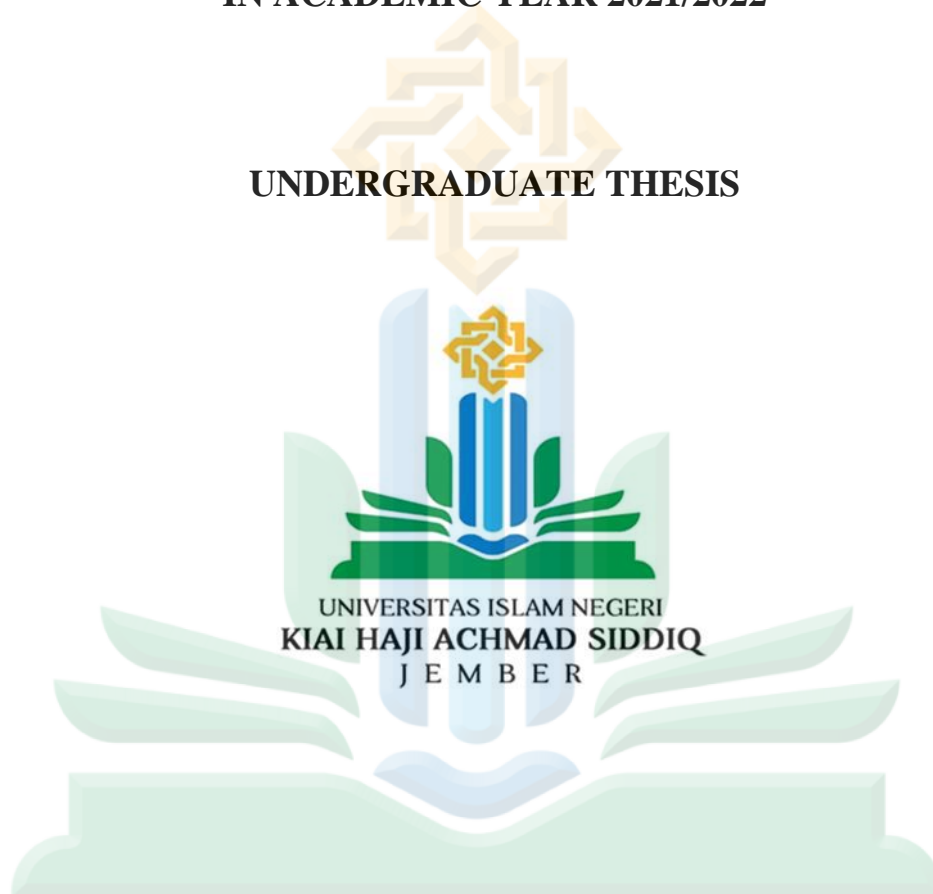# THE EFFECTIVENESS OF USING MIME GAME
IN TEACHING VOCABULARY AT SEVENTH GRADE OF
MTS ASY-SYAFI'IYAH SUKOREJO BANGSALSARI
IN ACADEMIC YEAR 2021/2022
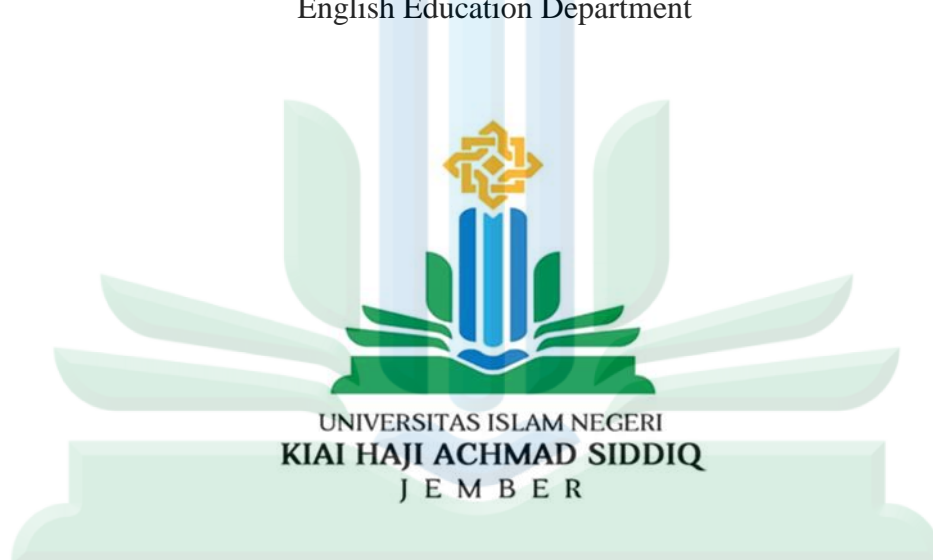
UNDERGRADUATE THESIS

by:

Zahrotul Elmi
SRN: T20186031

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2022

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements
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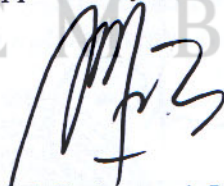## IN ACADEMIC YEAR 2021/2022

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THE EFFECTIVENESS OF USING MIME GAME IN TEACHING VOCABULARY AT SEVENTH GRADE OF MTS ASY-SYAFI'IYAH SUKOREJO BANGSALSARI IN ACADEMIC YEAR 2021/2022

UNDERGRADUATE THESIS

has been examined and approved as the requirement to obtain
a Bachelor's Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teaching Training
English Education Department

Day   : Friday
Date   : October 28th, 2022

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MOTTO

وَعَلَّمَ آدَمَ الأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلائِكَةِ فَقَالَ أَنْبِئُوني بِأَسْمَاءِ هَؤُلاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning: *"And He taught Adam all the names (of everything), then He showed them to the angels and said, Tell me the names of these if you are truthful"*[1] (QS. Al-Baqarah [2]: 31)
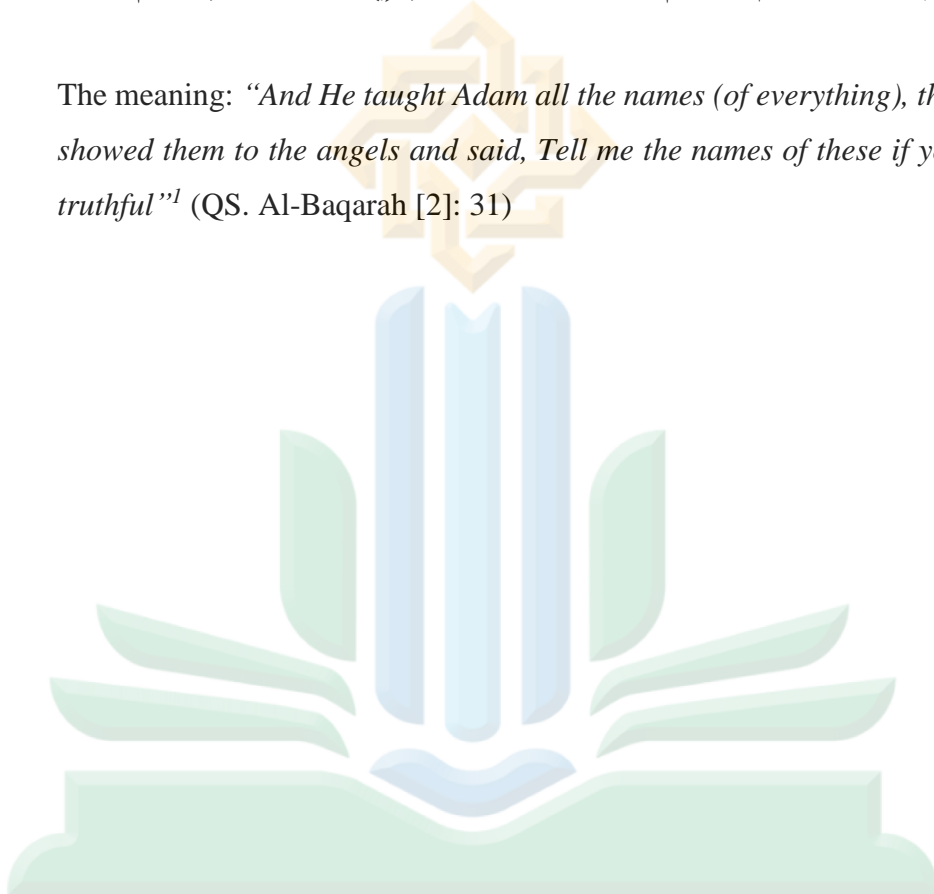
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[1] Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of The Nobel Qur'an in the English Language, trans.* (Medina Dar-us Salam Publication, 1996), 8.

DEDICATION

This thesis is dedicated to:

1. My beloved parents who never stop giving me love, prayer and support. They have been taking care of me with all sacrifice and patience. They are really mean to me and I am so grateful to be their daughter.

2. All members of my big family who has taught me everything.

3. All of my friends, especially to Husnia and Lukman Hakim, who has supported me and accompanied me in the process of becoming a better person.

4. Almamater, English Education Department, State Islamic University of Kiai Haji Achmad Siddiq Jember

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The writer realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to express the great thanks to:

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The researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and suggestions are also expected from all the readers of this thesis. The researcher hope this thesis useful for you all.

Last but not least, the researcher just want to say thank you very much for all people who has given help. May Allah bless them and reply all of their kindness.

Jember, October 28th 2022

Zahrotul Elmi
SRN. T20186031

ABSTRACT

Zahrotul Elmi, 2022: The Effectiveness of Using Mime Game in Teaching Vocabulary at Seventh Grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari in Academic Year 2021/2022.

Keywords: *Mime Game, Vocabulary*

Vocabulary is one of the most important language elements in teaching English. But in fact, there are many opinions in education world that students have problem in learning vocabulary. Based on preliminary study through interview with the English teacher, it was found that seventh grade students at MTs Asy-Syafi'iyah Sukorejo Bangsalsari had problems in learning vocabulary. One of the problems is they were lack of motivation and it makes them feel bored at sometimes in the class. There are many strategies to solve those problems. Therefore, the researcher interested to use mime game as suitable strategies in teaching vocabulary.

The problem formulated was is there any significant effect of using mime game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari?. The objective of the 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.

The research design was quantitative with pre-experimental design. There is no control group used because the subject of the research was only one class which consisted of 20 students. The subject of the research was seventh grade students of MTs Asy-Syafi'iyah Sukorejo Bangsalsari which consisted of 20 students. The technique of data collection was pretest, treatment, and posttest. While the instrument used was vocabulary test. Then, t-test used to analyze the data of this research.

The results of this research showed that the students' vocabulary before using mime game was still low. It can be seen from the comparison between the mean score of pre-test and posttest. The mean score before using mime game was 58,25 and the mean score after using mime game was 79. Then, based on hypothesis testing, 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 alternative hypothesis (H_a) was accepted. Hence, there was significant effect of using mime game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

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CHAPTER I

INTRODUCTION

A. Research Background

Every country has communication tool that can facilitate human relations. That communication tool is called a language. As human, we talk each other using language, also we express our thought and ideas using language. We use a language every time and everywhere as like in school, society, and many others. So learning a language is really needed for every people. But in fact, to learn a language well, we have to learn vocabulary first because it is difficult enough to understand the new language without knowing and learning the meaning of the new words. As explained by Abdullayevna that vocabulary has a means as a collection of words of a particular language which the richer and more various vocabulary that people know, so it makes easier for them to use the language.[2] Also stated by Raphael in Sari and Wardani that vocabulary is not only a list of some words but it is also the knowledge of words and the word meanings.[3]

Besides, related to learning language, Allah SWT was the one who directly taught Adam the language. As indicated by the Holy Qur'an in Surah al-Rahman verse 3-4 below:

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[2] Maxamadiyeva Dildor Abdullayevna, "Teaching Vocabulary as the Most Important Component of Speech Activity", *Novateur Publications*, vol. 6, no. 11 (2020), 325.

[3] Suci Noer Wulan Sari & Niken Anastasia Kusuma Wardani, "Difficulties encountered by English teachers in teaching vocabulary", *Research and Innovation in Language Learning*, vol. 2, no. 3 (2019), 184.

<div align="center">

خَلَقَ الْإِنْسَانَ ۙ ﴿٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٤﴾[4]

</div>

"[3] He created man [4] He taught him eloquent speech"[5]

According to Taslaman, from Surah above we learn that Language is an innate gift of Allah to Adam and his descendants. If we go back to our childhood and find out the ways we acquire speech and vocabulary, we will not be in a difficulty to explaining the process. Then how do we learn to speak without conscious contribution on our part?[6] Those verse also implied that Allah taught people to be able to communicate each other through spoken language. Scientifically, those verse implies that Allah created people with the ability biologically to learn a language.[7]

In this world, a lot of languages are used. But the language spoken in most part of the world is English. English is used for many things, as like for education, business, and others. English is used not only as a communication tool, but it can also help us adapt to a new environment and work in the present and future. Because of that, learning English in today's era cannot be ignored or underestimate. We can realize from this that how important is learning English for everyday life.

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[4] Holy Qur'an, 55: 3-4

[5] Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of The Nobel Qur'an in the English Language, trans.* (Medina Dar-us Salam Publication, 1996), 727.

[6] Caner Taslaman, *the Qur'an: Unchallengeable Miracle* (Turkey: Citlembik Publications, 2006), 187.

[7] Irwandi, "The Qur'anic Concept on Human Language: A Preliminary Study on Science-Religion Integration in Studying Sociolinguistics", in *Proceedings of the 1st International Conference of Innovation in Education (ICoIE)*, (State Islamic Institute of Bukittinggi, 2019), 514.

In case of learning English, there are four language skills that should be mastered that is listening, speaking, reading, and writing. Besides, vocabulary is one of the most important language elements in teaching English that need to be taught. It is difficult to master those four language skills without learning and understanding vocabulary. The linguist David Wilkins in Thornburry stated that the English we learn 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. Also we just could say very little with grammar, but we could say almost anything with words.[8] It is also supported by Azar as cited in Syafrizal, Handayani and Prakoso who argued that students should achieve an adequate words and know how to use them accurately in order to speak well in a foreign language. So, the more vocabulary students know, the better students can increase their speaking and writing. They can also understand when reading and listening to certain language.[9]

English takes an essential role as the foreign language particularly in Indonesia which has been studied both formally and informally. English is taught from the very early age on the very beginner degree, from the elementary schools as a local content material up to universities as a required educational course. The more people who can communicate in English will make the transfer of knowledge faster. The improvement of English can give a positive

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[8] Scott Thornburry, *How to Teach Vocabulary* (England: Pearson Education, 2002), 13.

[9] Syafrizal, Ika Handayani, and Raden Fahrizal Juliansyah Sri Prakoso, "The influence of using Hay Day game toward students' vocabulary mastery at the seventh grade of SMPN 187 Jakarta", *Jurnal Bebasan*, vol. 4, no. 1 (2017), 13.

impact for the Indonesian youth generation.[10] So, mastering vocabulary knowledge as the element of learning English has become an educational priority.

