

A THESIS

**THE USE OF MIMING GAME TO INCREASE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS
DDI POLEWALI MANDAR**



BY

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PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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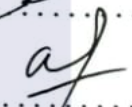
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Parepare, January 08th, 2023

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that this research was her own writing and if it can be proved that is copied, duplicated, or compiled by other people, this research and degree that has been gotten would be postponed.

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ABSTRACT

Mahda Ariyani. *The Use of Miming game to Increase Students' Vocabulary Mastery at the Seventh Grade of MTs DDI Polewali Mandar*. (Supervised by Mujahidah and Muh. Yusuf).

This research was carried out at MTs DDI Polewali Mandar based on observations made by the researcher, it was known that students' vocabulary mastery still lacked and the vocabulary learning method used by the teacher was still using the note-taking method. To overcome this problem the researcher used vocabulary teaching techniques using Miming Games. The purpose of this research was to find out whether the technique can increase students' vocabulary mastery.

This research was a type of pre-experimental research with one group pre-test and post-test research design. In this research, there were three stages, namely pre-test, treatment application, and post-test. The sample in this research was class VII.B consisting of 16 students who were taken based on purposive sampling. Data calculation in this research used automatic data analysis on Microsoft Excel 365 using the toolbar menu t-test paired two samples for mean.

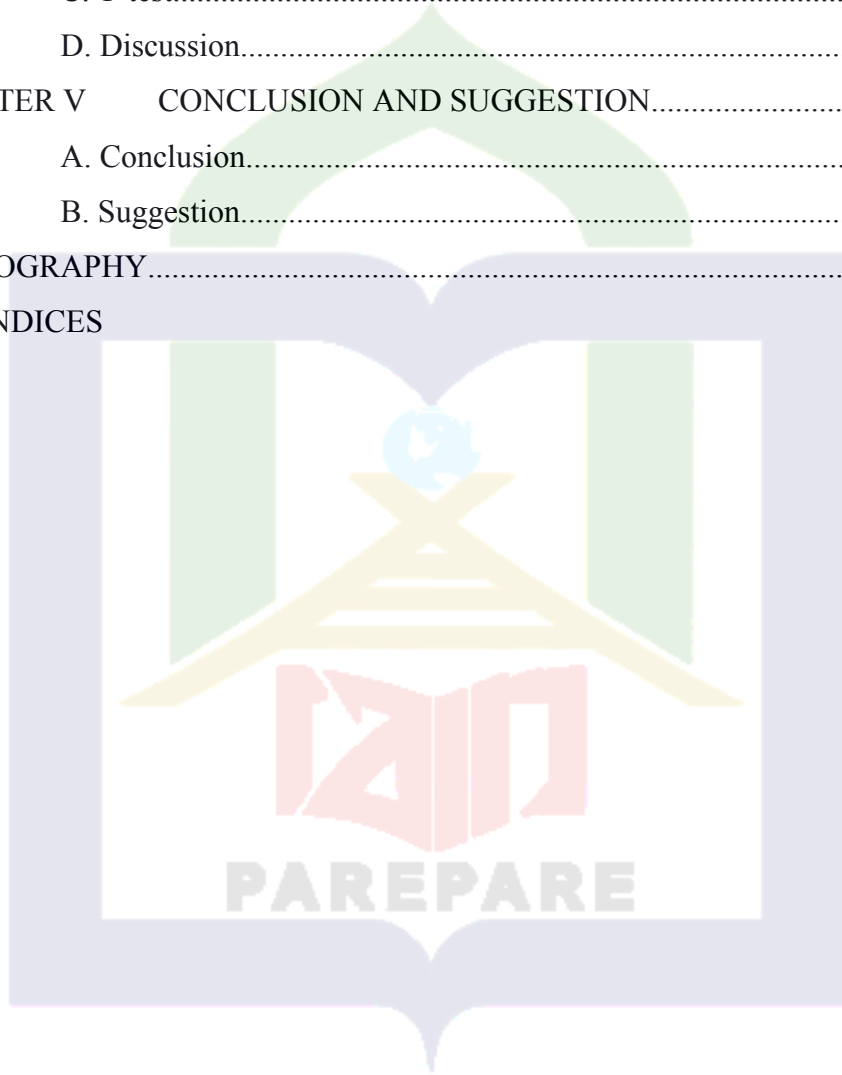
Researcher found an increase in the student's vocabulary mastery scores before and after the treatment using the Miming Game. The mean score on the student's post-test of 75.25 was higher than the mean score on the student's pre-test of 54.50. At the significance level of 0.05 $df = 15$ ($df = n - 1$), and the t-table value of 2.13, the t-test value was 17.78. The t-test value was higher than the t-table value. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, meaning that the use of a miming game was able to increase students' vocabulary mastery at the seventh grade of MTs DDI Polewali Mandar.

Keywords : Increase, Vocabulary Mastery, Miming Game.

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CHAPTER I

INTRODUCTION

A. Background

Language is the main tool used to make it easier for humans to communicate. One of the languages that are in a position as one of the international languages in the world is English, English is often used as a means of communication between countries. Broughton argued that of the 4,000 to 5,000 living languages in the world, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese. On the other hand, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals 250 million. Finally, if all those areas were decisions in English, it will cover one-sixth of the world's population.¹

In Indonesia, English has a position as a foreign language (EFL) and has long been part of the education system after the issuance of the Decree of the Minister of Education and Culture No. 096 on December , 1967. Which stated that English was the first foreign language taught in Indonesian Schools as a subject.² English learning in Indonesian schools is taught from elementary school to the high school level, there

¹ Geoffrey Broughton, Cristopher Brumfit, Roger Flavell, Peter Hill, Anita Pincas. *Teaching English as a Foreign Language*. (London and New York: Routledge & Kegan Paul, 1980), p.1.

² Fitri Alfarisy, 'Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam Perspektif Pembentukan Warga Dunia dengan Kompetensi Antar Budaya', *Jurnal Ilmiah Profesi Pendidikan*, 6.3 (2021), p. 306.

are even some Kindergarten schools that have introduced English to their students by introducing the alphabet and how to read it.

Learning English will involve several language skills such as listening, reading, speaking, and writing.³ Someone who wants to be proficient in using English of course must master these four skills. The success of these four skills will be achieved if one can master several aspects that can support the success of learning the language, one of which is vocabulary.

There are many methods and techniques for teaching vocabulary that are taught in class that is fun and interestingly presents learning material to create an effective and efficient teaching and learning process so that it can imprint in students' memories, so after learning is complete students do not immediately forget. Like learning games that aim to provide a new atmosphere for students, there are many games for vocabulary learning, one of which is Miming.

Miming comes from the word Mime and Gesture, The technique of teaching vocabulary using Mime, gestures, and facial expressions are recommended by Penny who revealed that the use of this technique in teaching vocabulary by using the human body as a vital visual aid was more effective in attracting students' attention than static pictures or realia also helps students remember target items better than just verbal clarification.⁴

Miming game is a language game type guessing game using body movements. Generally playing a Miming game is by asking a student as the representative to demonstrate a list of vocabulary and other students will guess it. but students

³ Achril Zalmansyah, 'Increasing the Student's Vocabulary by Using Comic Strips as An English Teaching Media', *Kandai*, 9.2 (2013), p. 263.

⁴ Penny Ur, *77 Tips for Teaching Vocabulary*, (Cambridge University Press, 2022), p.33 & 84.

sometimes do not know how to take action to explain a word because of several factors such as shyness, And this old-fashioned miming game might be boring. Therefore the researcher wants to develop a miming game using video without sound as a game medium.

Nowadays, technology is firmly attached to human daily life. many schools have started using technology as their learning media aiming to provide an interesting and memorable learning environment. Incorporating technology as a visual medium into the miming game replaces students in this case is a video, aiming to avoid wasted time because students are embarrassed or think too long about how to imitate something through body movements.

From the results of observations made by researchers at MTs DDI Polewali Mandar, Some students were new to English at this level and some already knew English since they were in kindergarten or elementary. Unfortunately, these students lack of vocabulary, some of them did not know the meaning of words in English, when the teacher asked the meaning of a vocabulary some students would be silent because they did not know, forget, or was hesitant because students were embarrassed or afraid of making mistakes. The teacher said the students were not very interested in learning English because they felt English was too difficult, students found it very difficult to memorize the new vocabulary given, and difficult to identify the meaning. In fact, the higher the level of education they will take, the more difficult the subject matter to be taken will be.

In addition, teachers in teaching vocabulary still use the note-taking method, where the teacher would write down a list of vocabulary words and the meanings and then ask students to copy them into their books. The teacher does not use special

methods or techniques such as learning games or any tools to teach vocabulary in the classroom other than Whiteboard and marker, according the learning media available in schools is also limited yet using advanced technology such as television or mobile tablets which were used in other schools today. These things make students tend to forget immediately after taking notes because the learning does not attract the attention of student learning and was less memorable.

There were several reasons why researchers choose miming games and combine with video without sound, the first the researcher want to provide innovations in miming games so that not boring, the second the researcher wanted to introduce and bring technology as a learning medium to students considering that learning was still done conventionally, the third is to present a fun class also attract students' attention and interest in learning so that the learning process was more memorable so after learning they do not immediately forget the new vocabulary that has been taught.

Based on the background above, the researchers conduct this research so that it can provide information and knowledge related to the use of miming games on students' vocabulary mastery. For this reason, researchers are interested in conducting research with the title "The use of miming game to increase students' vocabulary mastery at the seventh grade of MTs DDI Polewali Mandar".

B. Research Question

Based on the background above, the researcher formulates the following questions: Is the use of Miming games able to Improve students' vocabulary mastery at seventh grade of MTs DDI Polewali Mandar?

C. The Objective of the Research

Based on the formulation of the problem above, the objective of this research is to examine the improvement of students' vocabulary mastery at seventh grade of MTs DDI Polewali Mandar through the Miming game.

D. Significance of the Research

The researcher expects this study will be beneficial to:

1. Based on the results of this research, it can be used as an argument or response to various information about the effectiveness and impact of using the Miming game in improving students' vocabulary mastery.
2. Become a reference for students or anyone who wants to do research related to the Miming Game to improve vocabulary mastery.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are several Previous studies that support this research, namely:

Depa Juli Harti in her research '*The effect of Miming Game Technique toward Students' Vocabulary Mastery*'.⁵ This research was conducted in 2016 at SD Negeri 74 Bengkulu with the subject of this research being grade 5 Students at SD Negeri 74 Bengkulu. This research uses a quantitative approach, to the research design of the experimental group and the control group. The instrument of this research was a test, which consists pre-test and post-test, also documentation. To analyze the data, the researcher used Validity and reliability, normality test, homogeneity test, also T-test. The results of the research, the difference between the mean score of pre-test and post-test scores was 44.65 and 71.74 in the experimental class respectively, it can be concluded that the use of Miming games can improve students' vocabulary mastery.

Reny Ika Pratiwi in her research '*The Effectiveness of using Miming game in Teaching Vocabulary of the fourth grade students at SD Negeri 01 Suwaluh Pakel*'.⁶ This research was conducted in 2017 at SD Negeri 01 Suwaluh Pakel with the subject students of four grades which consisted of 16 students. This research uses a

⁵ Depa Juli Harti, "The effect of Miming Game Teachnique toward Students' Vocabulary Mastery" (Thesis; Department of English Education: Bengkulu, 2016).

⁶ Reny Ika Pratiwi, "The Effectiveness of using Miming Game in Teaching Vocabulary of the Fourth Grade Students at SDN 01 Suwaluh Pakel" (Thesis: Department of English Education: Tulungagung, 2017).

quantitative approach with pre-experimental design. The instrument of this research was a test, which consists of pre-test and post-test. The data was analyzed using T-test formula. The results of the research there was a significant difference between the result before getting treatment and after getting treatment, the difference between the mean score of pre-test and post-test score was 55.70 and 79.56 In this research, it was concluded that the miming game technique was effective in increasing students' vocabulary mastery.

