*) and (*teacher can cultivate cheerfulness and enthusiasm of students in learning*) score given by the teacher is 5 (*excellent*).

Seventh aspect is assesment processes and learning outcomes. Point 16 (*teacher monitor learning process when technique mime game applied*) score given by the teacher is 4 (*very good*). The writer gets 4 (*very good*) in point 17 (*conduct a final assessment in accordance with competence)*.

Eighth aspect is the use of language. In point 18 (*teacher use oral and written language clearly, good and true*) gets 4 (*very good*). The writer gets 5 (*excellent*) in point 19 (*teacher convey the message to the appropriate style*).

The ninth aspect in learning activity is closing. English teacher is also observes the closing. The writer collect score 9. 4 (*very good*) for point 20 (*teacher implement reflection or make summary from learning activities with involved students*) and 5 (*excellent*) for point 21 (*teacher did action / follow up with gave direction or activity, or tast as part of remedial / enrichment.*).

**Table 4.1**

**Observation Result of Teaching Vocabulary Using Mime Game in VII-B SMP Negeri 36 Bandung**

|  |  |  |  |
| --- | --- | --- | --- |
| Number | Categories | The score of categories obtsined | Score |
| 1. | Poor | - |  |
| 2. | Enough | - |  |
| 3. | Good | 1 | 3 |
| 4. | Very Good | 7 | 28 |
| 5. | Excellent | 13 | 65 |
| Total Score | | 21 | 96 |

*Average score = =* 4,6

Ever since the result of the total score has been collected by the writer, which is 96 points. It comes to a general conclusion that the ability of the teacher is consider to be a very good (4) in teaching vocabulary using mime game. Meanwhile, the total average score is at 4,6 points of the results. Althought the result point is more than 4, yet the point is closed to 4 which is very good, therefore, it’s classified to be very good instead excellent.

**4.2 The result of Learning and Teaching Using Mime Game**

The writer gets data of result pre-test in finding 10 verbs in procedure text from 35 students. The data can be seen below are as follow:

**Table 4.2**

**The result of the Pre-Test Score**

**Students of VII-B SMP Negeri 36 Bandung**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Name | True | False | Total | Pre-Test Score (Total x 10) |
| 1. | AINI N. S. | 6 | 4 | 6 | 60 |
| 2. | AJENG SRI M. | 7 | 3 | 7 | 70 |
| 3. | ALISA OKTAVIANI | 6 | 4 | 6 | 60 |
| 4. | ANE SRI W. | 4 | 6 | 4 | 40 |
| 5. | ANNISA NURUL Z. | 6 | 4 | 6 | 60 |
| 6. | BERLIANA A.P | 8 | 2 | 8 | 80 |
| 7. | BILQIS SALSABILA | 6 | 4 | 6 | 60 |
| 8. | CALVIN A. W. P. | 7 | 3 | 7 | 70 |
| 9. | CHINTYA P.H. | 5 | 5 | 5 | 50 |
| 10. | DESICHA T. P. | 4 | 6 | 4 | 40 |
| 11. | FAHMI ABDUL R. | 8 | 2 | 8 | 80 |
| 12. | FERDINAN A. S. | 6 | 4 | 6 | 60 |
| 13. | HILMY M. R. | 5 | 5 | 5 | 50 |
| 14. | JEJEN NURHOLIS | 5 | 5 | 5 | 50 |
| 15. | KRISNAYANTI | 4 | 6 | 4 | 40 |
| 16. | KUMARA NABIL A. | 5 | 5 | 5 | 50 |
| 17. | MAHFUD ZAELANI | 7 | 3 | 7 | 70 |
| 18. | MIRACLES DAVID S. | 9 | 1 | 9 | 90 |
| 19. | M. RIANSYAH | 7 | 3 | 7 | 70 |
| 20. | M. RIJKI R. S. | 6 | 4 | 6 | 60 |
| 21. | M. EMYRALDO D. | 8 | 2 | 8 | 80 |
| 22. | RINA LIA PUTRI | 6 | 4 | 6 | 60 |
| 23. | RINA MELIANA | 8 | 2 | 8 | 80 |
| 24. | RIZKY FAJAR A. | 4 | 6 | 4 | 40 |
| 25. | SHELLA SITI S. | 7 | 3 | 7 | 70 |
| 26. | SHERANI R. N. D. | 7 | 3 | 7 | 70 |
| 27. | SHIVA ULQISTI | 6 | 4 | 6 | 60 |
| 28. | SITI AULIA N. H. | 7 | 3 | 7 | 70 |
| 29. | SITI NURHAYATI | 6 | 4 | 6 | 60 |
| 30. | SYARIFA C. N. | 8 | 2 | 8 | 80 |
| 31. | TIARA D. H. B. | 9 | 1 | 9 | 90 |
| 32. | VINA OCTAVIANI | 9 | 1 | 9 | 90 |
| 33. | YUDHA PUTRA P. | 3 | 7 | 3 | 30 |
| 34. | YUKHI M. R. | 7 | 3 | 7 | 70 |
| 35. | YULI Y. N. | 8 | 2 | 8 | 80 |
| N = 35 | | Total | | 224 | ƩX1 = 2240 |
| Average | | 6,4 | X1 = 64 |

