The Application of Mime Game Toward Students' Vocabulary Mastery at The Seventh Grade of SMP Islam Nurul Ulum Kalitidu Bojonegoro

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Abstract— The students' problem in learning English was lacking of vocabulary. One of the factors was the lack of their interest in learning English. In order to enrich their vocabulary, the researcher used Mime game in order to attract their interest to learn. The purpose of this research is to improve students' vocabulary mastery and interest by using Mime game to the Class VII A students of SMP ISLAM NURUL ULUM (SMPINU) Kalitidu Bojonegoro. The method used in this research is Classroom Action Research which consists of Planning, Acting, Observing, and Reflecting. This research was done in two cycles. The participants of this research were the seventh-grade students in class VII with the total of 20 students. The technique of collecting the data was observation, interview, test, and questionnaire. The writer elaborated the result of observation, interview, questionnaire, and students' mean score to get the findings. The results of this study showed that the implementation of Mime Game improved students' vocabulary, they began to show interest by actively answered questions, and enthusiastic while guessing the action word.

Keywords— Vocabulary Mastery, Classroom Action Research, And Mime Game

Abstrak— Masalah siswa dalam belajar Bahasa Inggris adalah kekurangannya kosakata. Salah satu faktornya adalah kurang minat mereka untuk belajar Bahasa Inggris. Untuk memperkaya kosakata mereka, peneliti menggunakan permainan pantomim untuk

menarik minat mereka untuk belajar. Tujuan dari penelitian ini adalah untuk mening-katkan penguasaan kosakata dan minat siswa dengan menggunkan permainan Mime pada siswa kelas VII A SMP Islam Nurul Ulum (SMPINU) Kalitidu Bojonegoro. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang terdiri dari merencanakan, bertindak, mengamati, dan merefleksi. Penelitian ini dilakukan dalam dua siklus. Partisipan penelitian ini adalah siswa kelas VII di kelas VII yang berjumlah 20 siswa. Teknik pengumpulan data adalah observasi, wawancara, tes, dan angket. Penulis menguraikan hasil observasi, wawancara, angket, dan nilai rata-rata siswa untuk mendapatkan temuan. Hasil penelitian ini menunjukkan bahwa penerapan permainan Mime meningkatkan kosakata siswa, mereka mulai menunjukkan minat dengan aktif menjawab pertanyaa, dan antusias saat menebak kata tindakan.

Kata kunci — Penguasaan Kosakata, Penelitian Tindakan Kelas, dan Permainan Mime

INTRODUCTION

English is important because it is the most popular language in the globalization era. Different cultures need to communicate with each other. Somehow English helps in this process. For example, there are many elements in English such as vocabulary. Vocabulary is the smallest element in English that must be mastered by students because without vocabulary we cannot express our opinions, feelings, and ideas. Vocabulary is one of the most obvious components of language and one of the first things that attract the attention of applied linguists (Richard, 2014).

On the other hand, teaching vocabulary is very hard, because the teachers must choose the right way the carry out the learning process effectively. So, the students enjoy and relax while studying vocabulary and can master it. The researcher had done the observation through a preliminary study at Class VII in SMP Islam Nurul Ulum Kalitidu (SMPINU Kalitidu). Many students were found to have difficulty acquiring vocabulary. Students lack vocabulary because most of them are beginner students. In addition, they also feel bored during the learning process because the atmosphere of the class and the way their teacher teaches is not interesting. Therefore, it is difficult for them to remember English words while playing an important role in learning a foreign language.

Based on the observation, one of the ways that the teacher applies to reduce the difficulty of students in acquiring vocabulary is by bringing a dictionary in English class. But it does not seem to solve the problem. Using their dictionary to search for every meaning of words spends too much time. In other words, students are necessary to master vocabulary well so they are able to speak or read. Therefore, the use of techniques and media is necessary to enable students to participate in the learning process.

Game is a technique that includes Free Techniques in teaching English as a foreign language. *Yolagildili* and *Arikan* (Purnama, 2017) state that playing a game

while learning can introduce students to their environment better. Using a game in the classroom can improve the learning process and student interest. It gives them an enjoyable and fun situation in acquiring the words. Besides, Susilawati (2019) claims that games can increase positive feelings and reduce anxiety as well as build learners' self-confidence because learners are not worried about getting punishment or criticism when they make mistakes.

