

The Effect of Miming Games on Vocabulary Mastery of Seventh Grade Students at SMP Al-Anwari

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ABSTRACT

The purpose of this research was to determine whether there is an effect of using Miming Game on Vocabulary Mastery. This research used quantitative research method with pre-test and post-test one-group pre-experimental design. The respondents of this research were 19 seventh grade students. The researcher gave a pre-test to students. The pre-test was administered prior to the implementation of the treatment, whereas the post-test was conducted following the completion of the intervention delivered by the researcher. Data collection in this study was carried out through the administration of these tests. T-test analysis formula was used in this research to determine the average difference of post-test and pre-test in the experimental class. The t-test was analyzed and applied interpreted with a significance degree of 5% with $df = 19$, and obtained a t-table of 1.734. The result of the t-test analysis is 1.7911. This means that the t-test (1.7911) is higher than the t-table (1.734) at 5% significance. Based on the results of the research, it can be concluded that the use of Miming Game as a learning media is effective for vocabulary mastery.

Keywords: *Miming Games, Vocabulary Mastery, Experimental Research*

A. Introduction

English has language skills there are four types of fundamental language skills, namely listening, reading, writing, and speaking (Susini, M. (2020). Learning orientation on these four skills aims to students' ability to communicate both orally and in writing (Syahputra, I., 2014). To master the four skills of English, the main thing that students must have been vocabulary (Rikmasari et al., 2019).

Vocabulary is a component of language related to the use of words when someone speaks (Buadanani, et al., 2022). Vocabulary is a list or collection of words for a particular language or a list or collection of words that might be used by any speaker (Hatch at el., in Nugroho, 2017). Learning a new language cannot begin without

knowing the words of the previous language. Therefore, Vocabulary is the number of words in a language, as well as the ability of words that a person knows and uses in speaking and writing (Susanti, 2002). A vocabulary or part of speech is the basic part of an English sentence. Part of speech is a basic type of word that the English language has. Part of speech is a standard term to describe the various words used to form sentences, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections (Sinurat, J. 2023). The following explanation presents the various words used to form sentences.

Firstly, a noun is a word used to name something, such as a person, place, thing, or quality. Nouns consist of seven types, namely: 1) Proper noun is a noun that specifically addresses the names of people, things, places, etc. Proper nouns have writing rules when writing names using capital letters at the beginning. Example: Joko, Surabaya, Muslim, etc. 2) Common noun is a classification of nouns that refer to and explain things that are common and often used. Example: Teacher, school, book, etc. 3) Countable nouns are nouns that can be counted directly. This group of nouns has two forms, plural and singular. Examples: one book, two apples, a coffee shop, etc. 4) Uncountable nouns are nouns that cannot be counted directly. This group of nouns has no plural form and is used together with singular verbs. Examples: money, coffee, knowledge, etc. 5) Concrete nouns are a group of nouns that are tangible. These nouns can be perceived by one's five senses. Example: **my sister** got married last January, the table are full of **books**, etc. 6) Abstract nouns are a group of nouns that are intangible. This group of words cannot be perceived by one's five senses. Examples: hope, happy, freedom, etc. and 7) Collective nouns are words that indicate a group or combination of people, animals, and objects. Examples: collection, family, swarm, etc.

Secondly, pronoun are words used in place of nouns. These pronouns are used to avoid repetition. In a sentence. Pronouns are grouped into six classifications, namely: 1) Personal Pronoun, example: I, we, you, she, him, it. 2) Relative Pronoun, example: who, which, and that. 3) Interrogative Pronoun, example: who, which, that. 4) Demonstrative Pronoun, example: this, that, these, those. 5) Indefinite Pronoun, example: one, any, each, somebody. Dan 6) Intensive and Reflexive Pronoun, example: myself, yourself, and himself.

Thirdly, verbs are a group of words that describe or tell about something the object is doing. Usually, this group of words also describes actions that are direct or indirect, visible or invisible, for the example: I play football. There are two types of verb: 1) Transitive verbs are verbs require an object in the sentence because if the verb is not followed by an object then the sentence has no meaning. Example sentence: I play the piano, and 2) Intransitive verbs are verbs that don't need object in the sentence because the verb can provide complete information without the presence of an object. Example: A baby cry.

Fourthly, adjectives are groups of words that describe a person, place, animal, or thing. Example: beautiful, clean, strong, and big.