**Table 4.3**

**Criteria of the Average Score**

|  |  |
| --- | --- |
| **Criteria** | **Scale** |
| Excellent | 80 – 100 |
| Good | 70 – 79 |
| Enough | 60 – 69 |
| Poor | 55 – 59 |
| Bad | ˂ 55 |

From the data above the writer found the result of pre-test is 2240 as total score and the average score of pre-test is 64. So, the criteria of the average score is included as enough. Those are the data of the lowest until highest scores:

**Table 4.4**

**The Lowest until Highest Pre-test score**

**Students of VII-B SMP Negeri 36 Bandung**

|  |  |  |
| --- | --- | --- |
| Score | Quantity | Total |
| 30 | 1 | 30 |
| 40 | 4 | 160 |
| 50 | 4 | 200 |
| 60 | 9 | 540 |
| 70 | 8 | 560 |
| 80 | 6 | 480 |
| 90 | 3 | 270 |
| **Total** | | **2240** |

Based on the table above, the writer writes the lowest until the highest score of pre-test. Those are score of the students, 1 student who gets score 30, 4 students who get score 40, 4 students who get score 50, 9 students who get score 60, 8 students who get score 70, 6 students who get score 80, and 3 students who get score 90.

From the data above, we have known that the lowest pre-test score has 1 student who gets score 30 and the highest pre-test score has 3 students who get score 90, and the average of pre-test score is 64.

