

**IMPROVING STUDENTS' VOCABULARY BY  
USING MIMING GAMES FOR THE EIGHT GRADE STUDENTS  
OF SMPN 1 BAJO**



**IAIN PALOPO**

A Thesis

*Submitted as a Part of the Requirements for S. Pd. Degree in English  
Language Education Study Program*

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**ENGLISH EDUCATION RESEARCH PROGRAM  
ARBIYAH AND TEACHERS  
FACULTY STATE ISLAMIC INSTITUTE  
OF PALOPO**

**2022**

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*Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher  
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Monday, 3<sup>th</sup> of April 2023  
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Palopo, 30 Mei 2022



Rahadi

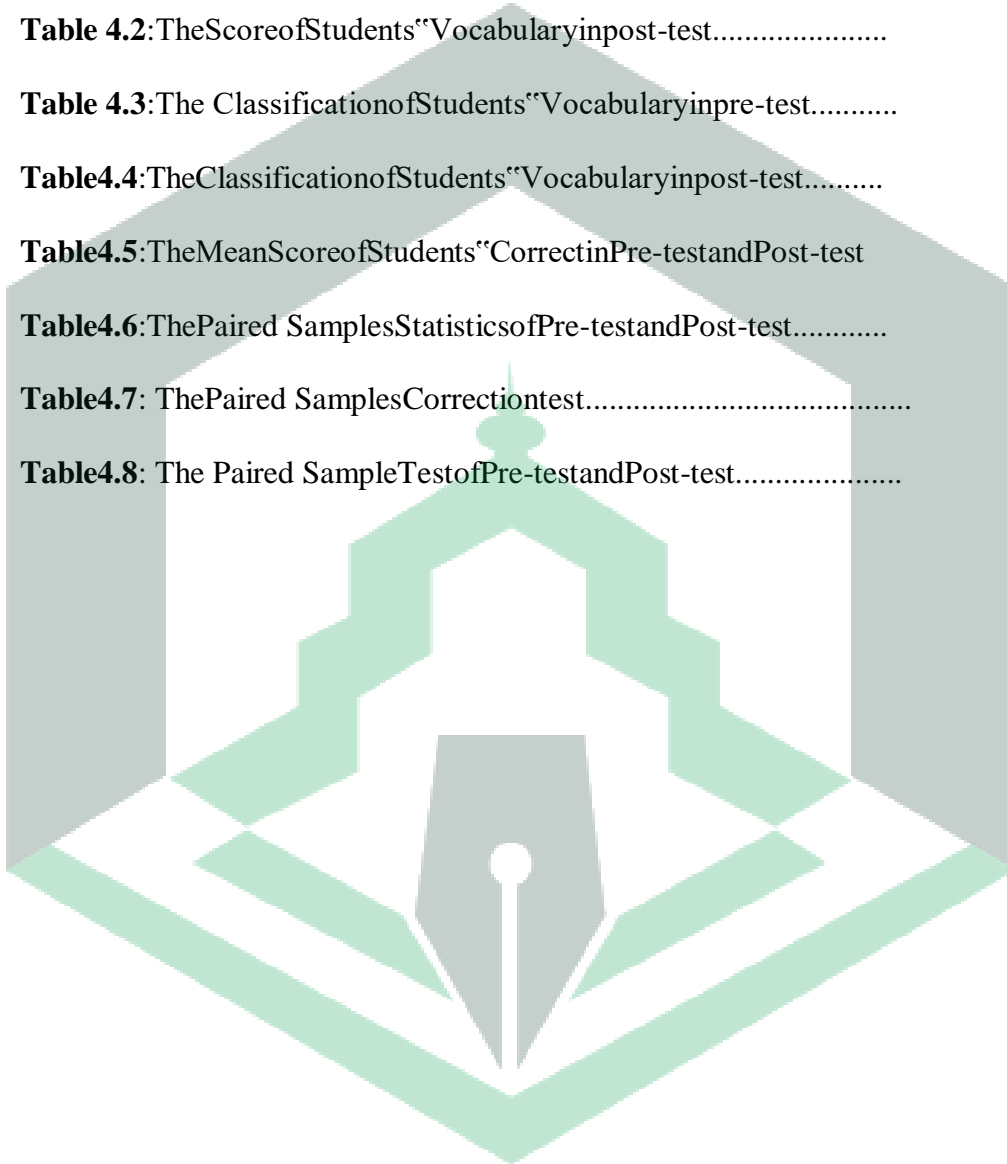
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## ABSTRACT

**RAHADI, 2022. "Improving Students' Vocabulary By Using Miming Games for Eighth Grade Students at SMP Negeri 1 Bajo". A Thesis for English Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, Under Supervisor Amalia Yahya, S.E., M.Hum., as the first consultant and Muhammad Iksan, S.Pd., M.Pd., as the second consultant.**

This thesis tries to determine whether the use of miming games is effective in the classroom. This study uses a Free-experimental design. This study focuses on group pre-test and post-test designs. The subjects in this study were eighth grade students of SMP Negeri 1 Bajo. Researchers used purposive sampling to take samples from a population of 90 students. There were 20 students who became the sample. The research technique is a vocabulary test. SPSS 20 was used to analyze the data. The students were given pre-test and post-test by the researcher. The students' mean pre-test score was 75,5000, and their post-test score was 87,7500. The average post-test assessment is higher than the average pre-test assessment ( $87.7500 > 75.5000$ ). The Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_1$ ) was accepted because the significance level was 0.05 with 19 degrees of freedom ( $df$ ). As a result, there was a significant difference in vocabulary achievement if the miming game was played. The researchers concluded that bodybuilding games could help students improve their vocabulary.

**Keywords:** Vocabulary Skills, Miming Game, Free-Experiment.

**CHAPTER**  
**INTRODUCTION**  
**N**

**A. Background**

Language has an important function in human life since it is a tool that people can communicate with others. As a result, knowing multiple foreign languages, especially English, is not required. The fact that English is the international language has compelled people all over the world to learn it.

Vocabulary is one of the important elements in teaching English. Coady and Huckin state that “vocabulary is central to language and of critical importance to the typical language learner” it means that vocabulary is a success key for learning language to achieve oral and written communication competence.<sup>1</sup>

This statement is also supported by Hatch and Brown. They say, “Vocabulary is the foundation to build languages, which plays a fundamental role in communication”.<sup>2</sup> It describes that by mastering vocabulary, people can express their ideas and understand the others basic competence well.<sup>2</sup>

Related to the importance of vocabulary in language learning, Rivers in Nunan states that “vocabulary is essential for successful second language use because without an extensive vocabulary we would be unable to use the structures and functions we may have learned for comprehensible communication”<sup>3</sup>

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<sup>1</sup>coady and huckin, “Vocabulary Is Central to Language and of Critical Importance to the Typical Language Learner” (1998).

<sup>2</sup>hatch and brown, “Vocabulary Is the Foundation to Build Languages, Which Plays a Fundamental Role in Communication” (1995).

Miming is acting out a story or word with the body only and without using any language and sound. So that it also called silent way. Miming is a popular art form even in recent times.

It is the art wherein the body and facial expressions do the talking. Miming reflects the grace of the body in motions and pays close attention to the technicalities of expression. In it, the body showcases the emotion, moods and thought of person without using the mouth. Though it may appear to be a simple task, miming requires lot of skill and practice to make it look real. Miming Game has many advantages in the classroom especially for young learners. Students enjoy playing games which use mime and good learning can result from them. Students who are a bit shy in the classroom may also be more confident when miming, besides of that it does not require students to come up with possibly difficult language in order to express themselves. In other words, they would act in the same way whether they were miming in English or any other language.

Miming Game is one of the strategies used by the researcher to improve students' ability in memorizing vocabulary. Miming Game is one of the guessing games besides picture guessing, and sentences guessing and the researcher choose Miming Game as the strategy in teaching and learning vocabulary because this strategy is suitable to teach students at junior school.

this theory, it can be inferred that mastering of vocabulary make easier to understand and use other concepts of communication.<sup>3</sup> By increasing vocabulary,

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<sup>3</sup>nunan, "Vocabulary Is Essential for Successful Second Language Use Because without an Extensive Vocabulary We Would Be Unable to Use the Structures and Function We May Have Learned for Comprehensible Communication" (1998).



the ability to communicate and to convey our social need can be established. If learners have vocabulary, they will be able to speak fluently, and they can understand the content of the text easily. Based on the results of observation at second semester in English department, the research finds that the English ability of students is still low because of the lack of vocabulary and learning media factors are inadequate to improve student vocabulary and teacher learning methods are considered less innovative so that students find it difficult to memorize vocabulary. To increase students' vocabulary, teachers must use appropriate techniques, both directly and indirectly. Direct ways such as: showing pictures, using flash cards, semantic mapping and other teaching media. While indirect ways can be done by means of reading text and summarizing it. In this study, the researcher decides to use undercover games to increase students' vocabulary. By using this media, the students can study independently. Considering the problem described above, the researcher is interested in conducting a research entitled: **“improving students' vocabulary by using Miming games for The Eight Grade Students of SMPN1 Bajo”**.

### **B. Research Question**

Based on the background, the researcher formulated the research question as follows: Is miming games effective in improving students' vocabulary mastery of the Eight Grade of SMPN1 Bajo?

### **C. Objectives of the Research**

The general objective of this research is to find out students' vocabulary by using miming games. This research is aimed: To improve students' vocabulary by using miming games for the eight grade students at SMPN1 Bajo. The miming

game was designed in the form of flashcard.

#### **D. The Benefit of the Research**

After knowing of the teaching media in teaching vocabulary, this research hopefully will give some contributions in the teaching for the first semester students at SMPN 1 Bajo.

The following are some advantages of this study:

##### 1. For the students

This study is expected to be able to improve the students' vocabulary mastery in an enjoyable classroom environment.

##### 2. For the teacher

This study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching vocabulary through theories stated in this study.

##### 3. For other researchers

This study is expected to give other researchers a valuable experience which can be used for doing a better action research in the future.

#### **E. Scope of the Research**

This research focuses on improving students' vocabulary mastery by using miming games. The research focuses on the meaning of vocabulary especially in daily activities and parts of the house, because that vocabulary was appropriate to use for Miming Game.

#### **F. Operational Definition**

The researcher defines it as follows:

1. Vocabulary is a type of noun which means the words used in a language.

2. Miming is the art or technique of portraying a character, mood, idea, or narration by gestures and body movements; pantomime. In Miming Game, the game was modified with pictures.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Previous Study

There are some researches that are relevant with this research, those are:

Andi, L., Deny Syamhudin, 2013. The effect of miming games in increasing students' vocabulary achievement at tenth grade students of MA Muslimindasanmaalan Lombok timur. The researcher also has the same purpose with those researchers' purposes. It is increasing vocabulary. The researcher has the same technique using miming games. But the subject is different. It is for grade students of MA and the researcher focusing on eighth grade.<sup>4</sup>

Juliharti, The effect of miming games technique toward students' mastery at the fifth grade students of SD Negeri 74 kota Bengkulu, The related of this research is researcher has the same treatment by using miming games and same purposes for increasing vocabulary. But the subject is different. It is for fifth grade students of SD and the researcher focusing on eighth grade. Furthermore, it will follow some research steps pre-test, treatment, and post-test was given.<sup>5</sup>

Jamalina, write a study that aims to Improving Students Vocabulary by Using Miming Games at Four Grade Students of MI Baiturrohman Suwaluh. The research above was designed to improve Vocabulary using Miming Games and it has the same purpose with this research. In the other hand, this research also

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<sup>4</sup>Andi, L., Deny Syamhudi. The Effect Of Miming Games In Increasing Students Vocabulary Achievement: At tenth Grade Students Of MA Tarbiyatul Muslimin Dasan Maalan Lombok Timur (2013).

<sup>5</sup>Juli Harti, Depa, The Effect of Miming Game Tecnique to Ward Student's Vocabulary Mastery at The Fifth Grade Student's Of SD Negeri 74 Koa Bengkulu. (2016).

improving students vocabulary and has the same method it was use experimentmethod.<sup>6</sup>

Piliang, Ema Andriani, The effectiveness of using miming games in teaching present continuous tense at grade VIII students of MTS Darul Istiqomah Padang Sidempuan. The relevant of this study is researcher has same subject foreign grade students. The difference between Piliang's research and this study are the objective of this research to focus on present continuous tense and the research to focus on vocabulary.<sup>7</sup>

The researcher can this conclusion based on previous research that all research related to this research is about increasing students' vocabulary by using miming games effectively in learning; what distinguishes previous research is the method, and location the researcher have to give a better treatment to the student and also using a good method based on the condition of the class. The similarities of this research are the improving student vocabulary with using games.

## **B. Some Pertinent Ideas**

### **1. Vocabulary**

#### **a. Definition of vocabulary**

According to Ur, vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. For example, if someone learns new words in

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<sup>6</sup>Jamalina, "Improving Students' Vocabulary by Using Miming Games at Four Grade Student of MIBaiturrohman Suwaluh" (2016).

annisanurulfadillah, "The Use of Mime Game in Improving Students Vocabulary" (2016).

