

**THE EFFECTIVENESS OF USING MIME GAME IN TEACHING
VOCABULARY AT SEVENTH GRADE STUDENTS
OF ISLAMIC JUNIOR HIGH SCHOOL**

Zahrotul Elmi¹, Ninuk Indrayani², Evi Resti Dianita³

^{1,2,3} Universitas Islam Negeri Kiai Haji Achmad Siddiq, Jember

e-mail: ¹elmizahra1999@gmail.com

Abstract

This research aimed to investigate whether or not there is significant effect of using Mime Game in teaching vocabulary at seventh grade students. The research design was quantitative with pre-experimental design. The subject of the research was seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari which available in a class consisted of 20 students. The technique of data collection was used pre-test, treatment, and posttest. While the technique of data analysis was used t-test. The results showed that the students' vocabulary ability before using Mime Game was still low. It could be seen from the mean score of pre-test and posttest. The mean score before using Mime Game is 58,25 and after using Mime Game is 79. Then, based on hypothesis testing, the value of t count is higher than t table ($-17,846 > 1,729$) at the significance level 5%, it indicates that the alternative hypothesis is accepted. So, it can be concluded that there is significant effect of using Mime Game in teaching Vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo bangsalsari.

Keywords: Mime Game, Vocabulary

1. Introduction

Vocabulary is all about words. When we use language, we use thousands of words all the time. Vocabulary is all the words known or used by people in a specific language when speaking, listening, reading, and writing. In case of English learning and teaching, vocabulary is one of the most important language elements that need to be taught. As stated by Azar in Syafrizal, Handayani, and Prakoso (2017) that the more vocabulary

students know, the better students can increase their speaking and writing, and also understand when reading and listening to certain language. It is supported by the linguist David Wilkins in Thornburry (2002) who stated that the English we learned will not get many improvement if we just spend the majority of our time studying grammar, but we will get more improvement if we learn more words and expressions.

According to Setyaningrum (2016), English takes an essential role as the foreign language particularly in Indonesia which has been studied both formally and informally. The more people who can communicate in English will make the transfer of knowledge faster. The improvement of English can give a positive impact for the Indonesian youth generation. So, mastering vocabulary knowledge as the element of learning English has become educational priority.

However, learning vocabulary is not always as easy as it is expected since Indonesia has many traditional languages as a mother tongue. In fact, there are many opinions in educational world that students have problem in learning vocabulary. First, Amelia, Evenddy, and Miranty (2017) on their research found that students have difficulties in memorizing vocabulary, the students feel bored while the teaching and learning process, the students only have limited time to learn English in the class. Second, Nabilah (2019) on her thesis found that many students got problems in remembering the words, the students passive in the class because the teacher still used traditional method in teaching English.

Meanwhile the researcher itself found the problems related to vocabulary based on preliminary research through interview with the English teacher of MTs Asy-Syafi'iyah Sukorejo. The problems are the students still not confident to show their ability in using English vocabulary as like they were shy when teacher ask them to come forward to do the vocabulary task, there is no dictionary provided since the students do not have their own dictionary, the teacher only used book as a learning sources and conventional technique as a learning strategy, the students were lack of motivation and sometimes it makes them feel bored in the class. Those problems need to be solved since no researcher have ever conducted a research on English subject at this school.

By looking at some problems mentioned above, it proved that teaching vocabulary is not an easy job. The teacher should know more strategies to teach vocabulary. As stated by Richards and Renandya (2002) that the learners need an extensive strategies to acquire new vocabulary or they may lost enthusiasm in trying any opportunities of language learning around them. Besides, a lot of strategies are available and has been used in vocabulary teaching. But, one of strategies that can be used is by applying game.

Silsüpür (2017) argued that game can make students more interest in learning process. The words which students learn could be more permanent if they have fun while learning vocabulary. Game creates students' interaction while playing, so even a shy student can take part in playing a game. Meanwhile, Crookal as cited in Yolageldili and Arikan (2011) claimed that game can reduce anxiety and increase positive feeling as well as creating students' self-confidence.

There are many kinds of game, but the researcher interested to choose Mime game as the strategies in teaching vocabulary. Dickson and Stephens in Mardhatillah and Ratmanida (2016) described that mime game is an activity which use body movement and facial expression like pantomime and enhance learning. The application of Mime game in the classroom is a student will be selected to come forward and mime a word, then the other students will try to guess what she or he really means. Mardhatillah and Ratmanida (2016) also argued that Mime game is interesting because the students will use their imagination to think and guess what the meaning of the expression of their friend who mime a word. It is supported by Harti (2016) on her thesis who claimed that Mime game encouraged students' motivation in learning English vocabulary. Most of the students were active in asking and answering the teaching material in the classroom. As the feedback, the scores of students on English vocabulary were increasing.