**Table 4.5**

**The Result of the Post-test Score**

**Students of VII-B SMP Negeri 36 Bandung**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Name | True | False | Total | Post-Test Score (Total x 10) |
| 1. | AINI N. S. | 9 | 1 | 9 | 90 |
| 2. | AJENG SRI M. | 6 | 4 | 6 | 60 |
| 3. | ALISA OKTAVIANI | 8 | 2 | 8 | 80 |
| 4. | ANE SRI W. | 8 | 2 | 8 | 80 |
| 5. | ANNISA NURUL Z. | 9 | 1 | 9 | 90 |
| 6. | BERLIANA A.P | 8 | 2 | 8 | 80 |
| 7. | BILQIS SALSABILA | 8 | 2 | 8 | 80 |
| 8. | CALVIN A. W. P. | 9 | 1 | 9 | 90 |
| 9. | CHINTYA P.H. | 10 | 0 | 10 | 100 |
| 10. | DESICHA T. P. | 7 | 3 | 7 | 70 |
| 11. | FAHMI ABDUL R. | 9 | 1 | 9 | 90 |
| 12. | FERDINAN A. S. | 8 | 2 | 8 | 80 |
| 13. | HILMY M. R. | 9 | 1 | 9 | 90 |
| 14. | JEJEN NURHOLIS | 4 | 6 | 4 | 40 |
| 15. | KRISNAYANTI | 10 | 0 | 10 | 100 |
| 16. | KUMARA NABIL A. | 5 | 5 | 5 | 50 |
| 17. | MAHFUD ZAELANI | 8 | 2 | 8 | 80 |
| 18. | MIRACLES DAVID S. | 10 | 0 | 10 | 100 |
| 19. | M. RIANSYAH | 8 | 2 | 8 | 80 |
| 20. | M. RIJKI R. S. | 7 | 3 | 7 | 70 |
| 21. | M. EMYRALDO D. | 8 | 2 | 8 | 80 |
| 22. | RINA LIA PUTRI | 8 | 2 | 8 | 80 |
| 23. | RINA MELIANA | 10 | 0 | 10 | 100 |
| 24. | RIZKY FAJAR A. | 10 | 0 | 10 | 100 |
| 25. | SHELLA SITI S. | 8 | 2 | 8 | 80 |
| 26. | SHERANI R. N. D. | 8 | 2 | 8 | 80 |
| 27. | SHIVA ULQISTI | 8 | 2 | 8 | 80 |
| 28. | SITI AULIA N. H. | 8 | 2 | 8 | 80 |
| 29. | SITI NURHAYATI | 7 | 3 | 7 | 70 |
| 30. | SYARIFA C. N. | 9 | 1 | 9 | 90 |
| 31. | TIARA D. H. B. | 10 | 0 | 10 | 100 |
| 32. | VINA OCTAVIANI | 10 | 0 | 10 | 100 |
| 33. | YUDHA PUTRA P. | 7 | 3 | 7 | 70 |
| 34. | YUKHI M. R. | 9 | 1 | 9 | 90 |
| 35. | YULI Y. N. | 9 | 1 | 9 | 90 |
| N = 35 | | Total | | 289 | ƩX2 = 2890 |
| Average | | 8,25 | X2 = 82,5 |

From the data above, the writer found the result of post-test is 2890 as total score and the average score of post-test is 82,5. So, the criteria of the average score is include as excellent (look at table 4.3). Those are the data of the lowest until highest score:

**Table 4.6**

**The Lowest until Highest Post-test score**

**Students of VII-B SMP Negeri 36 Bandung**

|  |  |  |
| --- | --- | --- |
| Score | Quantity | Total |
| 40 | 1 | 40 |
| 50 | 1 | 50 |
| 60 | 1 | 60 |
| 70 | 4 | 280 |
| 80 | 13 | 1040 |
| 90 | 8 | 720 |
| 100 | 7 | 700 |
| **Total** | | **2890** |

Based on the table above, the writer writes the lowest until the highest score of post-test. Those are score of students, 1 student who gets score 40, 1 students who gets score 50, 1 student who gets score 60, 1 student who gets 60, 4 students who get score 70, 13 students who get score 80, 8 students who get score 90, and 7 students who get score 100.

From the data above, we have known that the lowest post-test score has 1 student who gets score 40 and the highest post-test score has 7 students who get score 100, and the average of post-test is 82,5.