Vivi Alvionita Desiria Sagala in her research *'The use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan'*.⁷ This research was conducted in 2018 at Madrasah Aliyah Muhammadiyah 1 Medan, with the research subjects being 26 students in class X-1. The researcher uses classroom action research. The data collection uses questionnaires, interviews, and tests. The data was analyzed by applied in quantitative and qualitative. Based on the results the percentage of the improvement scores post-test I and post-test II was 38.64% it was concluded that students' speaking abilities could improve using the mime game.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

⁷ Vivi Alvionita Desiria Sagala, "The use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan" (Thesis; Department of English Education: Medan, 2018).

Vocabulary is all words that a person knows or uses in language.⁸ It can be said that vocabulary is a collection of words in a language that have different meanings that function as a means of communicating with others or as a means of expressing opinions.

Hiebert and Kamil in Kusrini define vocabulary as knowledge of the meaning of words that come through two forms, namely spoken and printed.⁹ Vocabulary is knowledge of a particular language that can be obtained by a person from various activities such as when speaking, listening, writing, or reading something.

Based on the explanation above, it can be concluded that vocabulary is all the words that are known and used by a person in a language.

b. Vocabulary Mastery

Every language has its own vocabulary as the language used in everyday life. To understand a language, one needs to know the words first.

Intraprasert in Asyiah states that mastery of vocabulary has the main objective in learning, namely: 1) finding the meaning of a foreign or new language word; 2) continuing to retain the memory of newly learned words; and 3) broadening the range of knowledge about a foreign or new word.¹⁰

Next according to Thornbury vocabulary mastery is knowing lots of word in a language. in this only two aspects are mentioned, namely knowing a word involves knowing form and meaning of a word.¹¹

⁸ *Oxford Learner's Pocked Dictionary, New Edition*, (New York: Oxford University Press, 2005).

⁹ Endang Kusrini. Teaching Vocabulary for Junior High School Students using Snake and Ladder Game. *Jurnal Aktif*. 19.4 (2012), p. 2-3.

¹⁰ Dewi Nur Asyiah, 'The Vocabulary Teaching and Vocabulary Learning', *Lingua Scientia*, 9.2 (2017), p.296.

¹¹ Scott Thornbury, *How to Teach Vocabulary*, (Longman, 2002), p.15.

1) The form

Knowing the form is knowing the form of the word, whether it is a noun or a verb, in other words knowing the type of word class.

2) The meaning

Knowing the meaning is a form of mental or cognitive knowledge that a person understands from a particular foreign language word.

Cameron in Gushendra explained that mastery of vocabulary also includes pronunciation and spelling, and how to arrange letters so that form a perfect word.¹² The point is the arrangement of each letter correctly so that it becomes a whole word and has meaning.

Based on the theory above it can be concluded that vocabulary mastery is remembering a collection of foreign language words, finding and understanding the meaning of a word, knowing how to pronounce words, and spelling in which the arrangement of each letter becomes a complete word.

c. Kinds of Vocabulary

The vocabulary in each language is very large and varied, in English vocabulary is divided into several types. Burton and Humpries divide vocabulary into two types, namely general vocabulary and special vocabulary. General vocabulary refers to all words that are used in the general meaning that there are no field boundaries or restrictions to use the word. Special vocabulary refers to words

¹² Rizky Gushendra, 'Improving students' Vocabulary Mastery by Using English song', *Indonesian Journal of Integrated English Language Teaching*, 3.1 (2017), p. 54

used in certain fields or jobs such as professions or sciences so there are limitations to using the word.¹³

1) Word Classes

In English Vocabulary there are eight types of word classes or parts of speech, word classes are a number of word groups that are included in the language unit based on three categories, namely meaning, form, and function of use. Each has its own role in constructing a sentence, they are Nouns, Verbs, Adjectives, adverbs, prepositions, conjunctions, and Determiners.

2) Content Words

According to Fries in Sihombing content words are words that have meaning, content words include Nouns, Verbs, and adjectives.¹⁴

a) Noun

Nouns generally refer to 'thing' in the broadest sense. Nouns are divided into two types based on the calculation, namely countable nouns refer to the objects that may be counted and uncountable nouns refer to an object that may be not counted. While based on the class of words, nouns are divided into several, there is a division into proper nouns and common nouns. Proper nouns refer to people, places, and institutions. While common nouns do not refer to unique things, common nouns are often subdivided into concrete nouns and abstract nouns. Concrete nouns refer to the perceivable objects in the world such as a teacher, table, cow, or flower. While abstract nouns refer to ideas and feeling such as truth, love, and imagination.

¹³ S.H.Burton and J.A.Humpries, *Mastering English Language*, (Landon: The Macmillan Press, 1992), p.100.

¹⁴ Partohab S.R. Sihombing, 'The Effect of using Jumble Letter in teaching Vocabulary', *IJELS: Internationa Journal of English Literature and Social Sciences*, 4.1 (2019), p. 34.

b) Verb

Verb is a group of words that generally refers to making an action, for example, the words: eat, kick, run, and so on.

c) Adjective

Adjectives are a group of words that show the nature of nouns and are often characterized as descriptive words, for example, the words happy, angry, strong, and so on.

d. Kinds of Vocabulary Topic for Pre-Intermediate and Intermediate level

According to Redman, several vocabulary topics are taught to pre-intermediate and intermediate level students which are selected based on various everyday situations, namely:

1) The world around us

Animals and insects: goat, cow, rabbit, snake, spider, and so on.

2) People

Body Movements: run, sit, walk, jump, dance, carry, and so on.

Feelings: happy, sad, cry, angry, confused, scared, and so on.

3) Works and Business

Jobs: teacher, army, fireman, chef, athlete, police, doctor, and so on.¹⁵

From the description above, it can be concluded that pre-intermediate and intermediate level students learn daily vocabulary such as nouns people and animals, action verbs, and also adjectives with aim of introducing vocabulary that relates to students' daily lives.

¹⁵ Stuart Redman, *English Vocabulary in Use, Pre-Intermediate and Intermediate* (Cambridge University Press, 2017).

2. The Concept of Miming Games with Video as Game Media

a. Definition of Miming Game

Miming is a combination of words from mime and gesture which means body movements or facial expression without saying words, and gesture which means hand and body movement, overall miming can be interpreted as imitating something. miming relies on a person's ability to perform the act of imitating something by using body and hand movements, also facial expressions. Hornby in Putra defines Miming as a technique of telling or saying something using only expressions and gestures without using spoken words.¹⁶ In the process, students will observe and imagine the word in students' mind when seeing other people's movements in imitating or doing something.

Wright, Betteridge, and Buckby developed a teaching technique using mime as a language game to make learning activities more fun by adding guessing activity to it.¹⁷ This may aim to raise students' confidence in pronouncing English words without fear of making mistakes by guessing. This game has various ways to play it which aims to provide a learning atmosphere that is not monotonous and boring, this game can be played by asking one class representative as a player to imitate a word and ask all students to guess the word, or play with group work which aims to invite all students to actively participate during play activities.

It can be concluded that miming is a guessing game by seeing someone doing an action or imitating something that aims to strengthen students' memory of a word by using imagination and observation.

b. Teaching Vocabulary Using Miming Games With Video as Game Media

¹⁶ Syahyar Ridhana Putra, Sofyan A.Gani, and Kismullah Abdul Muthalib. 'The use of Mime Media to Enhance Writing on Recount Text', *English Education Journal*, 11.4 (2020), p. 444.

¹⁷ Andrew Wright, David Betteridge, and Micheal Buckby, *Games for Language Learning* (Cambridge University Press, 2006), p. 103 – 104.

The process of playing the miming game has a rule of not mentioning verbally other than when guessing, which means this game does not really use language as a whole. This may seem unusual when using miming as a technique for teaching vocabulary to students in the class.

However, according to Ur using facial expressions and body movements to the fullest is more effective in strengthening students' understanding of the meaning of a word, Ur also added that seeing someone, a teacher or friends make movements to act out the meaning of a word, or play it themselves helps students remember vocabulary items better because of the use of physical movements and facial expressions help make items and meanings more interesting and memorable. But one thing to note for the success of this game is that students may have to move outside of students comfort zone to imitate something.¹⁸ This game may take more time if students think too long or are too shy to imitate something, if that happens, the learning process will not going well because students will be lazy and lose interest in learning. Therefore miming game needs to be developed.

Nowadays, the education system has used technology as a medium of learning. The use of technology can be used by teachers to make it easier for teachers when teaching and producing innovative learning and attract students' interest in learning better, one of the basic technologies that often attracts attention is video. Brame in Muslem suggests that the use of video as a medium of learning will encourage students in learning so that learning is more active.¹⁹ Various kinds of

¹⁸ Penny Ur, *77 Tips for Teaching Vocabulary*, (Cambridge University Press, 2022), p.33.

¹⁹ Asnawi Muslem, *et al.*, eds., 'YouTube Teaching Materials with Peer Support to Improve Students' Mastery of Subject Content Learning', *SIELE: Studies in English Language and Education*, 9.2 (2022), p.653.

videos are more easily accessible along with the times, there are many platforms or applications that provide videos that can be downloaded, such as Youtube, TikTok, and others.

According to Abduramanova the teacher can show a short video without sound and then ask students to guess from facial expressions to find emotional vocabulary that students can catch from the video.²⁰ The new miming game in this research is the use of video as the main instrument replacing the task of students or teachers to take action to imitate something by showing a video without the sound of someone doing the action of imitating something like an animal or doing some actions of daily activity.

c. Procedure of Miming Game with Video as a Game Media

Miming games for teaching vocabulary have many varieties of fun different ways. This game can be played in a workgroup or not. The following are the steps for playing the miming game the old way according to Molinsky and Bliss:

- 1) Prepare a list of words in the form of pictures on several cards.
- 2) Divide the class into teams.
- 3) Ask students as a player in the team to take a card in turn, then ask students to mime the object written on the card, or do a movement that describes the characteristics of the object.
- 4) Ask team members to guess what word it is.²¹

²⁰ Diana Valerevna Abduramanova, 'Innovative Technique of Teaching Vocabulary in the Second Language Classroom', *Science and Education Journal*, 1.2 (2020), p.36.

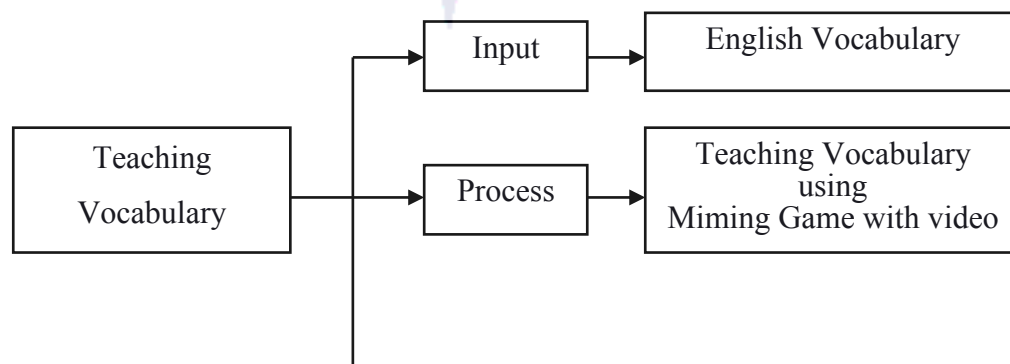
²¹ Steven J. Molinsky and Bill Bliss, *Handbook of Vocabulary Teaching Strategies* (Prentice Hall Regents, 2016), p. 11.