However, learning English 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 English vocabulary. First, Amelia et.al on their research found that the students have difficulties to memorize English vocabulary, the students feel bored while the teaching and learning process and the students also only have limited time to learn English in the class.[11] Second, Nabilah on her thesis stated that many students got any problems in remembering the words, the students are passive in the class and the teacher still used traditional method in teaching English.[12] Last, Habibah on her thesis found that score of students' vocabulary mastery at the eighth grade students as the sample of her thesis was unsatisfactory.[13] Those three statement prove enough that the problem faced by students related to English vocabulary need more attention.

Meanwhile the researcher itself found the problem related to English vocabulary based on preliminary study through interview with the English teacher of MTs Asy-Syafi'iyah Sukorejo Bangsalsari. It was found that seventh

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[10] Anisah Setyaningrum, "The role of English Education as the solution of society's welfare problem in Indonesia", *Qudus International Journal of Islamic Studies*, vol. 4, no. 2 (2016), 190.

[11] Wulan Amelia, Sutrisno Sadji Evenddy, and Delsa Miranty, "The Influence of Using Duo Lingo Games Toward Students' Vocabulary Mastery at the Seventh Grade of SMPN 2 Kota Serang", in *Proceeding of Annual International Seminar on English Language Teaching*, 2017, 101.

[12] Nada Nabilah, "Improving the Students' Vocabulary Mastery through Hangman Game at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai" (Thesis, UIN Sumatera Utara, 2019), 3.

[13] Nining Khofifah Habibah, "The effect of Boggle Board Game on the Students' Vocabulary Mastery of the Eighth Grade of SMPN 10 Metro" (Thesis, IAIN Metro, 2021), 2.

grade students got some problems in learning English vocabulary. First, they were 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 on the whiteboard; second, there is no English dictionary provided for students since the students didn't have their own dictionary; third, the teacher only used book as a learning material and used conventional technique in teaching vocabulary; last is the students were lack of motivation so it makes them didn't really enjoy the learning and feel bored at sometimes in the class.[14] The researcher thought that those problems need to be solved since no researchers have ever conducted a research on English subjects at this school and to learn English well, the students should master vocabulary first.

By looking at some problem discussed above, it proved that teaching English particularly vocabulary is not an easy job, because the teacher must have creativity to do it. The teachers should know more strategies to deliver their English vocabulary material. As stated by Richards and Renandya 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.[15] A lot of strategies are available and used in vocabulary teaching. One of the strategies we can use is by using game.

Game is one of techniques that can motivate students in learning English. Games can make student feel enjoy and interest in learning English

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[14] Mamik Oktaviana, interviewed by the researcher, Jember (March 2nd 2022, at 08.20 am)
[15] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 255.

vocabulary. The importance of game in vocabulary teaching and learning cannot be ignored. Silsüpür 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. In addition, students' motivation to learn is very important. When playing games, they will be more comfortable and enjoying material because of fun situation, also they will be not afraid in making mistakes. Thus, they get pleasure from what they do. Besides, game create students' interaction while playing, so even a shy student can take part in playing a game.[16] Meanwhile, Crookal as cited in Yolageldili and Arikan claimed that game can reduce anxiety and increase positive feeling as well as creating students' self-confidence, because students are not worried of getting criticism or punishment when they make mistakes.[17]

Talking about game, there are many kinds of game that can be used in teaching English. However, the researcher is interested to choose "Mime Game" to teach English vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari. Dickson and Stephens described that mime games are an activity which use body movement and facial expression like pantomime and enhance learning. According to Mardhatillah and Ratmanida, in playing mime game, 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. They also argued that mime game is interesting because the students will use their imagination to

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[16] Beyza Silsüpür, "Does Using Language Games Affect Vocabulary Learning in EFL Classes?" *Journal of Foreign Language Education and Technology*, vol. 2, no. 1 (2017), 84.

[17] Gülin Yolageldili and Arda Arikan, "Effectiveness of Using Games in Teaching Grammar to Young Learners", *Elementary Education Online*, vol. 10, no. 1 (2011), 220.

think and guess what the meaning of the expression of their friend who mime a word.[18] As supported by Harti 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.[19]

Based on the research background described above, the researcher interested to conduct a research by the title, **"The Effectiveness of Using Mime Game in Teaching Vocabulary at Seventh Grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari in Academic Year 2021/2022".**

B. Research Problem

The research problem formulated based on the research background explained above was "Is there any significant effect of using Mime Game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari in Academic Year 2021/2022?"

C. Research Objective

According to research problem, the objective of the research can be stated as 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 in Academic Year 2021/2022.

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[18] Mardhatillah and Ratmanida, "Using Mime Game to Teach Vocabulary to Young Learners", *Journal of English Language Teaching*, vol. 5, no 1 (2016), 128.
[19] Depa Juli Harti, "The Effect of Miming Game Technique Toward Students' Vocabulary Mastery" (Thesis, IAIN Bengkulu, 2016), 72.

D. Research Significance

Generally, the significances of the research are to expand the knowledge of the readers. The writer hoped that this research could give some advantages in teaching learning process, especially in teaching English vocabulary. Then, there are some significances of the research, as follows:

a. Theoretical Significant

The result of this research is expected to enrich the theories related to games in teaching vocabulary.

b. Practical Significant

Practically, this research presented a real picture on how Mime Games is used in classroom and some practical significant explained below:

1. For English teacher, the result of the research could be used as an input for teaching English vocabulary, which in fact, the students may have difficulties related to vocabulary learning, so the teacher could use the creative strategies as like mime game as the teaching method.

2. For students, the result of the research was expected useful for students in helping them to improve their knowledge of English vocabulary by using mime game.

3. For other researchers, this study hopefully gives the contribution to further researcher to study not only in vocabulary but also in other language skills and components. It can also be used as a reference for helping them when they conduct research with similar topic.

4. For the writer. The writer could get additional experience and knowledge in teaching vocabulary and to fulfill requirement of undergraduate study.

E. Research Scope

a. Research Variable

Variable is an attribute or characteristics or value of a person, object, organization, or activity that can be measured or observed by researcher and varies among individuals or organizations studied and then drawn conclusions.[20] Two types of variable introduced in this research were:

1. Independent variable

Independent variable is a variable that can affects or is the cause of the change or the appearance of the dependent variable. The independent variable of this research was Mime Game.

2. Dependent variable

Dependent variable is a variable that is influenced or which is the result, because of the independent variable. The dependent variable of this research was vocabulary.

F. Definition of Key Terms

It is important to understand the meaning of the topic in order to get information clearly. The writer clarify the term of the topic as follows:

a. Mime Game

[20] John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th edition (Boston: Pearson Education, 2012), 112.

Hornby define mime as the technique or way of telling something by using facial expression and body movement or gesture without speaking. In other word, mime is expressing something using facial expression, gesture, and action without speaking to communicate.[21] Mime is a powerful motivational tool because it has special features of its own. Prominent among advantages of mime is its reliance on emotional expressions and physical activities. Students enjoy to make some expressions and gestures, especially after having to sit for hours in a classroom.[22] Mime game refers to the context of this research means an activity to mime a word in front of the class during learning vocabulary, one student will mime a word using facial expression or gesture without speaking.

b. Vocabulary

Vocabulary is the words spoken by an individual to be in contact each other in all scope with use a language user's knowledge of words. Vocabulary is also can be defined as the number of words we need to master in order to effectively communicate with others, expressing our ideas, thoughts, and feeling, as well as comprehending what other people say to us. Meanwhile, the vocabulary referred to in the context of this research was nouns and adjectives.

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[21] Syahyar Ridhana Putra, Sofyan A. Gani, and Kismullah Abdul Muthalib, "The Use of Mime Media to Enhance Writing of the Tenth Grade Students of Islamic Senior High School on Recount Text", *English Education Journal*, vol. 11, no. 4 (2020), 444.

[22] Syahyar Ridhana Putra, Sofyan A. Gani, and Kismullah Abdul Muthalib, "The Use of Mime Media to Enhance Writing of the Tenth Grade Students of Islamic Senior High School on Recount Text", 440.

G. Research Hypothesis

Hypothesis are statements in quantitative research in which the researcher makes a presumption or prediction about the output of a relationship among attributes or characteristics.[23] Therefore, the hypothesis of this research were:

1. Alternative Hypothesis (H_a): there was significant effect of using Mime Game in teaching Vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

2. Null Hypothesis (H_o): there was no significant effect of using Mime Game in teaching Vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

H. Systematic of the Research

Systematic of the research contains about the description of the research from introductory chapter to the closing. The function is to make reader understand about the content of this research. The systematic of this research are:

Chapter I is the introduction which consists of a description about research background, research problem, research objective, research significance, research scope, definition of key term, research hypothesis, and systematic of the research.

[23] John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research, 4th ed*, (Boston: Pearson Education, 2012), 111.

Chapter II is literature review which consists of a description about some previous research related to this research and theoretical framework which is used as a guideline in conducting this research.

Chapter III is research method which consists of research design, research subject, data collection technique and research instrument, and data analysis.

Chapter IV is research findings and discussion that consists of the overview of MTs Asy-Syafi'iyah Sukorejo, the description of data, hypothesis testing and analysis, and discussion.

Chapter V is conclusion of the results of the research and some suggestions are offered by researcher to get any improvement.

CHAPTER II

LITERATURE REVIEW

This chapter contains a literature review, which includes a description of previous research related to the research topic as well as a theoretical framework that will be used as a guideline in conducting this research.

A. Previous Research

There are some researches related to this research, some of them are as follows:

1. A research conducted by Ema Andriani Piliang in 2021 entitled, "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidimpuan".[24] The objective of the research was focused on examining whether there is significant effect of using miming game in present continuous tense at eighth grade students. The method used was quantitative approach with true experimental design. The instrument used was test. The data collection method was used pre-test, treatment and posttest. While the data analysis was used t-test. The result showed that there was significant effect of using miming game in teaching present continuous tense at eighth grade students of MTs Darul Istiqomah Padangsidimpuan, as demonstrated by the mean score students before using mime game was 46.40, and the mean score students after using mime game was 86.64.

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[24] Ema Andriani Piliang, "The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidimpuan" (Thesis, State Institute of Islamic Studies Padangsidimpuan, 2021).

2. A research conducted by Vivi Alvionita Desiria Sagala in 2018 entitled, "The Use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan".[25] The aim of the research was to improve the students' speaking ability by using mime game as media. The method used was Classroom Action Research. The result showed that there was improvement on the students' speaking ability by using mime game as media. it was proved by the data; In the pre-test, there were 11.53% (3 of 26 students) who got score ≥ 75. In the post-test I, there were 38.46% (10 of 26 students) who got score ≥ 75. In the post-test II, there were 76.92% (20 of 26 students) who got score ≥ 75.

3. A research conducted by Endah Dwi Kartikasari in 2017 entitled, "The Effectiveness of Using Miming Game on Students' Vocabulary Mastery to the Eighth Grade Students at SMPN 7 Kediri in Academic Year 2016/2017".[26] The objectives of the research was to describe the effectiveness of using miming game on students' vocabulary to the eighth-grade students at SMPN 7 Kediri. The method used was quantitative approach with pre-experimental design. The data collection was used pre-test, treatment, and posttest. While the data analysis was used t-test. The result showed that there was significant effect of using Miming game on

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[25] Vivi Alvionita Desiria Sagala, "The Use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan" (Thesis, State Islamic University of North Sumatera Medan, 2018).

[26] Endah Dwi Kartikasari, "The Effectiveness of Using Miming Game on Students' Vocabulary Mastery to the Eighth Grade Students at SMPN 7 Kediri in Academic Year 2016/2017" (Article, University of Nusantara PGRI Kediri, 2017)

students' vocabulary mastery. It can be seen from the mean score of the post-test (85,22) is higher than mean score of the pre-test (61,85).

4. A research conducted by Syahyar Ridhana Putra, Sofyan A. Gani, and Kismullah Abdul Muthalib in 2020 entitled, "The use of Mime Media to Enhance Writing of the Tenth Grade Students of Islamic Senior High School on Recount Text".[27] The aim of the previous research was to finding out the implementation of the mime media to enhance students' writing skills on recount text at the tenth grade students of Islamic Senior High School Langsa. The method used was quantitative with quasi experimental design. The technique of data collection was pre-test, posttest, and questionnaire. The result based on hypothesis testing showed that the t-count was higher than t-table, the score of t-value was 1.72, while the t-table was 1.68, which means alternative hypothesis was accepted. It could be concluded that there was different result between the students who were taught by using mime media and those who were not, the students who were taught by using mime media gained better scores.

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[27] Syahyar Ridhana Putra, Sofyan A. Gani, and Kismullah Abdul Muthalib, "The Use of Mime Media to Enhance Writng of the Tenth Grade Students of Islamic Senior High School on Recount Text", *English Education Journal*, vol. 11, no. 4, (2020).

Table 2.1
The Similarities and Differences between Previous Research and this Study

No	Research Title	Similarities	Differences
1	2	3	4
1	Ema Andriani Piliang, *"The Effectiveness of Using Miming Game in Teaching Present Continuous Tense at Grade VIII Students of MTs Darul Istiqomah Padangsidimpuan"* (Thesis, State Institute of Islamic Studies Padangsidimpuan, 2021)	a. Both are used mime game as the independent variable b. Both are used quantitative approach c. Both are used test as the instrument d. Both are used pre-test, treatment, and post-test as the technique of data collection e. Both are used t-test as the data analysis	a. The objective of the previous study was focused on examining whether there is significant effect of using miming game in present continuous tense at eighth grade, while this study was to investigate whether or not there is significant effect of using mime game in teaching vocabulary at seventh grade. b. The dependent variable of the previous study was present continuous tense, while this study was vocabulary. c. The research design of previous study was true-experimental design, while this study was pre-experimental design. d. The participant of previous study was eighth grade students of MTs Darul Istiqomah Padangsidimpuan, while this study was seventh grade students of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

1	2	3	4
2	Vivi Alvionita Desiria Sagala, *"The Use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan"* (Thesis, State Islamic University of North Sumatera Medan, 2018)	a. Both are used mime game as the independent variable	a. The purpose of the previous study was to improve the students' speaking ability by using mime game as media, while this study was to investigate whether or not there is significant effect of using mime game in teaching vocabulary at seventh grade. b. The dependent variable of the previous study was speaking ability, while this study was vocabulary. c. The research method of previous study was Classroom Action Research, while this study was quantitative method. d. The participant of the previous study was tenth grade students of Madrasah Aliyah Muhammadiyah 1 Medan, while this study was seventh grade students of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.
3	Endah Dwi Kartikasari, *"The Effectiveness of Using Miming Game on Students' Vocabulary Mastery to the Eighth Grade Students at SMPN*	a. Both are used mime game as the independent variable b. Both are used vocabulary as the dependent variable c. Both are used	a. The participant of previous study was Eighth Grade Students at SMPN 7 Kediri, while this study was seventh grade students of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

1	2	3	4
	7 Kediri in Academic Year 2016/2017" (Article, University of Nusantara PGRI Kediri, 2017)	d. quantitative approach with pre-experimental design e. Both are used test as the instrument f. Both are used pre-test, treatment, and post-test as the technique of data collection Both are used t-test as the data analysis	
4	Syahyar Ridhana Putra, Sofyan A. Gani, and Kismullah Abdul Muthalib, "The Use of Mime Media to Enhance Writing of the Tenth Grade Students of Islamic Senior High School on Recount Text", *English Education Journal*, vol. 11, no. 4, (2020)	a. Both are used mime as the independent variable b. Both are used quantitative method c. Both are used t-test as the data analysis	a. The subject of previous research was tenth grade students, while this research was seventh grade students b. The design of previous research was quasi experimental, while this research was pre-experimental c. The dependent variable of previous research was writing skill, while this research was vocabulary.

