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IMPROVING STUDENTS' VOCABULARY ON DESCRIPTIVE TEXT BY USING MIME GAME (A STUDY CONDUCTED AT SMP NEGERI 2 TOMPASO)

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Abstract: The purpose of this research is to find out whether or not using Mime Game can improve students' vocabulary mastery on descriptive text. The subjects of this research were one class of the seventh grade that consisted of 36 students at SMP Negeri 2 Tompaso. This was quantitative research of pre-test and post-test with pre-experimental design. The data pre-test and post-test were collected using a 50 item Fill-in-the-blank test. The results of this research indicate that there was a significant difference between the pre-test and post-test. The results of mean score showed improvement between the pre-test (42.7) and the post-test (85.05), with the post-test score higher than the pre-test. Therefore, it can be said that the use of the Mime Game was effective in improving students' vocabulary. English teacher should teach Vocabulary by using mime games with descriptive text by using simple English' and not always using monotonous text or handbook to help students remember words more easily.

Key words: Improving, Vocabulary Mastery, Mime Game, Descriptive Text

INTRODUCTION

English is an international language that everyone must learn in order to communicate with the rest of the world (Liando et al, 2021). English is classified as a foreign language in Indonesia. English is taught in Indonesia from elementary school through university. The importance of vocabulary in learning the English language cannot be overstated (Liando et al, 2021). The most crucial aspect of English is vocabulary. One of the components that supports the four language abilities, hearing, speaking, reading, and writing, is vocabulary. It's difficult to master one without first mastering the others language (Hampp et al, 2021).

Students in the seventh grade of junior high school study descriptive text according to the 2013 Curriculum (Liando et al, 2021). A descriptive text is one that discusses the characteristics of a person or item. The goal of descriptive prose is to reveal and describe a certain person, place, or thing. Identification and Description are the generic structures.

Based on observations made at SMP Negeri 2 Tompaso, the writer discovered that the majority of students struggle to remember word meanings and that it is inappropriate to use the word in a sentence. When a teacher asks students to define a term, such as memorize, they frequently consult dictionaries to learn the definition, only to forget it a few minutes later. Another issue was the teacher's employment of an inadequate (Lengkoan et al, 2019) methodology or method to teach the information, which made the students bored during the learning process and caused them to misunderstand the material.

The teacher has been challenged to enhance students' motivation in learning English, particularly vocabulary, in order to discover answers to the concerns listed (Andries et al, 2019). Furthermore, there are numerous approaches and techniques for teaching and learning language. Every method and technique, however, has some advantages and disadvantages.

In light of this, the author decides to employ one sort of guessing game, namely, the mime game, as one of the approaches that can aid students in improving their vocabulary mastery and increasing their enthusiasm in acquiring vocabulary. In general, most students prefer to play rather than learn, thus the author combined the two into learning to play. Students are also encouraged to interact and communicate through games (Darmawan et al, 2022). Students can have a lot of fun and get rid of their boredom during the session by playing games. The usage of mime games not only makes the learning process more fascinating and enjoyable for pupils, but it also makes it simpler for them to remember the words.

METHODOLOGY

Quantitative research was employed in this study. According to Aliaga and Anderson, who are quoted in (Daniel, 2004) "quantitative research is explaining phenomena by collecting numerical data that are analyze using mathematically based methods (in particular statistics)". "Experimental is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variables or variable for variation concomitant to the manipulation of independent variables" (Ary et al, 1985:26). This study is pre-experimental, with one group pre-test and post-test.

Pre-Test (T1) → Treatment (X) → Post-Test (T2)

Research Instrument

The fill-in-the-blank test was used in this study. Before treatment, students were given a 50-question pre-test, and after treatment, they were given another 50-question post-test. A total of 50 numbers were used in the pre-test and post-test. Each number had a score of 2 for each right response, therefore students who filled in all of the answers properly would receive the highest score of 100. The pupils who were unable to complete the entire response received a score of 0.