Fifthly, adverbs are groups of words that give a clearer picture. Adverbs can be paired with nouns, verbs, and adjectives. They are six types of adverb: 1) Adverbs of place. Example: Tono lives in Bogor. 2) Adverbs of manner. Example: Lionel Messi runs quickly. 3) Adverbs of time. Example: I always wake up at six o'clock in the morning. 4) Adverbs of purpose, and answers the Why questions. Example: Why did Tini go to the store? Tini went to the store in order to buy books. 5) Adverbs of means. Example Sentence: My friend came to Jakarta by plane. and 6) Adverbs of instrument. Example Sentence: He wrote the letter with pen.

Sixthly, preposition is a word used to connect a noun or noun pronoun to some other word in the sentence. Example: Put the book on the table.

Seventhly, conjunction is a word used to connect two words or sentences. Example: Mother *and* son are cooking rice in the kitchen.

Eighthly, interjections are words that express excitement, admiration, sadness, and anger. Example: Wow, is it really?

Based on this definition, it can be concluded that vocabulary is very important for students as a basic to improve English language skills. Therefore, vocabulary learning should not be neglected as it effects of English language skills. In addition, English language must also be able to master vocabulary. Vocabulary is an important element in the process of learning English. Mastering vocabulary is the first step one must take if one wants to achieve the goal of learning English. The background of vocabulary mastery determines the mastery of the four language skills. The more skills students master, the

better their language communication and by having limited skills, students will show difficulty in mastering English skills. Vocabulary mastery is the ability to use words taught to students who are learning a foreign language, in this case not only understanding but also having no difficulty in pronouncing, spelling and using them. Before addressing the concept of vocabulary mastery, it is essential to first understand what vocabulary entails. For learners of a foreign language, acquiring a sufficient range of vocabulary is crucial, as inadequate vocabulary knowledge may hinder the development of the four fundamental language skills. Hatch and Brown (1995, as cited in Hasanah) define vocabulary as a collection or list of words belonging to a particular language, or the repertoire of words utilized by its speakers.

Based on observations made by researcher to students, researcher Found difficulties in learning English in the seventh grade of AL- ANWARI Junior High School. This is due to the students' lack of vocabulary. Therefore, teachers must prepare the material to be taught and choose the appropriate method to convey their knowledge to students (Anggraini, 2021). Learning media commonly used in the process of introducing English is in the form of games as a way that can attract early childhood to participate in the learning process with joy because in it there is a process of activity that involves rules in it, goals to be achieved, and of course there is joy (Widyahening, et al., 2022).

The selection of the right media is one of the supporters of success in learning. So that the media has a very vital role in helping to convey learning. Because the media has a position not only as a teaching aid, but also as a way to motivate and communicate with students to be more effective (Marfuah in Jenal Mutaqin, 2016 & Muhtasim, 2020). One of the games that can be applied in vocabulary mastery is the Miming game.

Miming games are guessing games that use body movements or gestures without using sound (Pratiwi, 2018). Miming games are games where students must use their imagination, because the task is to describe an activity by acting or imitating the activity. This game has many benefits in the classroom. Students who are a little shy in class can also become more confident when Miming, and it does not require students to use language that may be difficult to express. In other words, they will act in the same way (Hartani, L. 2012). Therefore, teachers should create a conducive and fun atmosphere so that what they learn can stick. Based on the above problems, the researcher is interested

in conducting experimental research on the utilization of Miming games to determine the effect of vocabulary mastery as a learning medium at SMP Al-Anwari Kertosari-Banyuwangi. Therefore, the researcher conducted a research entitled "The effect of using Miming games on vocabulary mastery in seventh grade students at SMP Al-Anwari Banyuwangi in the academic year 2023/2024".

B. Research Method

This research used a quantitative research method with a pre-experimental design. This design was chosen because the research was conducted in a single class where random assignment and control groups were not feasible. It was also considered ethically inappropriate to withhold the treatment from other students. Therefore, the One-Group Pretest–Posttest design was suitable for identifying students' improvement before and after the use of Miming games as an initial experimental step (Sugiyono, 2013). In addition, the results of the dependent variable in the experiment are not fully controlled by the independent variable because there are no controlled variables in the pre-experimental research design (Sugiyono, 2013). In this research, Pre- experimental One-Group Pretest-Posttest be used. This can be explained in the table as follows:

Table 1. The Research Design

O ₁	X	O ₂
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Information

O₁ = Pre-Test Score (Before Treatment)

O₂ = Pre-Test Score (Before Treatment)

X = Treatment

In this design, the test is administered twice: once before the treatment and once after. The experimental class (O₁) first takes the pre-test, which is conducted before the treatment. Following the pre-test, the researcher applies the Miming games (X) as the treatment. Finally, the post-test (O₂) is administered to measure the impact of the treatment.