There are some previous studies that relevant with this research. The first belongs to Ema Andriani Piliang (2021) entitled "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidempuan". The second is conducted by Vivi Alvionita Desiria Sagala (2018) entitled "The Use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan". The third is conducted by Endah Dwi Kartikasari (2017) entitled "The Effectiveness of Using Miming Game on Students' Vocabulary Mastery to the Eighth Grade Students at SMPN 7 Kediri". The last research is conducted by Syahyar Ridhana Putra, Sofyan A. Gani, and Kismullah Abdul Muthalib (2020) entitled "The Use of Mime Media to Enhance Writing of the Tenth Grade Students of Islamic Senior High School on Recount Text".

Three previous research mentioned above used Mime game in teaching present continuous tense, speaking skill, and writing skill. While a previous research used Mime game in teaching vocabulary with different grade of students from this research. Therefore, the purpose of this research was to investigate whether or not there is significant effect of using Mime game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

2. Method

The design of this research was pre-experimental with a quantitative approach. According to Creswell (2018), quantitative is an approach that used to test objective theories by examining relationships between variables. Two variables used in this research were Mime game as the independent variable and vocabulary as the dependent variable. The use of pre-experimental design because there is no control group used in this research. Then, the design of pre-experimental used was include one group pretest posttest design which according to Yusuf (2014) carried out in three stages, namely pretest, treatment, and posttest. The subject of this research was seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari which consisted of 20 students. They were only in one class. The vocabulary test is used to measure students' vocabulary ability before and after they taught by using Mime game. The kind of test applied was achievement test in the form of multiple choice. The total item was 20 for pretest and 20 for posttest. The technique of data collection is by using pretest, treatment, and posttest.

Therefore, to investigate the effectiveness of using Mime game in students' vocabulary learning outcome, the data will be analyzed from students' score in pre-test and posttest. Then, the researcher used t-test to analyze the data. If the t_{table} higher than the t_{test} value at the 0.05 level of significance, the null hypothesis could not be rejected, indicating that there is not significant effect of using Mime Game in teaching vocabulary. If, on the other hand, the t_{test} value higher than t_{table} at the level of significance 0.05, the null hypothesis could be rejected, indicating that there is significant effect of using Mime Game in teaching vocabulary.

3. Findings and Discussion

In pre-test, the researcher analyzed the results obtained from the students' responses to the test. There were 20 questions for pre-test in form of multiple choice items. This test was designed to establish the achievement of students' vocabulary before they taught by using mime game. The students' score of pre-test can be seen in the table 1 below:

Table 1. The Students' Score of Pre-test

No	Name	Pre-test
1	AFR	65
2	AR	70
3	AS	55
4	CA	50
5	EF	50
6	FR	60
7	FA	55

8	IL	80
9	IS	45
10	LR	50
11	MTM	65
12	MI	60
13	MAR	50
14	MSR	70
15	NNR	65
16	NAH	45
17	NM	40
18	RHS	60
19	RF	80
20	SI	50
Total		1165
Mean		58,25

While the statistical description of the pre-test score could be seen in the table 2 below:

Table 2. Descriptive Statistics of Pretest

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	40.00	80.00	1165.00	58.2500	11.27118
Valid N (listwise)	20					

Based on the the table above, it can be interpreted that the lowest score on student's pre-test was 40, the highest score was 80, the total score was 1165, and the mean score was 58,25.

Meanwhile the posttest scores of the students are shown in the table 3 below:

Table 3. The Students' Score of Posttest

No	Name	Posttest
1	AFR	80
2	AR	90
3	AS	70
4	CA	70
5	EF	75
6	FR	85
7	FA	75
8	IL	95
9	IS	75

10	LR	80
11	MTM	85
12	MI	80
13	MAR	70
14	MSR	85
15	NNR	80
16	NAH	65
17	NM	60
18	RHS	85
19	RF	95
20	SI	80
Total		1580
Mean		79

While the statistical description of posttest score could be seen in the table 4 below:

Table 4. Descriptive Statistics of Posttest

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	20	60.00	95.00	1580.00	79.0000	9.26226
Valid N (listwise)	20					

Based on the table above, the lowest score of student posttest was 60 and the highest score was 95, the total score was 1.580, and the mean score was 79.

