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UNIVERSITAS NEGERI SEMARANG

MIMING GAME AS A MEDIUM TO IMPROVE STUDENTS' VOCABULARY MASTERY

(A Quasi Experimental Study of the Seventh Grade Students in Academic Year 2016/2017)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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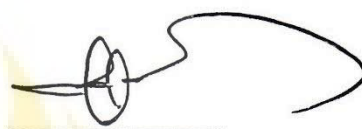**SEMARANG STATE UNIVERSITY**
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APPROVAL

This final project has been approved by the Board of Examination of the English Department, Faculty of Languages and Arts, Semarang State University, on December 11th, 2017

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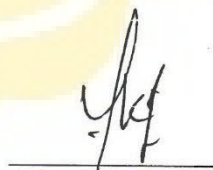   NIP. 196408041991021001

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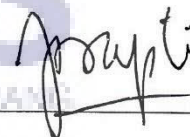   NIP. 198208142014042001

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DECLARATION OF ORIGINALITY

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Declare That The Final Project Entitled *"Miming Game as a Medium to Improve Students' Vocabulary Mastery (A Quasi Experimental Study of the Seventh Grade Students in Academic Year 2016/2017)"* is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

Semarang, November 17th, 2017

Sustiyana Intan Arum Sari

"Listen to advice and accept instruction, that you may gain wisdom in the future. "
(Proverbs 19:20)

"Don`t dream your life, live your dreams"
(Anonymous)

To:

My one and only inspirations, my parents

My beloved sisters

My best friends

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ABSTRACT

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This final project is about improving students' vocabulary by using Miming game. This game was used to teach English vocabulary to the seventh grade students in one of the secondary schools in Ungaran. The objective of this study was to explain how miming game could improve the students' achievements in learning English vocabulary.

The research design of this study was a quasi-experimental research. The population was the seventh grade students in one of the secondary schools in Ungaran in the academic year of 2013/2014. The sample consisted of 66 students. The data were obtained by giving vocabulary test to the VII B as the experimental group and VII C as the control group. The study was started by giving pre-test, treatments, and post-test to both groups. Miming game was used as a treatment in the experimental group, while the conventional technique was applied in the control group. The results of the test were analyzed by using t-test formula to know the difference of the students' achievement in vocabulary mastery between two groups. Additionally, in the last activity, the questionnaire was given to experimental group only to get additional information about students` interest and perceptions of miming game implementation in vocabulary teaching learning process.

The pretest results, the mean of the experimental group was 64.09 and the control group was 62.42. The analysis of the test result showed that the students` improvement of the experimental group was higher than that control group. In the post-test, the mean of the experimental group was 82.72 and the control group was 75. The percentage of the students' improvement in the experimental group was 18.63 %. However, there was less improvement in the control group, the percentage was only 12.58 %, so it can be concluded that there is a significant improvement in vocabulary achievement between experimental group and control group. Furthermore, based on the result of the questionnaire, most of the students said that they were interested in miming game during vocabulary learning. They stated that miming game was effective to help them to improve their vocabulary mastery.

The computation showed that the alternative hypothesis (Ha) was accepted. While the null hypothesis (H0) was rejected. Based on the proven hypotheses, I concluded that miming game is more effective to be implemented in teaching vocabulary to improve students` vocabulary mastery than the conventional technique.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the significance of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

As a student of the English Department majoring in English teaching as a foreign language, there are many challenging problems related to English teaching and learning. My experience in teaching practice or teaching internship at seventh semester showed that many students had so many difficulties in mastering English. It was found that many students had poor vocabulary mastery. The most important elements besides pronunciation and grammar in mastering a language. We cannot write or speak anything in English if we do not have sufficient vocabularies. Students who are taught faced difficulties in writing because they lacked vocabularies.

Teaching vocabulary should have innovative and creative ways to help the students in learning foreign language, Slaterry and Willis (2003:4) suggest some ways to teach them: "make the learning English in class be enjoyable and fun, don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, use a lot of gesture, action, pictures to demonstrate

what you mean, talk a lot to them use English, especially about things without any worry."

Teaching vocabulary through games will be even more effective than teaching it through repetition and memorization. Therefore, games are the right choice to be applied in English teaching, because naturally, a game could make the students feel comfortable in the learning process. In addition, if the students were comfortable in learning they would acquire more. Vernon (2006) stated that games are a great component to be included in the learning process and help them in doing activities because they allow students to explore different learning styles and learn the proposed topics at the same time.