Some studies show that learning through play provides a successful education experience. Mariyah states that creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can easily inhibit learning (Mariyah, 2020). Surayatika state games can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners" test results, ability of communication, knowledge of vocabulary, or other language skills can improve. All students can actively is not interesting. Therefore, it is difficult for them to remember English words while playing an important role in learning a foreign language (Surayatika, 2018).

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Game is a technique that includes Free Techniques in teaching English as a foreign language. Purnama (2017) state that playing a game while learning can introduce students to their environment better. Using a game in the classroom can improve the learning process and student interest. It gives them an enjoyable and fun situation in acquiring the words. Besides, Gozcu claims that games can increase positive feelings and reduce anxiety as well as build learners' self-confidence because learners are not worried about getting punishment or criticism when they make mistakes. Some studies show that learning through play provides a successful education experience (Gozcu, 2016).

Realizing the fact that researcher want to research what can be done to overcome the problems that occur when learning vocabulary. The researcher chooses an instrument, namely "Mime Games" to know students' vocabulary mastery because mime games are very popular and with good reasons. It is suitable for all levels because they do not necessarily need a lot of languages, and it is a great way to revise or check students' understanding of a new language that is basically fun and silly.

METHOD

This study was conducted by applying Classroom Action Research, that was when there are problems appear in teaching and learning process. Burns (2010) said that action research is related to reflective practice. Furthermore, Burns explain that action research involves taking a self-reflective, critical and systematic approach to exploring your own teaching contexts. In other words, action research is used where the problems appear in the classroom and need to resolve. According to Burns (2010) the purpose of conducting action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. To see the improvement, classroom action research collects the data systematically through cycles by following four stages: planning, action, observation, and reflection. These cycles will continue or iterative until the researcher achieved a satisfactory outcome and stop it.

Since there are problems found in VII students of SMPINU Kalitidu, classroom action research is an appropriate design to help the teacher finds the right technique for teaching in order to pull students' interest in learning English. Classroom action research is used to facilitate the researcher to implement a technique as an alternative solution to resolve the problem in the teaching and learning process. In conducting this research, the researcher acted as the collaborator to observe the class and the teacher taught using Mime Game in the teaching and learning process. This research was conducted in two cycles.

The procedure of this research is through four stages that stated above. This is to make sure that this study is effective. The four stages explained as follow: (1) Planning, the researcher discussed and make a plan with the teacher about how the technique should be conducted and what is need in implementing the technique. In making the lesson plan, the researcher and the teacher must prepare the learning materials, learning media, and the assessment sheet; (2) Acting, the teacher was implementing the Mime Game in teaching in the classroom. The teacher gave explanation about how the game itself and what they should do according to this technique. The students were divided into some groups. Firstly, the teacher demonstrated Mime Game for about 2 or 3 rounds as a warm up activity. Next, each group did the Mime Game and they selected a word randomly in a bottle and mime it. The other group should answer it correctly according to what their friend acted it. While the teacher and students were doing their activities, the researcher recorded the process through observation checklist and made a note; (3) Observing, the researcher observed what happens during the activity, how the technique works, how the teacher and students behave, and whether or not it solves the problems. The result written in observation notes; (4) Reflecting, the researcher analyzed the data collected through those three phases or stages above. The researcher analyzed the strength and weakness of this method. If the result was not reach the satisfaction, the other cycles were conducted by giving some improvisation.

The participants of this research were VII students of SMPINU Kalitidu. There are 20 students in total. The appropriate technique of collecting the data is very important to obtain the objectives of the research. By choosing and using an appropriate technique to collect the data, it would guarantee that the outcome of the research can be considered objectively. In this research, the researcher carried out four techniques in collecting the data, they are observation, interview, test, and questionnaire.

The observation was carried out three times, before the cycle, cycle I, and cycle II. The researcher used the checklist observation to make it more systematic. Sanjaya (2013 p. 274) explained that checklist is the observation that contains of prepared list of items. The presence or absence of the item mey be indicated by checking "Yes" or "No" or the type or number of items may be indicated by interesting the appropriate word or number. To get students' mean score, the researcher measured it by using the following formula:

$$x: \frac{f}{n}$$

Note: x = The Mean
     f = The Sum of Score
     n = The Number of The Student's.