**Table 4.7**

**The Result of Using Mime Game at Students VII-B SMP Negeri 36 Bandung**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Subject | Pre-Test Score | Post-Test Score | Gain (d).  (Post-Test) – (Pre-Test) |
| 1. | AINI N. S. | 60 | 90 | 30 |
| 2. | AJENG SRI M. | 70 | 60 | -10 |
| 3. | ALISA OKTAVIANI | 60 | 80 | 20 |
| 4. | ANE SRI W. | 40 | 80 | 40 |
| 5. | ANNISA NURUL Z. | 60 | 90 | 30 |
| 6. | BERLIANA A.P | 80 | 80 | 0 |
| 7. | BILQIS SALSABILA | 60 | 80 | 20 |
| 8. | CALVIN A. W. P. | 70 | 90 | 20 |
| 9. | CHINTYA P.H. | 50 | 100 | 50 |
| 10. | DESICHA T. P. | 40 | 70 | 30 |
| 11. | FAHMI ABDUL R. | 80 | 90 | 10 |
| 12. | FERDINAN A. S. | 60 | 80 | 20 |
| 13. | HILMY M. R. | 50 | 90 | 40 |
| 14. | JEJEN NURHOLIS | 50 | 40 | -10 |
| 15. | KRISNAYANTI | 40 | 100 | 60 |
| 16. | KUMARA NABIL A. | 50 | 50 | 0 |
| 17. | MAHFUD ZAELANI | 70 | 80 | 10 |
| 18. | MIRACLES DAVID | 90 | 100 | 10 |
| 19. | M. RIANSYAH | 70 | 80 | 10 |
| 20. | M. RIJKI R. S. | 60 | 70 | 10 |
| 21. | M. EMYRALDO D. | 80 | 80 | 0 |
| 22. | RINA LIA PUTRI | 60 | 80 | 20 |
| 23. | RINA MELIANA | 80 | 100 | 20 |
| 24. | RIZKY FAJAR A. | 40 | 100 | 60 |
| 25. | SHELLA SITI S. | 70 | 80 | 10 |
| 26. | SHERANI R. N. D. | 70 | 80 | 10 |
| 27. | SHIVA ULQISTI | 60 | 80 | 20 |
| 28. | SITI AULIA N. H. | 70 | 80 | 10 |
| 29. | SITI NURHAYATI | 60 | 70 | 10 |
| 30. | SYARIFA C. N. | 80 | 90 | 10 |
| 31. | TIARA D. H. B. | 90 | 100 | 10 |
| 32. | VINA OCTAVIANI | 90 | 100 | 10 |
| 33. | YUDHA PUTRA P. | 30 | 70 | 40 |
| 34. | YUKHI M. R. | 70 | 90 | 20 |
| 35. | YULI Y. N. | 80 | 90 | 10 |
| N = 35 | | ƩX1 = 2240 | ƩX2 = 2890 | 660 |
| X1 = 64 | X2 = 82,5 |

Sarwono (2006) proposed, the formula for calculating the mean are as follow :

Pre-test score average:

*M = 64*

Post-test score average:

*M* = 82,5

The influence of Mime Game in improving students’ vocabulary are:

*M D* = = = 18,8

Before calculated significant test, find the sum of squared deviation (Ʃ x2d)with this formula bellow:

Ʃx2d = Ʃ d2 –

Ʃx2d = 302 + (-10)2 + 202 + 402 + 302 + 02 + 202 + 202 + 502 + 302 + 102 + 202 + 402 + (-10)2 + 602 + 02 + 102 + 102 + 102 + 102 + 02 + 202 + 202 + 602 + 102 + 102 + 202 + 102 + 102 + 102 + 102 + 102 + 402 + 202 + 102 -

= 21900 - 12445,714 = 9454,286

Significant test:

*t =*

*t =*

*t =* 6,6713 = 6,7 (consulted with t table of t value)

d.b = N – 1 = 35 – 1 = 34

with t0,05 t value = 2,042, significant.

It is significant because 6,7 > 2,042 (t value that the writer counts is bigger than the t0,05 value).

**4.2.1 The Students’ Improvements of Learning Vocabulary Using Mime Game.**

The use of Mime game is significantly proved in influencing and improving students’ vocabulary. The writer finds out the comparison from the result of students’ pre-test and post-test could be used an improvement. Instead, the writer divided the result of pre-test and post-test into 2 descriptive sentences. First, most of the students are ignore their answer sheet. Therefore, their pre-test average score is 64 due to false answer to unanswered. Second, there are some significant results of post-test such as the number of false answer is decreasing, they almost fill all of the answers. In addition, to the change, the students post-test score average is increasing up to 82,5. The deficit of the score test is quite massive. It’s 18,5 that the improvement. After calculated with the significant test formula, t value is 6,7 and consulted with table t value 2,042, the improvement is significant.

**4.3 Respondents’ response toward the Use of Mime Game in Improving Students’ Vocabulary**

The writer gained the data from the respondents. The respondents were an English teacher and the students. The writer gave questionnaire to the respondents to find out their responses toward using mime game in teaching vocabulary and strengthen this research. The writer gave ten question to the students. The questions began from general questions to spesific questions.