<sup>7</sup>Piliang, Ema Andriani, The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTS Darul Istiqomah Padang Sidempuan. (2021).

foreign language, it means that someone learns vocabulary. The items in vocabulary may be more than a single word, for example post office mother-in-law which expresses a single idea.<sup>8</sup>

According to Hornby, vocabulary is a number of words in a language. It means that vocabulary is all words which are owned by a language.<sup>9</sup> Similarly, Hatch and Brown state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. It means that vocabulary is the words of a certain language which are used by language speakers in using language.<sup>10</sup>

#### b. Kinds of vocabulary

Haycraft divides two kinds of vocabulary. There are active and passive vocabularies. Active vocabulary is the words that the students can understand, pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that the students recognize and understand when they occur in context, but which learners cannot produce correctly themselves.<sup>11</sup>

Nation mentions two kinds of vocabulary learning. They are receptive learning and productive learning.<sup>12</sup> The explanation is as follows:

#### 1) Receptive learning

Receptive learning is the ability to recognize a word and recall its meaning

<sup>8</sup>ur, "Vocabulary Is the Words We Teach in the Foreign Language" (1995): 60.

<sup>9</sup>Hornby, "Vocabulary Is a Number of Words in a Language. It Means That Vocabulary Is All Words Which Are Owned by a Language" (1995).

<sup>10</sup>Hatch and Brown, "Vocabulary Is the Foundation to Build Languages, Which Play a Fundamental Role in Communication."

<sup>11</sup>Haycraft, "Divide Two Kinds of Vocabulary" (1995).

<sup>12</sup>Nation, "Mentions Two Kinds of Vocabulary Learning" (1990).

when it is met. Hatch and Brown in *Haycraft*, also have similar explanation that receptive vocabulary when they occur in context, but which they cannot produce correctly. The words can be found in reading context but they are not used in speaking and reading.

## 2) Productive learning

Productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. Hatch and Brown (in *Haycraft*), explain that productive vocabulary is the words that the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary supported by the ability to speak or to write at the appropriate time. Thus, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought or idea to others.<sup>13</sup>

Meanwhile, Harmer states that active vocabulary refers to vocabulary that students have been taught or learn and which the students will recognize when they meet them but which they will probably not be able to produce. It means that active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.<sup>14</sup>

From all of the definitions of kinds of vocabulary above, the appropriate aspect for teaching to young learners in junior high school at the fourth grade is receptive learning or passive vocabulary. It is because students at the fourth grade

<sup>13</sup>Hatch and Brown, "Vocabulary Is the Foundation to Build Languages, Which Plays a Fundamental Role in Communication."

<sup>14</sup>Meanwhile, "Vocabulary Refers to Vocabulary That Students Have Been Taught or Learn and Which the Students Will Recognize When They Meet Them but Which They Will Probably Not Be Able to Produce" (1991).

are receptive learning or passive vocabulary. It is because student at junior highschool's beginner in learning English. they can not to produce words them self(speaking and writing), but they can receive words from another people or things(listeningandreading).

### c. Teachingvocabulary

Teaching vocabulary especially toyoung learner is not easy. The successof vocabulary teaching not only depends of the students. In this case the teacherhastochoosethe appropriate techniques.

There are a lot of techniques that can be used in teaching vocabulary toyounglearners.Brewsteretal.givesomeexamples oftechniquesintroducenewvocabulary,<sup>15</sup>theyareasfollows:

- 1) Usingobject
- 2) Drawing
- 3) Usingillustrationsandgestures
- 4) Mime,expressionsandgestures
- 5) Using opposites
- 6) Guessingfromcontext
- 7) Eliciting
- 8) Translation

Thereareseveraltechniques thatcanbeusedinlanguagelearning:

- 1) Throughsongs(melody,rhythm,lyrics).

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<sup>15</sup>Brewsteretal,“Techniques to Introduce New Vocabulary”(1992).90-91



- 2) Using simple color and meaningful picture which is in readable size.
- 3) Through total physical response activities.

Meanwhile, Allen states about more techniques for beginner classes, namely:

using commands, using real object, using communication experiences, and the value of picture that students draw.<sup>16</sup>

#### d. Aspects of vocabulary

Ur states some aspects that the learner should be mastered and the teachers should be taught in order to help the learners in mastering vocabulary.<sup>17</sup>

They are as follows:

##### 1. From (pronunciation and spelling)

Here, the mastery of vocabulary involves the mastery on pronunciation and spelling. The learner has to know how the word sounds and how the word spells. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

##### 2. Grammar

The grammar of a new word will need to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of concerning with other words in sentences.

##### 3. Collocation

The collocation typical of particular items are another factor that makes particular combinations sound 'right' or 'wrong' in a given context.

<sup>16</sup>Allen, "Techniques for Beginner Classes" (1983), 23-28

<sup>17</sup>Ur, "Vocabulary is the Words We Teach in the Foreign Language". (1998), 6-62

## e. Aspect of meaning

### 1. Denotation

Denotation is the meaning of a word is primarily what it refers to in the real world or it is often the sort of definition in a dictionary. A less obvious component of the meaning of an item is its connotation. The associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. An aspect of meaning that also needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation or is more suitable for formal than informal situation, or belongs to a certain dialect.

### 2. Meaning relationship

When the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are of the main ones.

- a) Synonyms: items that are the same, or nearly the same; for example, bright, clever, smart, and intelligent are synonyms of intelligent.
- b) Antonyms: items that serve as specific opposites; rich is an antonym of poor.
- c) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse, are hyponyms of animal.
- d) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.
- e) Superordinates: general concepts that 'cover' specific items; animal is the superordinates of lion, dog, mouse, etc.

- f) Translation: words or expressions in the learners' mother tongue which are (more or less) equivalent in meaning to the item being taught.

### 3. Word formation

Vocabulary item, whether one word or multi word, can often be broken down into their component of words. Exactly how these words are put together is another piece of useful information.

From all of the aspects of vocabulary above, the appropriate aspects for teaching to young learners in junior high school are from (its spelling and pronunciation) and the meaning (its denotation meaning). It is because they are basic aspects in presenting vocabulary. Before learning the higher aspects, they have to know how the word sounds, how the word spells and what the meaning is. It means that before mastering the three aspects correctly, the students will get the difficulties when they learn the vocabulary by using grammar, collocation, connotation, appropriateness, meaning relationship, and word formation.

#### f. level of vocabulary

Tier one consists of the basic words. these words rarely require direct instruction and typically do not have multiple meanings. sight words, nouns, verbs, adjective, and early reading words occur at this level.

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading.

Tier three consists of low-frequency words that occur in specific domains. domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc.<sup>18</sup>

### C. Teaching Media

#### a. Definition of Teaching Media

Teaching media is a tool that can deliver an instructional purpose of messages or information in teaching and learning process. Media means of expressing message and information.<sup>19</sup>

In addition, teaching media is plural form of *medium*, from Latin word *Medius* means “middle”. In Bahasa, *medium* means “between or interval”. The meaning of media related to something that delivers information (message) from one to another.<sup>20</sup>

Based on the definition above, it can be concluded that the teaching media is all aids/tools which may be used by teacher and learner to attain certain education objectives. Media relates to technique, method in teaching and learning process.

#### b. The Function of Teaching Media

The function of teaching media in teaching and learning process as follows:

1. The using of media in teaching learning process is not addition function but has own function as an aid to express effective teaching learning situation.
2. The using of teaching media is integral part of all learning situation. It means

<sup>18</sup>[https://www.kirtlandschools.org/Download/182\\_VocabularyTiers.pdf](https://www.kirtlandschools.org/Download/182_VocabularyTiers.pdf)

<sup>19</sup>Anderson, “A Taxonomy for Learning, Teaching, and Assessing” (2007).

<sup>20</sup>tiowiby, “Teaching Media According to Experts” (2013).

that teaching media is one of the elements that should be developed by teacher.

3. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.<sup>21</sup>

In addition, teaching media function based on Arief Sadiman are:

1. Auxiliary tool to create effective learning situation.
2. Integral part of all learning situation.
3. To concretize the abstract concept, so, can decrease verbal comprehension.
4. To build up students' motivation to learn.

There are similarities between Sudjana and Mulyani. Both of them stated that the using of teaching media is integral part of all learning situation. It means that teaching media is one of the elements that should be developed by teacher. But there is also different between their opinions. According to Mulyani, teaching media is an auxiliary tool to create effective learning situation. While Sudjana stated that the using of teaching media in learning process is not addition function, but it has own function as an aid to express effective learning situation.<sup>22</sup>

#### c. Kind of Teaching Media

According to Rosita Primasari, media are classified into seven categories such as:

1. Graphic Media: any kind of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
2. Display Media: a board used to show information in small group, e.g.,

<sup>21</sup>sudjana, "Teaching Media" (2002).

<sup>22</sup>ariesadiman, "Educational Teaching Media, Meaning and Utilizations, Jakarta Rajawali Press" (2000).

chalkboard, bulletin board, flannel board, and pegboards.

3. Three-Dimensional Media: a the medium that has 3D shape. For example, models, objects, specimen's puppets.
4. Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
5. Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
6. Video Media: this media is combination between audio and visual, e.g., TV, video cassettes, CD, computers.
7. Activity Media: media that can act some activity. For example, field trips, dramatization, demonstration, and role-playing.<sup>23</sup>

Based on Razak RA teaching media can be grouped as follows:

1. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
2. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
3. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, microfilmed.

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<sup>23</sup>rositaprimasari, "Implementation of Teaching Media in Madrasah Aliah South Jakarta" (2014).

There is different opinion between Mahajan and Sahid. Mahajan classified teaching media into more specific categories, such as graphic media, display media, three dimension media, projected media, activity media, audio media, and video media. But Sahib groups teaching media into general parts, like visual media, audio media, and projected media.

#### **D. Miming Games**

##### **1. The Nature of Miming Game**

Learning English language is not easy. Because it is not our language and our culture and it also has differences between the writing and the pronunciation. English language is difficult to learn especially for young learners. But if learn the language by something pleasure it will be easy. In this research the researchers use miming game to improve students' vocabulary. Because learning vocabulary through game is one effective and interesting way that can be applied in any classroom. Besides of that game also help the teacher to make teaching and learning process easier. Games are good to help students in mastery vocabulary. Students usually difficult to memorize the vocabulary but by using game they will remind it. Therefore, the researcher used miming game to improve students in mastering vocabulary.

Miming game is one kind of guessing game besides guessing pictures, and guessing sentences. The different of miming game is, it only used the gesture to speak. Alqahtani, teaching gestures appear in various shapes hand Gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learner to infer the meaning of a spoken word

or expression, providing that they are unambiguous and easy to understand. Mime can be defined as the art of silent recreation.<sup>24</sup> According to Lamda, mime is the “art of silence”. The reason for this silence is not based on a hatred of words or simply the pleasure of telling a story without words; the mime artist can speak what words cannot say and might proclaim in a gesture what a writer may take pages to tell.<sup>25</sup>

According to Pinter and Doff (as cited in Hartini, one of the most effective guessing games is miming game where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity and his group or the whole class try to guess what he really means.<sup>26</sup> Goleman adds that children always enjoy fantasy, imagination and movement, and he claims that learning does not take place in isolation from children “feelings. Children will remember and learn faster when they are happy, relaxed and unthreatened, therefore teachers have to create a conducive and pleasurable atmosphere, so that what they learn can have a lasting effect on them.<sup>27</sup>

## 2. The Design of Miming Game

Miming game is a simple game which can be used in many levels to learn and practice vocabulary. This game is not new again for students at second semester because they often play this game in their daily activities such as asking and

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<sup>24</sup>alqahtani, “Teaching Gestures Appear in Various Shapes: Hand Gestures, Facial Expressions, Pantomime, Body Movements” (2015).

<sup>25</sup>lamda, “Mime Is the Art of Silence” (2012).

<sup>26</sup>pinter and doff, “The Nature of Miming Game” (2012).

<sup>27</sup>goleman, “Children Always Enjoy Fantasy, Imagination and Movement, and He Claims That Learning Does Not Take Place in Isolation from Children’s Feelings” (1996).



queen game. King and queen is one kind of miming game. The game is very good to improve students in mastering vocabulary, because the students will guess about what is their friend do. This game can play with group or individual. According to Lamda, learners at grade four will be able to demonstrate that they can create a believable character through mime, create relationships with other characters and engage with the imaginary. Their movement will be clear and coordinate, with the application of developing technical skills.<sup>28</sup>

This game is simple and easy to operate in classroom. It also can increase students' interest to learn English language. In doing a miming game, learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, describing the structure learned. A learner feels excited because he has to perform an activity related to the present material learned, that he knows, but his friends do not. He has to use his imaginative skill, because his job is to describe an activity by acting out or miming an activity without saying a single word to his friends in a team in a certain period of time that has been agreed upon. Moreover, they enjoy doing acting out a role.

From that strategy the researcher has more knowledge about Miming Game. To apply Miming Game the researcher has different strategy. These are the strategy of miming game:

1. First, divide the class into small groups; one group consists of three or four groups.

Next, the members of the group choose the leader in every group.