FINDINGS AND DISCUSSION
Research Findings

This research was conducted in two cycles. Every cycle consisted of planning, acting, observing, and reflecting stage as Classroom Action Research procedures. Before that, the researcher did the pre- cycle to find out the students' vocabulary mastery in class. The acting stage was conducted in two meeting in 80 minutes. In the first cycle, the teaching learning process was not run smoothly. Some students were not participated in the game because the lack of time. The students still confused about the procedure of the game. In the second cycle, both the researcher and the teacher were satisfied because the teaching learning process done according to the lesson plan.

a. The Findings of Pre- Cycle

In the Pre-Cycle there were 18 students coming to in the class and 1 student absent that day because of sickness and 1 student absent that day because of permission. Based on the results of observation, it could be concluded that most of the student's did not pay attention in learning vocabulary. There were 12 students pay attention in learning vocabulary. Most of them showed their behaviors such as students were prefer to sit in the backside of the class. They still like to

talk with their peers, student's looked bored and felt sleepy. Students did not respond to the researcher question. When the researcher asked question about material, they mostly keep silent. There were only 5 students who responded to the question and tried to answer it. Students did not ask question. When the researcher gave question session, most of them did not use the time to ask about their problem. They were not brave enough to ask question if they did not understand yet. There were only 2 students who tried to ask the question. When the researcher asked them to do the task, most of them did it with minimal effort. Sometimes, they also left blank the answer sheet. There were 18 students who accomplished the task.

the score mean of the student's in the pre-cycle was 57,22. It means the student's score in pre-cycle could be categorized as poor. The researcher concluded that the treatments in each cycle were necessary to improve the student's result.

b. The Finding of Cycle 1

The first cycle there were 20 students' coming to in the class and no student absent that day. In this cycle the teaching and learning process was begun. The teacher told them that during the lesson they had to listen to the lesson carefully. Moreover, she asked them to be quiet and not to make any noises in the class.

The problem faced by the researcher in the previous cycle were the students who sit in the backside of the class like to talk with their peers, look bored, and feel sleepy. To solve this problem, the researcher gave more attention to the students who sit in the backside of class, and sometime the researcher walked to behind of class.

The researcher began the class by explaining what mime game was and how to do it. After that, the researcher gave some action verb vocabulary to the students and gave an example of how to do it. Then students play a game with a mime game strategy and are guided by the researcher. After playing the game, the researcher provides feedback and reviews. At the end of the lesson, the researcher gave a test.

After the first cycle, there were several improvements. Most of student's had higher attention than the pre-cycle during the teaching learning process. There were 20 students pay attention in learning vocabulary. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson. During the question session, there were only 3 students who tried to ask the question. There was interesting phenomenon that most of student's were shy to speak and ask in the class. Some of student's responded to the researcher question. When the researcher asked question about material, there were 6 students tried to answer question. Students tried to finish the task.

Although there were not all of students did the good job in their task. There were 20 students who accomplished the task. Most of student's being enthusiastic when played the mime game, because they never played it before. There were 20 students enthusiastic when played mime game.

The mean of the student's score in the first cycle is 72,5. It means the student's first cycle score could be categorized as fair. The student's first cycle score could be said were successful, because the whole student's get over 60 of the achievement. But it was unsatisfied yet, because 4 student's still got less category and the Criterion of Achievement Evidence (KKM) in the school stated that a student's could be said to pass the test if he or she could solve 75 of the whole problem, so the researcher continued to the next cycle.

c. **The Finding of Cycle 2**

The steps of second cycle were the same as the first cycle. The materials were after the second cycle, students showed their improvement comparing to the first cycle. It could be seen from the observation stage done by the collaborator. There were about 18 students had higher attention than the first cycle. It could be happened because there were student's knowing and be familiar with mime game strategy. There was little improvement in the question answer session, there were 8 students who tried to ask question There were 11 students who responded to the question from the researcher. There were many opinions from the student's about researcher question. They also had higher appropriateness in answering the researcher question. Student's also had a great of improvement in finishing their task. Most of the student's finished all sections although their answer might vary and different. Most of student's being enthusiastic when played mime game, because they never played game before. There were 20 students' enthusiastic when played the game.

The problem faced by the researcher in the previous cycle was most of student's were shy to speak and ask in the class. To solve this problem, the researcher gave more attention to them. The researcher encouraged them by asking question such as gave difficulty questions in order to create critical thinking of students. Students showed their improvement comparing to the first cycle. There were & students who tried to ask question.