The first question was about the students interest to English lesson. The second question was about the level of English lesson, whether it is easy or not. The third question was about whether using Mime game in learning vocabulary is fun or not. The fourth question was about whether using Mime game in learning vocabulary is bored or not. The fifth question was about whether using Mime game in learning vocabulary is easy to follow or not.

The sixth question was asking about whether using Mime game in learning vocabulary is understandable or not. The seventh question was about whether students like or dislike in learning vocabulary by using Mime game. The eighth question was about whether students can memorize or not the vocabulary by using Mime game. The nineth question was about whether student can guess the vocabulary which is mimed by their friend or not. The tenth question was about whether using Mime game in learning vocabulary is useful or not.

Here are the result of the questionnaires:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Name** | **Question number** | | | | | | | | | | **Sum** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1. | AINI N. S. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 19 |
| 2. | AJENG SRI M. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| 3. | ALISA O. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 18 |
| 4. | ANE SRI W. | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| 5. | ANNISA N. Z. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| 6. | BERLIANA A | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 17 |
| 7. | BILQIS S. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 18 |
| 8. | CALVIN A. W. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 18 |
| 9. | CHINTYA P.H. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 10. | DESICHA T. P. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 19 |
| 11. | FAHMI A. R. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 12. | FERDINAN A. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 17 |
| 13. | HILMY M. R. | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 18 |
| 14. | JEJEN N. | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 17 |
| 15. | KRISNAYANTI | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 18 |
| 16. | KUMARA N.A. | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 17 |
| 17. | MAHFUD Z. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 18. | MIRACLES D. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 19. | M. RIANSYAH | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 18 |
| 20. | M. RIJKI R. S. | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 18 |
| 21. | M.EMYRALDO | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 19 |
| 22. | RINA LIA P. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 19 |
| 23. | RINA M. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| 24. | RIZKY F. A. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 25. | SHELLA S. S. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 18 |
| 26. | SHERANI R. N. | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 18 |
| 27. | SHIVA U. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 28. | SITI AULIA N. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 18 |
| 29. | SITI N. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| 30. | SYARIFA C. N. | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 17 |
| 31. | TIARA D. H. B. | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |
| 32. | VINA O. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 18 |
| 33. | YUDHA P. P. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 19 |
| 34. | YUKHI M. R. | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 15 |
| 35. | YULI Y. N. | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 18 |

Note : Score 2 for Yes

Score 1 for No

By the result of the questionnaire above, the writer concluded that for the first question 100% students like English lesson. The second question, 48% students considered that English lesson is easy and 52% students considered that English lesson is not easy. The third question, 100% students considered that learning vocabulary by using Mime game is fun. The forth question, 88% students feel not bored in learning vocabulary by using Mime game and 12% students felt bored in learning vocabulary by using Mime game. The fifth question, 77% students considered that using Mime game in learning vocabulary is easy to follow and 23% students considered that using Mime game in learning vocabulary is not easy to follow.

In the sixth question, 97% students are understandable when learning vocabulary using Mime game and 3% students aren’t understand when learning vocabulary by using Mime game. The seventh question, 97% students like in learning vocabulary by using Mime game and 3% dislike. The eighth question, 74% students can memorize vocabulary by using Mime game and 26% students can’t memorize vocabulary by using Mime game. The nineth question, 71% students can guess the vocabulary which is mimed by their friend and 29% students can’t guess the vocabulary which is mimed by their friend. The tenth question, 97% students considered that the utilization of Mime game in learning vocabulary is useful and 3% students considered that the utilization of Mime game in learning vocabulary is useless.

By looking at the students questionnaire, they like English lesson although most of them consider that English lesson is not easy. All of students felt fun when learning vocabulary by using Mime game and most of them felt not bored when learning vocabulary by using Mime game. Most of the students believe that learning activity by using mime game is easy to follow and understandable. Not only can easy to follow and understandable, but also most of them like and can memorize the vocabulary when learning by using Mime game. When mimed game applied in learning activity, most of students can guess the vocabulary which is mimed by their friend and most of them considered that utilization of Mime game in learning vocabulary is useful. Nevertheless, the students still need more excercise in improving their vocabulary.