2. Then, the first group sends the leader to come in front of the class and give

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<sup>28</sup>lamda, "Mime Is the, Art of Silence."

him/her the vocab.

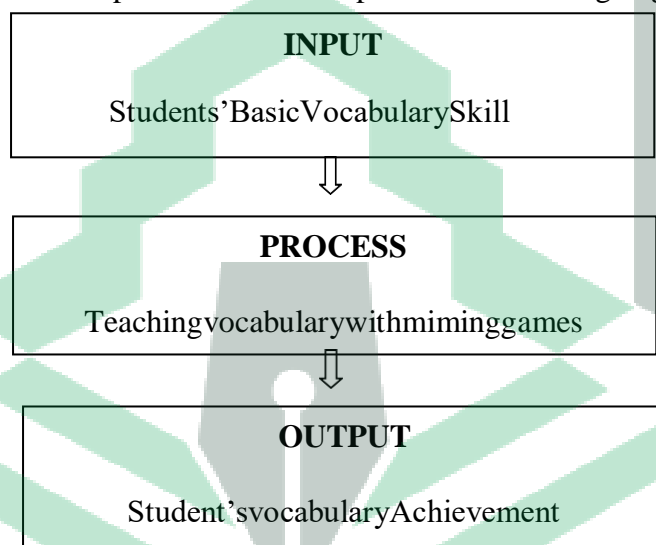
3. Finally, he/she mimed the word. And then the members and the other groups try to guess it. In addition the teachers should limit the time.
4. The group which can guess correctly they will get the point

#### **E. The strengths and weaknesses of miming games**

The strengths of miming games is easy to remind and understand the meaning of vocabulary and also as a long lasting character and the weaknesses of miming games in teaching vocabulary is cannot be used for people with disabilities.

#### **F. Conceptual framework**

The conceptual of this research present the following diagram:



In conducting this research, the researcher will focus on the students' vocabulary skill. This scheme about shows the steps of the researcher in conducting this research. The steps will be started with giving pretest to the student to get the students score of their basic vocabulary skill. In pretest, the researcher asks the students vocabulary without miming games.

The next step is teaching vocabulary skill with use miming games. In this step, researcher will conduct four meeting in teaching vocabulary skill by using miming games stimulating students to vocabulary skill. The last step is giving posttest. In posttest, the researcher will give the students miming games. The expectation of the researcher in this research by using miming games can improve students' vocabulary by using miming games for the first semester students at SMPN 1 Bajo.

### G. Hypothesis

Based on the review above, the researcher made the hypothesis formulas follows:

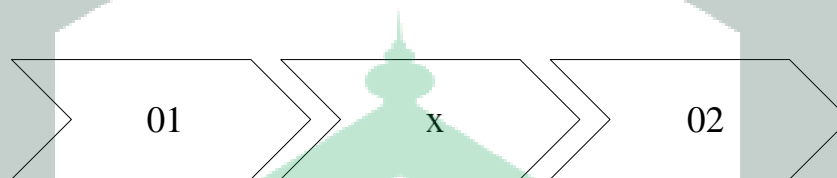
$H_0$  = Miming games is not effective in improving students' vocabulary of the eight grade of SMPN 1 Bajo  $t_0 < t_t$

$H_1$  = Miming games is effective in improving students' vocabulary of the eight grade of SMPN 1 Bajo  $t_0 > t_t$ .

## CHAPTER III METHOD OF RESEARCH

### A. Research Method and Design

In this study, this study use an apply Free-experimental design and was carried out in four meetings. The researcher aims to hone it by using miming games to improve the vocabulary skills of students in the Eight Grade of English education. Researcher does the pretest, treatment and posttest. The following is an illustration of group and a pretest and posttest design.



Where:

01: Pretest

02: Posttest

03: Treatment

### B. Population and Sample

#### a. Population

In the study, the populations are the students' forth eight grade students at SMPN 1 Bajo. There are 3 classes and every class consisting of 30 students. Total populations are 90 students in second semester.

#### b. Sample

This researcher applied purposive sampling. In this study, researchers took 1 class as a sample in class eight grade there are 20 students as a research object.

the researcher took 20 students as the sample because the teaching and learning process of the system took a turn and was divided into odd and even classes. The researcher decided to choose these 20 students as the sample.

### C. Instrument of the Research

The instrument that will be used in this research is Vocabulary Test: it was used to know students' vocabulary ability in pretest and posttest. There are three instruments that the researcher used in this research. They are:

1. Pretest: the researcher collects some information about the students' vocabulary by his/her some list of questions about vocabulary.
2. Posttest: the researcher collects some information about the students' vocabulary to know the result of the students' after having treatment of miming games.

The vocabulary will be an animal vocabulary and using card to show one animal word in each one card.

### D. Procedure of Collecting Data

The procedure of collecting data were as follows:

#### a. Giving Pre-Test

Before start the class, the researcher introducing the material and what was achieved after learning process end. Then the researcher gave motivation to make the students interesting with the learning. Furthermore, the researcher gave pretest in vocabulary to measure students' ability before giving treatment.

#### b. Giving Treatment

The treatment was conducted in four meetings.

i. First Meeting

1. The researcher explained about the materials; Nouns (Animals).
2. The researcher divided students into 4 groups (group 1, group 2, group 3, group 4,).
3. The researcher gave the opportunity for groups 1 and 2 to implement the miming games rules.
4. The researcher provided miming games.
5. The researcher explained about miming games and the rules of miming games.
6. The researcher asked each group to look for vocabularies about noun (animal).
7. Each group had a chance to play the miming games and given 15 minutes.
8. The researcher asks groups 1 to 4 to play the quiet book game while applying the game; Researchers asked them to look up vocabulary they found in miming games.
9. After that, the researchers asked them to mention the vocabulary they got in the miming games.
10. After the groups finished, the researcher counted up the score of each group and discussed it together.

ii. Second Meeting

1. The researcher explained about the materials; Noun (School).
2. The researcher divided students into 4 groups (group 1, group 2, group 3, group 4,).
3. The researcher gave the opportunity for groups 3 and 4 to implement the

miming games rules.

4. The researcher provided miming games
  5. The researcher explained about miming games and the rules of miming games.
  6. The researcher asked each group to look for vocabularies about noun (school).
  7. Each group had a chance to play the miming games and given 15 minutes.
  8. The researcher asks groups 1 to 4 to play the miming games game while applying the game; Researchers asked them to look up vocabulary they found in miming games.
  9. After that, the researchers asked them to mention the vocabulary they got in the miming games.
  10. After the groups finished, the researcher counted up the score of each group and discussed it together.
- iii. Third Meeting
- a. The researcher explained about the materials; verb (daily activity).
  - b. The researcher divided students into 4 groups (group 1, group 2, group 3, group 4,).
  - c. The researcher gave the opportunity for groups 3 and 4 to implement the miming games rules.
  - d. The researcher provided miming games.
  - e. The researcher explained about miming games and the rules of miming games.
  - f. The researcher asked each group to look for vocabularies about verb (daily activity).
  - g. Each group had a chance to play the miming games and given 15 minutes.

- h. The researcher asks groups 1 to 4 to play the miming games game while applying the game; Researchers asked them to look up vocabulary they found in miming games.
  - i. After that, the researchers asked them to mention the vocabulary they got in the miming games.
  - j. After the groups finished, the researcher counted up the score of each group and discussed it together.
- iv. Fourth Meeting
1. The researcher explained about the materials; adjective (part of body).
  2. The researcher divided students into 4 groups (group 1, group 2, group 3, group 4,).
  3. The researcher gave the opportunity for groups 3 and 4 to implement the miming games rules.
  4. The researcher provided miming games.
  5. The researcher explained about miming games and the rules of miming games.
  6. The researcher asked each group to look for vocabularies about adjective (part of body).
  7. Each group had a chance to play the miming games and given 15 minutes.
  8. The researcher asks groups 1 to 4 to play the miming games game while applying the game; Researchers asked them to look up vocabulary they found in miming games.
  9. After that, the researchers asked them to mention the vocabulary they got in the miming games.



10. After the groups finished, the researcher counted up the score of each group and discuss ed it together.

v. Giving Post-Test

In this Post Test the researcher gives miming games for vocabulary by students to understand. After that, the researcher scores the students'. In This test, the researcher hopes the students vocabulary ability has developed after giving treatment and using miming games.

**E. Technique of Data Analysis**

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follow.

I am calculating the correct answers on the pre-test and post-test for the students'.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

1. Using percentage to classify student scores as follows:

$$P = \frac{F}{N} \times 100$$

Notes:

P: Percentage

F: The cumulative frequency of subject N:

Total number of sample

2. Classifying the score of the students into the following score classification:

Classification	Score
Excellent	100–81
Good	80 – 61
Fair	60 – 41
Poor	40 – 21
Very Poor	20–0

3. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the quasi-experimental by using SPSS 20 for window evaluation.<sup>29</sup>

4. Criteria of hypothesis

acceptability  $t_o > t_t = H_o$  is accepted

$t_o < t_t = H_o$  is not accepted

<sup>29</sup>h.douglasbrown, "Language Assessment Principle and Classroom Practices" (n.d.): 287.

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

**A. Findings**

This chapter will explain how to analyze the data. This includes students' pre-test and post-test scores' as well as the mean and standard deviation of their pre-test scores, as well the mean and standard deviation of their pre-test and post-test score, and can match the test sample from the pre-test and post-test.

1. The Score of students' Vocabulary in pre-test

**Table 4.1 score of Students' Vocabulary in Pre-test**

<b>Respondent</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Classification</b>
R1	14	70	Good
R2	17	85	Very Good
R3	17	85	Very Good
R4	15	75	Good
R5	14	70	Good
R6	17	85	Very Good
R7	14	70	Good
R8	17	85	Very Good
R9	13	65	Fair
R10	15	75	Good
R11	16	80	Good
R12	17	85	Very Good
R13	17	85	Very Good
R14	16	80	Good
R15	13	65	Fair
R16	14	70	Good
R17	15	75	Good
R18	13	65	Good
R19	15	75	Good
R20	13	65	Good

## 2. The Score Students' Vocabulary in post test

Table 4.2 Score of Students' Vocabulary in post test

Respondent	Correct Answer	Score	Classification
R1	19	95	Very Good
R2	17	85	Very Good
R3	17	85	Very Good
R4	16	80	Good
R5	19	95	Very Good
R6	18	90	Very Good
R7	19	95	Very Good
R8	16	80	Good
R9	19	95	Very Good
R10	16	80	Good
R11	19	95	Very Good
R12	19	95	Very Good
R13	19	95	Very Good
R14	19	95	Very Good
R15	12	60	Fair
R16	19	95	Very Good
R17	19	95	Very Good
R18	14	70	Good
R19	18	90	Very Good
R20	17	85	Very Good

### 3. The Analysis Students' Vocabulary Score in pretest

**Table 4.3 The Classification of Students' Vocabulary in pre-test**

Classification	Score	Frequency	Percentage
Very good	81-100	6	30%
Good	61-80	14	70%
Fair	41-60	-	0%
Poor	21-40	-	0%
Very poor	0-20	-	0%
Total		20	100%

Table 4.3. This indicates that six students received very good (30%), fourteen students received good (70%), students received got fair (0%), and students received low grades (0%), while (0%) received very poor grades. Based on the information above, it appears that kind' vocabulary remains low.

### 4. The Analysis Students' Vocabulary score in Post Test

**Table 4.4 The Classification of Students' Vocabulary in Post Test**

Classification	Score	Frequency	Percentage
Very good	81-100	15	75%
Good	61-80	4	20%
Fair	41-60	1	5%
Poor	21-40	-	0%
Very poor	0-20	-	0%
Total		20	100%

Table 4.4 shows that in the post test there fifteen students got very good (75%), four students got good (20%), and one students got fair (5%), poor (0%), and very poor (0%), It means a significant improvement in students' vocabulary skills after giving treatment.

#### 5. The Mean Score and standard Deviation of Pre-Test and Post Test

After classifying the students' vocabulary scores, the mean score of the students, correct answers can be seen in the following table.

**Table 4.5 The Mean Score of Students' Correct Answer In Pre-Test And Post Test.**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	65.00	85.00	75.5000	7.76293
Posttest	20	60.00	95.00	87.7500	9.79729
Valid N (listwise)	20				

Students' maximum score is 85.00, their lowest is 65.00, and their highest post test score is 95.00, while their lowest score is 60.00, as shown in table 4.5. furthermore, the pre-test mean score for the students' vocabulary exam is 75.5000, while the post-test mean score for the students' vocabulary test is 87.7500. the standard deviation error before the test is 7.76293, while the standard deviation error after the test is 9.79729.

**Table 4.6 The Paired Samples Statistics of Pre-Test And Post-Test**

		Mean	N	Std.Deviation	Std.Error Mean
Pair 1	Pretest	75.5000	20	7.76293	1.73585
	Posttest	87.7500	20	9.79729	2.19074

The mean pre-test score for students was 75.5000, and the mean post-test score was 87.7500, as shown in table 4.6, the pre-test standard deviation was 7.76293, and the post-test standard deviation was 9.79729. It means that students' vocabulary assessments have improved as a result of playing miming games.