According to the explanation above, there are similarities and differences between previous research and this research. Three previous research used mime game in teaching present continuous tense, speaking, and writing. Therefore, the purpose of this research was to determine whether or not

there is significant effect of using mime game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

B. Theoretical Framework

1. Concept of Teaching English Vocabulary

a) Teaching of English Language

A central issue in a theory or conception of teaching is what the essential skills of teaching are assumed to be. Science-research conceptions, theory-philosophy conceptions, and art-craft conceptions represent different points of view about what teaching is. Those three conceptions of teaching will be explained below:[28]

1) Science-research conceptions use learning theory or learning research to validate selection of instructional tasks and tend to support the use of specific teaching strategies and techniques. Teachers are expected to select and monitor learners' performance on tasks to ensure that the tasks are generating the appropriate use of language or choice of learning strategy. The effective teaching model of teaching is similarly a top-down philosophy of teaching, in the sense that once the characteristics of effective teaching are identified, and teachers must aim to implement such practices in their own classes.

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[28] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 24.

2) Theory-philosophy conceptions require teachers first to understand the theory underlying the methodology and then to teach in such a way that the theory is realized in classroom practice. With Communicative Language Teaching, for example, lessons, syllabi, materials, and teaching techniques can be judged as more or less "communicative teaching" have been proposed, and a teacher's performance can be assessed according to the degree of "communicativeness" found in his or her lessons.

3) Art-craft conceptions, on the other hand, are more "bottom-up" than top-down. Teachers should not set out to look for a general method of teaching or to master a particular set of teaching skills, but should constantly try to discover things that work, discarding old practices and taking on board new ones.

Therefore, English teaching, like many other professions and disciplines, is almost overwhelmed by acronyms and initials, there are ESP, EAP, EFL, and ESL. ESP (English for Specific Purposes) refers to English for specialties such as nursing, paper technology or banking, it helps to differentiate from general English (English taught in most schools and private language institutes). We use EAP (English for Academic Purposes) to describe courses and materials designed specifically to help people who want to use their English in academic context. EFL (English as a Foreign Language) described situations where students were learning English in order to use it with any other English

speakers in the world, and students often studied EFL in their own country. ESL (English as a Second Language) students, on the other hand, were described as usually living in a target language community and needed the target language (English) in order to survive and prosper in that community. It follows from this separation that the language studied in EFL lessons will be different from the language which ESL students concentrate on.[29]

Whichever varieties of English language teaching we are engaged in, teachers of English are members of an established worldwide profession. Wherever we work, we share many assumptions about what we do, we prepare and use teaching materials and classroom methods and techniques based on similar, or at least comparable, principles. Yet, despite this commonality, it is not unusual for teachers to report a sense of isolation from colleagues in other countries, and even in different areas of their own country. Another attitude that is sometimes expressed is that the teaching situation in our country, or school, is unique, with its own special problems and difficulties. There is some justification for these feelings, of course: many teachers work in geographical isolation, and may not have access to channels of professional communication; different countries have widely differing educational systems and

[29] Jeremy Harmer, *The Practice of English Language Teaching, 4th edition* (USA: Pearson Education, 2007), 19.

philosophies, resulting in teachers being subject to different expectations and pressures.[30]

b) **Teaching Vocabulary**

When we speak of the vocabulary of a language we are speaking primarily, but not exclusively, of the words of that language. Then, when we think of vocabulary lessons, we become aware of five facts below:

1) Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.

2) Teaching such words will require special skills because students often feel their native language words for familiar objects and persons are all they really need.

3) Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class.

4) When a student feels no real need to learn something, a feeling of need must be created by the teacher.

5) To create in students' minds a sense of personal need for a foreign word, it is not enough to say, "Here is a word to learn" "Here is what the word means" "The word will be useful to you someday".[31]

According to Nation, vocabulary learning requires two basic conditions, they are repetition (quantity of meetings with words) and

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[30] Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT: A Teacher's Guide, 3rd edition* (UK: Wiley-Blackwell Publishing, 2013), 4.
[31] Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), 9.

good quality mental processing of the meetings. Learning cannot occur without quantity and quality of processing. Quantity and quality are closely related to each other. Many of the condition affecting quality, such as retrieval, productive use, and varied meetings, depend on a word having been met before, and repetition usually involves changes in the quality of the mental processing of a word. The two basic condition of learning vocabulary proposed by Nation will be explained below:[32]

1) Quantity of meetings (Repetition)

Repetition occurs when a word is met more than once. There are other quantity factors such as the density of unknown words in a spoken or written text, the number of unknown words and the overall frequency of words in the language. Repetition also occurs after an initial meeting with a word. A critical factor in repetition is the spacing of repetitions within a task or learning session and between tasks. Repetitions can be verbatim or varied. A verbatim repetition involves meeting the word again exactly the same form, context and circumstances as the previous meeting. In general, most repetitions are varied repetitions, but there is a wide range of degrees variation.

The importance of repetition for learning suggests that the first meeting with a word should be seen as only one small step in the eventual learning of a word. The first meeting with a word should

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[32] Paul Nation, "How Vocabulary is Learned", *Indonesian Journal of English Language Teaching*, vol. 12, no, 1, (2017), 2-6

result in enough learning to last until the next meeting. This means that teachers need not present words as if the presentation will result in full learning. Rather than be concerned about how to present a word for the first time, teachers should be more concerned with providing opportunities for words to be repeated. Nevertheless, a brief effective initial meeting can increase the effectiveness of later meetings because there is some useful knowledge of the word to draw on and build on.

2) Quality of meetings

The importance of quality of processing in memory research was given impetus by Craik and Lochart's Levels of Processing hypothesis. The Levels of Processing hypothesis says that what really determines what is remembered or not is the level or quality of mental processing at the moment that learning takes place. If the processing is deep and thoughtful, then the learning will last. If it is superficial, then it will soon disappear. The quality of meetings depends on how much the teacher and learners can include the conditions of deliberate attention, retrieval, varied meetings and use, and elaboration.

Some steps to increase the quality of meetings are: 1) Deliberate learning using word cards or flash card programs quickly provides a basic amount of knowledge of each word that is then available for retrieval or varied meetings and varied use. 2) Graded reading and where possible graded listening. 3) Relating input and

output allows varied meetings to lead to varied use. 4) Learners should be trained in how to learn vocabulary. 5) We can regard fluency or retrieval as an aspect of quality. 6) Genuine communication can involve both receptive and productive varied meetings and use.

c) **Definition of Vocabulary**

There are several ways to define vocabulary. Definition of vocabulary according to The Random House Webster's Unabridged Dictionary as cited in Pearson, Hiebert, and Kamil is various words used by or known to a particular people or group of person. A language's world are a subsequent definition. A word is interpreted as a linguistic unit that consist of one or more spoken sounds or their written delineation that function as the main carrier of meaning.[33] Some vocabulary terms have been proposed by experts. Vocabulary, according to McCarthy, O'Keeffe and Walsh is all about words. When we use language, we use thousands of words all the time. We know how to write and say a language's word if we are fluent in it.[34] Furthermore, Richards and Renandya stated that vocabulary is an important aspect of language proficiency because it serves as the foundation for how well learners

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[33] P. David Pearson, Elfrieda H. Hiebert and Michael L. Kamil, Vocabulary Assessment: What We Know and What We Need to Learn, *Reading Research Quarterly*, vol. 42, no. 2 (2007), 284.

[34] Michael McCarthy, Anne O'Keeffe and Steve Walsh, *Vocabulary Matrix: Understanding, Learning, Teaching* (UK: Heinle, Cengage Learning., 2010), 1.

speak, listen, read, and write.[35] Besides that, Hornby in Asyiah classified vocabulary into three categories: 1) the total number of words found in a language: 2) all the words known to a person or used in a particular book, subject, etc: 3) a list of words and their definition.[36]

Meanwhile, Hiebert and Kamil defined vocabulary as understanding the meanings of words. Words can be expressed orally or in writing. The set of words for which we know the meanings when we speak or read aloud is known as oral vocabulary. When we write or read silently, we know the meaning of the words in our print vocabulary. In addition to word form, there are two kinds of word knowledge, namely receptive and productive vocabulary. Receptive vocabulary is collection of words for which every person can define meanings when listening or reading. These words are not really familiar to students and used infrequently. Students may be able to define the meaning of these words even if they are unaware of the full variation of the distinction. Most people do not use these words on their own. However, people will recognize these words when they find them, even if imperfectly. In contrast, productive vocabulary refers to a person's ability to use a set of

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[35] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 255.

[36] Dewi Nur Asyiah, the Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery, *Jurnal Bahasa Lingua Scientia*, vol. 9, no. 2 (2017), 294.

words when writing or speaking. They are well-known, familiar, and frequently used words.[37]

Based on some of the explanations above about vocabulary, it can be understood in general that vocabulary is all the words known or used by people in a specific language when speaking, listening, reading, and writing. The main function of vocabulary is used to communicate effectively with one another in any condition that need a language user's knowledge of words, expressing ideas, thoughts, and feelings, and understanding each other. That is why it is critical to learn vocabulary, particularly when learning English as a foreign language in Indonesia.

d) Types of Vocabulary

It is important to understand the different types of vocabulary. It is to gain a better understanding of how effectively to teach them based on context, learners' learning styles and preferences, and needs. According to Hiebert and Kamil, there are two types of vocabulary: receptive vocabulary and productive vocabulary.[38]

1) The set of words for which an individual can assign meanings when listening or reading is known as receptive vocabulary. These are words that are often unfamiliar to students and are used infrequently. Individuals may be able to assign meaning to them even if they are unaware of full nuances of the distinction. These are words that most

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[37] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and learning vocabulary: bringing research to practice* (London: Lawrence Erlbaum Associates, 2005), 3.
[38] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and learning vocabulary: bringing research to practice*, 3.

people do not use on their own. However, when these words are encountered, people recognize them, even if imperfectly.

2) The set of words that an individual can use when writing or speaking is referred to as productive vocabulary. They are words that are familiar, well-known, and used frequently.

In terms of word frequency, Dakhi and Fitria are more likely to categorize vocabulary as active or passive, as shown below:[39]

1) Active vocabulary refers to words that are commonly used by listeners and writers because they are completely understood. They are the words that can be remembered and used at any time in a speech or writing situation. In practice, active words are those that we can use without stopping and forcing ourselves to remember when writing or speaking.

2) Passive vocabulary indicates the words that are not entirely understood, so they are not often used in writing and speaking. As a result, it is possible to be said that passive vocabulary is a prerequisite for active vocabulary. It is, of course, an optional step because people's abilities vary and words have varying degrees of comprehensibility,

Nation, on the other hand, divided vocabularies into four groups based on their frequency of occurrence in texts. They are as follows:[40]

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[39] Saniago Dakhi and Tira Nur Fitria, the Principles and the Teaching of English Vocabulary: A Review, *Journal of English Teaching*, vol. 5, no. 1 (2019), 18.

[40] I.S.P. Nation, *Learning Vocabulary in another Language* (Cambridge: Cambridge University Press, 2001), 11.

1) High Frequency Words are the most frequently occurring words in any text in any language. These are typically function words such as articles and prepositions, as well as some content words.

2) Academic Vocabulary, which contains words that are frequently used in academic discourse or texts.

3) Technical Vocabulary, which is unique to texts in a specific subject area and is uncommon in texts outside of that topic.

4) Low Frequency Words, which occur infrequently and in a small proportion compared to high frequency and academic words.

Further, Syafrizal, Handayani and Prakoso stated that the varieties and classifications of vocabulary depends on the purpose and the level of function. There are listening, speaking, reading and writing vocabularies based on the purpose. In terms of level, Syafrizal et.al classified vocabulary as well as mentioned by Nation above that there are high frequency words, academic words, technical words and low frequency words. Besides, Syafrizal et.al classified vocabulary into vocabulary content as follow:[41]

1) Noun. A noun is a word for a person, place, thing, or idea.

2) Pronoun. A pronoun is a word used in place of a noun.

3) Adjective. An adjective modifies or describes a noun or pronoun.

4) Verb. A verb expresses action or being

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[41] Syafrizal, Ika Handayani, and Raden Fahrizal Juliansyah Sri Prakoso, "The influence of using Hay Day game toward students' vocabulary mastery at the seventh grade of SMPN 187 Jakarta", *Jurnal Bebasan*, vol. 4, no. 1 (2017), 15.

5) Adverb. An adverb modifies or describes a verb, an adjective, or another adverb.

6) Preposition. A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

7) Conjunction. A conjunction joins words, phrases, or clauses.

Therefore, vocabulary refers to the context of this research is pronoun and adjective which include to vocabulary content that classified by Syafrizal et.al.

e) **Importance of Vocabulary**

Vocabulary is essential for anyone who will learn a language in their life. As definition described above, we know that vocabulary is all about words. Then, Yokubjonova claimed that increasing vocabulary instruction is required to gain word knowledge. Word knowledge is important in language acquisition, and it is natural to wonder how to improve and expand one's vocabulary and word knowledge. The first thing everyone should know is that learning new words on a regular basis is the most effective method. The word itself allows us to express our thoughts, emotions, and even what we want to show. The more words we learn, the better we can express ourselves, demonstrating the value of vocabulary. Any language learner, whether English or another language,

should be aware of its critical and fundamental role in the learning process.[42]

For centuries, many learners have struggled with language learning issues, almost all of which are related to vocabulary knowledge. The core skill of the language is word knowledge and understanding word structure. Although there is no single strategy that can guarantee 100% success in teaching vocabulary to students, many researchers have used various methods such as multimedia, encyclopedias, and websites, among others. However, different learners will require different approaches or strategies. It is highly dependent on the learner, specifically the learner's characteristics such as age, level of education, and learner type. Before beginning to teach vocabulary, the teacher or learner should identify all of the following items on the students or on themselves. The most important thing is that they recognize the value of learning vocabulary in order to act appropriately and achieve academic success.[43]

f) Technique in teaching Vocabulary

Teaching is the process of delivering material to students. To teach vocabulary, an English teacher introduces new words to students so they can increase their vocabulary knowledge. According to Furneaux in Fatimah and Masduqi, the purpose of vocabulary teaching is to help

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[42] Sh. Yokubjonova, the Importance of Teaching Vocabulary, *International Journal of Academic Pedagogical Research (IJAPR)*, vol. 4, no. 12 (2020), 68.

