

Table 4.3	The mean score of students correct answer in pre-test	38
Table 4.4	The Rate Percentage Score of the Students' Post-test	39
Table 4.5	The Mean Score and Standard Deviation of Students' Post-tes	39
Table 4.6	The mean score of the students' posttest	40
Table 4.7	The paired sample test of pretest and posttest.....	40
Table 4.8	The Probability Value of Test of the Students' Achievement	41
Table 4.9	Miming game motivate students'	41
Table 4.10	Miming game increase students' vocabulary.....	42
Table 4.11	Situation more exiting using miming game	42
Table 4.12	Miming game increase vocabulary	43
Table 4.13	Miming games is more enjoy.....	43
Table 4.14	Learning vocabulary more exiting.....	44
Table 4.15	Miming game increase students' vocabulary.....	44
Table 4.16	Increase vocabulary using miming game.....	45
Table 4.17	Using miming game in learning process.....	45
Table 4.18	More interesting using miming game	46

ABSTRACT

Sri Handayani, 2020. Improving Students Vocabulary By Using Miming Game At Second Year SMP Negeri 8 Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State

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Key Word: *Vocabulary and Miming Game.*

This thesis dealt with increasing students' vocabulary by using Miming Game to the eighth grade of SMP Negeri 8 Palopo. The problem statement of this thesis: is the use of miming games effective to increase students' vocabulary to the eighth grade of SMP Negeri 8 Palopo. The objective of the research is to find out whether or not the use of hangman game is effective to increase students' vocabulary to the eighth grade of SMP Negeri 8 Palopo. This research used a pre-experimental method with pre-test and post-test design. The pretest was given to know the students' vocabulary before given treatment. The posttest was given to know the students' improved vocabulary after giving treatment. The population of the research was the eighth class students of SMP Negeri 8 Palopo. The real numbers of the population were 55 for two classes. The sampling technique in this research was purposive sampling. The instrument of this research was a vocabulary test. The writer gave pretest and posttest to the students. The data were analyzed by using SPSS 22. The results of the statistical analysis for the significance level of 0.05 with degrees of freedom (df) = N-1, where (N) = 13, df = 12. Probability values were smaller than α ($0.00 < 0.05$). This shows that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. This means that the game of miming game is effective to improve students' vocabulary. At the beginning of the research, the researcher explained that there were several procedures used to find out the vocabulary of students. Several tests were conducted to collect data such as pre-test and post-test. Students are given a pretest to determine their vocabulary, after giving a pretest, the researcher provides care. The researcher has done four treatments. In this treatment, the researcher explains things in class and miming the game. Then, post-test, the researcher gave a different vocabulary test as in the pretest, the post-test was done after giving four treatments to the students, it was done to get the student scores in the posttest and to found out the increase in students' vocabulary.