**Table 4.7 Paired Sample Correlations**

		N	Correlation	Sig.
Pair 1	Pretest&Posttest	20	.258	.273

Table 4.7 paired sample correlation of the pre-test and post-test above presents that the correlation of students' abilities before and after treatment is 0.258. It means that there is a significant relationship between students' abilities in teaching vocabulary using miming games before and after treatment.

**Table 4.8 The Paired Sample Test of Pre-Test and Post-Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest – Posttest	-12.25000	10.81848	2.41909	-17.31320	-7.18680	-5.064	19	.000

Table 4.8 was used to collect the data, which was obtained using SPSS 20.

The paired sample test, it shows that  $t_0$  (count) = -5.064 and  $d_f$  (degrees of freedom) = 19. According to Gay the value of  $t_t = 1.729$ . Based on the result,  $t_0$  (count) was higher than  $t_{table}$ ,  $t_0 > t_t$ .

$$-5.064 > 1.729$$

Related to the results of the study that ( $t_0 > t_t$ ) the  $t_{count}$  was higher  $t_{table}$ . It was concluded that there was significant and improvement different in teaching vocabulary before and after using miming games. Because of that, the researcher believed that using miming games was effective in teaching students' vocabulary skill in the eighth grade of SMP Negeri 1 bajo.



## B. Discussions

Based on research that has been done in teaching vocabulary by using miming games by modeling pictures, especially to model nouns, verbs, and adjectives. Students can be motivated and enthusiastic in the learning process and are also interested in learning because they can use miming games and play with their friends or group mates. Students find it easy to describe nouns, verbs, and adjectives using miming games. In addition, it has been proven that using miming games to teach vocabulary can help students learn to describe nouns, verbs, and adjectives. There are significant test results between the pretest and posttest. In the pretest, the highest score in the eighth grade pretest at SMP Negeri 1 Bajo was 85, while the lowest was 65, with a mean of 75.5000 and a standard deviation of 7.76293.

This means that the pretest results of eighth grade students of SMP Negeri 1 Bajo are not good in classifying students' vocabulary skills. For details of the results of the pretest, the researcher marked the results of 20 samples. Students who got an A score of 6 people (81-100) was 30%. Students who got a B grade as many as 14 people (61-80) were 70%. Students who score C (41-60) 0%. Students who get a D (21-40) 0%. Included in the poor category. For students who get an E score (0-20), the percentage is 0% including the low category. And the test results on the post-test showed the highest score for the eighth grade students at SMP Negeri 1 Bajo was 95, and the lowest score was 60, with an average of 87.7500 and standard deviation 9.79729. This means that the post-test results of eighth grade students of SMP Negeri 1 Bajo are in the good category in classifying

students' vocabulary skills. For details of the post-test results, the researcher marked the results of 20 samples. There were 15 students who got an A (81-100), with a percentage of 75% including the very good category. four students got a B (61-80), with a percentage of 20% included in the good category. Students who get a C (41-60) are one student with a percentage of 5%, students who get a D (21-40) are 0% and students who get an E value (0-21) are 0%.

Among five previous related kinds of research, all of the findings show that the students used the for of the research. The previous research that has similarities with this research is about improving students' vocabulary. Such as, Wanda Lestari (2017). In her research, improving students' vocabulary mastery by using text twits game at private Islamic junior high school Al-hijrah 2 lau Dendang. Asmawati Jamal (2010) improving the students' vocabulary mastery by using team game tournament at the second year of MTs Muallimin Muhammadiyah Makassar, Jamalina (2016) improving students vocabulary by using miming games at four grade students of MI Baiturrohman Suwaluh, and Annisa Nurul Fadillah (2016) the use of mime game in improving students vocabulary. And the research show that the miming games can improve students vocabulary in learning English.

In this case, the authors found that by teaching using miming games at SMP Negeri 1 Bajo, students got a significant increase in their scores. It show that using miming games to increase students' vocabulary has solved problems in the eighth grade of SMP Negeri 1 Bajo. As a result, the hypothesis "increasing students' vocabulary by using miming games" was accepted in this study.

## CHAPTER

### V CONCLUSION AND SUGGESTION

#### N

#### A. Conclusion

Based on the results of the study, the researchers concluded that the use of miming games can increase students' vocabulary effectively, this is because it can be seen from the learning outcomes between the average pre-test and post-test scores of students. It means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. Therefore, the use of miming games to increase students' vocabulary has solved the problem in the eighth grade of SMP Negeri 1 Bajo.

Acceptability criteria of this research is if the  $t_{count}$  is higher than  $t_{table}$ , the hypothesis ( $H_0$ ) is shown to be true, and it assists students in expanding their vocabulary.

As a result, the way vocabulary was taught before and after the miming game differed. The researcher came to the conclusion that miming games in the eighth grade students of at SMP Negeri 1 Bajo could assist students in expanding their vocabulary. With point  $t_0 > t_c = -5.064 > 1.729$ .

#### B. Suggestion

Based on the findings of the data analysis and conclusion, the researcher would like to add the obvious tips:

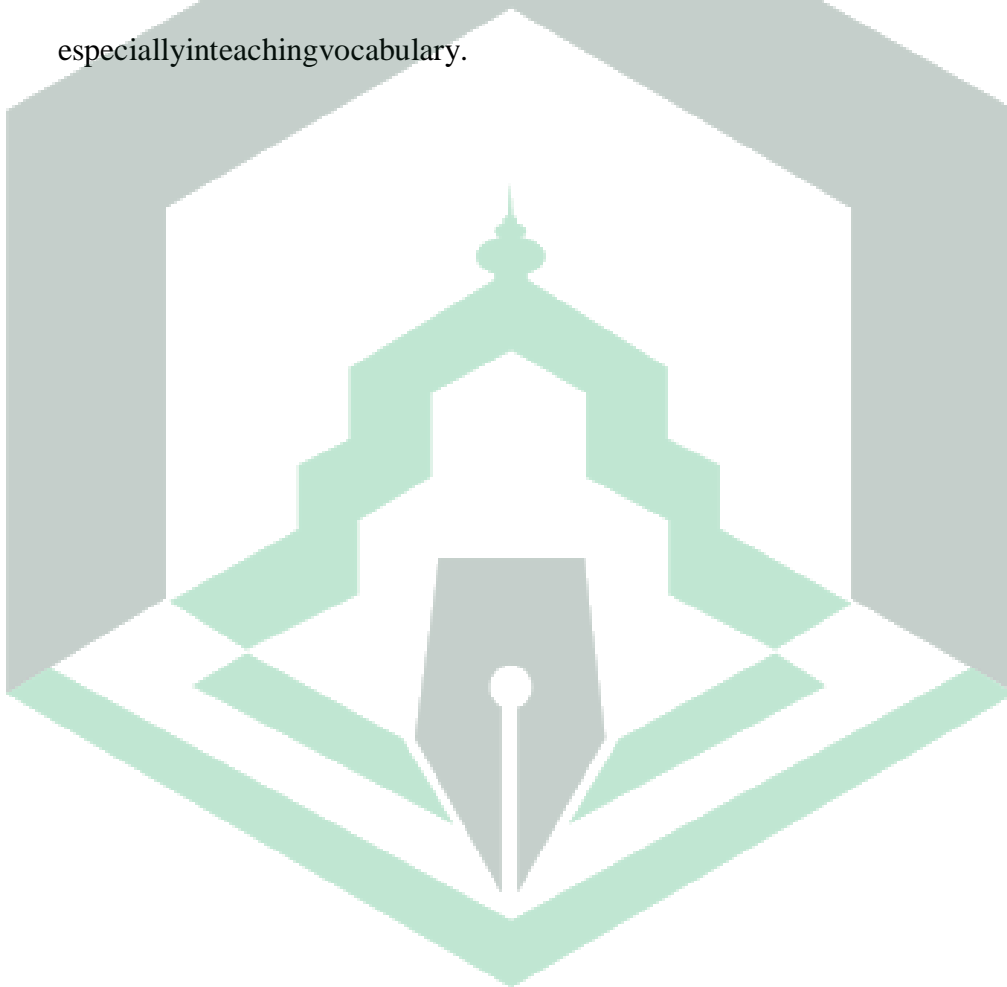
1. For teachers, teachers must understand that the teaching and learning techniques used are very essential in the concept that describes learning motivation. Miming games can be used in the classroom to teach vocabulary,

making the teaching and learning process more active and entertaining. Teachers can use text demonstration games to encourage students to learn vocabulary.

2. For students, students must be more active, especially in learning vocabulary.

They can use miming games in the learning process.

3. In the future, researchers can use miming games in teaching English, especially in teaching vocabulary.



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# APPENDIXES



**i. Lesson Plan (Treatment 1)**

**LESSON PLAN**

- 1. School : SMPN1 Bajo
- 2. Class : VIII
- 3. Main aim : Improving New Vocabulary
- 4. Times : 90 minutes
- 5. Meeting : 1<sup>st</sup> (treatment 1)

6. Learning objectives'  
: a. The student uses the miming games when learning vocabulary.

7. Learning materials : Nouns (animals)

a. Noun

A noun is the name of any word that can stand as the subject or object of any sentence. Besides, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some examples of nouns are;

Nouns				
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)	Nouns (animals)
Student	Table	Face	Market	Cat
Teacher	Pen	Nose	Flores	Tiger
Doctor	Book	Hand	School	Snake
Nurse	Car	Foot	Class	Ant



8. Learningsteps:

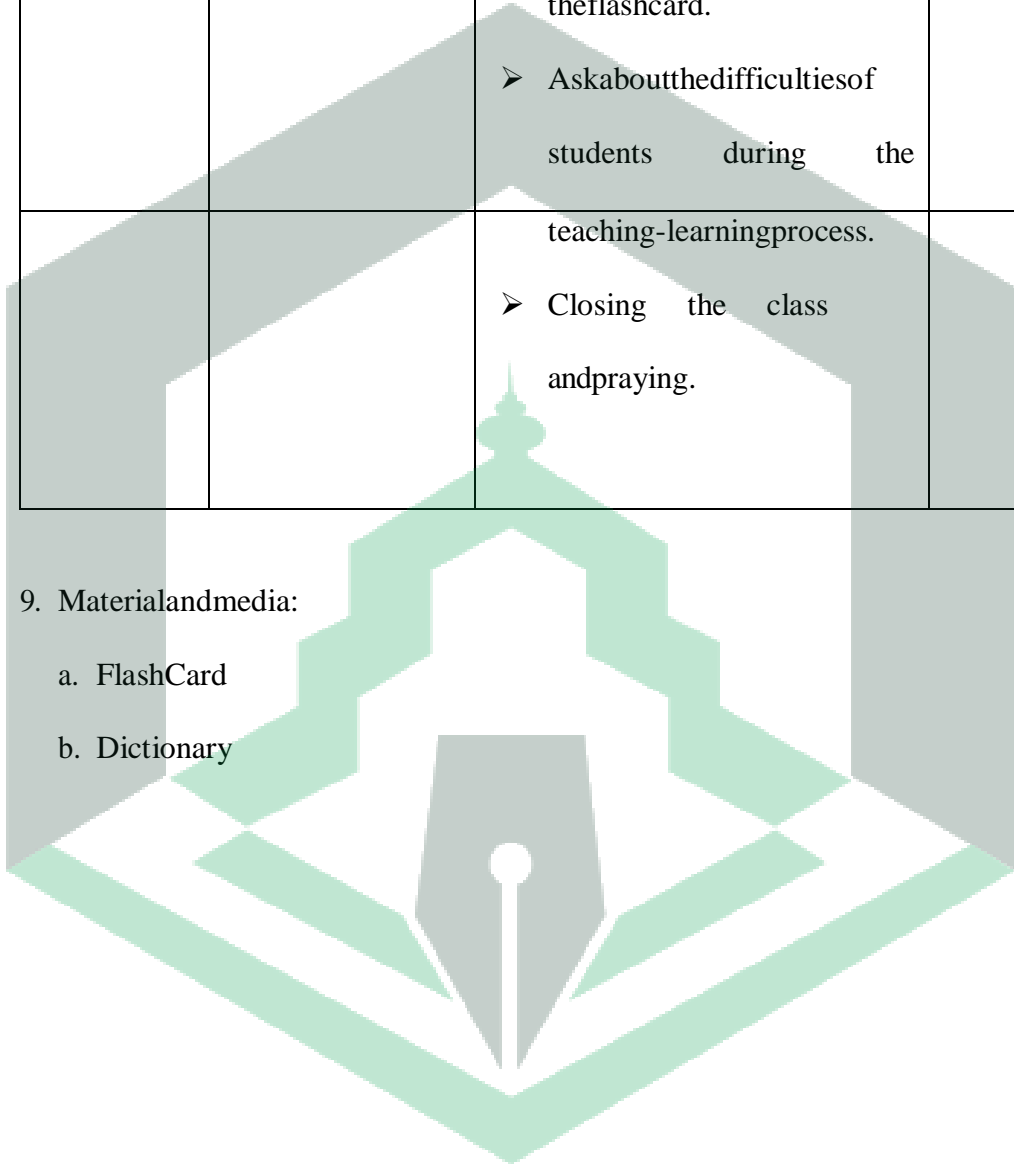
STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warmup	➤ Greeting.	±5-10 min
	Leadin/Review	➤ Introduction ➤ Askingthe students' condition .	
		➤ Ice-breaking. ➤ Givingmotivationtothestude ntsbeforegivingthematerial.	
	Languagefocus	➤ Mention the topic of describingl that will earntoday.	±5-10 min
	Concept checking	➤ Canwestart? ➤ Doyou haveanyquestion?	
Practice	Controlled Practice/p skill ractice	➤ Explain completely aboutnoun. ➤ Give the topic (animals) tothe students. ➤ Elicitingthedefinition.	±30-40 min