In regarding to the used the research design one-group pretest-posttest, the researcher conducted the treatment three times with a pre-test before treatment and post-

test after the treatment was completed. The research investigated the effect of Miming game on vocabulary mastery because it is believed that Miming game can help students' learn vocabulary easily.

On this research has a creativity to using Quizlet with other users, that is:

The steps used by the researcher in implementing the Miming Game to teach vocabulary are as follows. First, the researcher starts by explaining what the Miming Game is and making sure the students know the flow of the activity. This explanation includes the rules of the game, the expected results, and the benefits of using the miming game as a vocabulary learning tool.

Next, the researcher provides a list of vocabulary words that will be used in the game. These words are carefully selected to match the students' proficiency level and the learning objectives in the lesson.

Then the researcher demonstrates the Miming Game using one of the vocabulary words as an example. This demonstration serves as an example for the students, showing them how to use gestures and body language effectively to convey the meaning of words without speaking.

After the demonstration, the researcher divided the students into four groups. Each group has one group leader to demonstrate what words they get. then the other members look for the right answer according to what was demonstrated. The researcher then gave a set of vocabulary words to each group to demonstrate, thus encouraging creativity and teamwork. each group could exchange roles.

During the activity, the researcher monitors the groups, providing feedback and support where needed. This structured approach not only makes vocabulary learning fun and engaging, but also strengthens students' understanding and retention of new words through active participation and collaborative learning.

In this research, the researcher has determined SMPU Al-Anwari Banyuwangi to be the research location. Class D was selected as the research sample because it represents a group with heterogeneous English proficiency levels, making it ideal for measuring the effectiveness of the Miming Game technique in improving vocabulary mastery across varied abilities. In addition, based on the results of the preliminary observation and discussion with the English teacher, Class D demonstrated lower vocabulary achievement

compared to other classes, as well as a higher level of student enthusiasm for participatory and game-based learning activities. This condition aligns with the research objective, which is to examine whether interactive techniques such as Miming Games can enhance vocabulary acquisition and student engagement. Therefore, Class D was considered the most suitable sample to represent the target population and to yield measurable results relevant to the research objectives. In this research the researcher has determined SMPU Al-Anwari Banyuwangi to be the research location. The location where researcher conduct research is at SMP AL- ANWARI. Which is located at Jln KH. Abdul Wahid no.25 Kertosari – Banyuwangi. SMPU Al-Anwari Banyuwangi has three classes. The classes are the seventh, eight, and ninth grades. In one classes was divided into four classes, namely a,b,c, and d. The researcher has determined class seventh D as respondents. In this class, there are 19 females' students. The researcher has choosen class seventh D, because there is a low mastery of vocabulary and the students have difficulty in learning English.

In the sample in this research was 19 people from class VII D. The researcher conducted this research using pre-experimental design with a one- group pretest and post-test design. The data collection of this research used a test that aims to determine the vocabulary skills of students before and after using the Miming game as media in mastering vocabulary. The multiple-choice test used was in the form of multiple choices with answer choices a, b, c, and d, with a total of 20 questions as follows:

Table 2. Vocabulary Test Item

No.	Indicators	Number of Item	Total of Item
1.	Adverb	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
2.	Adjective	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
Total			20

This research has Quantitative experimental one-group pretest-posttest design as a research technique and has used multiple choices as intensifier of quantitative data analysis. Then, from these results the correct hypothesis of research result is known. Lastly, the posttest employed the same set of 15 questions as the pretest, albeit with

different content. However, the composition and characteristics of the test remained unchanged. The posttest was utilized to see if the treatment could improve the students' vocabulary ability or not.

The research used the pre-test and post-test scores to calculate the t-test. Afterward, the pre-test and post-test scores were calculated to find the average value of the pre-test and post-test scores. However, after the Mean scores and standard deviation of the pre-test and post-test are found, the t-test is analyzed and interpreted with a significant level at 5%.