One of the effective guessing games is Mime game. Miming is an action, in particular, that is explained by the teacher using gestures, so miming game is one of the guessing games besides guessing picture, and guessing sentences where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes the words or activities than his group or the whole class tries to guess what he really means. Children are easy to remember and learn faster than before when they are happy and relaxed, therefore teachers have to create a conducive and pleasurable atmosphere in class. Games are helpful because they can make students feel enjoy the certain words.

English teachers have to be able to teach new words to the students. The teacher should also give the meaning of the word for the students. The students listen and imitate what the teacher said. In order to be able to talk meaningfully about anything, it is necessary to understand the meanings of the world involved.

In daily life, the students rarely learn vocabulary intensively, but actually, vocabulary can be learnt through a reading book, magazine and looking at interesting pictures.

The reasons for choosing the topic are students' vocabulary especially seventh grade students is still low, teachers still use conventional technique such as giving oral drill and doing written, so that it will make the students get bored, "Mime" game is interesting for young learners, vocabularies are essential to improve the students' language aspect, and the last one was hoped students interested in studying vocabulary. Ellis (2014) notes that the term 'young learner' is vague and can lead to confusion. Legally, a 'young learner' may be anyone under the age of 18; in reality, however, using one term to cover such a diverse age range is unhelpful.

Miming game is one of the guessing games beside guessing picture and guessing sentences where one child comes forward after the teacher secretly gives the student a word, phrase or sentence and mimes an activity and his group.

This research investigated the vocabulary mastery and the significant difference in the students' achievement in vocabulary mastery who taught using with (out) "Mime" game.

1.2 Reason for Choosing the Topic

The reason why I choose to develop a study on using a game to teach vocabulary because a game is believed to enrich the students' vocabulary and support the English teaching and vocabulary is important to be learnt since it becomes a

crucial element in written and spoken communication for the students. Vocabulary mastery determines the mastery of four language skills as it is impossible to use language skillfully when the students have limited vocabulary in their minds.

However, out of my experience as a trainee teacher during teaching internship in secondary school, it was found some problems in teaching and learning vocabulary process. The students had difficulty in memorizing new words that had been taught. They easily forgot the words that had been learnt before. After analyzing the problem, it was found that the reason for the students' low vocabulary mastery and memorization could be influenced by teacher`s strategy in teaching vocabulary. Based on the case, in the present study, miming game is tried to be introduced as a medium to teach vocabulary and to find out the effectiveness of this medium to improve students` vocabulary mastery.

1.3 Statement of the Problem

The problems of this research are as follows:

1. How can miming game be applied to improve students` vocabulary mastery at the seventh grade students?

2. Is there any significant difference in the vocabulary mastery between the students taught using miming game and taught without using miming game?

1.4 Objectives of the Study

The objectives of the research are stated briefly as follows:

1. To describe how miming game can be applied to improve students` vocabulary mastery at the seventh grades students.

2. To find out whether or not there is a significant difference in the vocabulary mastery between the students taught using miming game and those taught without using miming game.

1.5 Significances of the Study

The result of this research is expected to be useful for the teachers, and the students. They are as follows:

1. For the teachers

   The teacher can use games and choose the best games that he can use in the appropriate situation in improving the student's ability.

2. For the students

   The students are being able to take much knowledge and improve their skill through playing a game.

1.6 Definition of Key Terms

It is very important to understand the meaning of the topic. Below are statements to clarify the term of the topic as follows:

1.6.1 Miming game

Guessing game could be an effective technique to develop and reinforce some concepts of vocabulary. Miming game is an action in particular that explained by teacher using gesture that can be explained the word, so miming game is one of the guessing games besides guessing picture, and guessing sentences where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity and his group or the whole class tries to guess what he really means.

1.6.2 Vocabulary

This section discussed the vocabulary in general and entirely related to vocabulary itself. In learning a foreign language, vocabulary plays an important role. It is an element that links the four skills of listening, reading, speaking and writing altogether. There are some definitions of vocabulary provided in dictionaries as follows:

1. "Vocabulary is all words which exist in a particular language or subject" (Cambridge Advanced Learner's Dictionary Version 3.0).