	Controlled practice/skill	<ul style="list-style-type: none"> <li>➤ Dividing the students into four groups, one group</li> </ul>	±30-40 min
	Practice	<p>consists of 5 members, and sit according to their group.</p> <ul style="list-style-type: none"> <li>➤ Ask the students to make a group name.</li> <li>➤ Explain the Miming Games.</li> <li>➤ Each group have to choose one people to pick the flashcard.</li> <li>➤ The people who pick the flashcard should demonstrate the picture into their groups.</li> <li>➤ The students are given 5 minutes to pay attention to answer the right picture that demonstrated by their friend.</li> </ul>	

Production	PracticeResult/ Close the activity	<ul style="list-style-type: none"> <li>➤ Give some correction about their mistake when answering the picture of the flashcard.</li> <li>➤ Ask about the difficulties of students during the</li> </ul>	± 5-10 Min
		<p>teaching-learning process.</p> <ul style="list-style-type: none"> <li>➤ Closing the class and praying.</li> </ul>	

9. Material and media:

- a. FlashCard
- b. Dictionary



**ii. LessonPlan(treatment2)**

**LESSONPLAN**

- 1. School :SMPN1Bajo
- 2. Class VIII
- 3. Mainaim :ImprovingNewVocabulary
- 4. Times :90minutes
- 5. Meeting :1<sup>nd</sup>(treatment2)

6. Learningobjectives'

:a.Thestudentusethemiminggameswhenlearningvocabulary.

7. Learningmaterials:Nouns(partofbody)

b. Noun

A noun is the name of any word that can stand as the subject or object of any sentence. Besides, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on. Some examples of the noun are;

Nouns				
Nouns(people)	Nouns(thing)	Nouns(parts of body)	Nouns(places)	Nouns(animals)
Student	Table	Face	Market	Cat
Teacher	Pen	Nose	Flores	Tiger
Doctor	Book	Hand	School	Snake
Nurse	Car	Foot	Class	Ant

8. Learningsteps:

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warmup	➤ Greeting.	±5-10 min
	Leadin /Review	➤ Askingthestudents'condition. ➤ Ice-breaking. ➤ Givingmotivationtothestudentsbefo regivingthematerial.	
	Language focus	➤ Mention thet topic oflearn describing hat will today.	
	Concept checking	➤ Canwestart? ➤ Doyou haveanyquestion?	
Practice	Cont rolle d skill	➤ Givethetopic(school)tothestu dents.	±30-40 min
	Prac tice/ pract ice	➤ Elicitingthedefinition.	

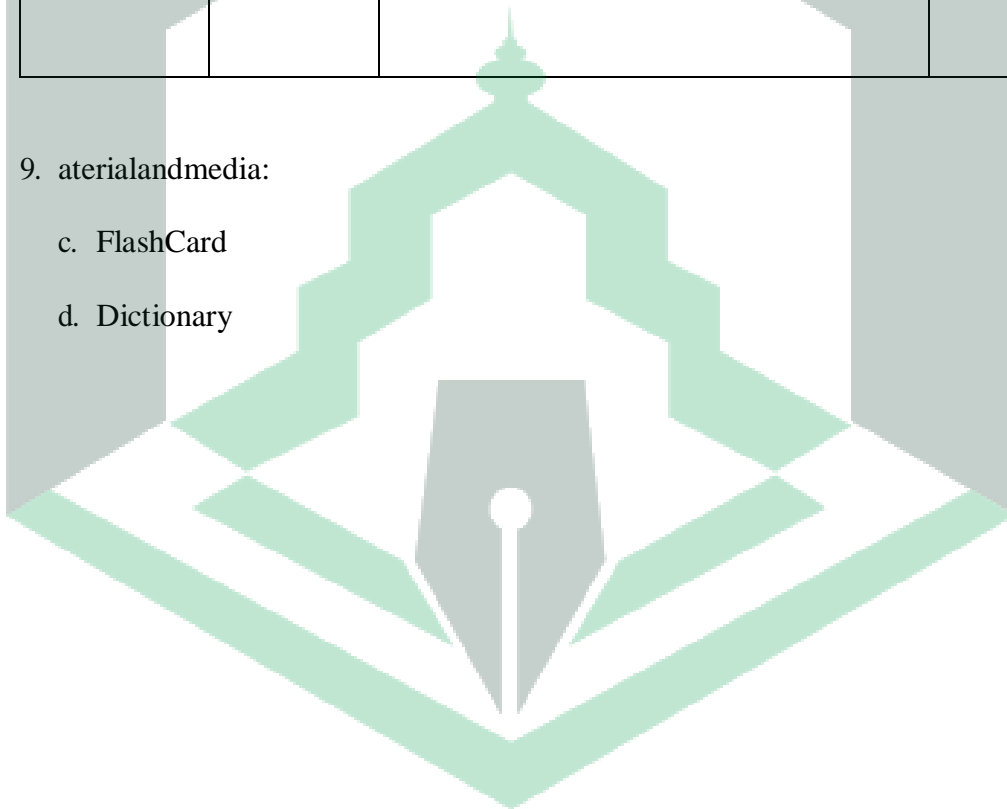
	Controlled practice/skill practice	<ul style="list-style-type: none"> <li>➤ Dividing the students into four groups, one group consists of 5 members, and sit according to their group.</li> <li>➤ Ask the students to make a</li> </ul>	±30-40 min
		<ul style="list-style-type: none"> <li>group name.</li> <li>➤ Explain the Miming Games.</li> <li>➤ Each group has to choose one person to pick the flashcard.</li> <li>➤ The people who pick the flashcard should demonstrate the picture into their groups.</li> <li>➤ The students are given 5 minutes to pay attention to answer the right picture that demonstrated by their friend.</li> </ul>	

Production	Practice Result/Closure	<ul style="list-style-type: none"> <li>➤ Givesomecorrectionabouttheirmistake when answering the pictureoftheflashcard.</li> <li>➤ Askaboutthedifficultiesofstudentsduringtheteaching-learningprocess.</li> <li>➤ Closing the class andpraying.</li> </ul>	± 5-10 Min
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9. aterialandmedia:

c. FlashCard

d. Dictionary



### iii. Lesson Plan (treatment

#### 3) LESSON PLAN

1. School : SMPN1 Bajo
2. Class VIII
3. Main aim : Improving New Vocabulary
4. Times : 90 minutes
5. Meeting : 3<sup>rd</sup> (treatment 3)
6. Learning Objectives : a. The student miming games when learning vocabulary
7. Learning materials : Verb (daily activity)

English verbs are a class of English words used to; 1) describe an action such as *make, study, and write*, 2) show existence such as *be*, 3) indicate possession such as *have and has*, or 4) designate a state of being such as *love, know, and understand*. So, we may glean from that verbs is what is done by someone. Some examples of verbs;

Regular Verb		
Infinitive	Past tense	Past participle
Ask	Asked	Asked
Check	Checked	Checked
Delete	Deleted	Deleted
Enjoy	Enjoyed	Enjoyed
Help	Helped	Helped



Irregular Verb		
Infinitive	Past tense	Past participle
Build	Built	Built
Buy	Bought	Bought
Cut	Cut	Cut
Drink	Drank	Drunk
Fell	Felt	Felt

8. Learning steps:

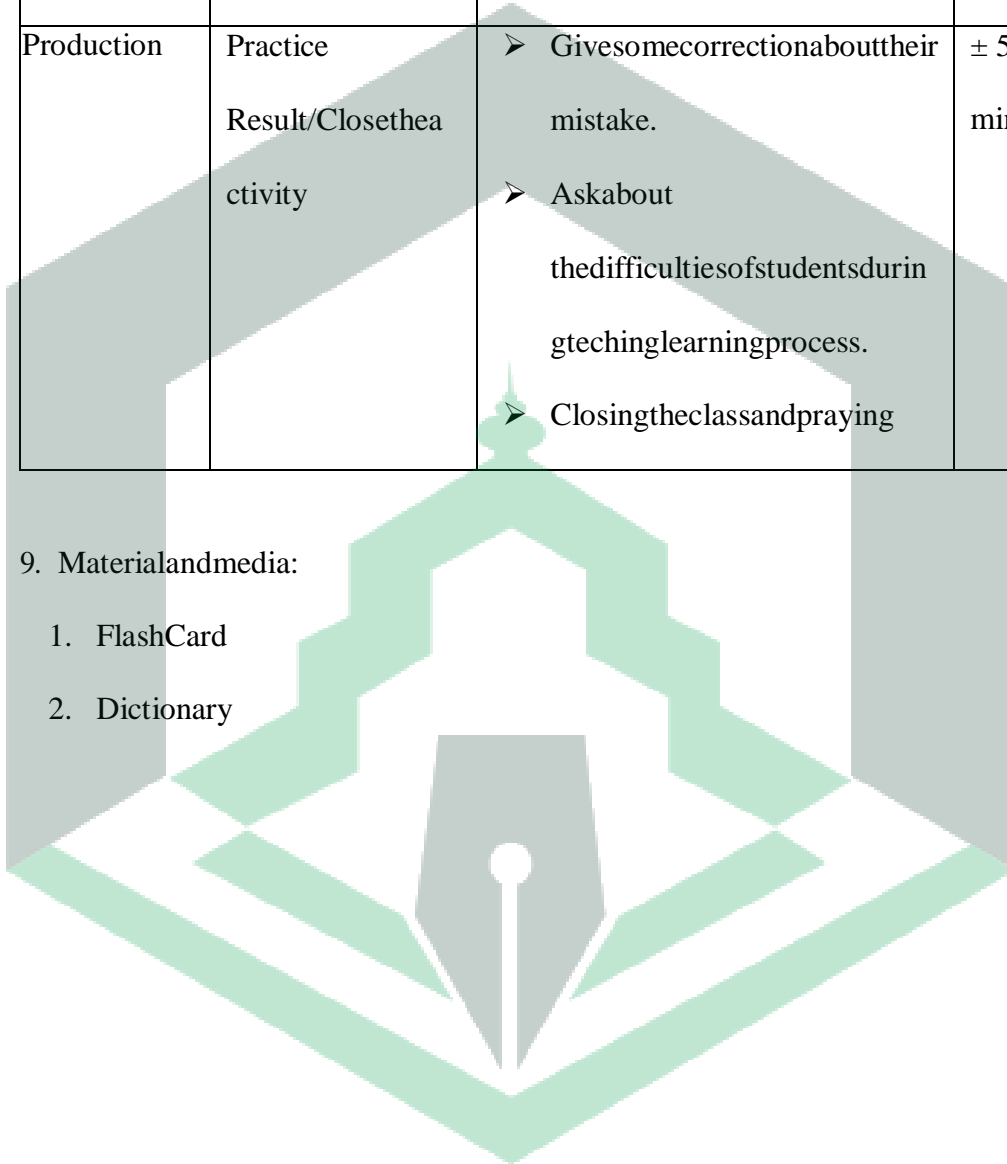
STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warmup Leadin/Review	<ul style="list-style-type: none"> <li>➤ Greeting.</li> <li>➤ Asking the students' condition.</li> <li>➤ Icebreaking.</li> <li>➤ Giving motivation to the students before giving the material.</li> </ul>	±5-10 min
	Language Focus	<ul style="list-style-type: none"> <li>➤ Mention the topic of describing that will be learned today</li> </ul>	
	Concept checking	<ul style="list-style-type: none"> <li>➤ can we start?</li> <li>➤ Do you have a question?</li> </ul>	±5-10 min

Practice	Controlled Practice/practice	<ul style="list-style-type: none"> <li>➤ Give explanation completely about the topic and give instruction before doing the activity.</li> <li>➤ Give the topic (daily activity) to the students.</li> <li>➤ Eliciting the definition.</li> <li>➤ Give explanation completely about the daily activity.</li> </ul>	±30-40 min
	Controlled practice/skill practice	<ul style="list-style-type: none"> <li>➤ Dividing the students into four groups, one group consists of 5 members, and sit according to their group.</li> <li>➤ Ask the students to make a group name.</li> <li>➤ Explain the Miming games</li> <li>➤ Each group has to choose one person to pick the flashcard.</li> <li>➤ The people who pick the flashcard should demonstrate the picture into their groups.</li> <li>➤ The students are given 5</li> </ul>	±30-40 min

		<p>minutestopayattentiontoanswer therightpicturethatdemonstrate dbytheirfriend.</p>	
Production	Practice Result/Closetheactivity	<ul style="list-style-type: none"> <li>➤ Givesomecorrectionabouttheir mistake.</li> <li>➤ Askabout thedifficultiesofstudentsdurin gtechinglearningprocess.</li> <li>➤ Closingtheclasandpraying</li> </ul>	± 5–10 min

9. Materialandmedia:

1. FlashCard
2. Dictionary



#### iv. Lesson Plan (treatment 4)

##### LESSON PLAN

1. School : SMPN 1 Bajo
2. Class VIII
3. Main aim : Improving New Vocabulary
4. Times : 90 minutes
5. Meeting : 4<sup>th</sup> (treatment 4)
6. Learning Objectives : a. The student uses word wall when learning vocabulary
7. Learning materials : Adjective

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word that precedes and qualifies a noun or pronoun. Some examples of adjectives.