[43] Sh. Yokubjonova, the Importance of Teaching Vocabulary, 69

students recognizing and knowing a large number of new words, understanding meanings of unfamiliar words, and communicate with others effectively.[44]

Vocabulary teaching is a frequently discussed aspect of teaching English as a foreign language. During the teaching and learning process, the teacher will face any problems. They are struggling with how to teach students so they can achieve satisfactory results. Teachers must be able to master the material in order students understand it, and they must also be aware of the characteristics of their students. They must also prepare good techniques and appropriate material in order to achieve the goal of language teaching.[45] According to Richards and Renandya, students often achieve less than their capability and may be discouraged from taking advantage of language learning opportunities, such as listening to native speakers, reading English material, and others, if they do not get appropriate strategies for obtaining new vocabulary.[46]

The use of games in teaching vocabulary is one of the techniques we can use. As supported by Ramadhaniarti that game is one of teaching techniques and it is a popular modern trend in Indonesia Junior High

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[44] Fatimah and Harits Masduqi, Learning Vocabulary through Games: A Critical Review, *Education of English as Foreign Language Journal (EDUCAFL)*, vol. 4, no. 2 (2021), 64.

[45] Omer Elsheikh Hago Elmahdi and Abdulrahman Mokbel Mahyoub Hezam, Challenges for Methods of Teaching English Vocabulary to Non-native Students, *Advances in Social Sciences Research Journal*, vol. 7, no. 5 (2020), 560.

[46] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, 255.

School.[47] Yu added that vocabulary can be taught through games in order to arouse the students' interest.[48] Jannah et.al concluded based on some studies that there were various games that can help learners to master the vocabulary such as memory game, word association, hangaroo game, hangman game, mime game, etc. Jannah et.al, also argued that games allow student to learn, practice and review the target language in a fun environment.[49] So, it is clear from those explanations that teaching vocabulary was important and game was one of appropriate techniques that useful for students with fun activity. Mime game is one of kinds of game that could be used by the teacher in teaching vocabulary.

2. Game

a) Definition of Game

A game is a kind of activity in which game participants must adhere certain game regulation. Game also could be used to enlarge some traditional methods to increase learner experiences while also teaching other skills such as obeying regulation, interaction, creativity, problem solving, critical thinking skill, teamwork, and good sportsmanship. A game is a good technique for making the learning process more fun and easy, as well as for helping students learn and memorize faster and better.

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[47] Tri Ramadhaniarti, "Teaching English Vocabulary through Game: Views from the Students", in *Proceeding of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, (University of Bengkulu, 2016), 383.

[48] Xiaomei Yu, English Vocabulary Teaching Techniques at Junior Middle Schools, *English Language Teaching*, vol. 13, no. 11 (2020), 14.

[49] Ida Miftahul Jannah et.al. "Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class", in *Proceeding of International Conference on English Language Teaching (ICONELT)*, (State Islamic University of Sunan Ampel, 2019), 184.

The game both relaxes the students and keeps them focused on the classroom activity.[50] Hadfield agrees that a game is an activity that has a rules, a goal, and an element of fun.[51]

b) **Types of Game**

Games can be used in a variety of ways and at various points in a lesson. As a result, various game types have emerged to stimulate and enhance various aspects of language learning. Knowing the necessary characteristics of a kind of game and how it engages the learner can assist in the compliance of games or the creation of new games.

Wright et.al classified games according to their family type within each of the eight sections. They are:[52]

1) Care and Share. 'Caring and Sharing' games encompass any games in which learner will be comfortable to share personal information with the other.

2) Do: Move, Mime, Draw, Obey. In response to a read or heard text, the learner is expected to respond nonverbally.

3) Identify: Discriminate, Guess, and Speculate. This game is challenge game, because students should recognize something difficult to make a hypothesis about something that is then compared to the facts.

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[50] Susanti and Putu Tressya, The Effect of Using Word Clap Game on The Vocabulary Mastery of The Fifth Grade Students at SD Negeri 1 Banjar Jawa in Academic Years of 2017/2018, *Journal of Psychology and Instruction*, vol. 1, no. 3 (2017), 163.

[51] Jill Hadfield, *Intermediate communication games: A collection of games and activities for low to mid-intermediate students of English* (Walton-on-Thames: Nelson, 1990), 5.

[52] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning, 3rd edition* (New York: Cambridge University Press, 2006), 4.

4) Describe Game. The learner is challenged to describe something to another learner so well, either verbally or in writing, that the other learner can do something.

5) Connect: Compare, Match, Group. The learner is challenged to objectively or subjectively connect, compare, match, or group various pieces of information, such as pictures or texts.

6) Order Game. This game challenge students to organize several information in a subjective or objective sequence of quality and importance, or to arrange texts, pictures, and objects in a formative sequence, also subjectively or objectively.

7) Remember. The learner attempts to recall something and then communicates what he or she recalls.

8) Create. The learner is challenged or invited to use their imagination to create a story, a poem, or other type of material.

Meanwhile, Pham classified games in EFL classroom into nine types, they are: 1) Structure games that simulate the use of specific syntax patterns in communication. 2) Vocabulary games in which learners' attention is primarily focused on words. 3) Spelling bee. 4) Pronunciation exercises. 5) Number puzzles. 6) Play-and-listen games. 7) Video games and writing. 8) Acting and miming. 9) Interactive games.[53]

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[53] Miljana K. Stojkovic and Danica M. Jerotijevic, Reasons for Using or Avoiding Games in an EFL Classroom, in *Proceeding of 1st International Conference on Foreign Language Teaching and Applied Linguistics*, 2011, 941.

Based on some classifications described above, one of the types of games that had been applied to get the purpose of this research was mime game.

c) **Advantages and Disadvantages of Games**

Depending on the implications of games and the myriad factors affecting successful language learning, the use of games in an EFL classroom may have both advantages and disadvantages, or less favorable results. Some of the advantages of game in education are:[54]

1) Game plays an important role in engaging students by encouraging a hands-on approach.

2) Game helps students what they have learned because active participation is encouraged.

3) Game can also be used to teach other skills such as critical thinking, problem solving, interaction, and peer collaboration.

Uberman as cited by Derakhshan and Khatir claimed that game can help many learner to learn the target language more easily. Game also help teachers create contexts where the target words are useful and meaningful, and they help students learn and remember new words faster. In other words, students can use language without stress after learning and practicing new vocabulary through games. Ramadhaniarti also stated that teaching English vocabulary through games would make both

[54] Victor Samuel Zirawaga, Adeleye Idowu Olusanya and Tinovimbanashe Maduku, Gaming in Education: Using Games as a Support Tool to Teach History, 56.

teaching and learning more enjoyable. Students will be motivated to learn English vocabulary because of the unforgettable moments they have while playing the game. Furthermore, playing games to learn vocabulary is an effective and engaging method that can be used in the classroom.[55]

Instead, Allen clarified that the goal of recommending game for vocabulary learning was not to suggest entertaining ways to kill time. In most classes, time flies by, and it is not the teacher's responsibility to keep students entertained. Language teachers, on the other hand, 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.[56]

Therefore, the disadvantages of games are:

1) Discipline matters, as learners may become excessively crowded

2) Deviating from the basic purpose of the game-play activity, possibly as a result of insufficient regulation guidance, effecting in excessive playing and a lack of learning

3) If the games are already familiar or boring, students may not completely participate

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[55] Tri Ramadhaniarti, Teaching English Vocabulary through Game: Views from the students, *in the Proceedings of the Fourth International Seminar on English Language and Teaching*, University of Bengkulu, 2016, 384

[56] Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), 52.

4) Some students, particularly teenagers, may regard games as unnecessary and childish.[57]

Based on the explanation above, it can be stated that using games in vocabulary teaching is very important, because games not only help students encourage their learning but also allow students to enjoy English class activities in a comfortable setting. Furthermore, the teacher must think carefully about when to use games, which ones to use, and how to use them appropriately, purposefully, and efficiently in order to meet both students' needs and lesson adjectives as well as to avoid or mitigate some of the disadvantages of using games described above.

3. Mime Game

a) Definition of Mime Game

Mime is a nonverbal technique that uses gesture and body movements to portray a character, mood, idea, or narration. Mime, according to Hornby, is the technique of telling a story with only expression and gesture and no words. It means that mime communicates by using gesture or body language, facial expression, and action rather than speaking. Mime has unique characteristics that make it an effective motivational tool. Mime's reliance on physical activities and emotional expressions is one of its most notable advantages. After sitting still in a

[57] Stojkovic and Jerotijevic, "Reasons for Using or Avoiding Games in an EFL Classroom", 941.

classroom for hours, students enjoy making facial expressions and movements.[58]

Furthermore, Klippel implied in Alqahtani that mime or gesture is beneficial if it emphasizes the significance of gestures and facial expressions in communication. In essence, because it focuses on communication, it can be used not only to indicate the meaning of a word found in a reading passage, but also in speaking activities. Many words can be introduced using mime, expressions, and gestures. Adjectives like "sad", "happy", and so on.[59] According to Pinter in Purnama, Sutapa, and Susilawati, the mime game reduces classroom stress. By bringing the mime game to the front, students' fear of making mistakes is reduced. As a result, they can concentrate and enjoy the learning process.[60] Further, Fadillah claimed that using mime games in vocabulary teaching has a positive effect on making students enthusiastic about the learning process and assisting them in understanding vocabulary.[61]

Based on description above, it can be seen that mime game is an activity in which something is expressed through gesture, facial expression, or body movement without using words. In this research, one

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[58] Syahyar Ridhana Putra, Sofyan A. Gani and Kismullah Abdul Muthalib, "The Use of Mime Media to Enhance Writing of the Tenth Grade Students of Islamic Senior High School on Recount Text", 440.

[59] Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, vol. 3, no. 3 (2015), 28.

[60] Eni Purnama, Gatot Y. Sutapa and Endang Susilawati, "Improving Students' Vocabulary Mastery by Using Mime Game in SMPN 3 Sungai Raya" (Article, Tanjungpura University Pontianak, 2017), 5.

[61] Annisa Nurul Fadillah, The Use of Mime Game in Improving Students' Vocabulary, (Thesis, Pasundan University, 2015), 55

student will be chosen to mime a word, and the other students will try to guess what he or she really means.

b) **Procedure of Mime Game in Teaching Vocabulary**

The procedure of mime game that applied in this research was followed the procedure that mentioned by Wright et.al.[62] Here is the procedures:

1) The teacher tells the students what type of words that will be reviewing.

2) The teacher helps the students to brainstorm a list of five to fiftees words and write them on the board.

3) The teacher divides the students into 4 groups.

4) The teacher will place the box containing the cards that the describer will take in the corner of the classroom.

5) The game will begin with the teacher acting as a describer. The teacher will demonstrate how to be a describer, and all students will act as a guessers.

6) After each student has formed groups, the teacher will take the card from the box and begin miming the words by standing in front of the class and miming a word.

7) Then, the student who correctly guesses what the teacher mimes is then rewarded, and he or she is assigned to be the next describer.

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[62] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning, 3rd edition*, 103.

8) Next, the chosen student or describer, who will mime a word, takes one card from the box but does not show it to anyone, including the teacher. The describer then takes on the role of miming a word from the card. The remaining students or guessers who correctly guess the word will receive a point for their group, and he or she will be assigned the role of the next describer.

9) Then, next step is repeating the process above until all of the words in the cards have been used.

10) When all of the words have been guessed, the round is over or the game ends after the time limit has been reached. The group whose members can correctly guess a larger number of words than they will win the game or there will be the first, second, and third winner.

Students require a fun and interesting strategy for learning vocabulary. The researcher then used mime game to teach vocabulary in order to make students interest in learning new words. The students are not allowed to speak or make any noise during the mime game. Students are only permitted to mime the word through facial expressions or body movement. Students may enjoy the teaching and learning process if mime game is performed.

In using mime game, there are several things that should be done by the teacher, those are: The first thing that the teacher should do is selecting material. In this research, the researcher only focuses on noun which about profession and common adjectives; the second thing that the

teacher should do is preparing media. Students understands the subject more easily when media is used, and it can aid the teacher in the teaching and learning process. In this research, the researcher has to prepare some cards containing noun and adjective words, and a box to put the cards into the box; The third thing that the teacher should do is determining the appropriate procedure of mime game for seventh grade students.
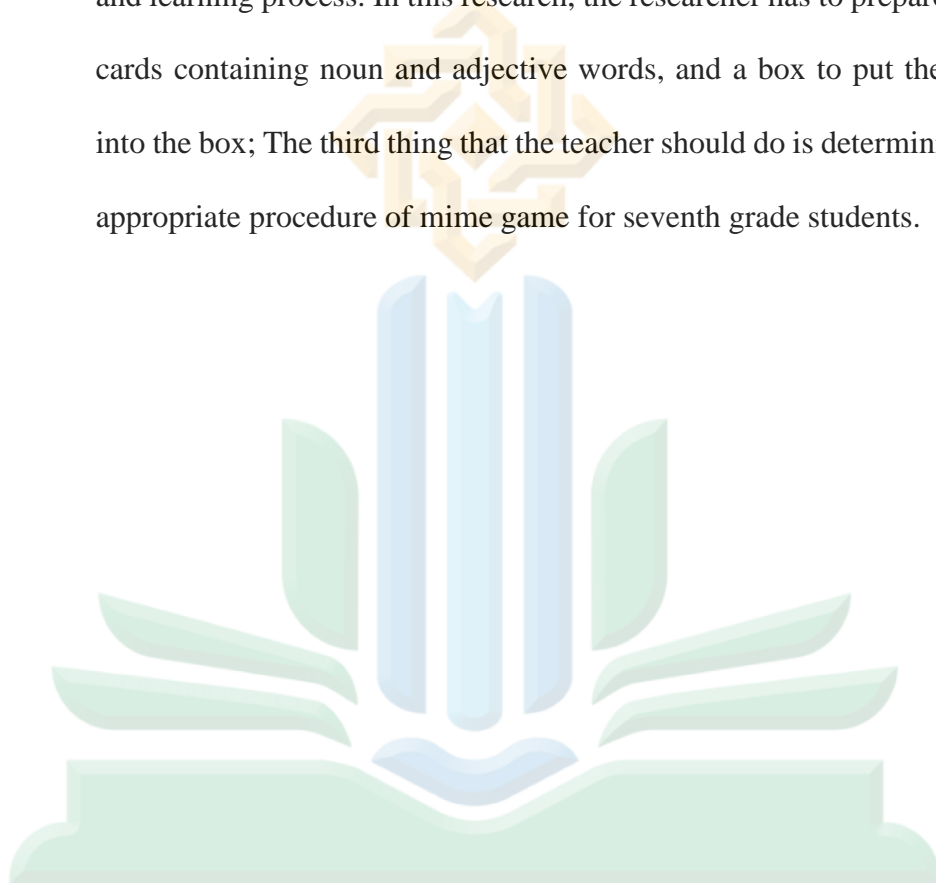
CHAPTER III

RESEARCH METHOD

This chapter give explanation about how this research conducted. There are some sub topics included here, that is the research design, research subject, data collection method and research instrument, and data analysis.