2. Hornby (1995:1331) explains "vocabulary as a total number of words in a language and a list of words with their meaning, especially one that accompanies a textbook in a foreign language."

From those definitions, vocabulary can be concluded as all words that exist in a language. Those words are parts of a language because basically a language consists of words. Vocabulary can be in the form of nouns, verbs, adjectives, and adverbs.

1.6.3 Vocabulary Mastery

Vocabulary is the words, which students understand, can pronounce correctly and uses, construction is speaking or in writing. (Armbruster, Lehr, & Osborn, 2002) states that vocabulary refers to the words we must know to communicate effectively. It includes the words:

1. We need to know to understand what we hear
2. We use when we speak
3. We need to know to understand what we read
4. We use in writing

It means that in vocabulary learning, learners have to know the meaning of it and also understand and be able to use it in sentence context. Based on the definition above it is concluded that vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in the context of communication. In this final project, vocabulary mastery is the ability of the students to understand the meaning of the words by game.

1.7 Outline of the Study

Chapter I presents introduction which consists of a background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, and definition of the key terms, and hypotheses.

Chapter II presents a review of the related literature which consists of the review of the previous studies, review of the theoretical study, and theoretical framework.

Chapter III presents methodology of the research which consists of type of the research, research design, subject of the research, instruments, techniques of data collection, and technique of data analysis

Chapter IV presents research findings and discussions.

Chapter V presents conclusions and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

This section consists of theoretical description which presents the definition and discussion of some theories. There are a review of the previous studies, review of the theoretical study, and theoretical framework.

2.1 Review of the Previous Studies

Many kinds of research in the vocabulary field have been conducted. They were used as references in conducting this research. Here are some research reports related to my study.

To help students find language classes, especially vocabulary lessons more interesting, and to achieve more from games. Huyen and Ngak (2003) found that students in their classes were progressing in English vocabulary and games surely help them to learn new words and phrases that appear in the games and to recall their existing vocabulary memories at the same time. Regarding the effectiveness of games, interviewed teachers reported that their students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing games.

Teaching vocabulary using Spelling Bee game was very helpful for the improvement of the students' vocabulary mastery because in this game the students spell the words. Yulianti (2014) did a study which its goal was to measure how effective Spelling Bee is a welcome break from the usual routine of

the language class at the fifth grade students of SD N Karangdadap, Banyumas. The game motivated and challenged, and helped students to make a sustain the effort of learning vocabulary. The result of her study showed that the students' achievement in learning vocabulary using Spelling Bee had a significant improvement. In the first cycle, the students' mean increased about 38.24% and in the second cycle, itincreased about 46.73%. So the spelling bee game was successful in improving the students' vocabulary mastery.

The use of games as a technique in teaching English vocabulary mastery had improved the students' ability in mastering vocabulary. Efendi (2013) concerned about the students were highly motivated and enthusiastic in learning vocabulary through games. In addition, they looked to enjoy the teaching and learning process. It was shown by the large numbers of students who tried to answer the question. Besides, the students had improvements in their activeness when he implemented games in teaching vocabulary mastery. As stated in the criteria of success, the minimum score of the students was 75. Therefore, he wanted the mean students achieved 75. The previous mean of the students was 70. After checking the students' answers from the test, he got the students' score. It showed that the students' average score was 88.189.It showed that the students' average score was higher than the minimum standard of students' average score.

Scrabble game makes the students can learn English especially vocabulary in relaxation and they will feel fun by doing it. Oktaviana (2008) which its aim was to see how effective Scrabble Game in teaching vocabulary can improve the students' achievement of mastering vocabulary. The students' progress during the

teaching and learning activity by using the pictures was good, the students' mastery in English vocabulary was improved, it was supported by the significant result of the pre-test that was lower (31, 33%) than the post-test (90%).

Crossword Puzzle in teaching vocabulary can improve the students' achievement of mastering vocabulary was carried out by Purwaningrum (2008). The result showed that the mean of the post-test was higher than the mean of the pre-test. In her study, the students were asked to copy the words from the words list into Crossword Puzzle. By doing this, it made the students had a lot of chance to spoke out, memorized the spelling, and also read and read again the words. Her final project and this study are one of the vocabulary teaching techniques that can be used for elementary school students. She believes that Spelling Bee can make the students easier to memorize words. The students are asked to spell the words correctly and memorize every letter of a word.Spelling Bee can encourage the students to be more active as learners. It can improve not only vocabulary mastery but also pronunciation and writing.