After the score of pre-test and posttest had been analyzed, then the score of pretest and posttest was compared to know whether or not there is significant difference between the students' score before using mime game and after using mime game. Here is the descriptive statistics of pretest and posttest score by using IBM SPSS Statistics 26 in the table 5 below:

Table 5. Descriptive Statistics of Pretest and Posttest

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	40.00	80.00	1165.00	58.2500	11.27118
Posttest	20	60.00	95.00	1580.00	79.0000	9.26226
Valid N (listwise)	20					

Based on table 5, the minimum pretest score was 40 and the maximum score was 80. While the minimum score of posttest was 60 and the maximum score was 95. The calculation showed that the score of posttest was higher and better than the score of pretest, it means that the use of mime game has an effect in increasing students' score. However, it is important to note that such a conclusion is only descriptive, and it should be tested to be meaningful progress.

Hypothesis Testing

To test the hypothesis formulated in this research, the researcher used t-test formula. There are two kind of t-test, they were independent sample t-test and paired sample t-test. Therefore, to prove whether the used of mime game is effective to increase students' achievement in vocabulary, the researcher analyzed the data by using paired sample t-test in IBM SPSS Statistics 26. The results shown in the table 6 below:

Table 5. The Output of Paired Sample T-test

Paired Samples Test									
		Paired Differences							
				95% Confidence		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-20.75000	5.19995	1.16274	-23.18365	-18.31635	-17.846	19	.000

Based on the table 5 above, it can be seen that the value of t_{count} is -17.846. The plus and minus signs are not considered in the t test, so that the value of $-17.846 > 1.729$ (t_{table}). The alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected because the t_{count} value was higher than t_{table} . It means that there was any significant different score before and after being taught by using mime game on students' vocabulary at the seventh grade of MTs Asyafi'iyah Sukorejo Bangsalsari. It could be concluded that mime game was effective in teaching vocabulary.

Discussion

In this research, the researcher found that the mean score of pre-test was 58,25 and the mean score of posttest was 79. It means that students' vocabulary had been increased after getting the treatment. The paired sample t-test output also revealed that the value of t-count was -17,846 with the df 19, the value of level significance is 0,000, and the value of t-table for 5% significance is 1,729. The data showed that the null hypothesis (H_o) was

rejected and the alternative hypothesis (H_a) was accepted because t -count (-17,846) was higher than t -table (1,729) and the level of significance was less than 0.05 ($0,000 < 0,05$).

In other words, mime game is not only makes the students enjoy the learning process, but also makes their vocabulary score improved. This is in line with the theory from Allen (1983) who stated that the teachers are responsible for creating environments that encourage vocabulary expansion, and a well-chosen game can help students learn English words. Games are beneficial because they can instill in students the importance of specific words, which are required for the game's objective to be met.

Besides, the proof gotten from the statistical calculation, the researcher could also see some advantages of using mime game in teaching vocabulary. During research, the students looked enjoy the learning process during playing the game, for example they did not shy to mentioned vocabulary that had been memorized loudly and ask to the researcher related vocabulary they don't know during the game. Also some shy students become a little brave when practicing this game. This finding was in line with the theory from Pinter in Purnama, Sutapa, and Susilawati (2017) which stated that mime game can lower the stress in the classroom. When students play mime game to the front, they will get relax and the game also can minimize students' fear and shyness of making mistake. So, they can focus and enjoy the learning process.

4. Conclusion and suggestion

Based on the explanation of the results of the research that has been discussed above, it can be concluded that the students' vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo before using mime game was still low. It has been proved from the comparison between the mean of pre-test and posttest score. The mean score before using mime game was 58,25 and the mean score after using mime game was 79. It means that the students' score in vocabulary get better and higher after using mime game. Then, it was found that the value of t_{count} was higher than t_{table} ($-17.846 > 1,729$) at the significance level 5%, it indicates that the null hypothesis (H_o) was rejected. Hence, there was any significant effect of using mime game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

Besides, the researcher saw some things need to be improved. So, the researcher would like to offer some suggestions. First, for the teacher who taught English lesson, it is expected to create an enjoyable teaching and learning process especially in teaching English vocabulary, also friendly classroom environment in which it could reduce students' fear and shyness in order their English vocabulary achievement is better. Besides, mime game could be used in teaching vocabulary because this research and others has proved that mime game was effective to be applied in the classroom. Second,

for further researcher that will conduct research with similar topic, it is expected to give any improvements especially in using mime game. The researcher suggested to conduct this research on other language skills and components with a larger number of subject than this research.

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