A. Research Design

A quantitative approach with experimental design was used in this research. Quantitative is an approach that used to test objective theories by examining relationships between variables. These variables can be measured, typically on instruments, so statistical procedures can be used to analyze numerical data.[63] Two variables used in this research were mime game as the independent variable and vocabulary as the dependent variable. Therefore, based on the research problem of this research, the researcher measured the effect of using mime game in teaching vocabulary, so the experimental design was chosen as the research design. It is supported by Creswell that we use experimental design when we want to identify possible cause and effect between the independent and dependent variables. An independent variable is said to cause or probably caused the dependent variable if it influences the dependent variable. Because the experiment was controlled, it is the best quantitative design to use in determining probable cause and effect.[64]

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[63] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles: SAGE Publications, 2018), 41.
[64] Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed., 295.

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As stated by Yusuf, there are three general categories of experimental designs: pre-experimental, quasi experimental, and true experimental.[65] Therefore, the researcher used pre-experimental design since there is no control group used in this study. As supported by Salkind that pre-experimental designs are not include a control group or a random selection of participants from a population.[66] The design of pre-experimental used was one-group pretest posttest design which according to Yusuf carried out in three stages:[67]

1. Carrying out a pretest to measure the first condition of the participant before being given the treatment.

2. Giving a treatment.

3. Carrying out a post test to determine the state of the dependent variable after being given treatment.

B. Research Subject

Research subjects are individuals, objects, or organisms which is used as a source of information needed in the collection of research data.[68] The subject of this research was seventh grade students of MTs Asy-Syafi'iyah Sukorejo Bangsalsari which consisted of 20 students. They were only in one class. The researcher taking the total population as the total sample, because the total population was only 20 students. As supported by Samsu that sometimes

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[65] A. Muri Yusuf, *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan* (Jakarta: Kencana, 2014), 172.

[66] Neil J. Salkind, *Exploring research*, 8th ed. (New York: Pearson Education, 2012), 230

[67] Yusuf, *Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan*, 181.

[68] Agung Widhi Kurniawan and Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif* (Yogyakarta: Pandiva Buku, 2016), 58.

a researcher makes the total population as the total sample. This may be because the population is small, so the entire population is sampled.[69]

C. Data Collection Technique and Research Instrument

a) Data Collection Technique

Test was used as the method of collecting data in this research. As explained by Arikunto that test is kind of questions, exercises, or other tools that applied to measure knowledge, abilities, intelligence or talents of every person or groups.[70] The test is useful for this research because the researcher can determine the value of an experiment by seeing the test result.[71] The kind of test applied in this research was achievement test in the form of multiple choice item. Achievement test is a test that used to measure ability of person after learning something.[72] In this research, the test used to measure students' vocabulary ability before and after they taught by using mime game. The test is divided into two kinds, namely pretest and posttest. Further, the procedure of data collection explained below:

1. Pre-test

   The students was given a pre-test before doing the treatment. It is needed to know the students' vocabulary ability before doing the treatment. The test is consisted of 20 items in form of multiple choice.

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[69] Samsu, *Metode Penelitian: Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, serta Research & Development* (Jambi: Pusaka, 2017), 145.

[70] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta), 193.

[71] Neil J. Salkind, *Exploring Research 8th ed* (USA: Pearson Education, 2012), 134

[72] Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 194.

2. Treatment

The students was given the treatment after they got the pre-test. The treatment conducted in four meetings. In each meeting, the researcher applied mime game while teaching vocabulary. But first, the researcher explained the topic and the procedure of mime game early before applying it. Therefore, the procedure of mime game that applied in this research was followed the procedure that mentioned by Wright et.al.[73] Here is the procedures:

a) The teacher tells the students what type of words that will be reviewing.

b) The teacher helps the students to brainstorm a list of five to fifteen words and write them on the board.

c) The teacher divides the students into 3 groups.

d) The teacher prepares a box with some cards for the describer to take in the corner of the class.

e) The teacher will initiate the game first. The teacher serves as a describer. The teacher will demonstrate how to be a describer, and all students will take a role as the guessers.

f) After each student gather with their groups, the teacher will take the card from the box and begin miming the words by standing in front of the class.

[73] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning, 3rd edition*, 103.

g) Then, the student who can guess earlier on what the teacher mimes will be given a reward and then he or she will take a role to be the next describer.

h) The chosen student will then mime a word by taking one card from the box but not showing it to anyone, including the teacher. The describer then takes on the role of miming a word in front of the class. The rest of the students who can guess the word will get a point for his or her group and then he or she will have a role to be the next describer.

i) Then, the next step is repeating the process above till the rest words in the cards.

j) When all of the words have been guessed, the round ends or the game ends after the time limit has been reached. The group whose members correctly guess the most words wins the game.

3. Posttest

The post test conducted after giving treatment. The aim of posttest was to find out the value of treatment whether it has an effect or not and also for knowing the difference score between pre-test and posttest, whether the result of posttest is better than the result of pre-test. The posttest consisted of 20 items in form of multiple choice.

b) Research Instrument

In collecting the research data, we need a tool that used to measure research variables. The tool is called research instrument. The instrument

used in this research was vocabulary test in form of multiple choice items. Therefore, the instrument should be tested to get validity and reliability before being used on the research subject.

1. Instrument Validity

Validity of instrument means that it can be used to measure what it is supposed to measure. In this research, the researcher analyzed the test from content validity to determine whether it has good validity or not. Instruments that must have content validity, according to Sugiyono, are tests that are frequently used to measure learning achievement. To create learning achievement instrument with content validity, the instrument must be organized based on the subject matter taught, or an instrument matrix can be used to assist.[74]

Here, the researcher made the instrument matrix which consists of the variables studied, indicators as benchmarks and number of question items that have been described from indicators. The test was also created by the researcher using course objectives from the syllabus and textbook of seventh grade students at MTs Asy-Syafi'iyah Sukorejo Bangsalsari. The test item and key answer is on appendix 1, while the instrument matrix can be seen on the table below.

[74] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 125.

Table 3.1
Instrument matrix of pre-test

Sub Variable	Indicator	Item	Number of Items
Noun	Profession	10	1, 3, 4, 6, 9, 11, 12, 15, 18, 19
Adjective	Common Adjective	10	2, 5, 7, 8, 10, 13, 14, 16, 17, 20
Total		20	

Table 3.2
Instrument matrix of posttest

Sub Variable	Indicator	Item	Number of Items
Noun	Profession	10	2, 3, 5, 8, 10, 11, 13, 14, 16, 19
Adjective	Common Adjective	10	1, 4, 6, 7, 9, 12, 15, 17, 18, 20
Total		20	

The test consists of 50 multiple choice items before validity. Then, the test was tried out on students who were not included in the research subject, they were seventh grade students at MTs Baniy Kholiel Bangsalsari which consisted of 32 students. The validity of each item was tested using item analysis which correlated the score of each item with the total score. In this study, the researcher used product moment correlation to find the correlation coefficient with the following formula:[75]

[75] Komang Sukendra and Kadek Surya Atmaja, *Instrumen Penelitian* (Lumajang: Mahameru Press, 2020), 55.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

Description:

r_{xy} = Correlation coefficient between X and Y

N = Total subject

$\sum XY$ = Total multiplication of item score and total score

$\sum X$ = Sum of the item score

$\sum Y$ = Sum of the total score

$\sum X^2$ = Sum of squares of the item score

$\sum Y^2$ = Sum of squares of the total score

The researcher used Product Moment Correlation with help of IBM SPSS Statistics version 26. By looking at the Correlated item − Total Correlation column, the value is called r count, and then comparing r count to r table, each item can be said to be valid or invalid. If r count > r table, the item is considered valid. However if r count < r table, so the item is invalid.

2. Instrument Reliability

The precision or accuracy of the instrument in making measurements is referred to as its reliability. A research instrument is said to be reliable if it produces consistent research data, because consistent data can be trusted. A test can be reliable but not valid, but it cannot be valid unless it is first reliable.[76] In this research, the researcher

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[76] Salkind, *Exploring Research 8th ed*, 127.

used internal consistency to test the instrument's reliability, which is accomplished by testing the instrument only once on the research subject and then analyzing the results with specific techniques.[77]

Therefore, the researcher used Cronbach's Alpha formula with the help of IBM SPSS Statistics 26 to measure the instrument reliability in this research. As supported by Retnawati that Cronbach's Alpha formula can be used to measure the reliability with scoring instrument not only 1 and 0 but also in polytomous scale as like questionnaire and essay.[78] Furthermore, Cohen, Manion and Morrison stated that the Cronbach's Alpha provides a coefficient of inter-item correlations. It is a measure of the internal consistency among the items and is used for multi-item scales.[79]

D. Data Analysis

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 post-test. According to Arikunto, to analyze the results of experimental research that used one-group pretest posttest design, t-test will be used with the following formula:[80]

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[77] Febrianawati Yusup, Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif, *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, vol. 7, no. 1 (2018), 20.

[78] Heri Retnawati, *Analisis Kuantitatif Instrumen Penelitian* (Yogyakarta: Parama Publishing, 2016), 91

[79] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education 8th ed* (New York: Routledge, 2018), 270.

[80] Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 349.

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N\,(N-1)}}}$$

Description:

Md   = Mean of the difference between pretest and posttest

Xd   = deviation of every subject (d - Md)

$\sum X^2 d$ = Total of quadrate deviation

N   = Total subject

d.b.   = determined by $N - 1$

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 at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari. 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 at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

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J E M B E R

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provide the overview of MTs Asy-Syafi'yah, the description of data, hypothesis testing and analysis, and discussion.

A. Overview of MTs Asy-Syafi'iyah

The researcher describes a little information related to this institution from school profile.[81] This institution started as a private school under the auspices of Asy-Syafi'iyah Islamic Boarding School with relatively small number of students. Then, this institution developed well and with a good support and response from the community, so that in 2008 the school's operational permit was officially issued with the name "Madrasah Tsanawiyah Asy-Syafi'iyah". This institution located in Sukorejo village, Bangsalsari district, Jember regency, East Java province, precisely on Balung street number 114 Sukorejo Bangsalsari, ± 4 km west of Bangsalsari district, ± 5 km west of Balung district. This institution was founded by several local community leaders who have a high concern for education, they are: 1) KH. Syakir Shonhaji, BA, 2) KH. Misbahus Salam, 3) K. Asnawi, 4) Ust. Badrul Kamal, 5) Drs. Badrullah, 6) Drs. Badri Hamidi, 7) Ali Wafa, S.HI.

One of the founders, KH. Syakir Shonhaji, BA revealed that the purpose of establishing this institution is to create Muslim individuals who are intelligent, obedient and religious, also have a great responsibility for the development of Islam to any places, especially Bangsalsari district and its

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[81] The profile of MTs Asy-Syafi'iyah Sukorejo Bangsalsari

surroundings. Therefore, it is hoped that the management of this institution will not be separated from its initial spirit, and every policy taken must take into account or reflect this spirit. While leadership and teachers of MTs Asy-Syafi'iyah can be seen in following table:

Table 4.1
Leadership of MTs Asy-Syafi'iyah Sukorejo

Name	Period
Mohammad Badri	2008 – 2014
Ali Wafa	2014 – 2022
Abdul Karim	2022 – now

Table 4.2
Teachers of MTs Asy-Syafi'iyah Sukorejo

No	Name	Description
1	Abdul Karim, S.Pd	Headmaster
2	Syafiudin, S.Pd	Teacher
3	Abdul Hamid, S.H	Teacher
4	Abdul Gofur, S.Pd	Teacher
5	Ali Wafa, S.H.I	Teacher
6	Siti Rohmah, S.Pd.I	Teacher
7	Yayuk Sri Rahayu, S.Pd	Teacher, Curriculum
8	Anisfu Sa'ban, S.Ag	Teacher
9	Mamik Oktaviana, S.Pd	English Teacher
10	Siti Hamida, S.Pd.I	Teacher
11	Nur Afifah, S.H	Teacher
12	Ifa Nur Farida, S.Pd.I	Teacher
13	Istiqlaliyah, S.Pd, M.S.I	Teacher
14	Sun'an Arifin, S.Kom	Administration, Operator
15	Istalia Lailatal Izzah	Teacher
16	Uswatun Hasanah	Teacher
17	Ifa Dlotul Hasanah, S.Pd.I	Teacher

Besides, this institution is quite active in encouraging every effort of self-development through various fields, both academic development and

improving the quality of teachers and students. Some activities are seminars, training and workshop, competition in the fields of study as well as social and religious activities. Although this institution has not received many achievements, but still there are several awards that have been achieved as evidence of the involvement of school residents in the activities mentioned previously.

B. Description of Data

As mentioned in earlier chapter, in order to know the effect of using mime game in teaching vocabulary, the researcher had calculated the data using pre-test and post-test. But before the test is distributed to participants for testing analysis and hypothesis, the researcher had conducted try out and tested the validity and reliability of the test, then continued with a description of pre-test and posttest scores.

a) Validity Testing

Before validity, the test consists of 50 multiple choice items. Then, the test was tried out on students who were not included in the research subject, they were seventh grade students at MTs Baniy Kholiel Bangsalsari which consisted of 32 students. The instrument for validity testing can be seen on appendix 1. The validity of each item was tested using item analysis which correlated the score of each item with the total score. The researcher used product moment correlation in this research to find the correlation coefficient with the help of IBM SPSS Statistics version 26. The researcher

include the results of validity test from SPSS output briefly in table 4.3

below.