Hangman Computer Game makes a significant improvement. Anggorojati (2007) also did a study which its goal was to measure how effective hangman computer game is a new strategy to teach English. He said that it was motivating and challenging, and helped students to make a sustainable effort in learning vocabulary. He explained that the students were asked to complete letters in empty boxes or above under-cross lines that have the missing letters. The result of the study showed that the students' achievement in learning vocabulary using Hangman Computer Game.

During the treatment was conducted, vocabulary trees succeeded in helping the students to explore their vocabulary through a deeper understanding conceptual knowledge by creating a map of words. Putri (2011) carried out a study to find out the effectiveness of vocabulary trees as a teaching aid to develop the students' vocabulary mastery. The results of her study showed that the students` scores were increased after getting the treatment. The mean of the pre-test in the experimental group was 50.53, while the control group was 48.33. In the post-test, the mean of the experimental group was 81.07 and the control group was 69.73.

Games encourage language production and social interaction in a playful, non-threatening way. Kiryk (2010) concerned about games provide students, especially teenagers, a situation to learn without barriers created by social norms, and mundane routines or performances. Games encourage language production and social interaction in a playful, non-threatening way. By doing the research, he has found a plethora of resources that speak volumes on the educational value of games and contain extensive examples of games to play in a classroom. Initially, he felt that writing this thesis should be something of new, monumental learning for him, and should not be based on something that he already does, or familiar. Conversely, he feels that exploring this topic has increased his ability to validate the educational soundness of what occurs in my classroom. Now, he knows that it is not only to make my students have fun, but also to increase their learning.

All of the previous studies mentioned above used games as media of teaching technique. The games were used to teach students vocabulary items.

Itwas showed that games have high effectiveness as media or technique to teachvocabulary. Another game that can be used to teach vocabulary is Miming Game. It was believed that Miming Game can improve students' mastery of English vocabulary.

Here, I am inspired to use a vocabulary game that can be used in class. It is Miming game, which is one of the guessing games that student will guess picture, and guess sentences where one child comes forward after the teacher secretly gives him a word, phrase or sentence then he/she mimes the words or activities than his group or the whole class tries to guess what he really means.

It is believed that Miming Game can make the students easily improve their vocabulary and encourage the students to be more active as learners.

2.2 Review of the Theoretical Study

In this partconsists of some theories which support this study. I take some relevant theories related to the topic from many sources.

2.2.1 Teaching English in Secondary school

Teaching English is difficult to be developed by the teacher without media because some students are not so familiar with some vocabularies. They also have difficulties to speak English fluently because the native language is Indonesia; in addition, they seldom speak English in real communication. They only speak English in school when they study in the classroom. After they come back home, they do not speak English continuously either in their member of the family or in the environment. Consequently, the students often forget the vocabulary which is

taught by the teacher. Therefore, the teacher must work hard to teach English so that the students understand correctly.

The goal of teaching English in secondary school is the students are expected to have skills of the language in simple English with emphasizes on other english skills such as listening ,reading,writing and speaking using selected topics related to their environmental needs. Related to the objective above, the material for the seventh grade, is about a center of interest that they often deal with in their life. The topics include things inside a class and things around a school, so it is easier for them to perform and absorb thegiven words which are about things inside the class and things around the school. There is no basic rule on how many words should be given to the seventh graders of secondary school. As eleven up children, they should not be given too many words.

The English teachers at secondary school have to find a favorable solution and some ways to convince and to satisfy the students, so the students will feel that English is not difficult and it enjoysable. Implementation of school based curriculum at schools has a purpose to improve the students' English skills, such as listening, reading, writing and speaking. By school based curriculum, every school has authority to choose a subject lesson that is more needed for the students.

Teaching English at secondary school is different meeting to one another, and every week schools have 4 meetings, but every meeting less for 40 minutes/ a lesson hour. The students study some grammatical concepts and meanings. They

also study about functional skills, such as greeting, inviting, asking for, giving permission, and apologies.