Adjective			
Clean	Young	Beautiful	Familiar
High	Wise	Calm	Green
Small	Shy	Cute	Sweet
Far	Rich	Correct	Nice
Smart	Kind	Handsome	Patient
Big	Narrow	Lazy	Noisy
Dirty	Short	Diligent	Ugly

8. Learningsteps:

STEP	ACTIVITIES	PROCEDURES	TIME
Presentation	Warmup	➤ Greeting.	±5-10 min
	Leadin/Review	➤ Asking the students' condition. ➤ Icebreaking. ➤ Giving motivation to the students before giving the material.	
	Languagefocus	➤ Mention the topic of describing what will learn today.	
	Concept checking	➤ Can we start? ➤ Do you have a question?	
Practice	Controlled Practice/p skill practice	➤ Give explanation completely about Adjective and give instructions before doing the activity.	±30-40 min
		➤ Give the topic (Parts of Body) to the students. ➤ Eliciting the definition. ➤ Give explanation about job.	

	<p>Controlled practice/skill practice</p>	<ul style="list-style-type: none"> <li>➤ Dividing the students into four groups, one group consists of 5 members, and sit according to their group.</li> <li>➤ Ask the students to make a group name.</li> <li>➤ Explain the Miming Games.</li> <li>➤ Each group has to choose one people to pick the flashcard.</li> <li>➤ The people who pick the flashcard should demonstrate the picture into their groups.</li> <li>➤ The students are given 5 minutes to pay attention to answer the right picture that demonstrated by their friend.</li> </ul>	<p>±30-40 min</p>
<p>Production</p>	<p>Practice Result/Close the activity</p>	<ul style="list-style-type: none"> <li>➤ Give some correction about their mistake.</li> <li>➤ Ask about the difficulties of students during teaching learning process.</li> <li>➤ Closing the class and praying.</li> </ul>	<p>± 5-10 min</p>

9. Materialandmedia:

a. FlashCard

b. Internet

**1. Metting1<sup>st</sup>(treatment1)**

Nouns(Animals)
Rabbit
Duck
Cat
Parrot
Bee
Snail

**2. Metting2<sup>nd</sup>(treatment2)**

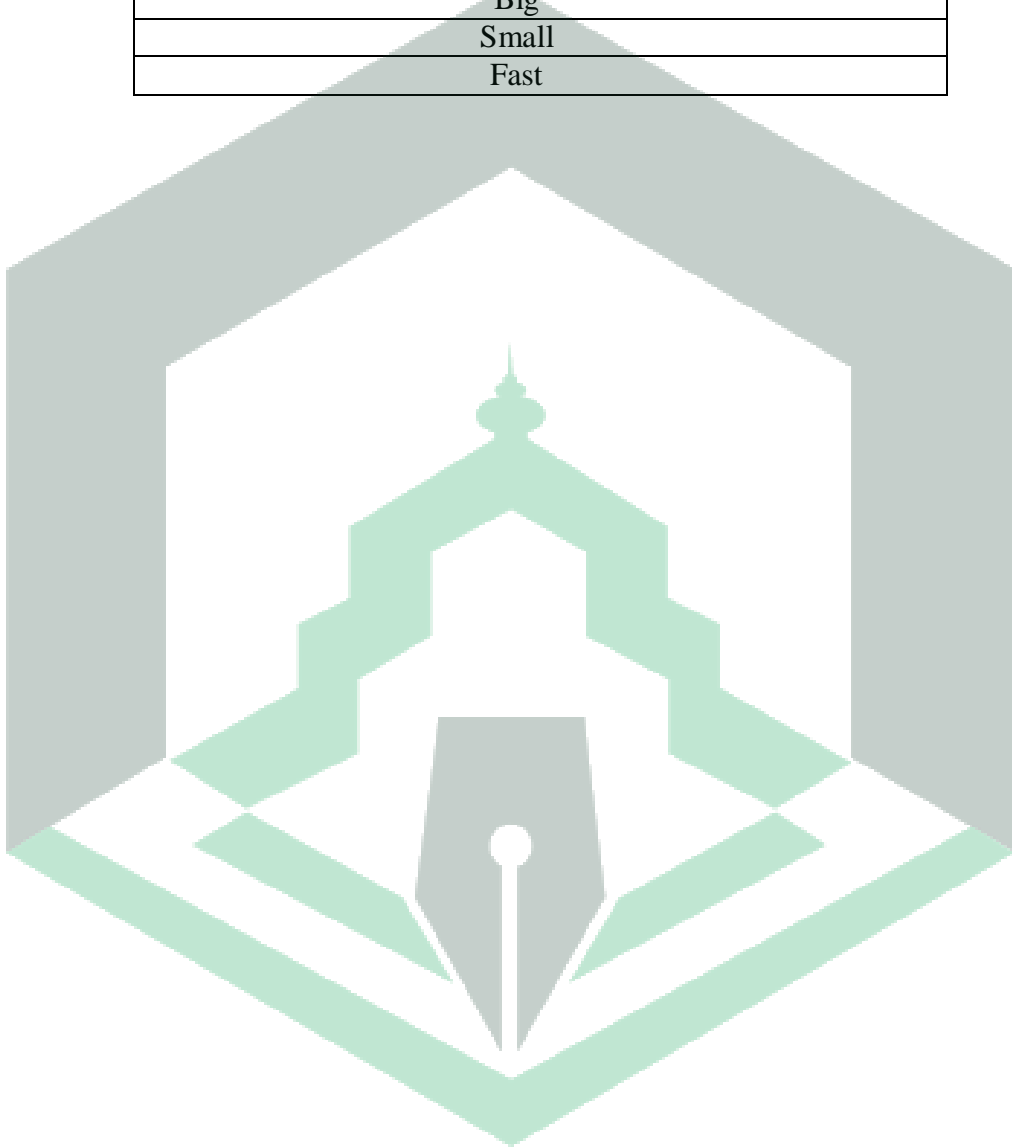
Nouns(PartOfBody)
Foot
Eye
Hand
Fingger
Mouth
Elbow
Ear
Head
Head

**3. Metting3<sup>rd</sup>(treatment3)**

Verb
Bounced
Clapped
Carried
Fished
Crashed
Cried
Closed

#### 4. Metting4<sup>th</sup>(treatment4)

Adjective
Soft
Hard
Short
Big
Small
Fast





## Pretest

Choosethecorrectanswer.

1. Somethingthat youcanfindinyourclassisa...

- a. Pillow
- b. Stove
- c. Knife
- d. Chair

2. Dhonitesches biologyinourclass,heisa...

- a. Nurse
- b. Tailor
- c. Teacher
- d. Police

3. Thefollowinganimalsareclassifiedaspets,except...

- a. Cats
- b. Cogs
- c. Elephanst
- d. Birds

4. ...canbeusedtoplantaflower...

- a. Bucket
- b. Pot
- c. Bottle
- d. Glass

- 
5. You can report a thief in...
- Hotel
  - Gas station
  - Park
  - Police station
6. What has two long ears and usually eats carrots?
- Lion
  - Mouse
  - Tiger
  - Rabbit
7. What is equipment for this sport, except...
- Takraw
  - Bowling
  - Billiard
  - Badminton
8. Alif always... movies in cinema every holiday.
- Reads
  - Watches
  - Writes
  - Plays
9. They... to mall for shopping.
- Go
  - Drink
  - Bath