Table 4.3
The Results of Validity Testing

Item Number	r count	r table	Description
1	0,305	0,361	**Invalid**
2	0,620	0,361	Valid
3	0,446	0,361	Valid
4	0,371	0,361	Valid
5	0,493	0,361	Valid
6	0,237	0,361	**Invalid**
7	0,540	0,361	Valid
8	0,519	0,361	Valid
9	0,535	0,361	Valid
10	0,476	0,361	Valid
11	0,596	0,361	Valid
12	0,654	0,361	Valid
13	0,196	0,361	**Invalid**
14	0,416	0,361	Valid
15	0,641	0,361	Valid
16	0,532	0,361	Valid
17	0,419	0,361	Valid
18	0,402	0,361	Valid
19	0,610	0,361	Valid
20	0,316	0,361	**Invalid**
21	0,485	0,361	Valid
22	0,374	0,361	Valid
23	0,608	0,361	Valid
24	0,625	0,361	Valid
25	0,204	0,361	**Invalid**
26	0,509	0,361	Valid
27	0,557	0,361	Valid
28	0,586	0,361	Valid
29	0,401	0,361	Valid
30	0,600	0,361	Valid
31	0,426	0,361	Valid

32	0,700	0,361	Valid
33	0,648	0,361	Valid
34	0,428	0,361	Valid
35	0,557	0,361	Valid
36	0,602	0,361	Valid
37	0,375	0,361	Valid
38	0,371	0,361	Valid
39	0,405	0,361	Valid
40	0,418	0,361	Valid
41	0,388	0,361	Valid
42	0,168	0,361	**Invalid**
43	0,455	0,361	Valid
44	0,276	0,361	**Invalid**
45	0,619	0,361	Valid
46	0,346	0,361	**Invalid**
47	0,437	0,361	Valid
48	0,325	0,361	**Invalid**
49	0,543	0,361	Valid
50	0,223	0,361	**Invalid**

Source: processed from SPSS output

As mentioned earlier in chapter 3, if r count > r table at the "5%" significance level, so that the item is valid. But if r count < r table at the "5%" significance level, so that the item is invalid. To determine the r table was from df = (N – 2) with N = 32, so df = 30, α = 0,05, r table = 0,361. The acquisition of r table can be seen in Appendix 12. Based on the results of validity testing on table 4.3 above, it was found that not all the items were valid. From 50 items which were tried out, there were 10 items which were not valid and 40 items which were valid. Then, the researcher removed the invalid items. So, the total item used was 40 items, 20 items for pre-test and 20 items for posttest.

b) Reliability Testing

To find the reliability of the instrument, the researcher used Cronbach's Alpha formula with the help of IBM SPSS Statistics 26. The results of reliability analysis using Cronbach's Alpha formula shown on table 4.4 below:

Table 4.4
The Results of Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.925	50

Meanwhile, according to Cohen et.al, the value of Cronbach's Alpha can be interpreted as following table:[82]

Table 4.5
Cronbach's Alpha Coefficient Interpretation

> 0.90	very highly reliable
0.80 – 0.90	highly reliable
0.70 – 0.79	reliable
0.60 – 0.69	Minimally reliable
< 0.60	Unacceptably low reliability

Based on table 4.4 above, it was found that the reliability of instrument using Cronbach's Alpha is 0.925. Related with the interpretation of Cronbach's Alpha coefficient stated by Cohen et.al on table 4.5, the result was interpreted into very highly reliable since 0.925 > 0.90.

[82] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education 8th ed* (New York: Routledge, 2018), 774.

c) **The Description of Pre-test Score**

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 4.6:

Table 4.6
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 4.7 below:

Table 4.7
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. Next the students' score in table 4.6 above then computed by using IBM SPSS Statistics 26. The result was shown in the table 4.8 and following bar chart in figure 4.1:

Table 4.8
The Frequency Score of Pre-test

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	5.0	5.0	5.0
	45.00	2	10.0	10.0	15.0
	50.00	5	25.0	25.0	40.0
	55.00	2	10.0	10.0	50.0
	60.00	3	15.0	15.0	65.0
	65.00	3	15.0	15.0	80.0
	70.00	2	10.0	10.0	90.0
	80.00	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Figure 4.1
The Frequency Score of Pre-test
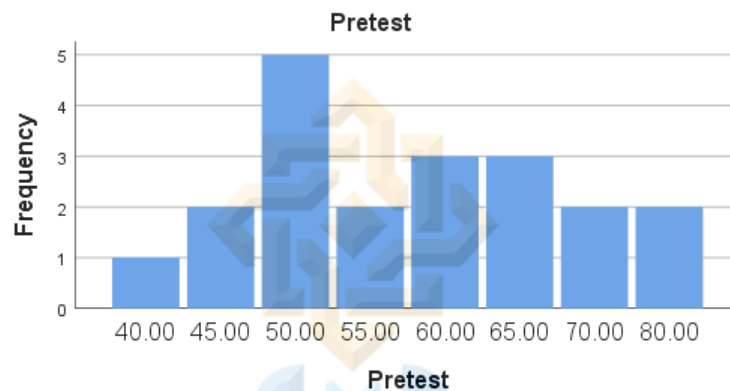
Based on the calculation on the table 4.8 and figure 4.1, it can be seen that 1 student (5%) got 40, 2 students (10%) got 45, 5 students (25%) got 50, 2 students (10%) got 55, 3 students (15%) got 60, 3 students (15%) got 65, 2 students (10%) got 70, and 2 students (10%) got 80.

d) **The Description of Posttest Score**

This test was designed to determine the students' vocabulary achievement after they had taught by using mime game. The posttest scores of the students are shown in the table 4.9:

Table 4.9
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 4.10 below:

Table 4.10
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. Next the students' score in table 4.9 above then computed by using IBM SPSS Statistics 26. The result was shown in the table 4.11 and following bar chart in figure 4.2:

Table 4.11
The Frequency Score of Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Posttest					
Valid	60.00	1	5.0	5.0	5.0
	65.00	1	5.0	5.0	10.0
	70.00	3	15.0	15.0	25.0
	75.00	3	15.0	15.0	40.0
	80.00	5	25.0	25.0	65.0
	85.00	4	20.0	20.0	85.0
	90.00	1	5.0	5.0	90.0
	95.00	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Figure 4.2
The Frequency Score of Posttest
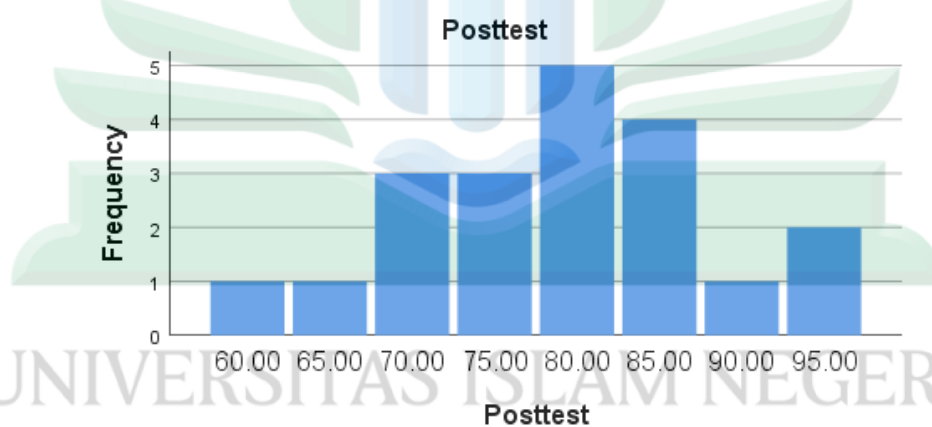
Based on the calculation on the table 4.11 and figure 4.2, it can be seen that 1 student (5%) got 60, 1 students (5%) got 65, 3 students (15%) got 70, 3 students (15%) got 75, 5 students (25%) got 80, 4 students (20%) got 85, 1 students (5%) got 90, and 2 students (10%) got 95.

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 4.12:

Table 4.12
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 4.12, 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. Then, the mean of posttest was 79.00 which is higher than the mean of pretest 58.25. 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.

C. **Hypothesis Testing and Analysis**

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, paired sample t-test was used in this research to measure the result of pretest and post-test. As supported by Cohen, Manion, and Morrison who stated that the t-test can be used for paired sample,

i.e where the same group is measured on two occasions (e.g. pretest and post-test).[83] Paired sample t-test was done by using IBM SPSS Statistics 26.

The hypothesis of this research is follow:

1. Alternative Hypothesis (H_a)

    There was significant effect of using Mime Game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

2. Null Hypothesis (H_0)

    There was no significant effect of using Mime Game in teaching vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

The basis of making decision is based on the comparison of t_{count} with t_{table}:

   a. If the value of $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted

   b. If the value of $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected

Therefore, to finding t_{table} in table t:

1) Level of significance(α) is 5%

2) Degree of freedom (df) are n – 1, it means 20 – 1 = 19

3) So that the value of t_{table} was 1,729

    Basic decision in applying paired sample t-test is based on the comparison of the significance value as follow:

   a. If the significance value is > 0,05, then H_0 is accepted and H_a is rejected

   b. If the significance value is < 0,05, then H_0 is rejected and H_a is accepted

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[83] Cohen, Manion, and Morrison, *Research Methods in Education 8th ed*, 780.

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 4.13 below:

Table 4.13
The Output of Paired Sample T-test

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

Based on the table 4.11 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_0) 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.

D. Discussion

Based on the results of this research, the researcher has proved what has been stated by Fadillah that the use of mime game in teaching vocabulary has a positive effect on students' enthusiasm for learning and their understanding of vocabulary.[84] 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_0) 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).

As a result, it is possible to conclude that using mime game to teach vocabulary at seventh grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari had significant effect. 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 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

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[84] Annisa Nurul Fadillah, The Use of Mime Game in Improving Students' Vocabulary, (Thesis, Pasundan University, 2015), 55

beneficial because they can instill in students the importance of specific words, which are required for the game's objective to be met.[85]

The result above supported by some previous research which also found that mime game was effective in teaching vocabulary. First, Harti on her thesis got the mean score of pre-test in experimental class was 44,65 and for the control class was 49,55. While the mean score of posttest in experimental class was 71,74 and for the control class was 63,35.[86] Second, Kartikasari on her research got the mean score of pre-test was 61,85 and the mean score of posttest was 85,22.[87] Third, Apdy and Asrifan on their research got the mean score of pre-test was 59,4 and the mean score of posttest was 85,02.[88] From some previous research mentioned above, it is shown that the mean score after giving the treatment mime game was higher than the mean score before giving the treatment mime game. So it means that the use of mime game has significant effect in increasing students' vocabulary.

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

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[85] Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), 52.

[86] Depa Juli Harti, The Effect of Miming Game Technique toward Students' Vocabulary Mastery (Thesis, State Institute of Islamic Studies Bengkulu, 2016)

[87] Endah Dwi Kartikasari, The Effectiveness of Using Miming Game on Students' Vocabulary Mastery to the Eighth Grade Students at SMPN 7 Kediri, *Simki-Pedagogia*, vol. 1, no. 12 (2017).

[88] Andi Patimah Ramarph Apdi and Andi Asrifan, the Chinese Mime Game in EFL Classroom, in *Proceeding of the 65th TEFLIN International Conference*, Makassar State University, 2018.

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 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.[89]

Based on explanation above, it can be concluded that students' vocabulary score getting higher and better after using mime game. It means there was significant effect of using mime game in teaching vocabulary at sevennth grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari.

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[89] Eni Purnama, Gatot Y. Sutapa and Endang Susilawati, "Improving Students' Vocabulary Mastery by Using Mime Game in SMPN 3 Sungai Raya" (Article, Tanjungpura University Pontianak, 2017), 5

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the explanation of the results of the research that has been discussed in the data analysis, hypothesis testing and discussion in the previous chapter, it can be concluded that:

1. 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_0) 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.

B. SUGGESTION

Based on the results and discussion of this research, the researcher saw some things need to be improved. So, the researcher would like to offer some suggestions written below:

1. 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.

2. 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.
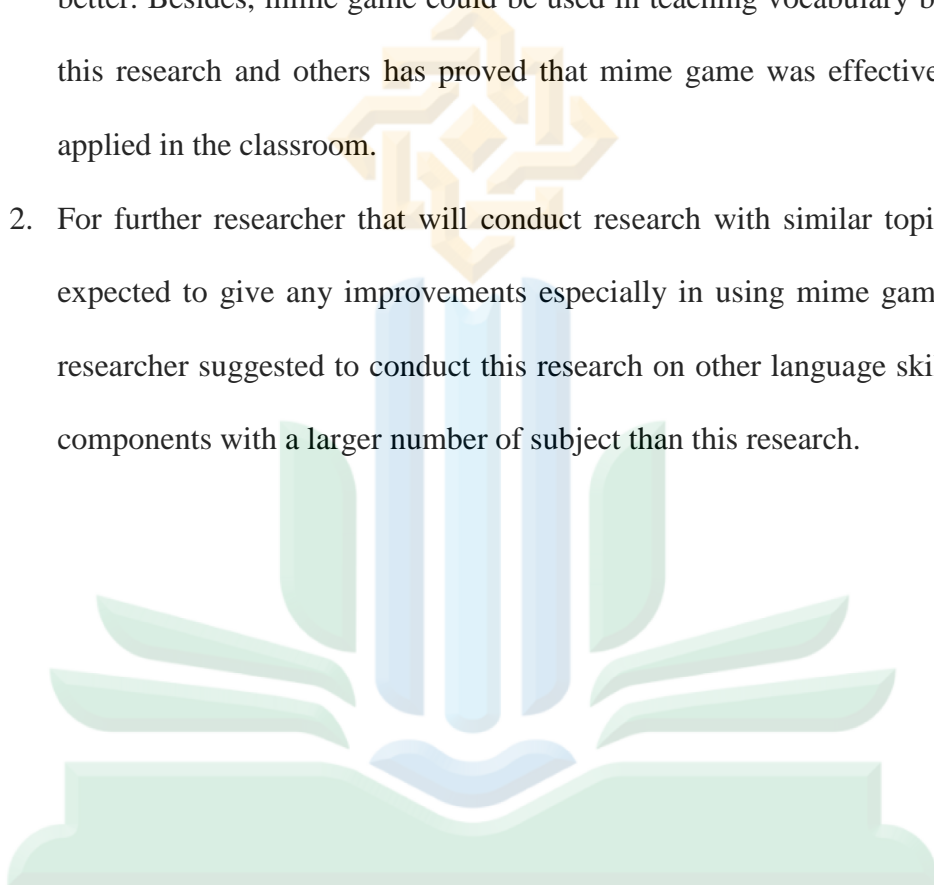
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Appendix 1

DECLARATION OF AUTHORSHIP

The undersigned below:

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States that thesis entitled **"The Effectiveness of Using Mime Game in Teaching Vocabulary at Seventh Grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari in Academic Year 2021/2022"** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact; I am the only person responsible for the thesis if there is any objection or claim from other.

Jember, October 28th 2022
Writer

Zahrotul Elmi
NIM. T20186031

Appendix 2

Research Matrix

Title	Variables	Sub Variables	Indicators	Data Resources	Research Method	Problem
The Effectiveness of Using Mime Game in Teaching Vocabulary at Seventh Grade of MTs Asy-Syafiʼiyah Sukorejo Bangsalsari in Academic Year 2021/2022	A. Mime Game B. Vocabulary	1. Mime individual a. Noun b. Adjective	Words • Profession • Common adjective	Participant: Seventh Grade Students	Research design : Pre experimental design Research instrument : Test Data collection: Test (Pre-test, posttest) Data analysis: T-test	Is there any significant effect of using Mime Game in teaching vocabulary at Seventh Grade of MTs Asy-Syafiʼiyah Sukorejo Bangsalsari?