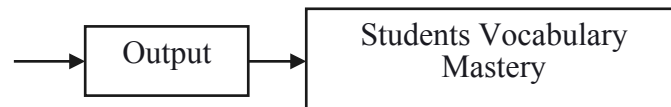
Along the times, miming games need to be developed so that miming games can be played in various ways that are not boring. This research focuses on miming games by combining the use of video without sound as game medium. The following is the procedure for playing a miming game by watching a video:

- a) Divide students in the class into two groups.
- b) Brainstorm a list of vocabulary.
- c) Students pay attention to videos without sound showing a person doing an action or imitating something.
- d) Each team will be given the opportunity to guess the word from the video that has been shown, then ask students to try to spell the word and say it correctly.
- e) If the team cannot answer or the answer given is wrong, then the other team will be given the opportunity to guess.

C. Conceptual Framework

The researcher designed the conceptual framework of this research by showing the diagram below:





a. Input

The researchers provided vocabulary material consisting of four different topics in each meeting, namely, animal and insect, body movements, expressing feeling, and also job or profession.

b. Process

The researcher conducted vocabulary learning using miming games by watching videos without sound as a game medium. The researcher explained the topic of vocabulary material, then showed the video of someone doing some actions or imitating something, and then gave instructions to students on how to play the miming game.

c. Output

This refers to the results of students' vocabulary mastery after participating in the learning process using miming games by watching videos without sound.

D. Hypothesis

Based on the theories described above, this study states two hypotheses:

1. (Null Hypothesis): The use of Miming Game is not able to increase students' vocabulary mastery at seventh grade of MTs DDI Polewali Mandar.
2. (Alternative Hypothesis): The use of Miming game is able to increase student's vocabulary mastery at seventh grade of MTs DDI Polewali Mandar.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this research, The researcher used a quantitative approach with the pre-experimental method with one group pre-test and post-test design. The design was presented as follows:

$$E = X$$

Where :

E : Experimental Group

O1 : Pre-Test

X : Treatment

O2 : Post-Test

In this experimental research design, there were three steps based on Gall and Borg's opinion, namely: (1) Conducted a pre-test to measure students' vocabulary mastery; (2) implementation of experiments; and (3) post-test implementation to measure the result or impact on students' vocabulary mastery.²² Thus, the effect of applying the selected learning technique was known by comparing the scores of student learning outcomes on the pre-test and post-test.

²² Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan, Edisi Pertama* (Jakarta: Kencana, 2010), 154.

B. Location and Duration of the Research

The research was conducted at MTs DDI Polewali Mandar on Jl. Kemakmuran No. 191, Polewali, West Sulawesi. With a focus on class VII because after the researchers made observations in several schools, the problem of students' lack of vocabulary was more prominent in that location than in other schools. The duration of this research was carried out in six meetings, which included a giving pre-test, giving treatment, and giving a post-test.

C. Population and Sample

1. Population

The Population of this research was the seventh-grade student of MTs DDI Polewali Mandar. There was two class as the population in this research, and the number of students was 30. The population was illustrated in the table below:

Table 3.1 The total of students in class VII MTs DDI Polewali Mandar.

No.	CLASS	Sex		TOTAL OF STUDENTS
		Male	Female	
1.	VII. A	9	5	14
2.	VII. B	9	7	16
TOTAL				30

2. Sample

The researcher took one class of respondents to this research. In this research, the researcher used a purposive sampling group technique. Based on the technique, the researcher chose class VII.B as a sample of this research with a total of 16

students based the teacher's suggestion regarding the lack of vocabulary mastery in that class compared to other classes.

Table 3.2 The sample of the research.

CLASS	Sex		TOTAL OF STUDENTS
	Male	Female	
VII. B	9	7	16

D. Procedure of Collecting Data

The Procedure of collecting data was divided into three stages, namely:

1. Pre-test

The researcher conducted a pre-test first. The students were given a vocabulary test to find out students initial knowledge of vocabulary, after being given a pre-test, the researcher gave treatment using the miming game.

2. Treatment

After being given a pre-test, the researcher gave treatment using miming games with video without sound as game media to students in the classroom. The treatment was carried out in four meetings.

a. The first meeting

- 1) The researcher opened the class and introduced herself.
- 2) The researcher introduced vocabulary and the importance of learning vocabulary.
- 3) The researcher provided material on vocabulary nouns with the topic animals and insects, provided a list of vocabulary, explained the meaning, pronunciation and spell, also part of the word class (noun).

- 4) Students identified the vocabulary as much as possible.
 - 5) The researcher explained about miming games and how to play.
 - 6) The researcher divided the students in the class into two teams.
 - 7) The researcher showed a video without the sound of someone doing an action or imitating something.
 - 8) Each group discussed and guessed by first writing the answer on the paper then raising their hand and saying the vocabulary clearly and then trying to spell.
 - 9) The team with the correct answer and spell gets points. If the answer was wrong, then the opportunity will be given to another team.
 - 10) The team with the most points was the winner.
 - 11) The researcher explained the vocabulary by giving examples of how to use the vocabulary in a simple sentence.
- b. The Second Meeting
- 1) The researcher opened the class.
 - 2) The researcher introduced vocabulary and the importance of learning vocabulary.
 - 3) The researcher provided material about vocabulary nouns with the topic of jobs, provided a list of vocabulary, explained the meaning, pronunciation and spell, also part of the word class (noun).
 - 4) Students identified the vocabulary as much as possible.
 - 5) The researcher explained about miming games and how to play.
 - 6) The researcher divided the students in the class into two teams.

- 7) The researcher showed a video without the sound of someone doing an action or imitating something.
- 8) Each group discussed and guessed by first wrote the answer on the paper then raising their hand and saying the vocabulary clearly and then trying to spell.
- 9) The team with the correct answer and spell gets points. If the answer was wrong, then the opportunity will be given to another team.
- 10) The team with the most points was the winner.
- 11) The researcher explained the vocabulary by giving examples of how to use the vocabulary in a simple sentence.

c. The Third Meeting

- 1) The researcher opened the class.
- 2) The researcher introduced vocabulary and the importance of learning vocabulary.
- 3) The researcher provided material about vocabulary verbs with the topic body movements, provided a list of vocabulary, explained the meaning, pronunciation and spell, and part of the word class (verb).
- 4) Students identified the vocabulary as much as possible.
- 5) The researcher explained about miming games and how to play.
- 6) The researcher divided the students in the class into two teams.
- 7) The researcher showed a video without the sound of someone doing an action or imitating something.
- 8) Each group discussed and guessed by first write the answer on the paper then raising their hand and saying the vocabulary clearly and then trying to spell.

- 9) The team with the correct answer and spell gets points. If the answer was wrong, then the opportunity will be given to another team.
- 10) The team with the most points was the winner.
- 11) The researcher explained the vocabulary by giving examples of how to use the vocabulary in a simple sentence.

d. The Fourth Meeting

- 1) The researcher opened the class.
- 2) The researcher introduced vocabulary and the importance of learning vocabulary.
- 3) The researcher provided material about vocabulary adjectives with the topic expressing feelings, provided a list of vocabulary, explained the meaning, pronunciation and spell, also part of the word class (adjective).
- 4) Students identified the vocabulary as much as possible.
- 5) The researcher explained about miming games and how to play.
- 6) The researcher divided the students in the class into two teams.
- 7) The researcher showed a video without the sound of someone doing an action or imitating something.
- 8) Each group discussed and guessed by first write the answer on the paper then raising their hand and saying the vocabulary clearly and then trying to spell.
- 9) The team with the correct answer and spell gets points. If the answer was wrong, then the opportunity will be given to another team.
- 10) The team with the most points was the winner.
- 11) The researcher explained the vocabulary by giving examples of how to use the vocabulary in a simple sentence.

3. Post-test

After giving the treatment, the researcher gave a vocabulary test as a post-test to find out the students' vocabulary mastery after being given the treatment.

E. Variable and Operational Definition of Variable

1. Variable

There are two Variable in this research:

- a. Independent Variable was Miming Game.
- b. Dependent Variable was the Student's Vocabulary Mastery at the seventh Grade of MTs DDI Polewali.

2. Operation Definition of Variable

- a. Miming games was one of the learning techniques used by researchers to improve the student's vocabulary mastery
- b. Students' vocabulary mastery was related to the achievement of what students take from the treatment during the learning process.

F. Instrument of the Research

In collecting data, the researcher gave a Vocabulary test to measure students' vocabulary mastery which consists of a pre-test and post-test. The pre-test was to see the students' prior knowledge of vocabulary before giving treatment. While post-test was to know the students' vocabulary mastery after being given treatment through a Miming game. The test was based on the topic of English learning material, and in the form of multiple choice, matching, and fill the blank words with a total of 25 items consisting of vocabulary categories, namely nouns of animal and job, verbs of

body movement, also adjectives of expressing feelings. The score for each item of the instrument item was given a value of 1 for the correct answer, and the wrong answer was given a value 0.

G. Technique of Data Analysis

After collecting data from the test results. Then the researcher analyzed the data using quantitative analysis. The following are the steps for quantitative data analysis:

1. Scoring the Result of the Test

After getting the data from the pre-test and post-test, the data was calculated using the formula below.

23

2. Classifying of Student's Scores on the Following Classification.

To classify the students' scores, the researcher used the list classification from Arikunto's book.²⁴

²³ Kasmadi, dan Nia Siti Sunariah. *Panduan Modern Penelitian Kuantitatif* (Bandung: Alfabeta, 2016), 73-74.

²⁴ Suharsimi Arikunto, *Dasar – Dasar Evaluasi Pendidikan: Edisi Revisi* (Jakarta: PT. Bumi Aksara, 2005), p. 245.

Table 3.3 Classification of Students' Scores

No.	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	

3. Calculating the Data

To calculate student learning outcomes in the pre-test and post-test, the researcher used automatic data analysis in Microsoft Excel 365 using the toolbar menu t-test paired two samples for mean, namely the data test conducted on paired samples, which was used to compare mean scores of paired samples. Paired sample data were data from the same sample but received two different treatments such as pre-test and post-test. The steps are as follows:

- a. Bring out the data analysis icon.
 - 1) File – options – add-ins.
 - 2) Choose excel adding in the option of manage.
 - 3) Click go.
 - 4) Checklist the analysis tool pack, then click ok.
 - 5) The data analysis menu displays the data toolbar.
- b. Process Data
 - 1) Click data – data analysis.
 - 2) Click T-test paired two samples for means.
 - 3) Input data from the pre-test and post-test with the label
 - 4) Checklist labels box.

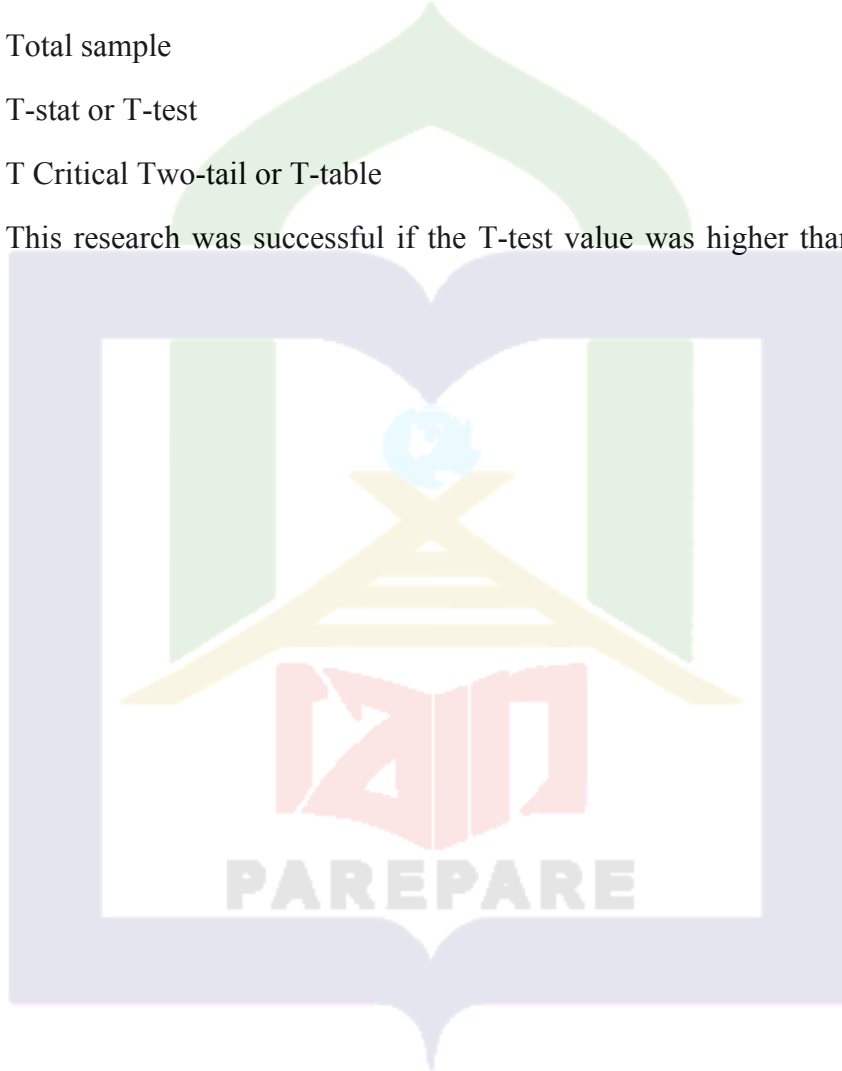
5) Alpha 0,05 (5% of mistakes accepted).