C. Research Finding and Discussion

Research Findings

The researcher explained the results of the research that has been conducted. Data was obtained from students' vocabulary mastery through vocabulary test. This research was conducted on Wednesday, July 3rd, 2024 until Monday, July 8th, 2024 at SMP Al-Anwari Kertosari-Banyuwangi. Seventh grade students as the experimental class were given the vocabulary test. The researcher conducted this research by teaching vocabulary through Miming Games as a medium in a group class. A total of 19 students became respondents in this pre-experiment research. The following were the results of the vocabulary pre-test, post-test, t-test analysis, and also the hypothesis verification.

The researcher analyzed the results of the pre-test vocabulary test that had been given to students. The pre-test contained 20 multiple choice questions of vocabulary consisting of adverbs and adjectives. The frequency and interval of the pre-test scores of vocabulary mastery of seventh grade students at SMP Al-Anwari Kertosari, Banyuwangi were as follows:

Table 3. Interval and Frequency of Pre-Test

No.	Interval	Frequency
1	80 - 86	1
2	73 - 79	0
3	66 - 72	4
4	59 - 65	6
5	52 - 58	4
6	45 - 51	4
Total		19

From the table above, it can be observed that of the 19 students who got the lowest score, there were 4 students with the interval 45 - 51, students who got the score with the interval 52 - 58 were 4 students, students who got the score with the interval 59 - 65 were 6 students, students who got the score with the interval 66 - 72 were 4 students and students who got the highest score with the interval 80 - 86 were a student. The highest score on the pre-test was 80 and the lowest score was 45. The average score on the pre-test was 60.52.

In addition, after 3 treatment meetings, the post-test was analyzed to obtain significant results. It was similar with the pre-test before, the test was multiple choice that consisting of the 30 questions on the verbs and nouns. The following table shows about interval and frequency scores of the students' vocabulary mastery.

The classification of interval and frequency score of students' vocabulary mastery in experimental class.

Table 4. Interval and Frequency of Post-Test

No.	Interval	Frequency
1	95 - 100	3
2	89 - 94	2
3	83 - 88	6
4	77 - 82	2
5	71 - 76	3
6	65 - 70	3
Total		19

From the table above it can be seen that out of 19 students, the students who obtained the highest score were students with the interval 95 - 100, students who obtained scores with the interval 89 - 94 were 2 students, students who obtained scores with the interval 83 - 88 were 6 students, students who obtained scores with the interval 77 - 82 were 2 students, students who obtained scores with the interval 71 - 76 were 3 students, and students who obtained the lowest score with the interval 65 - 70 were 3 students. The highest score on the post-test was 95 and the lowest score was 65. The average score on the post-test was 82.10.

Discussion

Based on the data analysis above, it showed that there is a significant difference in vocabulary mastery before and after being taught by using Miming Game. Based on the results of data analysis using t-test calculation from the pre- test and post-test results, the T value is 1.793 (see Appendix 12). The analysis of the mean score value before the treatment of Miming game was low. The mean score was 60.52 (see Appendix 12). After the treatment was given, the mean score was 82.10 (see Appendix 12). The students' vocabulary test scores was better because the mean score post-test was higher than the mean score pre-test. The treatment was done by give the material through games. This finding is supported by (Herawati et al., 2016) that learning while playing is fun. Students' vocabulary mastery increased after being treated with games.

The focus of the material taught was adjectives and adverbs. In this research, the researcher found that the students had fun with the Miming game which they had never played before in learning English. All these materials were given through the use of word Mming games in English learning. This is also supported by the statement (Puspitasari et al., 2018) that the use of games in the learning process can attract students' attention and students are enthusiastic because they are challenged through many activities.

The treatment given by Miming Game. In addition to playing with their groups, students are also asked to exchange roles so that they also feel as guessers and doers. Based on the T-test results, it can be stated that students easily mastered the vocabulary after playing the role 3 times in each round. Supported by previous research, the application of Miming Game makes students practice dare to come forward to the front of the class and share the words they know related to making students more courageous to practice in front of the class and in using Miming Game students are more interested in memorizing vocabulary with movement (Juli et al., 2016).

Based on the explanation above, Miming Game is one of the games that offers active, creative and innovative learning, especially in vocabulary mastery, this also proved that Miming games has an effect on the vocabulary mastery of seventh grade students of SMP Al-Anwari Kertosari Banyuwangi.

D. Conclusion

Based on the result of the data analysis in chapter IV. It demonstrated with the result of T-test value. The result of data analysis represented that the T-test value was higher than T-table ($1,793 > 1,734$). Then, the researcher concluded that there is a significant effect of Miming Game on the Vocabulary mastery of the seventh- grade students of SMP Al-anwari Kertosari Banyuwangi.

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