

THE EFFECTIVENESS OF USING MIME GAME FOR TEACHING ENGLISH VOCABULARY AT THE THIRD-GRADE STUDENTS OF SD IT KHOIRU UMMAH KUTOARJO IN THE ACADEMIC YEAR OF 2022/2023

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Abstract

This study aims to find out whether the use mime game for teaching English vocabulary at the third grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023 is effective or not. This study is quantitative research which used pre-experimental design. The subjects of this study are 14 students who were taken from third-grade students of SD IT Khoiru Ummah. This study uses test as instrument to collect the data. The technique of the data collection is by giving pre-test and post-test. Meanwhile, the technique of data analysis used descriptive analysis and inferential analysis. The result of the pre-test score is 69.29 which belong to sufficient category, and the result of the post-test score is 93.57 which belong to excellent category. To see whether the hypothesis is accepted or rejected, the researcher uses t-test through IBM SPSS 16.0. The result of two sided significance value is 0.000. Based on the 0.05 significance level, the computation shows that two significance value is lower than 0.05 ($0.000 > 0.05$). Therefore, it can be concluded that using mime game is effective for teaching English vocabulary to the third-grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023.

Keywords: *effectiveness, mime game, teaching English, vocabulary*

1 INTRODUCTION

Language is always used in everyday life as a means of communication between humans as social beings. In the era of globalization, people should be able to use a foreign language besides their mother tongue. One of the foreign languages is English. In learning English there are four language skills that must be learned, these skills include listening, reading, writing, and speaking. For students to start learning English, students must have mastery of vocabulary.

Vocabulary mastery is an important part of teaching English to students. Vocabulary mastery is where students are expected to be able to understand and define the meaning of words when listening or reading continuously, so that students can interpret words in English. For the students, English has a larger vocabulary that they should learn [1]. Vocabulary mastery is an important part, because when the students do not have enough vocabulary mastery then they will have low ability to speak or to write in English. Acquiring a sufficient vocabulary is crucial for successfully using a foreign language since without a wide vocabulary, a student will be unable to employ the structures and functions they may have learned for understandable communication [2]. Vocabulary mastery is frequently seen as a crucial component of foreign language learning since poor communication is hampered by a restricted vocabulary in a second language [3].

Vocabulary is an important aspect of learning a foreign language since it allows students to understand and pick up new terms [4]. According to [5], one of the most fundamental and crucial elements of learning a language is vocabulary. As said by [6] that vocabulary refers to all the words that speakers, listeners, readers, and writers know or use. Moreover, [7] that a person's language's set of common words is known as their vocabulary. According to [8] vocabulary is a useful and essential tool for communication and knowledge acquisition that typically develops with age. According to [9], the process of teaching English vocabulary is ongoing; terms must be regularly revised, updated, and used. The meaning of the new words can be presented in a variety of ways while teaching vocabulary.

As said by [10], the foundational skill for learning a language is vocabulary. The learners won't be able to grasp such language skills without acquiring vocabulary.

Teaching is a series of activities that take place away from the students and are intended to aid in the learning process. Instruction (teaching) occurs outside of the learner [11]. Difficult to teach English as a foreign language in developing nations generally and in our nation specifically [12]. Teachers' decisions and planning are influenced by their beliefs about teaching and learning, and these beliefs heavily influence the teaching strategies they use, the tasks and materials they implement in the classrooms, and their interactions with the students [13].

Game is one of the engaging ways that the teacher built up a lesson in class. The best method for teaching English to young students is through games because kids constantly want to have fun and can not be separated from their innate drive to play games [14]. According to [15], participation in games necessitates both team work and rivalry with other individuals or teams. Young students must repeat patterns and use language while playing in order to grow and enhance their skills. There are benefits to using games in teaching, namely games serve to break up the monotony of language learning, having a game in class changes the lesson from being primarily focused on the material to being more focused on the students, games enable students to adopt the language into their own language pattern, playing games enables the study of previously learned material while sparing the students from being overloaded with information, and games offer a completely student-centered activity [16].

Mime game is a game that uses body language or gesture and facial expressions similar to pantomime. According to [17], mime is a non-verbal technique that uses body motions as symbols to convey ideas, feelings, or characters in descriptions. According to [18], asserts that mime games help students feel less stressed in the classroom. They are free to teach and learn while using their imaginations. Students lose their anxiety of making a mistake and their shyness by playing the mime game in front of others. Students who practise the miming game will be able to guess the word from their friends by using body language to represent the word.

Based on the problem, the research questions were formulated to be is using mime game effective for teaching English vocabulary at the third-grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023? Thus, this study was aimed to find out the effectiveness of using mime game for teaching English vocabulary at the third-grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023.

2 METHODOLOGY

This researcher uses pre-experimental design with quantitative research, because there is no control group. Pre-experimental design is a design that has not yet become a serious experiment because there are external variables that influence the formation of the dependent variable [19]. So, the experimental results of the dependent variable are not solely influenced by the independent variables. This can happen, because there is no control variable, and the sample is not chosen randomly.

This research is conducted in pre-experimental design using quantitative research with one group pre-test and pos-test design. It could be because it compares the result before the treatment (pre-test) and after the treatment (post-test).

The population on this research is the students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023 that consist of 103 students. The sample of this research is the third-grade students which consists of 14 students. This researcher conducted this research on 19th – 22nd of June 2023. The researcher uses test as instrument to collect the data. In collecting data, researchers conducted this research through several steps, they are preparing the research instrument, giving pre-test, giving treatment, and giving post-test.