d. Cook

10. My uncle will... holiday to Europe next month.

a. Flying

b. Sleep

c. Go

d. Stay

11. Umar and his friends slept in the... tonight.

a. Gas station

b. Zoo

c. Bank

d. Post office

12. Santi and Kiki are playing a swing and a slide in the...

a. Park

b. Hospital

c. Restaurant

d. Market

13. My mother... some books from the bookstore.

a. Carry

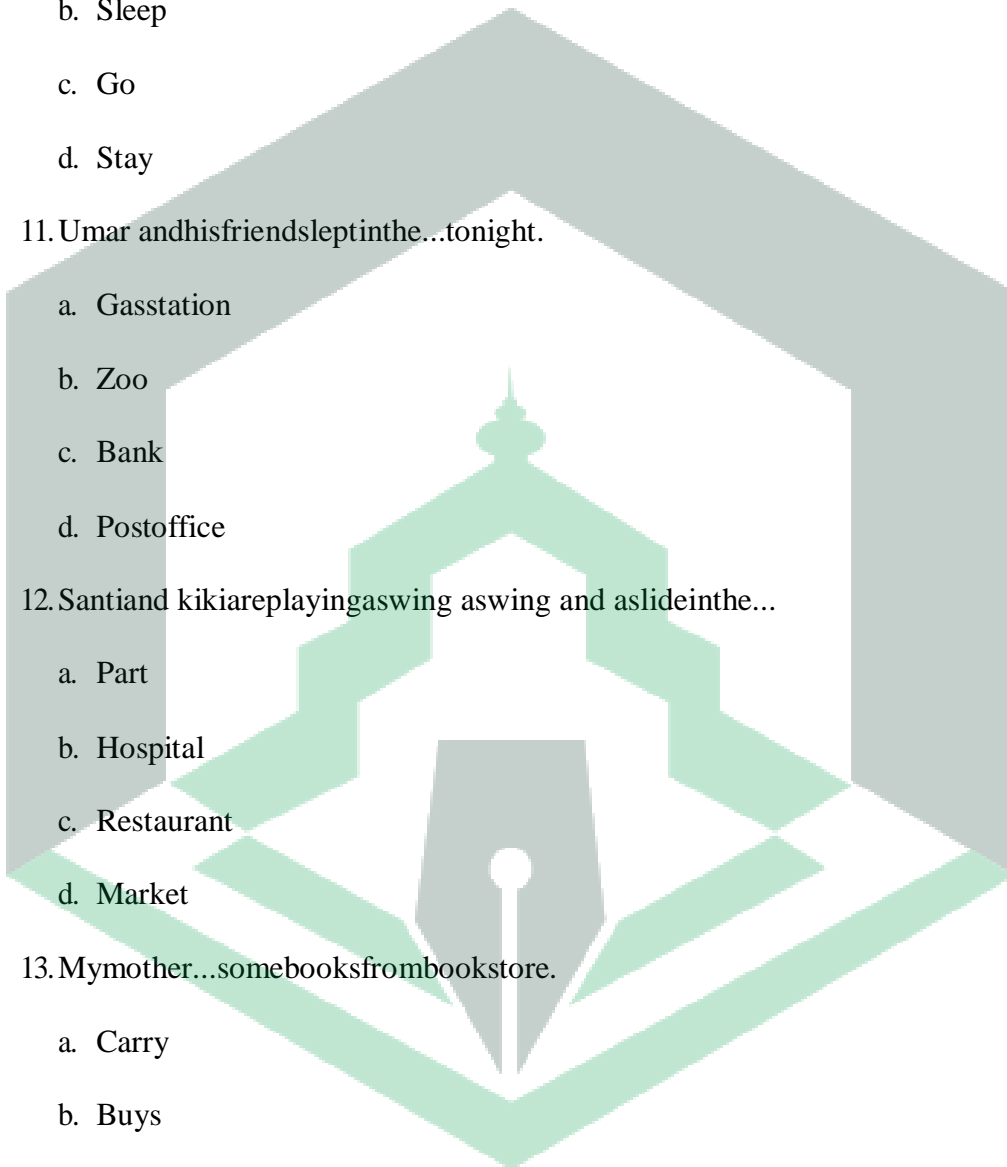
b. Buys

c. Sells

d. Brought

14. She and I always go to the gym for...

a. Sleep



- b. Study
- c. Having a sport
- d. Lunch

15. She is the...students in her class, she is pass in the exam.

- a. Smart
- b. Lazy
- c. Beautiful
- d. Ugly

16. Moslem pray in the...

- a. Monastery
- b. Tempel
- c. Church
- d. Mosque

17. The Christians pray in the...

- a. Monastery
- b. Tempel
- c. Church
- d. Mosque

18. The classrooms are...because they always sweep the classroom.

- a. Dirty
- b. Small



c. Fresh

d. Clean

19. My mom asks me to buy sugar in the...

a. Hotel

b. Market

c. Gas station

d. Police station

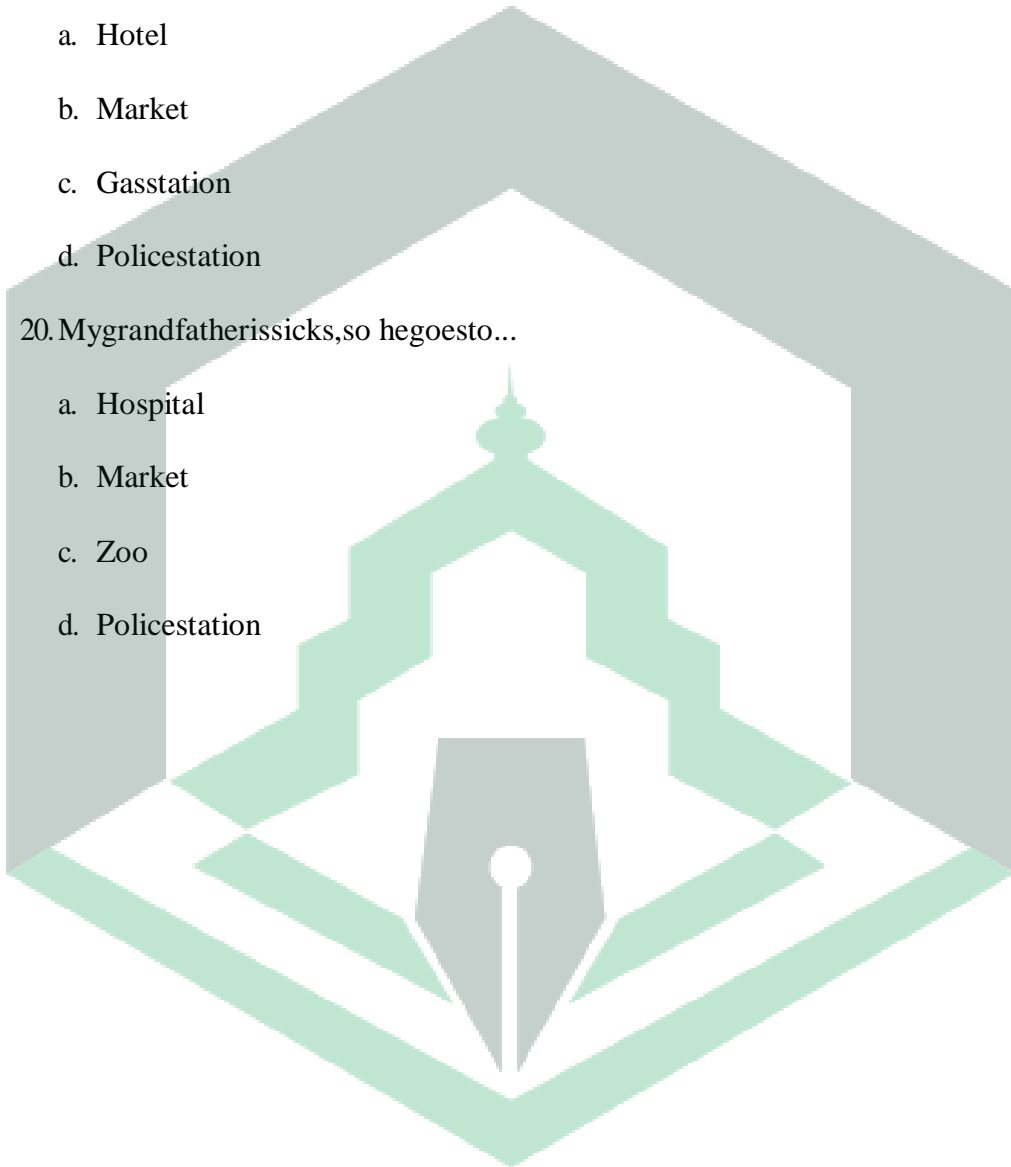
20. My grandfather is sick, so he goes to...

a. Hospital

b. Market

c. Zoo

d. Police station



15 - S  
5 - B

Nama : ANGGA TORE  
Kelas : VIII.2

### Pre test

Choose the correct answer.

1. Something that you can find in your class is a...  
a. Pillow  
 b. Stove  
c. Knife  
d. Chair \* X
2. Dhoni teaches biology in our class. He is a...  
 a. Nurse  
b. Tailor  
c. Teacher \* X  
d. Police
3. The following animals are classified as pets, except...  
 a. Cats  
b. Dogs  
c. Elephants X  
d. Birds
4. ... can be used to plant a flower.  
a. Bucket  
b. Pot  
c. Bottle X  
 d. Glass
5. You can report a thief in ...  
a. Hotel  
 b. Gas Station  
c. Park X  
d. Police station
6. Pet has two long ears and usually eats carrot is?  
 a. Lion  
b. Mouse  
c. Tiger X  
d. Rabbit
7. Ball is equipment for this sport, except...  
a. Takrow  
b. Bowling  
 c. Billiard X  
d. Badminton
8. Alif always....movies in cinema every holiday.  
a. Reads  
 b. Watches ✓

- c. Writes  
d. Plays
9. They ... to mall for shopping.  
 a. Go ✓  
 b. Drink  
 c. Bath  
 d. Cook
10. My uncle will...holiday to europe next month.  
 a. Flying  
 b. Sleep ✗  
 c. Go  
 d. Stay
11. Umar and his friend slept in the ... tonight.  
 a. Gas station  
 b. Zoo  
 c. Bank  
 d. Post office ✓
12. Santi and Kiki are playing a swing and a slide in the ...  
 a. Park  
 b. Hospital ✗  
 c. Restaurant  
 d. Market
13. My mother ..... some books from book store.  
 a. Carry  
 b. Buys  
 c. Sells ✗  
 d. Brought
14. She and I always go to the gym for ...  
 a. Sleep  
 b. Study  
 c. Having a sport ✗  
 d. Lunch
15. She is the ..... students in her class, she is pass in the exam.  
 a. smart  
 b. lazy  
 c. beautiful ✗  
 d. Ugly
16. Moslem pray in the ...  
 a. Monastery  
 b. Temple  
 c. Church  
 d. Mosque ✓

17. The christians pray in the ...

a. Monastery

b. Temple

c. Church ✓

d. Mosque

18. The classrooms are .... because they always sweep the classrooms.

a. Dirty

b. Small

c. Fresh

d. Clean ✗

19. My mom asks me to buy sugar in the ...

a. Hotel

b. Market

c. Gas station

d. Zoo ✓

20. My grandfather is sick, so he goes to ...

a. Hospital

b. Market

c. Zoo ✗

d. Police station



7-5  
13-B

Pre test

Siswa anggram B.  
82

Choose the correct answer.

1. Something that you can find in your class is a...
  - a. Pillow
  - b. Stove
  - c. Knife
  - d. ~~Chair~~ ✓
2. Dhoni teaches biology in our class. He is a...
  - a. Nurse
  - b. Tailor
  - c. ~~Teacher~~ ✓
  - d. Police
3. The following animals are classified as pets, except...
  - a. Cats
  - b. Dogs
  - c. ~~Elephants~~ ✓
  - d. Birds
4. ... can be used to plant a flower.
  - a. Bucket
  - b. ~~Pot~~
  - c. Bottle ✓
  - d. Glass
5. You can report a thief in ...
  - a. Hotel
  - b. Gas Station
  - c. Park
  - d. ~~Police station~~ ✓
6. Pet has two long ears and usually eats carrot is?
  - a. Lion
  - b. Mouse
  - c. Tiger
  - d. ~~Rabbit~~ ✓
7. Ball is equipment for this sport, except...
  - a. Takrow
  - b. Bowling
  - c. Billiard
  - d. ~~Badminton~~ ✓
8. Alif always....movies in cinema every holiday.
  - a. Reads
  - b. ~~Watches~~ ✗

- c. Writes ~~Plays~~
9. They ... to mall for shopping.
- a. Go ~~Drink~~
- c. Bath ~~Cook~~
10. My uncle will...holiday to europe next month.
- a. Flying ~~Go~~
- b. Sleep ~~Stay~~
11. Umar and his friend slept in the ... tonight.
- ~~Gas station~~ ~~Bank~~
- b. Zoo ~~Post office~~
12. Santi and Kiki are playing a swing and a slide in the ...
- ~~Park~~ ~~Restaurant~~
- b. Hospital ~~Market~~
13. My mother ..... some books from book store.
- ~~Carry~~ ~~Sells~~
- b. Buys ~~Brought~~
14. She and I always go to the gym for ...
- a. Sleep ~~Having a sport~~
- b. Study ~~Lunch~~
15. She is the ..... students in her class, she is pass in the exam.
- ~~smart~~ ~~beautiful~~
- b. lazy ~~Ugly~~
16. Moslem pray in the ...
- a. Monastery ~~Church~~
- b. Temple ~~Mosque~~

17. The christians pray in the ...

a. Monastery

b. Temple

c. Church

d. Mosque

18. The classrooms are .... because they always sweep the classrooms.

a. Dirty

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c. Fresh

d. Clean

19. My mom asks me to buy sugar in the ...

a. Hotel

b. Market

c. Gas station

d. Zoo

20. My grandfather is sick, so he goes to ...

a. Hospital

b. Market

c. Zoo

d. Police station

## ANGKET PENELITIAN

### IDENTITAS RESPONDEN

Nama :

Kelas/semester :

### A. Petunjuk pengisian

1. Bacalah dengan teliti setiap pernyataan di bawah ini.
2. Pada setiap pernyataan disediakan empat pilihan yaitu A, B, C dan D
3. Berilah tanda silang (X) pada pilihan anda.
4. Terima kasih atas kejujuran anda dan mengerjakan angket ini.

### B. Pernyataan

1. Penggunaan *miming games* efektif dalam pembelajaran kosakata.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
2. Penggunaan *miming games* dapat membuat siswa senang dalam pembelajaran kosakata.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
3. Penggunaan *miming games* dalam pembelajaran kosakata itu sulit.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju

d. Sangat Tidak Setuju

4. *Miming games* dapat melatih kecakapan anda dalam menemukan makna kata pada setiap pertanyaan atau pernyataan.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

5. Saya lebih sukamenggunakan metode selain *miming games* dalam mengetahui kosakata baru.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

6. Penggunaan *miming games* dalam pembelajaran kosakata sesuai untuk anda.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

7. Dengan menggunakan metode *miming games*,

anda dapat membedakan antar kata benda, kerjanya sifat.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

8. Metode *miming game* yang digunakan sesuai dengan materi yang diajarkan.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

9. Penggunaan *miming game* dalam pembelajaran kosakata meningkatkan kemampuan.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

10. *Miming game* memotivasi anda untuk meningkatkan kemampuan berbahasa Inggris.

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju



Nama: Khairul Anam  
Kls: VIII.2

## ANGKET PENELITIAN

### IDENTITAS RESPONDEN

Nama :

Kelas/semester :

#### A. Petunjuk pengisian

1. Bacalah dengan teliti setiap pernyataan dibawah ini.
2. Pada setiap pernyataan disediakan empat poin yaitu A, B, C dan D
3. Berilah tanda silang (X) pada pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket ini.

#### B. Pernyataan

1. Penggunaan Miming Games efektif dalam pembelajaran kosakata.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
2. Penggunaan Miming Games dapat membuat siswa senang dalam pembelajaran kosakata.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
3. Penggunaan Miming games dalam pembelajaran kosakata itu sulit.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
4. Miming Games dapat melatih kecakapan anda dalam menemukan makna kata pada setiap pertanyaan atau pernyataan.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
5. Saya lebih suka menggunakan metode selain Miming Games dalam mengetahui kosa kata baru.
  - a. Sangat Setuju
  - b. Setuju

- c. Tidak Setuju  
d. Sangat Tidak Setuju
6. Penggunaan Miming Games dalam pembelajaran kosakata sesuai untuk anda.
- a. Sangat Setuju  
b. Setuju  
 c. Tidak Setuju  
d. Sangat Tidak Setuju
7. Dengan menggunakan metode Miming Games anda dapat membedakan antara kata benda, kerja dan sifat.
- a. Sangat Setuju  
 b. Setuju  
c. Tidak Setuju  
d. Sangat Tidak Setuju
8. Metode Miming Games yang digunakan sesuai dengan materi yang diajarkan.
- a. Sangat Setuju  
b. Setuju  
 c. Tidak Setuju  
d. Sangat Tidak Setuju
9. Penggunaan Miming Games dalam pembelajaran kosakata meningkatkan kemampuan anda.
- a. Sangat Setuju  
 b. Setuju  
c. Tidak Setuju  
d. Sangat Tidak Setuju
10. *Miming Games* memotivasi anda untuk meningkatkan kemampuan berbahasa inggris.
- a. Sangat Setuju  
b. Setuju  
c. Tidak Setuju  
d. Sangat Tidak Setuju



## ANGKET PENELITIAN

### IDENTITAS RESPONDEN

Nama : ANNISA NOVIANTI

Kelas/semester : VIII.1

#### A. Petunjuk pengisian

1. Bacalah dengan teliti setiap pernyataan dibawah ini.
2. Pada setiap pernyataan disediakan empat poin yaitu A, B, C dan D
3. Berilah tanda silang (X) pada pilihan anda.
4. Terima kasih atas kejujuran anda mengerjakan angket ini.