The average (mean) achievement of the student's in the second cycle was 86,5 or good mark. The result of second cycle was better than the previous cycle, there was more increase in this cycle. It told that mime game strategy could improve student's vocabulary mastery. Using mime game strategy in teaching vocabulary can improve student's vocabulary achievement. So, this classroom action research of the use mime game strategy to improve student's vocabulary at SMP Islam Nurul Ulum (SMPINU) Kalitidu Bojonegoro was success.

DISCUSSION

Mime games can be an engaging and effective way to improve students' vocabulary mastery. Here are a few ways mime games can benefit students' vocabulary development:

1. Contextual Learning: Mime games provide a context for students to understand and learn new words. When acting out a word or concept through gestures and body language, students connect the word with its meaning, making the vocabulary more memorable and meaningful.

2. Active Learning: Mime games require students to actively participate and engage in the learning process. By physically embodying words and concepts, students become active learners, which enhances their understanding and retention of vocabulary.

3. Non-Verbal Communication: Mime games focus on non-verbal communication, which encourages students to think creatively and find alternative ways to express themselves. This process expands their vocabulary by exploring different gestures, facial expressions, and body movements associated with various words.

4. Reinforcement and Practice: Mime games provide an opportunity for students to reinforce and practice vocabulary they have learned. By repeatedly acting out words or concepts, students solidify their understanding and increase their fluency with the vocabulary, making it easier for them to recall and use the words in different contexts.

5. Collaboration and Interaction: Mime games often involve teamwork and collaboration, fostering social interaction among students. Through these activities, students can discuss and negotiate the meaning of words, leading to richer and more nuanced vocabulary development.

6. Fun and Engagement: Mime games add an element of fun and excitement to the learning process, making vocabulary acquisition enjoyable for students. When students are actively engaged and having fun, they are more likely to be motivated to learn and explore new words.

The improvement of students' vocabulary mastery, from the result of the tests (pre-test and post-test) in the cycle 1 and cycle 2 showed improvement of the students' vocabulary mastery. The improvement could be seen from the increase of the mean students' vocabulary scores. It is summarized in table below:

Table 1. Table of the finding result.

Kinds of Test	Pre- Cycle	Cycle 1	Cycle 2
The Total of Score	1.030	1.450	1.730

mean	57,2	72,5	86,5
Increasing of students' mean score		7	10

As whole meetings have run well, there was some significant improvement from cycle I and cycle 2. In the pre-test, most of students not active and enthusiast in the lesson and score of pre-test is 65. In the cycle 1, the researcher uses the flashcards and the students be more active and interested. It could be seen in mean score of the post-test in the cycle 1, that is 72. After that, in the cycle 2, the mean score was 82. It was higher than the pre-test. The teaching learning process in the cycle 1 and the cycle 2 was used the same steps, that is planning, action, observation and reflection.

Most of the students also gave their high attention to the learning process. All activity in this cycle run well. It could be terminate that there was some improvement from the pre-test until the last post-test. This can be interpreted that individually, learning with mime game strategy has a significant influence on the learning outcomes of vocabulary mastery. It was proven by the increase of the student's score. The students were happy and enjoy the learning process with mime game. The mime game very helpful to improve the student's vocabulary. Therefore, this research of the improvement the student's vocabulary using mime game strategy was successful.

CONCLUSION

According to the data from pre cycle of tests and observation student's ability in vocabularies before the use of mime game which have been done and analysed in the previous chapter, it showed indicator the score mean of the student's in the pre cycle was 65. It means the student's score in pre-cycle could be categorized as poor. Then the researcher use of mime game to improve student's ability in mastering vocabularies was effective. It could be seen that using mime game in teaching and learning English was more interesting to the student's. It showed indicator the score mean of the student's in the cycle I was 72 and second cycle 86. It means the student's score in first until cycle 2 could be categorized as good. Mime game could reduce student's feeling of boredom, and stimulated students who have low motivations also there was an improvement on student's score from pre-cycle to cycle 2. Mime game could improve student's vocabularies. Their vocabularies were increased significantly after the treatments. It can be proven by comparing the average of students' score in pre-cycle, cycle 1 and cycle 2. The mean of students' score in the pre cycle was 57, the first cycle was 72 and the second cycle was 86. It showed that the use of mime game was successful. The re-

sult of the questionnaire shows that then student's response of mime game is positive, most of them like it and they are easier to master vocabulary using mime game. The researchers hope the results of this research can be used as reference, there will be a further researcher with different discussion.

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