2.2.2 Curriculum 2013

Curriculum 2013 has started to be applied to schools. The Indonesian government realizes that some changes to the new curriculum would bring some various opinions. But the goal of revision of curriculum 2006 or KTSP *(Kurikulum Tingkat Satuan Pendidikan)* to be curriculum 2013 is to bring the Indonesian education to be better. This curriculum offers some progress from the former curriculum. For example, curriculum 2013 gives some strategies for teachers and students. Teachers will be more creative, while students will be more active.

In the new curriculum, is arranged and developed by seeing the potential students, the developing era, and the students' needs. The government also gives a special approach that is called scientific approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. According to Oxford Advanced Learner's Dictionary of Current English, curriculum is the subjects included in a course of study or taught at a particular school, college, etc. (Hornby, 1995:287).

2.2.3 English LearningAchievement

The achievement can be symbolized by the score, which reflects the successful study of students in a certain period. It also a result which is obtained by students in the learning process (usually, a high score indicates a high achievement).

In the regard to the evaluation of language learning especially in English lesson, there are some variables that influence the acquisition of good achievement. Nunan (1991:173) considers the following things which are most helpful in learning to his research, they are form focused activities, communication language used in school, affective factor, and factor relating to the teacher/ teaching.

Form focused activities such as constant drilling and teacher's correct pronunciation. Communication language that is used in school such as speaking English, reading and proper modeling, guidance from teacher. Affective factor is such as motivation, strong interest, and liking the language. Factor relating to teacher/ teaching such as resourceful teacher what provides / interest ideas and useful background and explanation, for example literature text. All of them could be helpful in learning another language.

Learning achievement can be known from the students' understanding when they study in the class. When the teacher gives the question to the students, we can see if the students can answer the question or not. When the students learn about vocabulary, we can ask about some words and the meaning. In this research the learning achievement of the study is the students can mention kind of things around us that have been practiced by other students in the class, also the students can mention the meaning of it.

2.2.4 Learning Media

Arsyad states that media is an aid that is needed to support some activities in the world. Media is a graph, photographic or electronic aids to absorb process and rearrange visual and verbal information (2014:3)

The teaching aid is the most important factor in the teaching and learning process. It is given to interest in language learning. Media that the teachers used were actually to give motivation to students so they can enjoy in learning English. In teaching aids, start with materials, for example, picture, charts, flash cards or word cards, games and song, real objects, the record player, the language laboratory, film, radio, and television.

There are several kinds of media which are usually used in the teaching learning process. They are follows:

1. Audio

   Audio media use sound and voice to transfer message. The examples of audio media are radio, audiotape.

2. Visual

   Visual media would captivate visual sense eyes mostly. The example of visual media can be in form picture, moving picture or animation, flashcard, etc.

3. Audio Visual

   Audio visual media use three dimensions (sound, voice, and visual) which are the unity of audio and audio visual media. The examples of audio visual media are movies or videos.

2.2.5 Game as a teaching media

Teaching and learning process must be fun, not too be serious, so the students can understand the materials easily. Fun learning is more effective for students to be creative and active in the class. When students joined the game, they decide to follow the rule. The progress depends on their decision in the game. Furthermore, the games are highly motivating since they are amusing and at the same time challenging. Game can make students more understand to improve their vocabulary mastery.

A language game is appropriate to strengthen their mastery of vocabulary is learned. Vernon (2006) states that games are a great component to include in your classroom repertoire of activities because they allow pupils to explore different learning styles and learn the proposed topics at the same time.

Teaching English through games will motivate the students to do their best during the process of teaching activity because teaching by using games itself provides some relaxation and amusement. Therefore, the students are motivated to participate in games. Game is very effective in managing a class with a large number of students where it is difficult for the teacher to make contact with every student, so both the teacher and the students are able to play a game as a participation in learning subject of a lesson in the class

2.2.6 Mime game as a teaching vocabulary

Mime is an ancient dramatic entertainment representing scenes from life usually in a ridiculous manner (Merriam-Webster). Mime game is one of the guessing games that guess picture and sentences. Mime game is easy to do by the teacher.

For example, the teacher pretends to be drinking or to pull a sad face. Demonstration the word will more effectively to make the students easy to remember what the meaning of the word. We can use gesture to indicate the meaning of the word such as big, small, short, and tall.