The results of the data analysis are displayed in a table.

The table shows:

- a) The mean score of pre-test and post-test
- b) Total sample
- c) T-stat or T-test
- d) T Critical Two-tail or T-table

This research was successful if the T-test value was higher than the T-table value.



CHAPTER IV

FINDINGS AND DISCUSSION

This fourth chapter consists of several sections, discussing the results of the research findings and discussion of the research, in the form of all data collection results that have been carried out by researchers through vocabulary tests that have been given to samples in this research.

A. Findings

The findings of this study were obtained by researchers from the results of the pre-test and post-test of students which have the aim that researchers can find answers to the question of this research. Before obtaining the findings data, the researcher had first prepared and given two vocabulary tests, namely the pre-test which was first given to students as respondents in this research before treatment was applied, then the post-test was given to students after treatment was applied which aimed to determine whether the effect of using the miming game in the vocabulary mastery of class VII B of MTs DDI Polewali Mandar.

1. The Students' Scores on the Pre-test and Post-test

To obtain data from the results of the pre-test and post-test, the researcher used the formula below:

The researcher obtained the pre-test data which was the students' scores before giving treatment using a miming game by watching a video without sound. While the post-test data was the students' score obtained after being given treatment

using a miming game by watching video without sound to find out the increase in students' vocabulary mastery.

Table 4.1 Students' scores in the pre-test

No.	Name	Score X1	Classification	Score X2	Classification
1.	HDS	60	Fair	80	Good
2.	IJB	48	Poor	76	Good
3.	KA	56	Fair	72	Good
4.	MR	48	Poor	72	Good
5.	MF	68	Fair	88	Excellent
6.	MS	64	Fair	76	Good
7.	MUA	52	Poor	76	Good
8.	NMN	44	Poor	68	Fair
9.	NAS	72	Good	88	Excellent
10.	NH	44	Poor	72	Good
11.	NS	48	Poor	68	Fair
12.	NZ	52	Poor	72	Good
13.	RWN	56	Fair	72	Good
14.	TNQ	64	Fair	80	Good
15.	WHA	52	Poor	76	Good
16.	ZS	44	Poor	68	Fair
Total		872		1204	

(Source: The student's scores in the pre-test and post-test)

Based on the student pre-test data table above, the overall total score was 872 before applying the treatment using miming games.

From the results of the value classification, from the number of students' pre-test scores, none can be categorized as excellent or very good, whereas in the good

classification there was only one student, in the fair classification there were six students, poor classification there were nine students.

Based on the students' post-test data table above, the total score of the whole was 1204 after being given treatment using a Miming game. It was said that there was a change in students' vocabulary mastery after using the miming game with video without sound from the classification of students' scores which were better than before.

Two students were categorized as excellent classification, eleven students were categorized as good classification, and three students were categorized as fair classification.

2. The Result of the Pre-test and Post-test

Table 4.3 The mean score of the pre-test and post-test

	Pre-test	Post-test
Mean	54.5	75.25

Table 4.3 shows the data from the mean score of the pre-test was 54.50, while the mean score of the post-test was 75.25.

The result of the comparison of the mean score of the pre-test and the mean score of the post-test show there was a difference, the mean score of the post-test was higher than the mean score of the pre-test, so in this case it can be interpreted that there was an increase in the vocabulary mastery of students class VII.B after the treatment using miming game.

B. Normality Test

In this section, the normality test of the data that has been obtained from the pre-test and post-test before the t-test was carried out.

The purpose of the normality test was to find out whether the distribution of data was normal or not by using the Kolmogorov-Smirnov test approach with $n=16$ significance level (α) 0.05 critical value was 0.328. The data were normally distributed if it was smaller than the critical value.

The following were the results of the normality test calculations using the Kolmogorov-Smirnov approach which were described in the table below.

Table 4.4 Kolmogorov-Smirnov Normality test of pre-test and post-test.

	Pre-test	Post-test
N	16	16
Mean	54.5	75.25
Standard Deviation	8.87	6.23
	0.173	0.202

(Source : Microsoft Excel 365)

Based on the results of the normality test with the Kalmogorov-Smirnov approach in the pre-test it was known that $0.173 < 0.328$, while the results of the normality test in the post-test were $0.202 < 0.328$. So that it can be concluded that the data were normally distributed. Calculations using the Microsoft Excel 365 application.

C. T-test

The results of automatic data analysis with Microsoft Excel 365 using toolbar menu t-test paired two samples for means which aims to determine the difference in the mean between the two paired data samples of pre-test and post-test.

With the following steps:

1. Bring out the data analysis icon.
 - a. File – options – add-ins.
 - b. Choose excel adding in the option of manage.
 - c. Click go.
 - d. Checklist the analysis tool pack, then click ok.
 - e. The data analysis menu displays the data toolbar.
2. Process Data
 - a. Click data – data analysis.
 - b. Click T-test paired two samples for means.
 - c. Input data from the pre-test and post-test with the label
 - d. Checklist labels box.
 - e. Alpha 0,05 (5% of mistakes accepted).

The results of the data analysis are displayed in a table.

The table shows:

- a. The mean score of pre-test and post-test
- b. Total sample
- c. T-stat or T-test
- d. T Critical Two-tail or T-table

The following table shows the results of automatic data analysis with Microsoft Excel 365.

Table 4.5 T-test paired two sample

	<i>Pre-test</i>	<i>Post-test</i>
Mean	54,5	75,25
Variance	78,67	38,87
Observations	16	16
Df	15	
t Stat	17,78	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,75	
P(T<=t) two-tail	0,00	
t Critical two-tail	2,13	

(Source: Microsoft Excel 365)

The table above shows that the t-statistics value or t-test value was 17.78, then the number of observations or the number of the data was 16 so that the df was 15 ($Df = N - 1$) for significance level (α) 0.05 the value of t-critical two tails or t-table was 2.13.

It was known that the value of the t-test was higher than the value of the t-table ($17.78 > 2.13$), it can be concluded that the vocabulary mastery of students has increased or better after the treatment was applied. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted. Therefore it can be stated that the use of Miming game was able to increase students' vocabulary mastery at seventh grade students of MTs DDI Polewali Mandar.

D. Discussion

1. The Enhancement of Students' Vocabulary Mastery

Based on the findings in the previous chapter, the conclusion was that miming games was able to increase students' vocabulary mastery. It was known from the results of the different scores, the scores on the post-test after applying treatment to students were higher than the score on the pre-test which aims at that time had not yet implemented learning using miming games with video without sound. The results of the calculation of the mean score of the pre-test and post-test showed an increase, the mean score of the pre-test was 54.50 while the mean score of the post-test was 75.25. so that it can be concluded that the mean score of students in the post-test was higher than the mean score of students' pre-test.

Looking at the classification of students' pre-test scores, only one student scored good, six students scored fair, and nine students' scored poor classification. The researcher concluded after seeing the results of the students' score classification that students' vocabulary mastery was still low. While in the post-test, it was found that there were two students with excellent score classification, eleven students with good score classification, and three students with fair score classification. The researcher concluded that the student's grades were getting better than before.

Before determining which hypothesis was accepted between the null hypothesis (H_0) and the alternative hypothesis (H_a), the pre-test and post-test data that would be used in the t-test are normally distributed by carrying out a normality test with the Kolmogorov-Smirnov approach. The researcher used the t-test to obtain a higher t-test value than the t-table value ($17.78 > 2.13$), with degrees of freedom Df

=15, so that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected, the meaning was the use of miming games as a learning technique was able to increase students vocabulary mastery at seventh grade of MTs DDI Polewali Mandar. Calculation of the Kolmogorov-Smirnov test and t-test using Microsoft Excel 365 application.

2. The Use of Miming Games with Video to Increase Students' Vocabulary Mastery

At the first meeting before giving treatment using a Miming game with video as game media, the researcher opened the meeting by introducing herself and giving a pre-test. At this meeting, the researcher gave a pre-test in the form of a number of vocabulary tests to measure students' vocabulary mastery before the treatment was applied using a miming game. The type of the test consists of several multiple-choice questions, fill the blank words, and matching pictures with as many as 25 items. Before students start working on the test, the researcher gives brief instructions on how to do the test. The researcher waited a few minutes until all students of class VII.B finished working on the test, then explained the concept of a Miming game by combining video as game media.

At the second meeting in class VII.B was giving the first treatment using a Miming game with video as game media. At the same time, this was the first time that vocabulary learning has been carried out using games as a learning technique, the students said that this had never been done before. First, the researcher opened the class by introducing vocabulary and the importance of why learning vocabulary should be done, then the students paid attention to the researcher's delivered material at the first meeting Noun vocabulary with the topic animal and insects, the researcher wrote down a list of vocabulary, explained the meaning, invited students to

pronunciation and spelling, and explained the word classes (Noun). The researcher provided directions and examples of Miming games using video as a game medium. Previously the researcher had prepared several videos from the internet that had been downloaded from several application such as YouTube or TikTok which were then combined into one video without sound with a duration that was not too long.

Students were divided into two groups, the researcher did not divide students in the class into many groups according to the number of students present in class and so that all students could see the video. Then the researcher showed a video without the sound of someone imitating an animal or insect using a laptop. This was due to the limitations of the school's learning media and the absence of electricity in the classroom, making it impossible to use other media such as LCD projectors. Each group discussed and wrote words on a paper and then guessed by saying clearly and correctly spelling. The group with the correct answer, pronunciation and spelling gets points, and the group that gets the most points was the winner. To ensure students understand how to use the vocabulary that has been learned, the researcher explained the use of vocabulary that has been learned by provided examples related to the environment around students' daily lives. Students did exercise by making a simple sentences from the vocabulary that has been learned.

At the third meeting was giving the second treatment using a miming game. Before delivering new material, the researcher did a brief repetition of the material by asking students to mention and guess the movements of animals and insects that had been discussed in the previous meeting. The researcher conveys the second material, namely noun vocabulary with the topic job or occupation with the same method before, then students identified as much as possible before starting the game.

Students present in the class were divided into two groups, the researcher put a laptop in the middle of the class and showed a video of someone doing a body movement imitating some job or occupation. Each group discusses and writes the vocabulary of the job onto the paper before guessing by mention the vocabulary with the correct pronunciation and spelling. The group with the correct answer, pronunciation and spell gets points, and the group that gets the most points was the winner. To ensure students understand how to use the vocabulary that has been learned, the researcher explained the use of vocabulary that has been learned by provided examples related to the students' daily lives. Students did exercise by making a simple sentences from the vocabulary that has been learned.