Appendix 3

INSTRUMENT PRE-TEST

Name	:	**Date**	: 21 – 05 – 2022
Grade	: VII	**Time**	: 10.00 – 11.00
Subject	: English	**Duration**	: 60 minutes

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Della : "What is your grandfather's job?"
   Nia : "He is a …., he plants rice in the rice field.
   a. waiter   c. farmer
   b. carpenter   d. baker
2. My mother is a …. woman.
   a. handsome   c. angry
   b. beautiful   d. tired
3. My father catches fish on the sea, he is a ….
   a. nurse   c. singer
   b. teacher   d. fisherman
4. Andi's duty is defending and protecting country because he is a ….
   a. doctor   c. barber
   b. carpenter   d. soldier
5. Sugar is …., but honey is sweeter than sugar.
   a. salty   c. sweet
   b. bitter   d. smooth
6. Anton drives a car every day because he is a ….
   a. driver   c. pilot
   b. prsesnter   d. fisherman
7. My father is a …. man.
   a. sleepy   c. handsome
   b. nervous   d. hungry
8. Linda is …., she gets A in English lesson.
   a. smart   c. strong
   b. lazy   d. heavy
9. Nisa : "What is your grandfather's job?"
   Farah : "He is a …., he works in the rice field.
   a. singer   c. farmer
   b. carpenter   d. presenter

10. I get bad score in my exam, I am …. of making my mother angry.
    a. happy
    c. dizzy
    b. afraid
    d. brave
11. Mila's tooth is sick, so she goes to a …. to check her tooth.
    a. dentist
    c. tailor
    b. farmer
    d. baker
12. Vania is a …., she helps a doctor to cure patients in the hospital.
    a. carpenter
    c. nurse
    b. painter
    d. baker
13. I am very ...., so I drink water.
    a. sleepy
    c. angry
    b. hungry
    d. thirsty
14. Ani does not …. to meet her teacher because she didn't do the homework.
    a. confuse
    c. brave
    b. sad
    d. angry
15. Adit is a …., he can make a table, chair or do other things with wood.
    a. waiter
    c. tailor
    b. carpenter
    d. barber
16. Diana's barbie was broken. Diana is very …. now.
    a. sad
    c. nervous
    b. happy
    d. charm
17. Slamet slept too late last night, he is .... now.
    a. angry
    c. sleepy
    b. afraid
    d. happy
18. My aunt is a …., she cures patient every day.
    a. doctor
    c. baker
    b. pilot
    d. tailor
19. Kartika is a …., she makes some clothes for many people.
    a. pilot
    c. driver
    b. tailor
    d. fisherman
20. My mother makes …. food, it makes me happy.
    a. bitter
    c. heavy
    b. salty
    d. delicious

Appendix 4

INSTRUMENT POSTTEST

Name	:	**Date**	: 07 – 06 – 2022
Grade	: VII	**Time**	: 10.00 – 11.00
Subject	: English	**Duration**	: 60 minutes

B. Choose the correct answer by crossing (x) a, b, c, or d!

21. My mother is …. to me because I get bad score in my exam.
    a. nervous
    c. hungry
    b. afraid
    d. angry

22. Mr. Jack is a …., he goes to school to teach English.
    a. farmer
    c. carpenter
    b. teacher
    d. soldier

23. Andi is a …., he works in a restaurant.
    a. teacher
    c. farmer
    b. doctor
    d. chef

24. Toni feels …. because his money was lost.
    a. happy
    c. thirsty
    b. sleepy
    d. confuse

25. Dimas drives a car every day because he is a ….
    a. painter
    c. baker
    b. driver
    d. soldier

26. Meli feels …. today because she slept too late last night.
    a. sleepy
    c. brave
    b. confuse
    d. afraid

27. Luna is celebrating her birthday. Now Luna feels ….
    a. angry
    c. funny
    b. happy
    d. sad

28. My mother is a tailor. She makes some …. for many people.
    a. hairs
    c. door
    b. clothes
    d. fish

29. Rika is getting sick, she feels …. now.
    a. happy
    c. dizzy
    b. nervous
    d. beautiful

30. Lusi is a …., she sings a song in many places.
    a. singer
    c. prsesnter

b. police   d. barber

31. Rani   : "Where do you work, Budi?"
       Budi   : "I work in a restaurant as a …., I offer menu to the customers."
       a. waiter   c. tailor
       b. barber   d. nurse

32. My bag is very …. because there are many books inside it.
       a. heavy   c. smart
       b. sweet   d. small

33. Bima is a …., he can paint some pictures or draw some objects.
       a. photographer   c. fisherman
       b. soldier   d. painter

34. Indah   : "What is your uncle's job?
       Nita   : "He is a …., he cuts people's hair.
       a. driver   c. barber
       b. soldier   d. teacher

35. I am so …. when my teacher asks me to read a poem loudly.
       a. sweet   c. nervous
       b. heavy   d. thirsty

36. My brother is a …., one of his duty is regulating traffic lights.
       a. singer   c. police
       b. chef   d. presenter

37. I get bad score in my exam, I am …. of making my mother angry.
       a. happy   c. dizzy
       b. afraid   d. brave

38. Ani does not …. to meet her teacher because she didn't do the homework.
       a. confuse   c. brave
       b. sad   d. angry

39. Bima is a …., he controls and flies a plane.
       a. chef   c. pilot
       b. farmer   d. teacher

40. My brother is …., he can walk as far as fifteen kilometers.
       a. hungry   c. sad
       b. strong   d. afraid

Appendix 5

ANSWER KEY

Pre-test

1. C	11. D	21. B
2. B	12. A	22. C
3. C	13. A	23. C
4. D	14. B	24. A
5. B	15. C	25. D
6. A	16. D	
7. D	17. A	
8. A	18. C	
9. C	19. D	
10. B	20. A	

Posttest

1. A	11. C	21. A
2. B	12. B	22. C
3. A	13. B	23. D
4. D	14. C	24. C
5. C	15. A	25. A
6. C	16. B	
7. A	17. C	
8. C	18. D	
9. B	19. D	
10. A	20. B	

Appendix 6

Rencana Pelaksanaan Pembelajaran (RPP)

Subject   : English
Grade/Semester   : VII/2
Topic   : Adjective
Skill   : Speaking
Time Allocation   : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective).	3.5.1 Mengidentifikasi fungsi sosial teks lisan dan tulis tentang sifat orang, binatang, benda. 3.5.2 Mengidentifikasi struktur teks lisan dan tulis tentang sifat orang, binatang, benda. 3.5.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang sifat orang, benda, binatang.
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informais terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Menyusun teks interaksi transaksional lisan dan tulis pendek tentang sifat orang dan benda.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik diharapkan dapat:
1. Menjelaskan fungsi sosial teks lisan dan tulis tentang sifat orang, binatang, benda.
2. Menjelaskan struktur teks lisan dan tulis tentang sifat orang, binatang, benda.
3. Menjelaskan unsur kebahasaan teks lisan dan tulis tentang sifat orang, benda, binatang.
4. Menyusun teks interaksi transaksional lisan dan tulis pendek tentang sifat orang dan benda.

D. Materi Pembelajaran

1. Fungsi sosial:
   Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
2. Struktur teks:
   - Memulai
   - Menangapi (diharapkan/di luar dugaan)
3. Unsur Kebahasaan
   - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
   - Kosa kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l. nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite)
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4. Topik
   Sifat dan keadaan orang, binatang, benda, yang terdapat dirumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

✓ Pendekatan   : scientific learning
✓ Metode   : ceramah, mime game

F. Media, Alat, dan Sumber Pembelajaran

✓ Media   : Power Point
✓ Alat/Bahan   : Papan tulis, spidol, laptop, lcd
✓ Sumber Belajar : - Lembar Kerja Peserta Didik (LKPD) kelas VII
                      - Buku Penunjang Kurikulum 2013 Mata Pelajaran
                        Bahasa Inggris "When English Rings the Bell" Kelas VII, Kemendikbud.

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (5 menit)
Membuka kegiatan pembelajaran dengan salam dan mengajak siswa berdoa bersama
Mengecek kehadiran siswa lalu melakukan *ice breaking*
Melakukan *brainstorming* dan mengaitkan dengan materi yang akan dibahas
Menyampaikan tujuan pembelajaran dan menyepakati langkah-langkah pembelajaran

Kegiatan Inti (35 menit)
Siswa diberi motivasi dan panduan untuk menyimak dan mendengarkan penjelasan guru terkait materi sifat orang dan benda. Guru menunjukan sebuah teks bacaan yang relevan.
Siswa menyimak dan menirukan guru untuk menanyakan dan menyebutkan sifat orang dan benda yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
Siswa membaca dan mengidentifikasi beberapa teks pendek dan dialog terkait sifat orang dan benda lalu menyebutkan sifat orang dan benda tersebut dengan ucapan dan tekanan kata yang benar.
Guru memberikan kesempatan siswa untuk bertanya terkait materi yang belum dipahami.
Guru menjelaskan sedikit tentang *mime game* berkaitan dengan materi sifat orang dan benda, lalu memberikan contoh cara bermain game tersebut.
Guru meminta beberapa siswa untuk mempraktekkan *mime game* dan melanjutkannya di pertemuan berikutnya
Kegiatan Penutup (5 menit)
Guru meminta siswa untuk merefleksikan hasil dari kegiatan pembelajaran yang telah berlangsung.
Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami materi yang telah dipelajari dan membuat kesimpulan
Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya
Guru mengajak siswa berdoa untuk mengakhiri pembelajaran dan mengucapkan salam.

H. Penilaian

✓ Teknik penilaian
  - Pengetahuan: tes tulis, tes lisan
  - Keterampilan: Portofolio/hasil tertulis siswa
  - Sikap: Observasi

Mengetahui,   Jember, 24 Mei 2022
Guru Bahasa Inggris   Mahasiswi

Mamik Oktaviana, S.Pd   **Zahrotul Elmi**

Rencana Pelaksanaan Pembelajaran (RPP)

Subject   : English
Grade/Semester : VII/2
Topic   : Adjective
Skill   : Speaking
Time Allocation : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective).	3.5.1 Mengidentifikasi fungsi sosial teks lisan dan tulis tentang sifat orang, binatang, benda. 3.5.2 Mengidentifikasi struktur teks lisan dan tulis tentang sifat orang, binatang, benda. 3.5.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang sifat orang, benda, binatang.
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informais terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Menyusun teks interaksi transaksional lisan dan tulis pendek tentang sifat orang dan benda.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik diharapkan dapat:
1. Menjelaskan fungsi sosial teks lisan dan tulis tentang sifat orang, binatang, benda.
2. Menjelaskan struktur teks lisan dan tulis tentang sifat orang, binatang, benda.
3. Menjelaskan unsur kebahasaan teks lisan dan tulis tentang sifat orang, benda, binatang.
4. Menyusun teks interaksi transaksional lisan dan tulis pendek tentang sifat orang dan benda.

D. Materi Pembelajaran

1. Fungsi sosial:
   Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.
2. Struktur teks:
   - Memulai
   - Menangapi (diharapkan/di luar dugaan)
3. Unsur Kebahasaan
   - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
   - Kosa kata, terkait dengan ciri fisik (a.l. red, big, dark, loud), selera (a.l. nice, beautiful, cute), mental (a.l. clever, smart), psikologis (a.l. happy, sad, disappointed, angry, wild), budi (a.l. kind, good, polite)
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
4. Topik
   Sifat dan keadaan orang, binatang, benda, yang terdapat dirumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

✓ Pendekatan : scientific learning
✓ Metode : mime game

F. Media, Alat, dan Sumber Pembelajaran

✓ Media : Kartu bertuliskan kosakata kata sifat
✓ Alat/Bahan : Papan tulis, spidol, kotak kecil tempat kartu
✓ Sumber Belajar : - Lembar Kerja Peserta Didik (LKPD) kelas VII
         - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris "When English Rings a Bell" Kelas VII, Kemendikbud.

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (5 menit)
Membuka kegiatan pembelajaran dengan salam dan mengajak siswa berdoa bersama
Mengecek kehadiran siswa lalu melakukan *ice breaking*
Melakukan *brainstorming* dan mengaitkan dengan materi yang akan dibahas
Menyampaikan tujuan pembelajaran dan menyepakati langkah-langkah pembelajaran

Kegiatan Inti (35 menit)
Guru mereview dan menjelaskan kembali materi pembelajaran di pertemuan sebelumnya
Guru menuliskan beberapa kosakata sifat di papan tulis lalu meminta siswa untuk menghafal kosakata tersebut
Guru meminta siswa untuk menyebutkan kosakata yang sudah dihafal disertai dengan cara pengucapan yang benar
Guru menjelaskan kembali aturan dan langkah-langkah bermain Mime Game.
Guru membagi siswa menjadi 4 kelompok dan meminta siswa berkumpul dengan kelompoknya masing-masing.
Guru memulai game dan menunjuk salah satu siswa perwakilan kelompok untuk mengambil kartu kosakata dalam kotak dan memperagakannya di depan kelas
Guru menghitung skor yang diperoleh dari masing-masing kelompok setelah permainan selesai
Kegiatan Penutup (5 menit)
Guru meminta siswa untuk merefleksikan hasil dari permainan mime game
Guru mengumumkan skor dari masing-masing kelompok
Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya
Guru mengajak siswa berdoa untuk mengakhiri pembelajaran dan mengucapkan salam.

H. Penilaian

✓ Teknik penilaian
- Pengetahuan: tes tulis, tes lisan
- Keterampilan: Portofolio/hasil tertulis siswa
- Sikap: Observasi

Mengetahui,   Jember, 28 Mei 2022
Guru Bahasa Inggris   Mahasiswi

Mamik Oktaviana, S.Pd   **Zahrotul Elmi**

Rencana Pelaksanaan Pembelajaran (RPP)

Subject   : English
Grade/Semester   : VII/2
Topic   : Profession
Skill   : Speaking
Time Allocation   : 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi fungsi sosial teks lisan dan tulis tentang tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.2 Mengidentifikasi struktur teks lisan dan tulis tentang tingkah laku/tindakan/fungsi orang, binatang, benda. 3.6.3 Mengidentifikasi unsur kebahasaan teks lisan dan tulis tentang tingkah laku/tindakan/fungsi orang, benda, binatang.
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informais terkait dengan tingkah laku/tindakan/fungsi orang, binatang,	4.6.1 Menyusun teks interaksi transaksional lisan dan tulis pendek tentang tingkah laku/tindakan/fungsi orang dan benda.

benda dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik diharapkan dapat:

5. Menjelaskan fungsi sosial teks lisan dan tulis tentang tingkah laku/tindakan/fungsi orang, binatang, benda.
6. Menjelaskan struktur teks lisan dan tulis tentang tingkah laku/tindakan/fungsi orang, binatang, benda.
7. Menjelaskan unsur kebahasaan teks lisan dan tulis tentang tingkah laku/tindakan/fungsi orang, benda, binatang.
8. Menyusun teks interaksi transaksional lisan dan tulis pendek tentang tingkah laku/tindakan/fungsi orang dan benda.