Here are the result of the questionnaire for teacher :

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | PERNYATAAN | Score | | |
| 3 | 2 | 1 |
| 1. | Apakah penggunaan *Mime game* dapat diikuti oleh siswa? | 🗸 |  |  |
| 2. | Apakah penggunaan *Mime game* dalam proses pembelajarandapat menumbuhkan antusias siswa dalam belajar? | 🗸 |  |  |
| 3. | Apakah penggunaan *Mime game* dalam proses pembelajaran dapat memberikan kesan yang positif bagi siswa sehingga siswa lebih aktif dalam belajar? |  | 🗸 |  |
| 4. | Apakah penggunaan *Mime game* yang diaplikasikan didalam kelas dapat membantu siswa untuk memahami kosa kata berkaitan dengan materi pembelajaran? | 🗸 |  |  |
| 5. | Apakah penggunaan *Mime game* bermanfaat? |  | 🗸 |  |
| Total | | 13 | | |

Note: Score 3 for Yes

Score 2 for Enough

Score 1 for No

The total score is 13 from 15. Based on teacher’s questionnaire, it can be seen that he considered that Mime game can be followed by students. Mime game also can increase students enthusiasm in learning process. The implementation of mime game can give enough positive effect to the students and it can make students more active in learning activity. Mime game can help student to understand the vocabulary related to the material. The use of mime game in teaching leaarning process considered useful enough.

**Chapter V**

**Conclusion and Suggestion**

In this chapter, the writer summarizes the result of the research. The research consist of conclusion and suggestion.

**5.1 Conclusion**

Based on research findings, the writer explaind the answer to research. It can be concluded as follows:

1. The total score that the writer gained, which is 96 from 105. By the total average score is 4,6 points. Therefore in teaching vocabulary by using mime game can be categorized very good (4). The writer’s ability in teaching vocabulary by using mime game is affected to improvement of students’ vocabulary.
2. The implementation of mime game can significantly improves the students’ vocabulary. It is showed by the mean of pre-test 64 and post-test 82.5, so that the improvement score is 18.5. The significant test formula value is calculated and consulted with table of t value 2.042 to 6.7. Clearly, there is quite significant instrument.
3. The respondents’ reponse are positive. It is proven from the situation in the class, and from respondents’ questionnaires result. The result from the students questionnaire can be concluded that although there are some problems in teaching vocabulary process but most of them are very happy, active, and enthusiastic during learning process. The result from teacher’s questionnaire can be concluded that the use of mime game in teaching vocabulary give positive effect to make students enthusiastic in learning process and to help them in understanding vocabulary.

**5.2 Suggestion**

The writer would like to propose some suggestion, especially for the English teacher, and for further researcher;

1. The Teachers

Effective classroom management is the most important skill to have as a teacher, improving the good classroom management by teacher in order to achieve the goal of teaching. In increasing students interest in joining English subject, the teacher must be creative, do not rely on textbook, and uses the media.

1. The Students

By using mime game as method. The students suggested to be better to know and to understand English vocabulary. The students also suggested can learn more in English vocabulary better than before from their mistakes in learning process.

1. The Further Researcher

The next researcher is suggested to learn from the weakness of this paper and make better research and gives contribution or the excellence of this paper as a reference.

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**Curriculum Vitae**

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Annisa Nurul Fadillah known as icha was born on 29 January 1993 in Bandung. She is the first child of Ir. Asep Ruhiyat and Hilalliyah. She has one little sister and one little brother. She lives in Jl. Kopo Sayati housing of Margahayu Kencana blok G no.6 RT. 03 RW.13, Kabupaten Bandung. Her email is [annisanurul\_fadillah@yahoo.com](mailto:annisanurul_fadillah@yahoo.com)

Her parents enrolled her to a kindergarten named Marhas. She started her elementary education at SDN Babakan Ciparay III and she graduated in 2004. Then she continued her study to SMPN 10 Bandung in 2004 until 2007, and SMAN 18 Bandung. Now, she is on process in finishing a paper for submitted to the English Department as a partial fulfillment of the requirements for taking the sarjana degree.

**APPENDICES**