The fourth meeting was the third treatment meeting for class VII.B using a Miming game. Before continuing on the vocabulary of verbs with the topic body movements material that had been prepared in the learning plan, the researcher briefly repeated the material from the previous meeting by asking students to mention the vocabulary of job or occupation. The researcher explained the material using the same method as the previous meeting, by asking the students to mention the body movements vocabulary together and giving examples of how to spell it. students identify as many vocabulary words as possible before the game begins with the same rules as the previous meeting. students were divided into two groups, watching the video showing a person making movements with their body, then guess in the same way in the previous meeting. At this meeting, the students were more active in participating in learning by competing to guess because the video showing a person's movements or action is easier to guess for students. To ensure students understand how to use the vocabulary that has been learned, the researcher explained

the use of vocabulary that has been learned by providing examples related to the environment around students' daily lives. Students did exercise by making a simple sentences from the vocabulary that has been learned.

The fifth meeting was giving the fourth treatment or giving the last treatment. Where the material discussed at this meeting was the vocabulary of adjectives with the topic expressing feelings. Before starting to discuss new material, the researcher reviewed the three previous materials by conducting question and answer sessions with students. Before starting the miming game the researcher explained the material by writing a vocabulary list on the whiteboard, explaining the meaning of the words, mentioning the vocabulary with correct pronunciation and spell then asking students to follow along. Students identify vocabulary lists for a few minutes. The researcher started the miming game with the same rules and concepts as the previous meeting. After the students were divided into two groups, the researcher showed a video with someone imitating an expression such as angry, sad, and so on according to the list written on the whiteboard before. Each group guessed by saying the vocabulary with the correct pronunciation and spelling, if the answer was wrong the chance to guess was given to another group. The group with the correct answer gets points and the group with the most points was the winner in this game. To ensure students understand how to use the vocabulary that has been learned, the researcher explained the use of vocabulary that has been learned by provided example related to the environment around students' daily lives. Students did exercise by make a simple sentences from the vocabulary that has been learned. At the end of the lesson before class was closed the researcher asked students to ask questions regarding the material being discussed, if students did not understand.

The sixth meeting was the last meeting. This meeting was given a pre-test after giving treatment for four meetings. Giving a post-test aims to find out whether there was an increase in students' vocabulary mastery after learning with miming games. Before giving a pre-test in the form of a number of vocabulary tests, students are given time to relearn the vocabulary that has been discussed at the four previous treatment meetings.

3. The Advantages of Miming Games with Video as Game Media

After applying the miming game the researcher concluded that there were several advantages gained by applying the miming game as a vocabulary learning technique.

Miming Game techniques were carried out in groups and not individually so that it provided a new learning atmosphere for students who always previously always studied individually, trains students' discussion habit, speeds up and make easier to understand and guessing when done in groups.

In miming games using video as media game, students pay attention to videos that shows someone doing an action or imitating something. Students observe the video that was shown and imagine in minds while trying to remember vocabulary so that students easier to found the meaning of vocabulary and strengthen students memory of a vocabulary item. Watching someone doing an action or imitating something makes a vocabulary item more easier to remember than simply memorizing a list of vocabulary. Using video as game media in miming games was more time and energy efficient, both for teachers and students. More interesting to the attention and interest of students so that students were more active in the learning

process, and the movements practiced through videos were easier and faster for students to understand.

Guessing activities in miming games with video as media games provided an active learning atmosphere, also makes vocabulary items more embedded in students' memories and builds self-confidence. Students were required to focus on thinking, students were not afraid to make mistakes by continuing to try to answer by saying and spelling repeatedly when students get the opportunity to guess so that students get used to it and can remember it themselves.

Miming games provided a new learning atmosphere because watching something or seeing someone perform an action was always a fun activity and makes more of an impression on the memory so that students enjoy the learning process. When applied to students who previously studied monotonously, Miming games help avoid boring classes. Whereas for students who feel learning English, in this case was vocabulary too difficult or too embarrassed to make mistakes, the guessing activity in miming helps students slowly erode their difficulties and fears. The results of this research are supported by the opinions of Elmi, Indrayani, and Dianita who said that in addition to providing fun classes, the use of Miming games improves students' vocabulary mastery, students actively and confidently mention vocabulary, some students who were initially shy and afraid of making mistakes slowly became a little bold when practicing this game.²⁵

²⁵ Zahrotul Elmi, *et al., eds.*, 'The Effectiveness of Using Miming Game in Teaching Vocabulary', *OXFORD: Journal of English Language Studies*, 1.2 (2022), p. 93.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research used a pre-experimental method with one-group pre-test and post-test design. The purpose of this research is to find out whether the use of miming games with video as media game able to increase students' vocabulary mastery. Based on the results of data analysis that has been done, the research found that there were differences in the results of students' vocabulary mastery before and after the treatment was applied using the miming game. Before being given treatment the mean score of the pre-test was 54.50 while after being given treatment the mean score of the post-test was 75.25. Thus the mean score of the post-test was higher than the mean score of the pre-test. As for the results of the t-test, it was known that the value of the t-test was 17.78 higher than the value of the t-table, which was 2.13 at the significance level of 0.05 and degrees of freedom (df) 15, it was concluded that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This means that the use of miming games with video as game media was able to increase students' vocabulary mastery.

B. Suggestion

The researcher gives some suggestions notes as follows:

1. In this study, there are only four English vocabulary materials, such as animal and insect, job or occupation, body movements, and expressing feelings. Therefore it is suggested to future researchers who will conduct research

related to miming games to find more vocabulary material in English in accordance with the level of education, knowledge and, needs of students.

2. It is suggested for future research to develop other English skills such as the use of miming games on speaking, reading, and other skills so that they are not only limited to vocabulary mastery.



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Appendix 1.

Instrument of Pre-test and Post-test

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

NAMA MAHASISWA : MAHDA ARIYANI
 NIM : 18.1300.108
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
 JUDUL : THE USE OF MIMING GAME TO INCREASE
 STUDENTS' VOCABULARY MASTERY AT THE
 SEVENTH GRADE OF MTs DDI POLEWALI
 MANDAR

Instrumen penelitian

Dalam Penelitian ini, peneliti akan menggunakan pre-experimental dengan memberikan pre-test dan post-test pada kelas eksperimen serta dilengkapi dengan intruksi yang tertera pada instrument sebagai berikut ini:

Instrument of Pre-Test

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Ima : if you are on school do you visit the canteen?
 Hana : yes, of course. Because I am feeling when I am in the school.

A. Sad	D. Shy
B. Like	E. Hungry

- C. Scared
2. I'm when entering the ghost house.
- A. Scared D. Cold
B. Tired E. Hungry
C. Sad
3. Alia is because she didn't win the storytelling competition.
- A. Sad D. Shy
B. Tired E. Angry
C. Worry
4. They are hip hop on the stage.
- A. Dancing D. Catching
B. Running E. Pushing
C. Jumping
5. I'm, I need to eat something.
- A. Angry D. Hungry
B. Walking E. Thirsty
C. Confused
6. I'm, I need to drink something.
- A. Angry D. Hungry
B. Waving E. Thirsty
C. Confused
7. The has a beautiful voice when singing.
- A. Nurse D. Dancer
B. Police E. Teacher
C. Singer

8. A Makes some food.

- A. Teacher D. Chef
 B. Doctor E. Fisherman
 C. Driver

9. A Flies over the flower.

- A. Butterfly D. Fish
 B. Bull E. Crab
 C. Lion

B. Fill the Blank Words Below!

10. Gajah = E _ _ P _ A _ _

11. Ular = S _ _ K _ _

12. Jerapah = G _ _ A _ F _ _

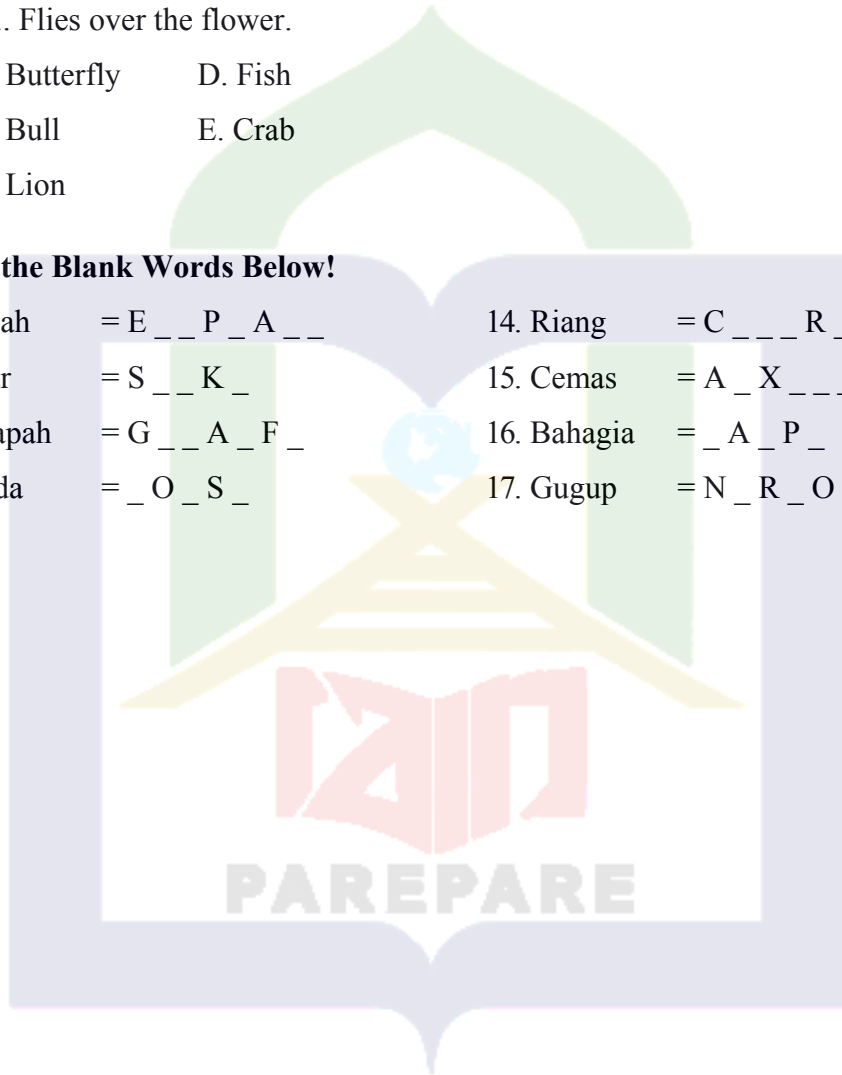
13. Kuda = _ O _ S _ _

14. Riang = C _ _ _ R _ _ L

15. Cemas = A _ X _ _ _

16. Bahagia = _ A _ P _ _

17. Gugup = N _ R _ O _ _



C. Match the picture with the correct word!

18.



Photographer

19.



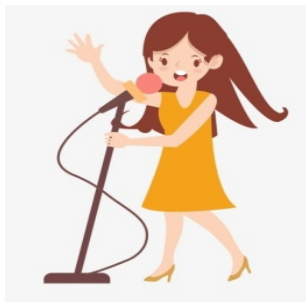
Singer

20.



Driver

21.



Fireman

22.



Wave

23.



Punch

24.



Dive

25.