D. Materi Pembelajaran

5. Fungsi sosial:

Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

6. Struktur teks:
   - Memulai
   - Menangapi (diharapkan/di luar dugaan)
7. Unsur Kebahasaan
   - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda.
   - Kalimat deklaratif (positif dan negatif) dalam simple present tense.
   - Kalimat interogatif: Yes/no question, Wh question
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
8. Topik

Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

✓ Pendekatan   : scientific learning
✓ Metode   : ceramah, mime game

F. Media, Alat, dan Sumber Pembelajaran

✓ Media   : Gambar *profession*
✓ Alat/Bahan   : Papan tulis, spidol
✓ Sumber Belajar : - Lembar Kerja Peserta Didik (LKPD) kelas VII
                    - Buku Penunjang Kurikulum 2013 Mata Pelajaran
                      Bahasa Inggris "When English Rings the Bell" Kelas VII,
                      Kemendikbud.

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (5 menit)
Membuka kegiatan pembelajaran dengan salam dan mengajak siswa berdoa bersama
Mengecek kehadiran siswa lalu melakukan *ice breaking*
Melakukan *brainstorming* dan mengaitkan dengan materi yang akan dibahas
Menyampaikan tujuan pembelajaran dan menyepakati langkah-langkah pembelajaran
Kegiatan Inti (35 menit)
Siswa diberi motivasi dan panduan untuk menyimak dan mendengarkan penjelasan guru terkait materi tingkah laku/tindakan/fungsi orang dan benda. Guru menunjukan sebuah teks bacaan yang relevan.
Siswa menyimak dan menirukan guru untuk membaca dialog tentang tingkah laku/tindakan/fungsi orang dan benda yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
Siswa mengidentifikasi beberapa teks pendek dan dialog terkait tingkah laku/tindakan/fungsi orang dan benda lalu menyebutkannya dengan ucapan dan tekanan kata yang benar.
Guru memberikan kesempatan siswa untuk bertanya terkait materi yang belum dipahami.
Guru menjelaskan ulang tentang *mime game* berkaitan dengan materi.
Guru meminta beberapa siswa untuk mempraktekkan *mime game* dan melanjutkannya di pertemuan berikutnya
Kegiatan Penutup (5 menit)
Guru meminta siswa untuk merefleksikan hasil dari kegiatan pembelajaran yang telah berlangsung.
Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami materi yang telah dipelajari dan membuat kesimpulan
Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya
Guru mengajak siswa berdoa untuk mengakhiri pembelajaran dan mengucapkan salam.

H. Penilaian

✓ Teknik penilaian
- Pengetahuan: tes tulis, tes lisan
- Keterampilan: Portofolio/hasil tertulis siswa
- Sikap: Observasi

Mengetahui,   Jember, 31 Mei 2022
Guru Bahasa Inggris   Mahasiswi

Mamik Oktaviana, S. Pd   **Zahrotul Elmi**

Appendix 7

The Results of Validity Testing

Item Number	r count	r table	Description
1	0,305	0,361	**Invalid**
2	0,620	0,361	Valid
3	0,446	0,361	Valid
4	0,371	0,361	Valid
5	0,493	0,361	Valid
6	0,237	0,361	**Invalid**
7	0,540	0,361	Valid
8	0,519	0,361	Valid
9	0,535	0,361	Valid
10	0,476	0,361	Valid
11	0,596	0,361	Valid
12	0,654	0,361	Valid
13	0,196	0,361	**Invalid**
14	0,416	0,361	Valid
15	0,641	0,361	Valid
16	0,532	0,361	Valid
17	0,419	0,361	Valid
18	0,402	0,361	Valid
19	0,610	0,361	Valid
20	0,316	0,361	**Invalid**
21	0,485	0,361	Valid
22	0,374	0,361	Valid
23	0,608	0,361	Valid
24	0,625	0,361	Valid
25	0,204	0,361	**Invalid**
26	0,509	0,361	Valid
27	0,557	0,361	Valid
28	0,586	0,361	Valid
29	0,401	0,361	Valid
30	0,600	0,361	Valid
31	0,426	0,361	Valid
32	0,700	0,361	Valid
33	0,648	0,361	Valid

34	0,428	0,361	Valid
35	0,557	0,361	Valid
36	0,602	0,361	Valid
37	0,375	0,361	Valid
38	0,371	0,361	Valid
39	0,405	0,361	Valid
40	0,418	0,361	Valid
41	0,388	0,361	Valid
42	0,168	0,361	**Invalid**
43	0,455	0,361	Valid
44	0,276	0,361	**Invalid**
45	0,619	0,361	Valid
46	0,346	0,361	**Invalid**
47	0,437	0,361	Valid
48	0,325	0,361	**Invalid**
49	0,543	0,361	Valid
50	0,223	0,361	**Invalid**

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Appendix 8

Output of Reliability Testing

Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	24.69	117.319	.271	.925
item2	24.94	113.222	.590	.922
item3	25.28	115.886	.414	.924
item4	24.78	116.305	.334	.924
item5	24.91	114.668	.457	.923
item6	24.63	118.177	.208	.925
item7	24.91	114.152	.507	.923
item8	24.81	114.673	.487	.923
item9	24.91	114.217	.501	.923
item10	25.19	115.125	.441	.923
item11	24.94	113.480	.566	.922
item12	24.97	112.805	.626	.922
item13	24.66	118.362	.163	.925
item14	24.69	116.351	.386	.924
item15	24.88	113.145	.613	.922
item16	24.97	114.160	.497	.923
item17	24.66	116.555	.391	.924
item18	24.75	116.129	.367	.924
item19	25.22	113.918	.582	.922
item20	24.91	116.604	.274	.925
item21	25.06	114.706	.449	.923
item22	24.94	115.931	.334	.924
item23	24.94	113.351	.578	.922
item24	24.97	113.128	.595	.922
item25	24.66	118.297	.171	.925
item26	25.03	114.418	.473	.923
item27	25.31	115.125	.532	.923
item28	25.28	114.596	.560	.923
item29	25.19	115.899	.363	.924
item30	25.28	114.467	.575	.922
item31	25.19	115.641	.389	.924

item32	24.97	112.289	.676	.921
item33	24.97	112.870	.620	.922
item34	24.91	115.378	.390	.924
item35	25.19	114.286	.526	.923
item36	25.16	113.684	.572	.922
item37	24.97	115.902	.334	.924
item38	25.13	116.048	.332	.924
item39	25.09	115.636	.365	.924
item40	25.16	115.620	.381	.924
item41	24.84	115.943	.349	.924
item42	25.13	118.242	.124	.926
item43	25.13	115.145	.419	.924
item44	25.13	117.081	.233	.925
item45	25.03	113.193	.589	.922
item46	24.91	116.281	.304	.925
item47	25.13	115.339	.400	.924
item48	25.00	116.452	.282	.925
item49	25.03	114.031	.510	.923
item50	25.16	117.684	.180	.926

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.925	50

Appendix 9

r table

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 10

Output Paired Sample T-test

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

Table title: **Paired Samples Test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58.2500	20	11.27118	2.52031
	Posttest	79.0000	20	9.26226	2.07110

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.890	.000

Appendix 11

t table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.541	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.860	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645
23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	1.708	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641
30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640
31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.308	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630
46	1.300	1.679	2.013	2.410	2.687	106	1.291	1.663	1.985	2.367	2.629
47	1.300	1.678	2.012	2.408	2.685	107	1.291	1.662	1.984	2.366	2.629
48	1.299	1.677	2.011	2.407	2.682	108	1.291	1.662	1.984	2.366	2.628
49	1.299	1.677	2.010	2.405	2.680	109	1.291	1.662	1.984	2.365	2.627
50	1.299	1.676	2.009	2.403	2.678	110	1.291	1.662	1.983	2.365	2.627
51	1.298	1.675	2.008	2.402	2.676	111	1.291	1.662	1.983	2.364	2.626
52	1.298	1.675	2.007	2.400	2.674	112	1.291	1.661	1.983	2.364	2.625
53	1.298	1.674	2.006	2.399	2.672	113	1.291	1.661	1.982	2.363	2.625
54	1.297	1.674	2.005	2.397	2.670	114	1.291	1.661	1.982	2.363	2.624
55	1.297	1.673	2.004	2.396	2.668	115	1.291	1.661	1.982	2.362	2.623
56	1.297	1.673	2.003	2.395	2.667	116	1.290	1.661	1.981	2.362	2.623
57	1.297	1.672	2.002	2.394	2.665	117	1.290	1.661	1.981	2.361	2.622
58	1.296	1.672	2.002	2.392	2.663	118	1.290	1.660	1.981	2.361	2.621
59	1.296	1.671	2.001	2.391	2.662	119	1.290	1.660	1.980	2.360	2.621
60	1.296	1.671	2.000	2.390	2.660	120	1.290	1.660	1.980	2.360	2.620

Appendix 12

Documentation

Permit to conduct Try Out

Permit to conduct research

Pre-test

Posttest

Treatment

Treatment

Treatment

Giving reward

The researcher with the headmaster and some teachers of MTs Asy-Syafi'iyah

The researcher with English teacher of MTs Asy-Syafi'iyah

Appendix 13

Surat Pernyataan Selesai Melaksanakan Try Out

YAYASAN PENDIDIKAN DAN SOSIAL ISLAM
AWWALU IHYA'I DARIL AMANAH
(YAPSIS AIDA)
MADRASAH TSANAWIYAH BANIY KHOLIEL
Jalan Balung Nomor 99, Kedungsuko Bangsalsari, Kode Pos 68154, Jember
Telepon (0331) 711269/ 085104818690
Email mtsbaniykholiel@yahoo.com

SURAT KETERANGAN
Nomer: /MTs.13.32.602/3/2022

Di bawah ini Kepala Madrash MTs. Baniy Kholiel menerangkan bahwa:

Nama   : Zahrotul Elmi
NIM   : T20186031
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
              Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Prodi   : Tadris Bahasa Inggris

Bahwa nama tersebut benar benar telah melaksanakan try out di MTs. Baniy Kholiel pada tanggal 16 Maret 2022. Guna memperoleh data dalam rangka Penyusunan Skripsi dengan judul "The Effectiveness of Using Mime Game in Teaching Vocabulary at Seventh Grade of MTs Asy-Syafi'iyah Sukorejo Bangsalsari in Academic Year 2021/2022"

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Bangsalsari, 16 Maret 2022
Kepala MTs. Baniy Kholiel

Moh. Hisbi Muttahid, S.Sos.I

Appendix 14

Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3412/In.20/3.a/PP.009/05/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Asy-Syafi`iyah
Jl. Balung No 114, Sukorejo Bangsalsari Jember Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186031
Nama   : ZAHROTUL ELMI
Semester   : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS
untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Using Mime Game in Teaching Vocabulary at Seventh Grade of MTs Asy-Syafi`iyah Sukorejo Bangsalsari in Academic Year 2021/2022" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Karim, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 18 Mei 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 15

Surat Keterangan Selesai Penelitian

YAYASAN ASY – SYAFI'IYAH
AKTE NOTARIS : IRWAN ROSMAN, SH. NO. 94/2012
SK. KEMENKUMHAM NO. AHU. 7586.AH.01.04.Tahun 2012

MADRASAH TSANAWIYAH (MTS)
" ASY – SYAFI'IYAH "
STATUS : TERAKREDITASI "B"NSM : 121235090209 / NPSN : 69725458
Jl. Bakung No. 114 Telp. 082338019069 Sukorejo Bangsalsari Jember Jawa Timur 68154

SURAT KETERANGAN
Nomor : 020/MTss.13.12.07/SKet/05/2022

Yang bertandatangan dibawah ini :

a. Nama   : **Abdul Karim, S.Pd**
b. NIP   : -
c. Jabatan   : Kepala Madrasah

Dengan ini menerangkan bahwa :

a. Nama   : **Zahrotul Elmi**
b. NIM   : T20186031
c. Fakultas   : Tarbiyah **Universitas Islam Negeri KH ACHMAD SIDDIQ** Jember
d. Program Studi   : Tadris Bahasa Inggris
e. Bahwa   : Mahasiswa / Mahasiswi tersebut benar telah melaksanakan Penelitian untuk Ujian SKRIPSI di Madrasah Tsanawiyah Asy-Syafi'iyah Sukorejo.

f. Terhitung Mulai Tanggal   : 18 Mei – 16 Juni 2022
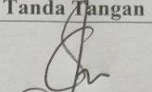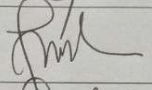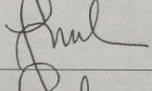
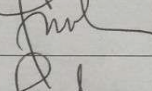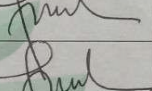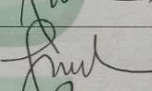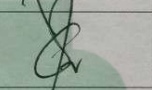Demikian keterangan ini dibuat untuk dipergunakan seperlunya.

Bangsalsari, 15 Juni 2022
Kepala Madrasah

Abdul Karim, S.Pd

Appendix 16

Research Journal

Jurnal Penelitian
MTs Asy-Syafi'iyah Sukorejo Bangsalsari Th 2021/2022

No	Tanggal	Deskripsi Kegiatan	Informan	Tanda Tangan
1	18/05/2022	Perizinan penelitian dan konfirmasi rincian jadwal penelitian	Abdul Karim, S.Pd	
3	21/05/2022	Pelaksanaan Pre-test	Mamik Oktaviana, S.Pd	
4	24/05/2022	Treatment 1	Mamik Oktaviana, S.Pd	
5	28/05/2022	Treatment 2	Mamik Oktaviana, S.Pd	
6	31/05/2022	Treatment 3	Mamik Oktaviana, S.Pd	
7	04/06/2022	Treatment 4	Mamik Oktaviana, S.Pd	
8	07/06/2022	Pelaksanaan Post-test	Mamik Oktaviana, S.Pd	
9	16/06/2022	Meminta surat izin selesai penelitian	Abdul Karim, S.Pd	

Jember, 16 Juni 2022
Kepala Madrasah Tsanawiyah Asy-Syafi'iyah

Abdul Karim, S.Pd

Appendix 17

Surat Keterangan Lolos Turnitin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp: (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama   : Zahrotul Elmi
NIM   : T20186031
Program Studi   : Tadris Bahasa Inggris

telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 17,2 %

- Bab 1 : 18%
- Bab 2 : 29%
- Bab 3 : 18%
- Bab 4 : 15%
- Bab 5 : 6%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 04 Oktober 2022
Petugas Ruang Baca

(Ulfa Dina Novienda, S.Sos.I., M.Pd.)

Appendix 18

CURRICULUM VITAE

Name	: Zahrotul Elmi
NIM	: T20186031
Place/date of birth	: Jember/July, 19th 1999
Address	: Dusun Andongsari Rt/Rw 002/008, Desa Tugusari, Kecamatan Bangsalsari, Kabupaten Jember
Department	: Faculty of Tarbiyah and Teacher Training
Program	: Tadris Bahasa Inggris (English Department)

EDUCATIONAL BACKGROUND

TK. Bustanul Athfal	: 2004 – 2006
MIN 2 Jember	: 2006 – 2012
MTs Unggulan Alqodiri 1 Jember	: 2012 – 2015
MA Alqodiri 1 Jember	: 2015 – 2018
S1 UINKHAS Jember	: 2018 – 2022