In analyzing the data, Mean Formula will be used as cite in (Tatipang et al, 2021):

$$X = \frac{\Sigma x}{n}$$

Where:

X : Mean of score

Σx : The total score of students

N : The total number of student

FINDINGS AND DISCUSSION

Presentation of Data

The data obtained in this study was statistically evaluated using statistical analysis, which included calculating the frequency distribution of scores, calculating the mean, and calculating the standard deviation of each test. Fill-in-the-blank test, which comprised of 50 items, was used to gather data from the pre-test and post-test.

The test is used for both a pretest and a post-test, with the results shown in Table 1.

Table 1: The scores of students in Pre-test (X), Post-test (Y), and Gain.

No	Pre-test Data (X)	Post-test Data (Y)	Gain
1	22	70	48
2	30	80	50

3	40	84	44
4	36	86	50
5	42	88	46
6	50	76	26
7	30	80	50
8	30	82	52
9	32	82	50
10	40	90	50
11	48	96	48
12	50	96	46
13	40	90	50
14	40	90	50
15	30	80	50
16	30	80	50
17	32	80	48
18	32	82	50
19	30	78	48
20	44	90	46
21	40	90	50
22	70	100	30
23	68	98	30
24	70	100	30
25	50	90	40
26	30	80	50
27	40	80	40
28	40	80	40
29	30	78	46
30	32	78	48

31	70	100	30
32	60	80	20
33	60	80	20
34	50	78	28
35	50	80	30
36	46	90	44

The post-test scores were higher than the pre-test scorers, as seen in the table. From 36 students there was 1 student who gained highest than other students. The student number 8 who got increased by 52 points. It means that the post-test result was significant. There were 12 students got increased by 50, 5 students got increased by 48 points, 4 students got increased by 46 points, 2 students got increased by 44 points, 3 students got increased by 40 points, 5 students got increased by 30 points, 1 students got increased by 28 points, 1 students got increased by 26 points and 2 students got increased by 20 points.

Based on the specified data above, frequency distributions of pretest scores were calculated. Results of the calculation are showing in Table 2.

Table 2: Frequency distribution of pre-test scores

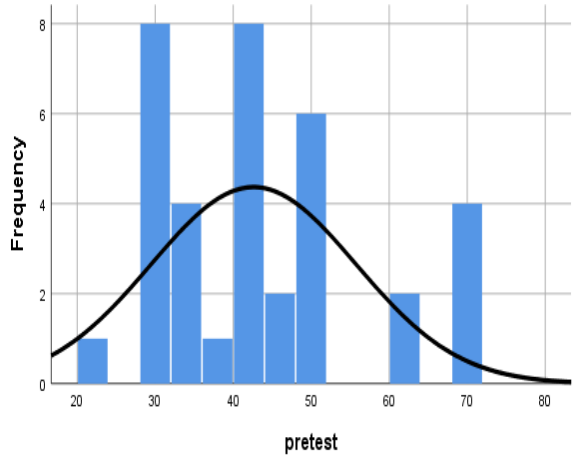
Scores	**Tally**	**Freq-**	**Freq-%**	**Cum-Freq-**	**Cum-%**
70	*III*	3	8.3%	37	100%
68	*I*	1	2.8%	34	91.7%
60	*II*	2	5.6%	33	88.9%
50	*IIIII*	5	13.9%	31	88.3%
48	*I*	1	2.8%	26	69.4%

46	*I*	1	2.8%	25	66.7%
44	*I*	1	2.8%	24	63.9%
42	*II*	1	2.8%	23	61.1%
40	*IIIII II*	7	19.4%	21	58.3%
36	*I*	1	2.8%	14	38.9%
32	*IIII*	4	11.1%	13	36.1%
30	*IIIII III*	8	22.2%	9	25%
22	*I*	1	2.8%	1	2.8%

Note:
Freq- = Frequency
Cum-Freq = Cumulative Frequency
Cum = Cumulative Percentage