Push

Instrument of Post-Test**A. Choose the correct answer by crossing (X) A, B, C, and D.**

1. Mail is because he can not meet his favorite singer.

- A. Nervous D. Cheerful
B. Happy E. Sad
C. Shy

2. Aldi is to do his math exam.

- A. Cheerful D. Confused
B. Catch E. Disappointed
C. Wave

3. I am after all day worked, I need to sleep.

- A. Walk D. Nervous
B. Bend E. Tired
C. Run

4. They about the material of English.

- A. Bend D. Talk
B. Wave E. Wash
C. Walk

5. Anita is, she needs to eat rice.

- A. Sleepy D. Walking
B. Hungry E. Tired
C. Thirsty

6. Rahman is, he needs to drink water.

- A. Sleepy D. Walking
B. Hungry E. Tired

C. Thirsty

7. I work at School, I am a

- A. Doctor D. Police
 B. Teacher E. Army
 C. Students

8. A likes to eat meat.

- A. Giraffe D. Lion
 B. Penguin E. Horse
 C. Rabbit

9. A likes to eat carrot.

- A. Elephant D. Rabbit
 B. Crocodile E. Bird
 C. Lion

B. Fill the Blank Words Below!

- | | | | |
|---------------|---------------------|--------------|---------------------|
| 10. Ayam | = C _ _ C _ E _ | 14. Takut | = _ _ A _ _ D |
| 11. Kepiting | = _ R _ _ | 15. Terkejut | = _ U _ P _ _ S _ _ |
| 12. Kodok | = F _ O _ | 16. Marah | = _ N _ R _ |
| 13. Kupu-kupu | = _ U _ _ E _ F _ _ | 17. Malu | = _ _ Y |

C. Match the picture with the correct word!

18.



Chef

19.



Army

20.



Farmer

21.



Skipper

22.



Jump

23.



Kick

24.



Dance

25.



Run

Parepare, 08 November 2022

Mengetahui,

Pembimbing Utama



Mujahadah, M.Pd.
NIP. 19790412 2008012 020

Pembimbing Pendamping



Muh. Yusuf, M.Pd.
NIDN. 2018089301



Appendix 2.

Lesson Plan

LESSON PLAN

School : MTs Darud Da'wah Wal-Irsyad Polewali Mandar
 Subject : English
 Class : VII.B
 Materials : Vocabulary
 Time : 2 x 40 menit

I. Standard Competence

Understand vocabulary in English and its meaning related to the material being studied.

II. Basic Competence

- 3.4 Identify social function, linguistic elements of the material related to the names of animals, objects, buildings that are close to students' daily lives.
- 3.5 Identify social functions, material linguistic elements related to the nature of people, animals, object according to the context of the use.

III. Indicators

1. Know English vocabulary related to the material being studied.
2. Knowing the meaning of English vocabulary related to the material being studied.
3. Know the types of English vocabulary related to the materials being studied.
4. Mention and pronounce English vocabulary and its meaning in the material being studied.

IV. Learning Materials

Fist meeting : Vocabulary of Noun (Animals)
 Second meeting : Vocabulary of Noun (Jobs or Occupation)

Third meeting : Vocabulary of verb (Body Movements)

Fourth meeting : Vocabulary of adjectives (Expressing feeling)

V. Method

Cooperative learning with miming game techniques.

VI. Learning Activity

Activity	Activity Description	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Greetings 2. Introduce the vocabulary and the importance of learning vocabulary 	5 minute
Core Activities	<ul style="list-style-type: none"> • Introducing Activity <ol style="list-style-type: none"> 1. Provide material about vocabulary with explain the topic. 2. Provide a list of vocabulary, explain the meaning, pronunciation, and part of word class. 3. Students identify vocabulary as much as possible. 4. The researcher explain about miming game and how to play. 	15 minute
	<ul style="list-style-type: none"> • Main Activity <ol style="list-style-type: none"> 1. Divide the students in the class into two teams. 2. Show a video without sound of someone doing an action or doing imitate something. 3. Each group will discuss and guess by first writing the answer on the paper then raising their hand and saying the vocabulary clearly and try to spell the 	30 minute

	<p>letter.</p> <ol style="list-style-type: none"> 4. The team with the correct answer will get the point. 5. If the answer is wrong, the opportunity will be given to another team. <ul style="list-style-type: none"> • Post Activity <ol style="list-style-type: none"> 1. Explain the use of vocabulary by giving examples. 2. Students do the exercise by making simple sentences from the vocabulary they have learned. 	20 minute
Closing	<ol style="list-style-type: none"> 1. Provide an opportunity to ask. 2. Conclude the material that has been discussed. 3. Submit the lesson plan at the next meeting. 	10 minute

VII. Tools and Resources

Tools : Personal Computer, Whiteboard, Marker.

Resources : English Book, Dictionary, Internet.

VIII. Evaluation

The evaluation test consist of multiple choice, Matching, Fill the blank word as many as 25 numbers and will be calculated quantitatively.

Appendix 3.

The list of vocabulary

1. The List of Vocabulary Animal and Insect

No.	Item	Pronunciation	Word Class	Meaning
1.	Bull	[bʊl]	Noun	Banteng
2.	Butterfly	['bʌtər, flai]	Noun	Kupu-kupu
3.	Cat	[kæt]	Noun	Kucing
4.	Chicken	['tʃɪkən]	Noun	Ayam
5.	Crab	[kræb]	Noun	Kepiting
6.	Elephant	['eləfənt]	Noun	Gajah
7.	Frog	[fræg]	Noun	Kodok
8.	Giraffe	[dʒə' ræf]	Noun	Jerapah
9.	Duck	[,dʌk]	Noun	Bebek
10.	Lion	['laɪən]	Noun	Singa
11.	Monkey	['mʌŋki]	Noun	Monyet
12.	Penguin	['peŋgwən]	Noun	Pinguin
13.	Rabbit	['ræbɪt]	Noun	Kelinci
14.	Horse	[hɔrs]	Noun	Kuda
15.	Snake	[sneɪk]	Noun	Ular

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2. The List of Vocabulary Job/Occupation

No.	Item	Pronunciation	Word Class	Meaning
1.	Army	['ɑrmi]	Noun	Tentara
2.	Cameramen	['kæmərəmən]	Noun	Juru kamera
3.	Chef	[ʃɛf]	Noun	Koki
4.	Dancer	['dænsər]	Noun	Penari
5.	Driver	['draɪvər]	Noun	Sopir
6.	Farmer	['fɑrmər]	Noun	Petani
7.	Fireman	['faɪrmən]	Noun	Pemadam kebakaran
8.	Fisherman	['fɪʃər mæn]	Noun	Nelayan
9.	Machinist	[mə'ʃɪnɪst]	Noun	Masinis
10.	Photographer	[fə'tɑgrəfər]	Noun	Fotografer
11.	Pilot	['paɪlət]	Noun	Pilot
12.	Police	[pə'lis]	Noun	Polisi
13.	Singer	['sɪŋər]	Noun	Penyanyi
14.	Skipper	['skɪpər]	Noun	Nakhoda
15.	Teacher	['ti:tʃər]	Noun	Guru

3. The List of Vocabulary Body Movements

No.	Item	Pronunciation	Word Class	Meaning
1.	Bend	[bend]	Verb	Membungkuk
2.	Carry	['kæri]	Verb	Membawa
3.	Catch	[kæʃ]	Verb	Menangkap
4.	Dance	[dæns]	Verb	Menari
5.	Dive	[daɪv]	Verb	Menyelam
6.	Drag	[dræɡ]	Verb	Menyeret
7.	Jump	[dʒʌmp]	Verb	Lompat
8.	Kick	[kɪk]	Verb	Menendang
9.	Pull	[pʊl]	Verb	Menarik
10.	Punch	[pʌnʃ]	Verb	Meninju
11.	Push	[pʊʃ]	Verb	Mendorong
12.	Run	[rʌn]	Verb	Lari
13.	Talk	[tɔ:k]	Verb	Berbicara
14.	Wave	[weɪv]	Verb	Melambai
15.	Walk	[wɔ:k]	Verb	Berjalan

4. The list of Vocabulary Expressing Feelings

No.	Item	Pronunciation	Word Class	Meaning
1.	Angry	['æŋɡri]	Adjective	Marah
2.	Anxious	['æŋkʃəs]	Adjective	Cemas
3.	Cheerful	['tʃɪrfəl]	Adjective	Riang
4.	Confused	[kən'fjuzd]	Adjective	Bingung
5.	Happy	['hæpi]	Adjective	Bahagia
6.	Hot	[hɒt]	Adjective	Panas
7.	Hungry	['hʌŋɡri]	Adjective	Lapar
8.	Nervous	['nɜrvəs]	Adjective	Gugup
9.	Sad	[sæd]	Adjective	Sedih
10.	Scared	[skærd]	Adjective	Takut
11.	Shy	[ʃaɪ]	Adjective	Malu
12.	Surprised	[sər'praɪzd]	Adjective	Terkejut
13.	Thirsty	['θɜrsti]	Adjective	Haus
14.	Tired	['taɪərd]	Adjective	Lelah
15.	Upset	[əp'set]	Adjective	Kecewa
16.	Jealous	['dʒel.əs]	Adjective	Cemburu

Appendix 4.

The Video for Miming Game

1. The video for Miming expressing feelings



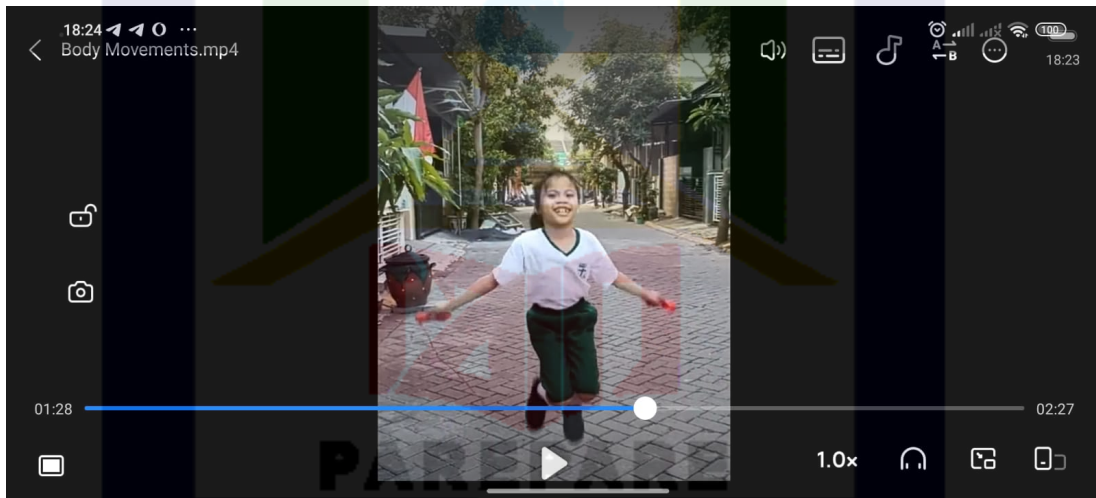
2. The video for Miming animal



3. The video for Miming job or occupation



4. The video for Miming body movements



Appendix 5

The Students' Pre-test

VOCABULARY TEST
Pre-test

Name : XXXXXXXXXX
Class : XXXXXXXXXX

$\frac{12}{25} \times 100 = 48$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Ima : if you rae on school do you visit the canteen?
Hana : yes, of course. Because I am feeling when I am in the school.

A. Sad D. Shy
 B. Like ~~X~~ Hungry
C. Scared

2. I'm when entering the ghost house.

~~X~~ Scared D. Cold
B. Tired E. Hungry
C. Sad

3. Alia is because she didn't win the storytelling competition.

~~X~~ Sad D. Shy
B. Tired E. Angry
C. Worry

4. They are hip hop on the stage.

A. Dancing ~~X~~ Catching
~~X~~ B. Running E. Pushing
C. Jumping

5. I'm, I need to eat something.

A. Angry ~~X~~ Hungry
B. Walking E. Thirsty
C. Confused

6. I'm, I need to drink something.

~~X~~ Angry D. Hungry
~~X~~ B. Waving E. Thirsty

C. Confused

7. The has a beautiful voice when singing.

- A. Nurse D. Dancer
 B. Police E. Teacher
 C. Singer

8. A Makes some food.

- A. Teacher D. Chef
 B. Doctor C. Fisherman
 C. Driver

9. A Flies over the flower.

- A. Butterfly D. Fish
 B. Bull E. Crab
 C. Lion

B. Fill the Blank Words Below!

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> 10. Gajah | = E <u>L</u> A <u>P</u> H <u>A</u> N <u>E</u> | <input checked="" type="checkbox"/> 14. Riang | = C <u>U</u> N <u>E</u> R <u>A</u> E <u>L</u> |
| <input checked="" type="checkbox"/> 11. Ular | = S <u>U</u> A <u>K</u> E | <input checked="" type="checkbox"/> 15. Cemas | = A <u>E</u> X <u>E</u> L <u>E</u> |
| <input checked="" type="checkbox"/> 12. Jerapah | = G <u>E</u> R <u>A</u> E <u>F</u> E | <input checked="" type="checkbox"/> 16. Bahagia | = H <u>A</u> P <u>P</u> I |
| <input checked="" type="checkbox"/> 13. Kuda | = H <u>O</u> S <u>E</u> | <input checked="" type="checkbox"/> 17. Gugup | = N <u>E</u> R <u>V</u> O <u>S</u> |

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C. Match the picture with the correct word!