There are many ways ofteaching vocabulary and presenting the meaning of the new items. Penny (2001:63) states that teaching vocabulary such as follow: concise definition, detailed description, examples, illustration, demonstration (acting, mime), context, synonyms, opposite, translation, associated ideas, collocation.

There are techniques for playing mime game. They are as follows:

1. Taking two empty chairs and place them facing away from the board. Begin the vocabulary game by dividing the class into two teams.

2. Getting one student from each team to sit on the chairs facing their team and having their backs to the board.

3. The teacher writes a word from their list clearly on the board.

4. The students in the seats watch their teammates and try to guess the word.

5. The first student to say the word gains a point for their team and gets to change places with someone in their team.

6. The other team has to keep the same player in the seat until he or she answers correctly first.

7. Then, the teacher writes the next word, etc.

The advantages to the students when learn using miming game are the students can understand more in learning vocabulary, fun in a learning activity can

remember what the meaning because the students practice the word. the teacher can apply this game when teaching vocabulary in class. The students will get more experience because they can express the word by them self.

2.2.7 Vocabulary

Vocabulary is one of the components of language which supports someone both in oral and written communication. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading, and writing).

2.2.7.1   General Concept of Vocabulary

Language is a means to convey the meaning by structure (grammar and vocabulary). The function of the structure and the vocabulary in language are expressing ideas, thought, opinion and feeling. Language has vocabulary. It is a great number of words, each of which independently meaningful. There is a definition of what vocabulary is. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together (Huyen & Ngak, 2003).

Learning a language could not be part from learning vocabulary. Whenever people want to communicate with other people using a language, the speaker should master a stock of words (vocabulary) related to the topic speaking. Therefore, vocabulary is one of the language components to support its speaker in their communication. Learning a foreign language is learning to communicate by

using the target language, both spoken and written. Learning how to communicate has to be supported by learning of the component of the target language.

According to Klark (2017), there are five components of language and the study of those components that should be understood by the learner:

1. Phonology

    Phonology refers to the study of a language's sound patterns.

2. Semantic

    Semantics involves the study of meaning in language

3. Syntax

    Syntax examines the rules of a language that determine how words form sentences.

4. Pragmatics

    Pragmatics studies of the way words are used in social context to convey social meaning

5. Lexicon

    Lexicon is the vocabulary of a given language.

Have a good vocabulary mastery can stimulate the students to practice in real life and strengthen their belief that English can be used to express the same ideas or feeling they express in their native language.

2.2.7.2   Teaching and Learning Vocabulary

Teaching vocabulary through guessing word meaning means teachers can model how to use strategies and draw children's attention explicitly to an aspect of strategy use. For example, the teacher can show how to be something and the

student's clues to the meaning of a new word. So the teacher can deliver the lesson well through guessing word meaning by using mime game as a medium. Cameron states that a person said to "know" a word if theycan recognize its meaning when they see it (2001: 75).

Alqahtani (2015) states that the teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have toknow the characteristics of his\her students. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

According to Nation (1974:18) here are ways in which we can help the students understand the meaning of a word by using different approaches:

1. Demonstration

   a. By showing an object or a cutout figure

   b. By gestures

   c. By performing an action

2. Pictures

   a. By using photographs

   b. Blackboard drawings

   c. Illustration cut from magazines or newspaper

3. Explanation

   a. By description

   b. By giving synonyms or opposites

    c. By putting the word into a defining context

    d. By translating

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds another vocabulary which is relevant to the students. The teacher should understand the materials well. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

    The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still aninfant. Basically, the baby's first language comes from the mother tongue.They can master it easily through the simple words just by listening to the words which are spoken by someone else. Slaterry and Willis (2003: 4) suggest some ways to teach them. There are:

1. Make learning English enjoyable and fun,

2. Don't worry about mistake, be encouraging; makesure children feel comfortable and not afraid to take part,

3. Use a lot of gestures,action, pictures to demonstrate what you mean,

4. Talk a lot to them use English,especially about things they can see,

5. Play game, sing a song, and say rhymesand chants together,

6. Tell simple stories in English, using pictures and actingwith different voices,

7. Don't worry when they use their mother tongue. You cananswer a mother tongue question in English and sometimes recast in English whatthey say in their mother tongue,