#### B. Pernyataan

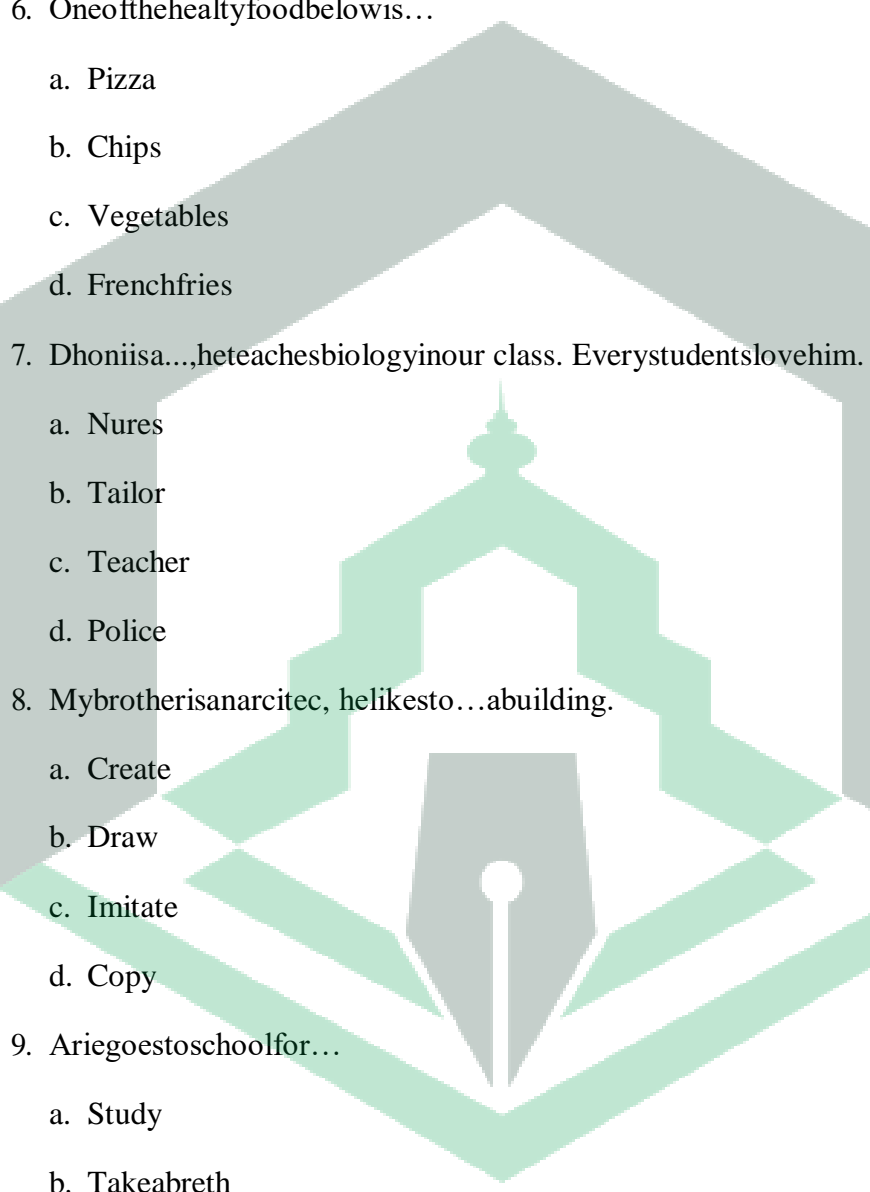
1. Penggunaan Miming Games efektif dalam pembelajaran kosakata.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
2. Penggunaan Miming Games dapat membuat siswa senang dalam pembelajaran kosakata.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
3. Penggunaan Miming games dalam pembelajaran kosakata itu sulit.
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  - d. Sangat Tidak Setuju
4. Miming Games dapat melatih kecakapan anda dalam menemukan makna kata pada setiap pertanyaan atau pernyataan.
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
5. Saya lebih suka menggunakan metode selain Miming Games dalam mengetahui kosa kata baru.
  - a. Sangat Setuju
  - b. Setuju

- c. Tidak Setuju  
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- a. Sangat Setuju  
b. Setuju  
c. Tidak Setuju  
d. Sangat Tidak Setuju

## Post Test

Choose the correct answer.

1. An example of cheap transportation is...
  1. Bus
  2. Taxi
  3. Plane
  4. Private Jet
2. If you want to travel by plane, you must go to the...
  - a. Hotel
  - b. Airport
  - c. Station
  - d. Mall
3. The following are some public transportations, except...
  - a. Jet
  - b. Bus
  - c. Train
  - d. Taxi
4. Something that you can find in a library are...
  - a. Bed and books
  - b. Books and newspaper
  - c. TV and ball
  - d. History book and soap
5. I cannot read a ...
  - a. Email

- 
- b. Newspaper
- c. Fan
- d. Historybook
6. Oneofthehealtyfoodbelowis...
- a. Pizza
- b. Chips
- c. Vegetables
- d. Frenchfries
7. Dhoniisa...,heteachesbiologyinour class. Everystudentslovehim.
- a. Nures
- b. Tailor
- c. Teacher
- d. Police
8. Mybrotherisanarcitec, helikesto...abuilding.
- a. Create
- b. Draw
- c. Imitate
- d. Copy
9. Ariegoestoschoolfor...
- a. Study
- b. Takeabreth
- c. Eat
- d. Takingaset
- 10.Lastnight,myfriendandI gotochurchto...
- a. Pray

b. Sleep

c. Eat

d. Dance

11. Alfian always... at hotel swimming pool.

a. Swims

b. Take a bath

c. Clean

d. Fishing

12. Rian always put gas on...

a. Gas station

b. Hotel

c. Zoo

d. Airport

13. My mother go to the... to buy fish.

a. Market

b. Hotel

c. Airplane

d. Hospital

14. Umar usually... bread for breakfast after go to school.

a. Eat

b. Drink

c. Cook

d. Boil

15. ... is where people watch movies.

a. Hospital

- b. Cinema
- c. Mosque
- d. Gasstation

16. ... is a place where people see animals.

- a. Hotel
- b. Bank
- c. Mall
- d. Café

17. The classrooms are ... because they never sweep the classroom.

- a. Dirty
- b. Small
- c. Fresh
- d. Clean

18. He is ... to go to school, so that he is ...

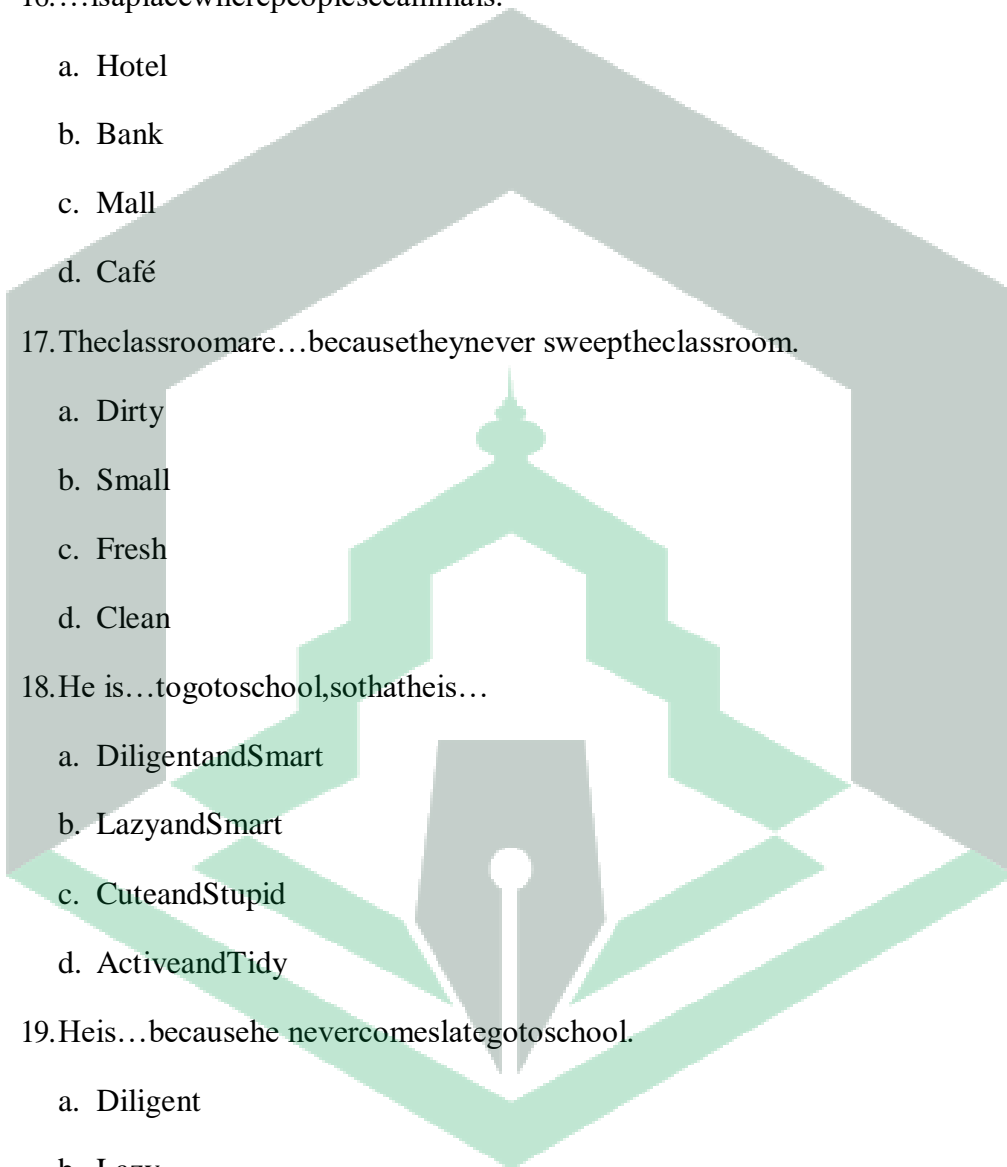
- a. Diligent and Smart
- b. Lazy and Smart
- c. Cute and Stupid
- d. Active and Tidy

19. He is ... because he never comes late to school.

- a. Diligent
- b. Lazy
- c. Active
- d. Tidy

20. She is the ... student in her class. She passes the exam.

- a. Smart



b. Lazy

c. Handsome

d. Active



Nama : Padita Kawokkal  
Kelas : 8.2

19 B  
1 S

Post test

Choose the correct answer.

1. An example of cheap transportation is...

- a. Bus  
 b. Taxi  
 c. Plane  
 d. Private jet

2. If you want to travel by plane, you must go to the...

- a. Hotel  
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3. The followings are some public transportations, except...

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 c. Train  
 d. Taxi

4. Something that you can find in library are...

- a. Bed and books  
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 c. TV and ball  
 d. History book and soap

5. I can not read a...

- a. Email  
 b. Newspaper  
 c. Fan  
 d. History book

6. One of the healthy food below is...

- a. Pizza  
 b. Chips  
 c. Vegetables  
 d. French fries

7. Dhoni is a... , He teaches biology in our class. Every student love him.

- a. Nurse  
 b. Tailor  
 c. Teacher  
 d. Police

8. My brother is an arcitec. He likes to ..... a building.

- a. Create  
 b. Draw



Create

b. Draw

c. Imitate

d. Copy

9. Arie goes to school for ...

Study

b. Take a breath

c. eat

d. Taking a seat

10. Last night, my friend and I go to church to ...

Pray

b. Sleep

c. Eat

d. Dance

11. Alfian always ..... at hotel swimming pool.

Swims

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15. ... is where people watch movies.

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16. ... is a place where people see animals.

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b. Bank

c. Mall

d. Cafe

17. The classrooms are .... because they never sweep the classrooms.

~~a. Dirty~~  
b. Small

c. Fresh

d. Clean

18. He is ..... to go to school, so that he is ....

~~a. Diligent and smart~~  
b. Lazy and smart

c. Cute and stupid

d. Active and tidy

19. He is.... students, because he never comes late go to school.

~~a. Diligent~~  
b. Lazy

c. Active

d. Tidy

20. She is the ..... students in her class, she is pass in the exam.

~~a. Smart~~  
b. Lazy

c. Handsome

d. Active

17 B  
3 S

### Post test

Choose the correct answer.

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c. Cute and stupid

d. Active and tidy

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b. Lazy

c. Active

d. Tidy

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b. Lazy

c. Handsome

d. Active

## DOCUMENTATIONS

### A. Pengumpulan Data Pre-test



### B. Melakukan Treatment





### C. Melakukan Pengumpulan post-test



## CURRICULUM VITAE



The researcher, Rahadi was born on the 3<sup>th</sup> of July 1998 in Bajo. His father's name is Herman and his mother's name is Eta. He has two brothers.

He started his study elementary school (SDN 434 Kalimbubu) in 2004. He graduated in 2010 and continued his study at SMPN 1 Bajo, he graduated in 2013 and continued his study SMKN 1 Bajo, he graduated in 2016. After that in 2016, he continued his study at the State Islamic Institute of Palopo and took English Department.

At the end of his study at the State Islamic Institute of Palopo, he wrote a thesis entitled ***“Improving Students’ Vocabulary By Using Miming Games For The Eight Grade Students Of SMPN 1 Bajo.”***