18.

X



Photographer

19.

X



Singer

20.

X



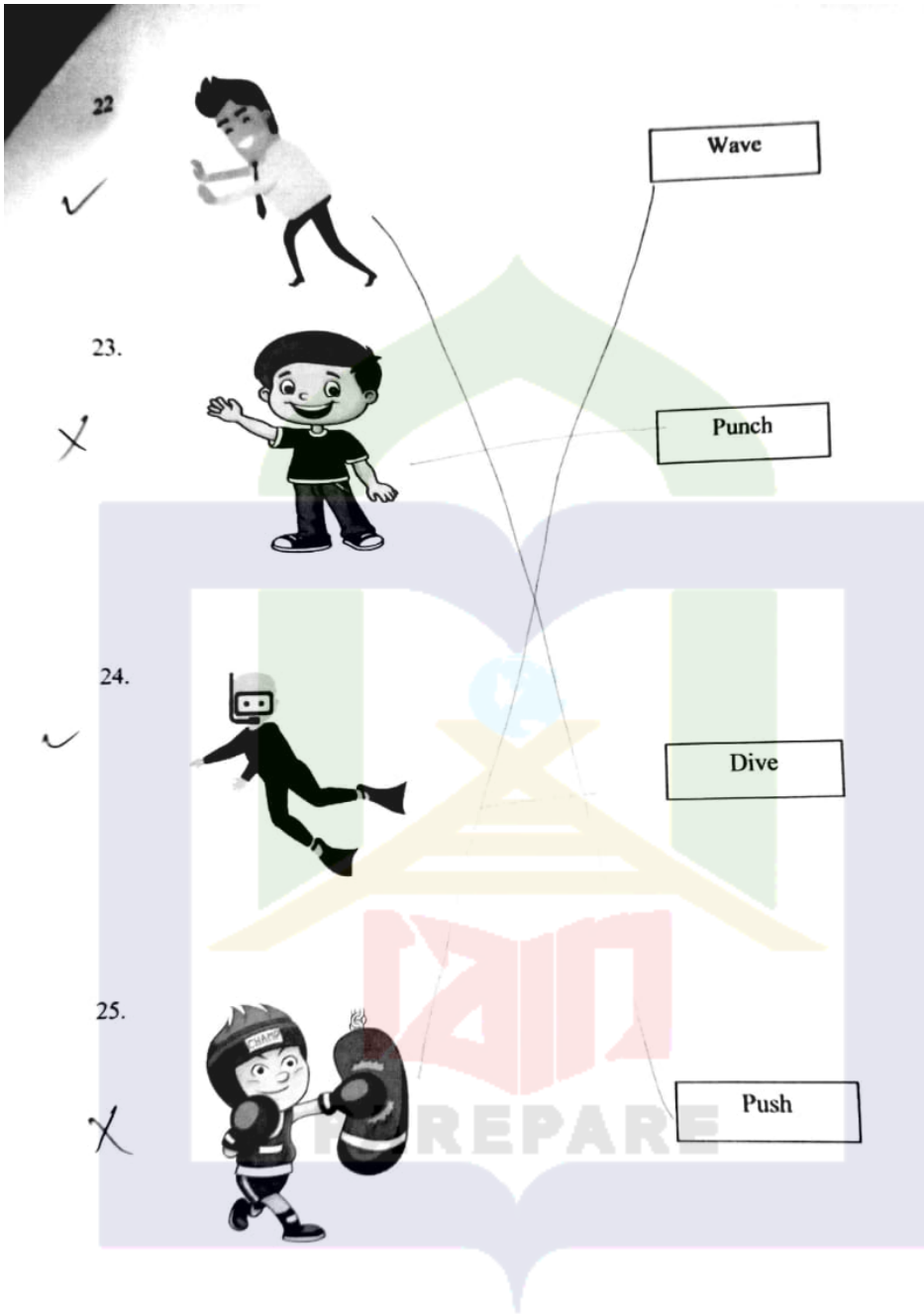
Driver

21.

✓



Fireman



VOCABULARY TEST

Pre-test

Name : XXXXXXXXXX

Class : VII B

$$\frac{13}{25} \times 100 = (52)$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Ima : if you rae on school do you visit the canteen?

Hana : yes, of course. Because I am feeling when I am in the school.

- ✓ A. Sad D. Shy
 B. Like ~~X~~ Hungry
 C. Scared

2. I'm when entering the ghost house.

- ✓ ~~X~~ Scared D. Cold
 B. Tired E. Hungry
 C. Sad

3. Alia is because she didn't win the storytelling competition.

- ✓ ~~X~~ Sad D. Shy
 B. Tired E. Angry
 C. Worry

4. They are hip hop on the stage.

- ✓ ~~X~~ Dancing D. Catching
 B. Running E. Pushing
 C. Jumping

5. I'm, I need to eat something.

- ✓ A. Angry ~~X~~ Hungry
 B. Walking E. Thirsty
 C. Confused

6. I'm, I need to drink something.

- ✓ A. Angry D. Hungry
 B. Waving ~~X~~ Thirsty

C. Confused

7. The has a beautiful voice when singing.

- ~~X~~ A. Nurse ~~X~~ Dancer
 B. Police E. Teacher
 C. Singer

8. A Makes some food.

- ~~X~~ A. Teacher ~~X~~ Chef
 ✓ ~~X~~ Doctor E. Fisherman
 C. Driver

9. A Flies over the flower.

- A. Butterfly D. Fish
~~X~~ B. Bull E. Crab
~~X~~ C. Lion

B. Fill the Blank Words Below!

- | | | | |
|--------------------------|--------------------------------------|------------------------|--------------------------------------|
| ✓ 10. Gajah | = <u>E</u> LE <u>P</u> HANT <u>I</u> | X 14. Riang | = <u>C</u> EA <u>R</u> FE <u>L</u> |
| ✓ 11. Ular | = S <u>h</u> a <u>K</u> e | X 15. Cemas | = A <u>u</u> X <u>I</u> E <u>n</u> |
| X 12. Jerapah | = G <u>E</u> r <u>A</u> E <u>F</u> h | ✓ 16. Bahagia | = H <u>A</u> P <u>P</u> y |
| ✓ 13. Kuda | = <u>H</u> O <u>R</u> S <u>E</u> | X 17. Gugup | = N <u>E</u> R <u>p</u> O <u>u</u> s |

PAREPARE

C. Match the picture with the correct word!

18.



X

Photographer

19.



Z

Singer

20.



V

Driver

21.



Z

Fireman

22. X

23. X

24. X

25. X

Walk

Punch

Dive

Push

PAREPARE

VOCABULARY TEST

Pre-test

$$\frac{16}{25} \times 100 = 64$$

Name : XXXXXXXXXX

Class : VIII D

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Ima : if you rae on school do you visit the canteen?

Hana : yes, of course. Because I am feeling when I am in the school.

- ✓ A. Sad D. Shy
 B. Like ~~X~~ Hungry
 C. Scared

2. I'm when entering the ghost house.

- ✓ ~~X~~ Scared D. Cold
 B. Tired E. Hungry
 C. Sad

3. Alia is because she didn't win the storytelling competition.

- ✓ ~~X~~ Sad D. Shy
 B. Tired E. Angry
 C. Worry

4. They are hip hop on the stage.

- ✓ ~~X~~ Dancing D. Catching
 B. Running E. Pushing
 C. Jumping

5. I'm, I need to eat something.

- ✓ A. Angry ~~X~~ Hungry
 B. Walking E. Thirsty
 C. Confused

6. I'm, I need to drink something.

- ~~X~~ A. Angry ~~X~~ Hungry
 B. Waving E. Thirsty

C. Confused

7. The has a beautiful voice when singing.

- A. Nurse D. Dancer
 B. Police E. Teacher
 C. Singer

8. A Makes some food.

- A. Teacher D. Chef
 B. Doctor E. Fisherman
 C. Driver

9. A Flies over the flower.

- A. Butterfly D. Fish
 B. Bull E. Crab
 C. Lion

B. Fill the Blank Words Below!

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> 10. Gajah | = <u>E</u> <u>L</u> <u>E</u> <u>P</u> <u>H</u> <u>A</u> <u>N</u> <u>T</u> | <input checked="" type="checkbox"/> 14. Riang | = <u>C</u> <u>I</u> <u>P</u> <u>A</u> <u>R</u> <u>V</u> <u>E</u> <u>L</u> |
| <input checked="" type="checkbox"/> 11. Ular | = <u>S</u> <u>N</u> <u>A</u> <u>K</u> <u>E</u> | <input checked="" type="checkbox"/> 15. Cemas | = <u>A</u> <u>L</u> <u>X</u> <u>E</u> <u>S</u> |
| <input checked="" type="checkbox"/> 12. Jerapah | = <u>G</u> <u>I</u> <u>R</u> <u>A</u> <u>F</u> <u>F</u> <u>E</u> | <input checked="" type="checkbox"/> 16. Bahagia | = <u>H</u> <u>A</u> <u>P</u> <u>P</u> <u>Y</u> |
| <input checked="" type="checkbox"/> 13. Kuda | = <u>H</u> <u>O</u> <u>R</u> <u>S</u> <u>E</u> | <input checked="" type="checkbox"/> 17. Gugup | = <u>N</u> <u>E</u> <u>R</u> <u>V</u> <u>O</u> <u>U</u> <u>S</u> |


PAREPARE

C. Match the picture with the correct word!

18.

X



Photographer

19.

X



Singer

20.

✓



Driver

21.

✓



Fireman

22. ✓ **Wave**

23. ✗ **Punch**

24. ✗ **Dive**

25. ✓ **Push**

Appendix 6



The Result of Students' Post-test

VOCABULARY TEST Post-test

Name : 15 RAJAB

Class : 7b

$$\frac{19}{25} \times 100 = (76)$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Mail is because he can not meet his favorite singer.

- X A. Nervous ~~X~~ Cheerful
 B. Happy E. Sad
 C. Shy

2. Aldi is to do his math exam.

- X A. Cheerful D. Confused
 B. Catch ~~X~~ Disappointed
 C. Wave

3. I am after all day worked, I need to sleep.

- X A. Walk ~~X~~ Nervous
 B. Bend E. Tired
 C. Run

4. They about the material of English.

- ✓ A. Bend ~~X~~ Talk
 B. Wave E. Wash
 C. Walk

5. Anita is, she needs to eat rice.

- ✓ A. Sleepy D. Walking
~~X~~ Hungry E. Tired
 C. Thirsty

6. Rahman is, he needs to drink water.

- ✓ A. Sleepy D. Walking
 B. Hungry E. Tired
~~X~~ Thirsty

7. I work at School, I am a

- A. Doctor D. Police
 Teacher E. Army
 C. Students

8. A likes to eat meat.

- A. Giraffe Lion
 B. Pinguin E. Horse
 C. Rabbit

9. A likes to eat carrot.

- A. Elephant Rabbit
 B. Crocodile E. Bird
 C. Lion

B. Fill the Blank Words Below!

- | | |
|--|--|
| <input checked="" type="checkbox"/> 10. Ayam = C <u>H</u> I <u>C</u> K <u>E</u> M | <input checked="" type="checkbox"/> 14. Takut = <u>F</u> <u>A</u> <u>R</u> <u>Y</u> <u>D</u> |
| <input checked="" type="checkbox"/> 11. Kepiting = <u>C</u> <u>R</u> <u>A</u> <u>P</u> | <input checked="" type="checkbox"/> 15. Terkejut = <u>A</u> <u>U</u> <u>P</u> <u>P</u> <u>S</u> <u>S</u> <u>E</u> <u>U</u> |
| <input checked="" type="checkbox"/> 12. Kodok = F <u>R</u> O <u>S</u> | <input checked="" type="checkbox"/> 16. Marah = <u>A</u> <u>N</u> <u>E</u> <u>R</u> <u>Y</u> |
| <input checked="" type="checkbox"/> 13. Kupu-kupu = <u>P</u> <u>U</u> <u>T</u> <u>E</u> <u>E</u> <u>F</u> <u>L</u> | <input checked="" type="checkbox"/> 17. Malu = <u>S</u> <u>H</u> <u>Y</u> |

PAREPARE

C. Match the picture with the correct word!

18.