8. Consistently recycle new language but don'tbe afraid to add new things or to use words they won't to know,

9. Plan lessonwith varied activities, some quiet, some noisy, some sitting, some standing andmoving.

Much empirical work has been done on vocabulary learning strategies. According to Cameron (2001:93) the useful strategies that teachers can encourage students to adopt:

1. Guessing meanings by using all the information available in a picture or text.

2. Noticing grammatical information about words from the way they are used.

3. Noticing links to similar words in the first language.

4. Remembering where a word has been encountered before and how that helps with its form and meaning.

2.3 Theoretical framework

The concerned of this study entitled Miming Game as a Medium to Improve Students' Vocabulary Mastery, is the students` vocabulary achievement. I used a quasi-experimental research. It divided the subject of the study into two groups, experimental group, and control group. Miming game was introduced and how it would be applied to the students was explain first. A pre-test would be given to obtain the first data which would be followed by treatment only for the experimental group. Then, a post-test for the two groups would be conducted to

get the final data. All data would be analyzed to get the final result. The framework of the analysis is described in the following figure:

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┌─────────────────────────────────────────────────────────┐
│  The Theoretical Framework Figure of Miming Game as a    │
│  Medium to Improve Students' Vocabulary Mastery          │
└─────────────────────────────────────────────────────────┘
                          │
                          ▼
                   ┌──────────────┐
                   │   Try Out    │
                   └──────────────┘
                          │
                          ▼
                   ┌──────────────┐
                   │   Pre-test   │
                   └──────────────┘
                     ╱          ╲
                    ▼            ▼
      ┌────────────────────┐   ┌──────────────────┐
      │ Experimental Group │   │  Control Group   │
      └────────────────────┘   └──────────────────┘
                │                       │
      ┌──────────────────┐             │
      │ The students     │   ┌─────────────────────┐
      │ taught by        │   │ The students taught │
      │ Miminggame.      │   │ by using            │
      └──────────────────┘   │ conventional        │
      ┌──────────────────┐   │ technique such as   │
      │ The students     │   │ oral drill and      │
      │ practice to      │   │ doing written.      │
      │ guess some words │   └─────────────────────┘
      │ by using         │
      │ Miminggame.      │
      └──────────────────┘
                │
                ▼
           ┌──────────────┐   ┌──────────────────┐
           │  Post-test   │   │ Compared with    │
           └──────────────┘   │ the result of    │
                │             │ pre-test         │
                ▼             └──────────────────┘
        ┌──────────────────┐
        │ Data and Analysis│
        └──────────────────┘
                │