As shown in Table 2, the highest score was 70, and the lowest 22. Of the 36 subject who took the pre-test, 3 (or 8.3%) got 70 as the highest score; 1 (or 2.8%) got 68; 2 (or 5.6%) got 60; 5 (or 13.9%) got 50; 1 (or 2.8%) got 48; 1 (or 2.8%) got 46; 1 (or 2.8%) got 44; 1 (or 2.8%) got 42; 7 (or 19.4%) got 40; 1 (or 2.8%) got 36; 4 (or 11.1%) got 32; 8 (or 22.2%) got 30; and 1 (or 2.8%) got 22 as the lowest possible score.

Graphic 1: Frequency distribution of pre-test scores.



The frequency distribution of post-test scores was determined after the frequency distribution of pre-test scores was calculated. Table 3 shows the final outcome.

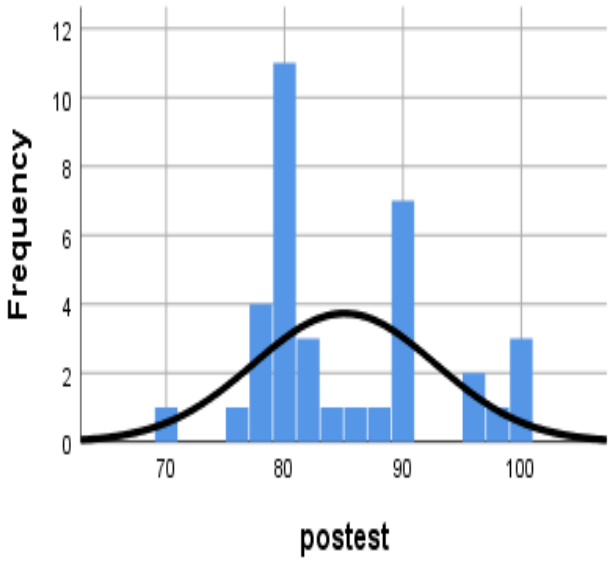
Table 3: Frequency distribution of post-test scores

Scores	**Tally**	**Freq-**	**Freq - %**	**Cum-prop-**	**Cum- %**
100	*III*	3	8.3%	36	100%
98	*I*	1	2.8%	33	91.7%
96	*II*	2	5.6%	32	88.9%
90	*IIIII II*	7	19.4 %	30	83.3%
88	*I*	1	2.8%	23	63.9%
86	*I*	1	2.8%	22	61.1%
84	*I*	1	2.8%	21	58.3%
82	*III*	3	8.3%	20	55.6%
80	*IIIII IIIII I*	1 1	30.6 %	17	47.2%

78	*IIII*	4	11.4 %	6	16.7%
76	*I*	1	2.8%	2	5.6%
74	*I*	1	2.8%	1	2.8%

As seen in Table 3, there were 36 participants took part in the post-test, of these participants, 3 (or 8.3%) got 100, the highest in the post-test; 1 (or 2.8%) got 98; 2 (or 5.6 %) got 96; 7 (or 19.4%) got 90; 1 (or 2.8%) got 88, 1 (or 2.8%) got 88; 1 (or 2.8%) got 86; 1 (or 2.8%) got 84; 3 (or 8.3%) got 82; 11 (or 30.6%) got 80; 4 (or 11.4%) got 78; 1 (or 2.8%) got 76; and 1 (2.8%) got 74 as a lowest in the test. The frequency distribution is visual shown below.

Graphic 2: Frequency distribution of post-test scores



To figure out the mean and standard deviation, it is necessary to first calculate the sums, symbolized as ∑, of X, X^2, Y and Y^2. The calculations yielded results presented in Table 4.