Chef

19.



Army

20.





Farmer


21.




Skipper

22. ✓  Jump

23. ✓  Kick

24. ✓  Dance

35. ✓  Run

The image contains a large watermark in the background that reads 'CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE'.

VOCABULARY TEST

Post-test

Name: [REDACTED]

Class: VII B

$$\frac{18}{25} \times 100 = 72.$$

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Mail is because he can not meet his favorite singer.

- A. Nervous D. Cheerful
 B. Happy E. Sad
 C. Shy

2. Aldi is to do his math exam.

- A. Cheerful D. Confused
 B. Catch E. Disappointed
 C. Wave

3. I am after all day worked, I need to sleep.

- A. Walk D. Nervous
 B. Bend Tired
 C. Run

4. They about the material of English.

- A. Bend D. Talk
 B. Wave E. Wash
 C. Walk

5. Anita is, she needs to eat rice.

- A. Sleepy D. Walking
 B. Hungry E. Tired
 C. Thirsty

6. Rahman is, he needs to drink water.

- A. Sleepy D. Walking
 B. Hungry E. Tired
 C. Thirsty

7. I work at School, I am a

- A. Doctor D. Police
 ~~B.~~ Teacher E. Army
 C. Students

8. A likes to eat meat.

- A. Giraffe D. Lion
 B. Pinguin E. Horse
 ~~C.~~ Rabbit

9. A likes to eat carrot.


- A. Elephant ~~D.~~ Rabbit
 B. Crocodile E. Bird
 C. Lion


B. Fill the Blank Words Below!


- | | |
|---|---|
| <input checked="" type="checkbox"/> 10. Ayam = <u>C</u> <u>h</u> <u>i</u> <u>C</u> <u>k</u> <u>E</u> <u>n</u> | <input checked="" type="checkbox"/> 14. Takut = <u>ḡ</u> <u>K</u> <u>A</u> <u>r</u> <u>e</u> <u>D</u> |
| <input checked="" type="checkbox"/> 11. Kepiting = <u>ḡ</u> <u>R</u> <u>a</u> <u>b</u> | <input checked="" type="checkbox"/> 15. Terkejut = <u>ḡ</u> <u>U</u> <u>r</u> <u>P</u> <u>r</u> <u>a</u> <u>S</u> <u>e</u> <u>d</u> |
| <input checked="" type="checkbox"/> 12. Kodok = <u>F</u> <u>r</u> <u>O</u> <u>ḡ</u> | <input checked="" type="checkbox"/> 16. Marah = <u>A</u> <u>N</u> <u>ḡ</u> <u>R</u> <u>y</u> |
| <input checked="" type="checkbox"/> 13. Kupu-kupu = <u>ḡ</u> <u>U</u> <u>t</u> <u>e</u> <u>r</u> <u>F</u> <u>l</u> <u>i</u> | <input checked="" type="checkbox"/> 17. Malu = <u>ḡ</u> <u>h</u> <u>Y</u> |


PAREPARE

C. Match the picture with the correct word!

18. ✓ 

19. ✓ 

20. ✓ 

21. ✓ 


Chef


Army


Farmer


Skipper

The image contains a matching exercise with four numbered items and four word boxes. Item 18 shows a farmer, item 19 shows a soldier, item 20 shows a chef, and item 21 shows a dog in a shirt and bow tie. The word boxes are 'Chef', 'Army', 'Farmer', and 'Skipper'. Lines connect the farmer to 'Farmer', the soldier to 'Army', the chef to 'Chef', and the dog to 'Skipper'. There are checkmarks to the left of each item number.

22. ✓  **Jump**

23. ✓  **Kick**

24. ✓  **Dance**

25. ✓  **Run**

The image contains a matching exercise with four numbered illustrations on the left and four labeled boxes on the right. Hand-drawn lines connect the illustrations to the boxes: 22 to Jump, 23 to Kick, 24 to Dance, and 25 to Run. Each illustration has a checkmark to its left. A large watermark is visible in the background.

VOCABULARY TEST

Post-test

Name : XXXXXXXXXX

Class : 4/6

A. Choose the correct answer by crossing (X) A, B, C, and D.

1. Mail is because he can not meet his favorite singer.

- A. Nervous D. Cheerful
 B. Happy Sad
 C. Shy

2. Aldi is to do his math exam.

- A. Cheerful D. Confused
 B. Catch Disappointed
 C. Wave

3. I am after all day worked, I need to sleep.

- A. Walk D. Nervous
 B. Bend Tired
 C. Run

4. They about the material of English.

- A. Bend Talk
 B. Wave E. Wash
 C. Walk

5. Anita is, she needs to eat rice.

- A. Sleepy D. Walking
 Hungry E. Tired
 C. Thirsty

6. Rahman is, he needs to drink water.

- A. Sleepy D. Walking
 B. Hungry E. Tired
 Thirsty

7. I work at School, I am a

$$\frac{20}{25} \times 100 = 80$$

- A. Doctor D. Police
 ~~X~~ Teacher E. Army
 C. Students

8. A likes to eat meat.

- A. Giraffe ~~X~~ Lion
 B. Pinguin E. Horse
 C. Rabbit

9. A likes to eat carrot.

- ~~X~~ A. Elephant D. Rabbit
 ~~X~~ Crocodile E. Bird
 C. Lion

B. Fill the Blank Words Below!

- | | |
|--|---|
| <input checked="" type="checkbox"/> 10. Ayam = <u>C H I C K E N</u> | <input checked="" type="checkbox"/> 14. Takut = <u>S K A R E D</u> |
| <input checked="" type="checkbox"/> 11. Kepiting = <u>C R A B</u> | <input checked="" type="checkbox"/> 15. Terkejut = <u>K U M P H O S D E</u> |
| <input checked="" type="checkbox"/> 12. Kodok = <u>F R O G</u> | <input checked="" type="checkbox"/> 16. Marah = <u>E N G R I</u> |
| <input checked="" type="checkbox"/> 13. Kupu-kupu = <u>B U T T E R F L Y</u> | <input checked="" type="checkbox"/> 17. Malu = <u>S H Y</u> |

PAREPARE

C. Match the picture with the correct word!

18. ✓



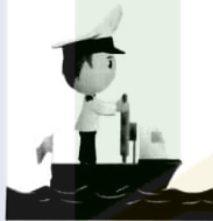
Chef

19. ✓



Army

20. ✓





Farmer


21. ✓




Skipper

22. ✓  Jump

23. ✓  Kick

24. ✓  Dance

35. ✓  Run

The image contains a large watermark in the background that reads 'CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE'.

Appendix 7.

T-test Table

t-test table											
cum. prob	t _{.50}	t _{.75}	t _{.80}	t _{.85}	t _{.90}	t _{.95}	t _{.975}	t _{.99}	t _{.995}	t _{.999}	t _{.9995}
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 8.

Table Critical Value of Kalmogorov-Smirnov Normality Test

SAMPLE SIZE (N)	LEVEL OF SIGNIFICANCE FOR D = MAXIMUM [F ₀ (X) - S _n (X)]				
	.20	.15	.10	.05	.01
1	.900	.925	.950	.975	.995
2	.684	.726	.776	.842	.929
3	.565	.597	.642	.708	.828
4	.494	.525	.564	.624	.733
5	.446	.474	.510	.565	.669
6	.410	.436	.470	.521	.618
7	.381	.405	.438	.486	.577
8	.358	.381	.411	.457	.543
9	.339	.360	.388	.432	.514
10	.322	.342	.368	.410	.490
11	.307	.326	.352	.391	.468
12	.295	.313	.338	.375	.450
13	.284	.302	.325	.361	.433
14	.274	.292	.314	.349	.418
15	.266	.283	.304	.338	.404
16	.258	.274	.295	.328	.392
17	.250	.266	.286	.318	.381
18	.244	.259	.278	.309	.371
19	.237	.252	.272	.301	.363
20	.231	.246	.264	.294	.356
25	.210	.220	.240	.270	.320
30	.190	.200	.220	.240	.290
35	.180	.190	.210	.230	.270
OVER 35	$\frac{1.07}{\sqrt{N}}$	$\frac{1.14}{\sqrt{N}}$	$\frac{1.22}{\sqrt{N}}$	$\frac{1.36}{\sqrt{N}}$	$\frac{1.63}{\sqrt{N}}$

Appendix 9.
Documentation





Appendix 10.

Research Permit Recommendation from IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ 0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpere.ac.id, email: mail@iainpere.ac.id

Nomor : B.4515/ln.39/FTAR.01/PP.00.9/11/2022

10 November 2022

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar

C.q. Kepala Kesatuan Bangsa dan Politik

di-

Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Mahda Ariyani
Tempat/Tgl. Lahir : Palu, 10 Desember 2000
NIM : 18.1300.108
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. M. Yusuf, Kel. Galung Maloang, Kec. Bacukiki,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul "The Use Of Miming Game To Increase Students' Vocabulary Mastery At The Seventh Grade Of MTs DDI Polewali Mandar". Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 11.

Statement has Carried out Research from MTs DDI Polewali Mandar



DARUD DA'WAH WAL-IRSYAD
MTs DDI POLEWALI
KABUPATEN POLEWALI MANDAR

Alamat : Jl. Kemakmuran No. 191, Polewali. Telp (0428)-22490, e-mail : mts_ddipolewali@yahoo.com

SURAT KETERANGAN
 Nomor :210/MTs.31.03.001/PP.00.5/12/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah DDI Polewali menerangkan bahwa :

Nama : MAHDA ARIYANI
 NIM : 181300108
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Jl. M. Yusuf, Kel. Galung Maloang, Kec. Bacukiki, Kota Parepare

benar yang bersangkutan telah melaksanakan penelitian di MTs DDI Polewali dari bulan Nopember 2022 sampai dengan bulan Desember 2022 dengan judul :

" The Use Of Miming Game To Increase Students' Vocabulary Mastery At The Seventh Grade Of MTs DDI Polewali Mandar ".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Polewali, 12 Desember 2022
 Kepala



Haryono, S.Aq.M.Pd.I
 NIP. 196812112007011028

CURRICULUM VITAE



Mahda Ariyani. The Researcher was born in Palu, Central Sulawesi on December 2000. The Researcher was the seventh of nine children. She has five sisters, and three brothers. Her father's name is Mahmud and her mother's name is Djawaria Mirsam. The researcher is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study in 2004 at Kindergarten Tunas Rimba Palu, and 2006 at SDN Tanamodindi Palu, and graduated in 2011. While at the same year she study in Junior High School 14 Palu, and graduated in 2015. At the same year she continued her study in Senior High School Budi Utomo Makassar and graduated in 2018. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her thesis with the title "The Use of Miming Game to Increase Students' Vocabulary Mastery at the Seventh Grade of MTs DDI Polewali Mandar".