                ▼
           ┌──────────────┐
           │    Result    │
           └──────────────┘
```
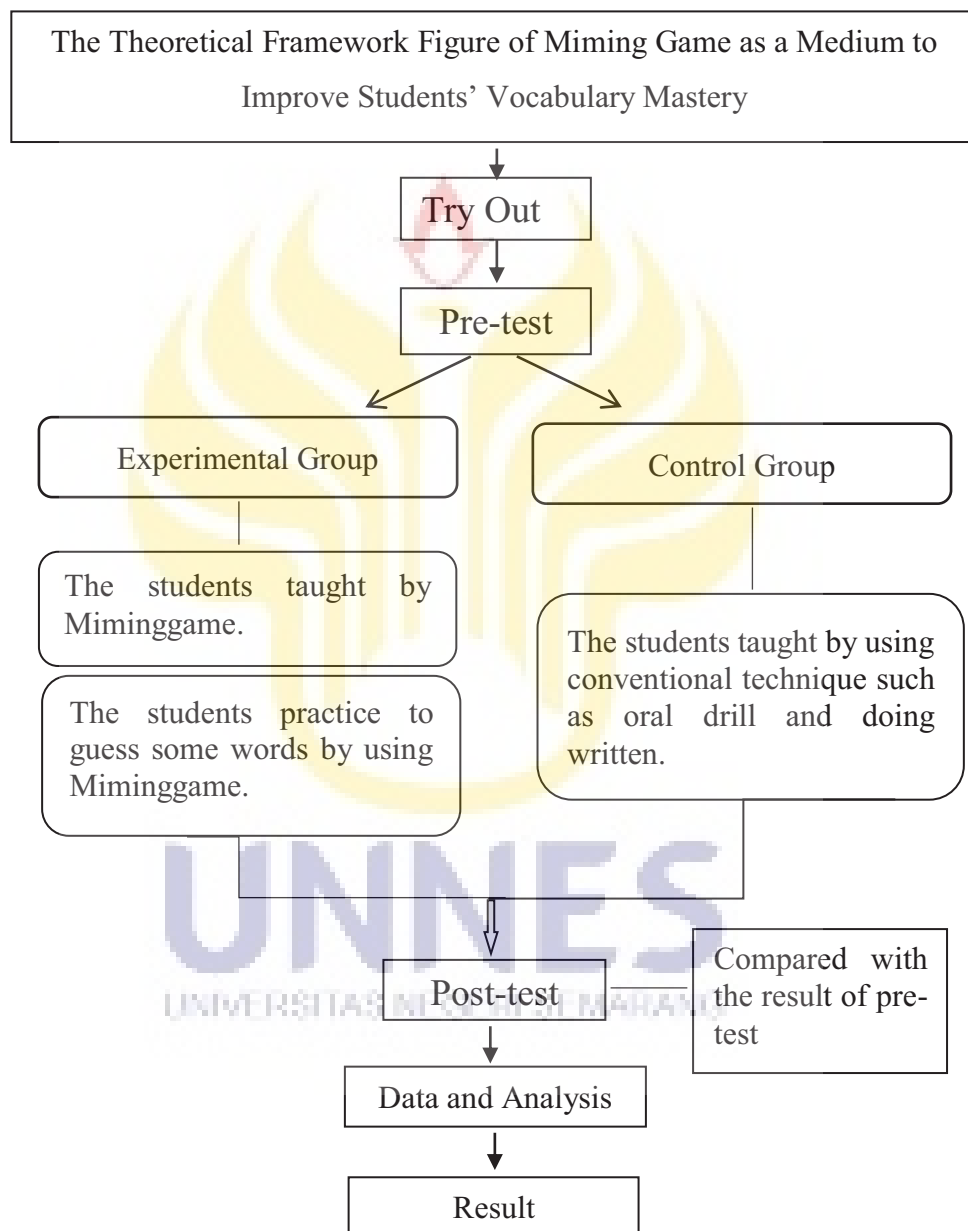
Figure 2.1 Framework of Analysis

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion based on the discussion of data analysis and research findings in the previous chapters.

5.1 Conclusion

The implementation of miming game in teaching vocabulary can improve students' vocabulary mastery. During the treatment was conducted, miming game succeeded in helping the students to explore their vocabulary through a deeper understanding conceptual knowledge. Miming game could help the students to remember words easily. Moreover, the students become active participation both individually or in group while miming game was applied in teaching vocabulary.

Generally, the use of miming game is more effective to improve students` vocabulary mastery. It was proven by the mean differences of posttest result, t-test result, and questionnaire result. After getting the treatment, the mean between the experimental group and the control group were gradually increased. The experimental group got 82.72 and the control group got 75. The percentage of the students' improvement in experimental group was 18.63%. However, there was less improvement in control group, the percentage was only 12.58%. The result of t-value in post test result obtained 3.89 and t-table was 1.997. It means that t-value was higher than t-table (3.89>1.997), so it can be concluded that there is a significant improvement in vocabulary achievement between experimental group

and control group. Furthermore, based on the result of questionnaire, most of the students said that they were interested in miming game during learning vocabulary. They stated that miming game was effective to help them to improve their vocabulary mastery.

5.2 Suggestion

Based on the conclusions, some suggestions are offered as follows:

Firstly, for English teachers, they should vary different media to avoid the students` boredom in teaching learning process. They should find out appropriate media for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly, enjoyably, and educative in the classroom. Hence, it is highly recommended for the teachers to use miming game in teaching vocabulary because of its effectiveness to help the students to improve their vocabulary mastery. It aids the students to develop their vocabulary through a deeper understanding conceptual knowledge. Therefore, they can remember the words easily.

Secondly, for the students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can read English storybooks, English magazines, dictionary and many more as their materials for learning vocabulary. Besides, they are suggested to apply miming game in organizing and memorizing vocabulary.

Thirdly, for future researchers, they can use this study as a reference to guide them to conduct similar research. Hopefully, the result of this study can help them to find out a new media about teaching vocabulary by using interesting

media. Although this study has been done, it still has some weaknesses and hoped there will be an improvement for the next study.

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