3 FINDING AND DISCUSSION

The data was analyzed in IBM SPSS 16.0. the researcher has the purpose of this research, it was to find out whether the use mime game for teaching English vocabulary at the third grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023 is effective or not.

3.1 Data Description

The descriptive analysis is aimed to deliver the answer of the question about the students' vocabulary mastery by using mime game. The researcher used one group sample. There were 14 students. The researcher conducted the pre-test on June 19th 2023 and conducted the post-test on June 22nd 2023.

3.2 Descriptive Analysis

The researcher did correction the student's result of pre-test and post-test before the researcher analyzed the data. Then, the writer was input and calculated pre-test and post-test score using IBM SPSS 16.0 and to analyzed the data.

Table 3.1 The Descriptive Analysis using IBM SPSS 16.0

		Statistics	
		Pretest	Posttest
N	Valid	14	14
	Missing	0	0
Mean		69.29	93.57
Median		72.50	95.00
Mode		80	95
Std. Deviation		11.242	8.644
Variance		126.374	74.725
Range		35	30
Minimum		45	70
Maximum		80	100
Sum		970	1310

The mean of pre-test score was 69.29 while the mean of post-test score was 93.57. The median of pre-test was 72.50 and the median of post-test was 95. The mode of pre-test was 80 and the mode of post-test was 95. The standards deviation of pre-test was 11.242 while the standard deviation of post-test was 8.644. The variance of pre-test was 126.374 and the variance of post-test was 74.725. Moreover, the range of pre-test was 35 and the range of post-test was 30.

Table 3.2. Test of Normality Kolmogorov-Smirnov

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.240	14	.029	.857	14	.028
Posttest	.351	14	.000	.716	14	.001

According to [20], if the significance value is higher than the significance level (>0.05), the data is considered to be normal. If the significance value is lower than the significance level (<0.05), the data can then be deemed abnormal.

The computation above showed in the Kolmogorov-Smirnov column that the significance value of pre-test was 0.028 and the significance value of post-test is 0.029. Both of the significance values were higher than 0.05. Thus, it can be conclude that the data distribution of pre-test and post-test is normal.

Table 3.3. Test of Hypothesis Using IBM SPSS 16.0

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-24.286	6.157	1.646	-27.841	-20.731	-14.758	13	.000

From the table 3.3, the researcher found that the two tailed significance value is 0.000. Before the experiment was conducted, the level of significance to use has been decided. The researcher uses 5% (0.05) significance level. Moreover, the two tailed significance value is lower than 0.05 ($0.000 < 0.05$). Based on the hypothesis testing, it means that H_a is accepted and H_o is rejected

The calculation of the t-test, t-value of the data calculates by the researcher is -14.758 but because the calculation is absolute, it is changed to 14.758. According to [21] if the original value for the absolute value is positive, then this value becomes positive and if the original value is negative, then this value will become positive. As a result if t-value is higher than t-table that is equal to 2.055. It means using mime game proved to be effective for teaching English vocabulary at the third grade of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023.

3.3 Discussion

After describing the analysis in the previous section, the research would discuss the interpretation of the students' achievement in vocabulary mastery of pre-test and post-test specifically. From the pre-test result of third grade of SD IT Khoiru Ummah, it was stated that the highest score of pre-test was 80 and the lowest was 45. The mean of the pre-test was 69.29, the standard deviation was 11.242, and the variance was 126.374. It showed the result of students' vocabulary mastery pre-test and post test done by third grade. In the pre-test, no student (0%) belonged to excellent level, 10 students (71.43%) belonged to good level, 3 students (21.43) belonged to sufficient level, 1 student (7,14%) belonged to fairly sufficient level, and no student (0%) belonged to low level. Whereas from the post-test result of third grade of SD IT Khoiru Ummah Kutoarjo, it was stated that the highest score of post-test was 100 and the lowest was 70. The mean of post-test was 93.57, the standard deviation was 8.644, and the variance was 74.725. It means that the students of third grade of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023 have good result on their vocabulary mastery. From 14 samples, there were 13 students (92.86%) belonged to excellent level, 1 student (7.14%) belonged to good level, no student (0%) belonged to sufficient, fairly sufficient, and low level.

The effectiveness of using mime game for teaching English vocabulary at the third grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023. Based on data presented, it was shown that the result of the computation of two sided significance value was 0.000. The research used the significance value was lower than significance level ($0.000 < 0.05$). Based on the result of data analysis, it is proved that using mime game is effective to teaching English vocabulary at the third grade of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023. It means that there are significance differences between the pre-test and post-test result. The calculation of the t-test, t-value of the data calculates by the researcher is -14.578 but because the calculation is absolute, it is changed to 14.578. As a result if t-value is higher than t-table that is equal 2.055. It means H_a is accepted and H_o is rejected. It can be conclude that the use of mime game is effective for teaching English vocabulary at the third grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023.

4 CONCLUSION

Based on research finding and discussion, it can be concluded that it is effective to use mime game for teaching English vocabulary at the third grade students of SD IT Khoiru Ummah Kutoarjo in the academic year of 2022/2023. This idea is supported by the result of pre-test and post-test about students' vocabulary skills. From the t-test computation, t-value of the data calculated by the researcher is -14.578 but because the calculation is absolute, it is changed to 14.578. As a result if t-value is higher than t-table that is 2.055, the result of two sided significance value is 0.000. Being compared with 5% significance level, the computation shows that two sided significance value is lower than 5% significance level ($0.000 < 0.05$). Consequently, the alternative hypothesis (H_a) is accepted. It means that using mime game is suitable to be applied for teaching English vocabulary.

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