Table 4 the Sums of X, X2, Y and Y2

Students Number	**Pre-test Data (X)**	**X^2**	**Post-test Data (Y)**	**Y^2**
1	22	484	70	4900
2	30	900	80	6400
3	40	1600	84	7056
4	36	1296	86	7396
5	42	1764	88	7744
6	50	2500	76	5776
7	30	900	80	6400
8	30	900	82	6724
9	32	1024	82	6724
10	40	1600	90	8100
11	48	2304	96	9216
12	50	2500	96	9216
13	40	1600	90	8100
14	40	1600	90	8100
15	30	900	80	6400
16	30	900	80	6400
17	32	1024	80	6400
18	32	1024	82	6724
19	30	900	78	6084
20	44	1936	90	8100
21	40	1600	90	8100
22	70	4900	100	1000

				0
23	68	4624	98	9604
24	70	4900	100	10000
25	50	2500	90	8100
26	30	900	80	6400
27	40	1600	80	6400
28	40	1600	80	6400
29	30	900	78	6084
30	32	1024	78	6084
31	70	4900	100	10000
32	60	3600	80	6400
33	60	3600	80	6400
34	50	2500	78	6084
35	50	2500	80	6400
36	46	2116	90	8100
N = 36	∑X = 1534	∑X ^{2} = 71420	∑Y = 3062	∑Y^2 = 262516

The method previously indicated was used to calculate the mean of pre-test and post-test data based on the outcomes of the sums of X and Y calculations. With X = 1534, Y = 71420, and N = 36, the pre-test mean was 42.7, whereas the post-test mean was 85.05.

The following averages of pre-test and post-test scores were calculated based on these findings:

The mean of pre-test (X):

$$X = \frac{1534}{36} = 42.7$$

The mean of post-test (Y):

$$Y = \frac{3062}{36} = 85.05$$

The calculation indicates that post-test mean 85.05 is bigger than that of the pre-test, 42.7. It could be concluded that the post-test mean was greater than the pre-test mean.

The following are the outcomes of the data analysis: (1) The greatest pre-test score was 70, and the lowest was 22, whereas the highest post-test score was 100, and the lowest was 74; (2) the post-test mean, 85.05, is higher than the pretest mean, 42.7.

By looking the result, it shows that Mime Game effectively to improving students' vocabulary and was useful for sharing teaching and learning. With mime game, the students felt fun when learning vocabulary and most of them felt not bored and interesting when learning vocabulary. Most of the students believe that learning activity by using mime game is easy to follow and understandable (Paranduk and Karisi, 2021). Not only easy and understandable, but also most of them can memorize the vocabulary in fun way when learning by using mime game.

Therefore, this experiment succeeded in improving students' vocabulary especially in learning process. Still, the students require more practice in order to improve their vocabulary.

CONCLUSION AND SUGGESTION

After finishing compiling data and analysis, the writer would like to take some conclusion in the study, the result of data analyzing leads the following results: It was found mime game can improve Vocabulary mastery of the student. With Mime Game makes it easy for students to memorize vocabulary.

The findings of the analysis and interpretation of the data, as explained in Chapter IV, show that: the mean of the pre-test and post-test data was calculated using the previously given formula. With X = 1534, Y = 3062, and N = 36, the pre-test mean was 42.7, whereas the post-test mean was 85.05. According to the calculations, the post-test mean (85.05) is higher than the pre-test mean (42.7). The post-test means were higher than the pre-test means (Y>X=85.05>42.7). This indicates that using a mime game to increase a student's vocabulary is successful.

This study answers the question: Is the implementation of mime game effective in improving students' vocabulary mastery? This technique is very effective in helping students memorize words. Therefore, we can conclude that this experiment was successful in improving students' performance in English vocabulary.

For improving Vocabulary mastery performance of the students, The writer would like to make the following suggestion, Instead of utilizing repetitive text or a handbook, the teacher should teach vocabulary using mime games with descriptive text written in easy English. Because not all students enroll in a course, and they have varying abilities and backgrounds. It is necessary for the future researchers to conduct more mastery on improving the students Vocabulary performance, in this way, more accurate about the effectiveness of the strategy can be obtained.

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