The Effect of *MIME* Game Toward Students' Vocabulary Mastery at the Eighth Grade of SMPN 1 Malingping Lebak Banten in Academic Year 2023/2024

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INFO ARTIKEL	ABSTRAK
	Penelitian ini bertujuan untuk mengetahui pengaruh signifikan permainan pantomim terhadap penguasaan kosakata. Pendekatan yang digunakan adalah pendekatan kuantitatif Pendekatan kuasi eksperimen dengan metode tes dalam pengumpulan data. Penelitian dilakukan dengan beberapa tahap dimulai dari validasi meliputi pre-test dan post-test setelah itu baru diketahui hasil siswa kelas VIII. Hasil penelitian menunjukkan bahwa minat belajar bahasa siswa di kelas VIII berada pada kategori sedang, populasi penelitian ini berjumlah 258 siswa dan sampel yang diambil dalam penelitian ini berjumlah 66 siswa yang terdiri dari dua kelas berbeda 33 siswa kelas eksperimen dan 33 siswa kelas eksperimen. siswa kelas kontrol. Kelas eksperimen menggunakan permainan pantomim dan kelas kontrol menggunakan permainan papan. Berdasarkan hasil analisis data diketahui bahwa rata-rata pre-test dan post-test kelas eksperimen dan kelas kontrol berbeda dan untuk hasil uji t diperoleh nilai signifikansi sebesar $0,000 < a = 0,05$. Hasil ini menunjukkan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Berdasarkan hasil penelitian, terdapat pengaruh yang signifikan permainan pantomim terhadap penguasaan kosakata siswa.
	ABSTRACT This research aimed to investigate the significant effect of *Mime* game towards vocabulary mastery. This approach was quantitative approach Quasi-experimental approach with the test method in collecting data. The research was carried out in several stages starting from validation including pre-test and post-test after that it would find the results of class VIII students. The results showed that students' interest in learning language in class VIII was in the medium category, the population of this study amounted to 258 students and the sample taken in this research amounted to 66 students consisting of two different classes 33 experimental class students and 33 control class students. The experimental class used a *Mime* game and the control class used a board game. Based on the results of data analysis, it was found that the average pre-test and post-test of the experimental class and control class were different and for the t-test results a significance value of $0.000 < a = 0.05$ was obtained. This results indicate that the alternative hypothesis is accepted and the null hypothesis is rejected. Based on the results of this research, there is a significant effect of *Mime* game on students vocabulary mastery.

1. Introduction

English as an international language was used all over the word. Language is a set of symbols that humans use to communicate and convey their ideas and thoughts. Language serves several tasks that are employed according to a person's demands, such as self- expression, communication, organizing and adapting to social integration in the environment or situations, and social control. The world has many languages that are used to communicate, either locally, nationally, or internationally. One of the languages used is English. Communication has an important role for humans. Through communication, there is interaction or exchange of ideas, opinions, knowledge, experiences, and information, which will have an impact on broadening insights. According to Kristiyana, at al (2014:169) stated: "*English has four skills, such as listening, speaking, reading and writing. Does skills always need a vocabulary*".

Vocabulary is a fundamental component of language proficiency. Vocabulary knowledge is an essential element of language learning because a limited vocabulary in a second language impede successful communication. According to Richard,in Ajisoko, (2020:149),stated that "*vocabulary is a core component of language proficiency and provides much of the basic learners speak, listen, read and write*". According to Manda,S. (2022:4) "*vocabulary is a collection of meaningful words used in sentence construction*". One of the most fundamental and significant components of learning English, according to Endarto & Subekti (2020:4) "*vocabulary is control. The four language abilities of speaking, reading, listening, and writing in English must be mastered by students*".

Good vocabulary mastery could support students in mastering English. In communication, vocabulary is needed to convey what a person wants to convey. Through vocabulary, a person can express their feelings, ideas, emotions and desires. Vocabulary is the words that English learners must learn to understand what is heard and read rather than the words used when speaking and writing. Efendi,E. (2020:12). '*'So, In particular, vocabulary is essential to learning any language, including English''*. One of the components that connects the four abilities of speaking, listening, reading,and writing is vocabulary.

According to Hardiyanti et.al (2021:1-9), stated that "*vocabulary is an appreciation of the meanings of terms and words*". Vocabulary is fundamental ability that students need to achieve. Order to gain other skills, such us listening, speaking, reading and writing, students ought to have sufficient vocabulary in order to communicate well. Based on the explanations of several expert, the researcher concluded that vocabulary is a significant part of learning English. It is asignificant part of listening, writing, reading and speaking. Size is likewise a significant component that influences language skills for the purpose of correspondence. This means that words can assist us with sharing our thoughts and help us understand the thoughts of others. When tune in, talk, read and compose with words. One might said that if the vocabulary is limited, it would be difficult for students to master English skills. Without adequate vocabulary, individuals can't convey or communicate thoughts successfully we can say everything.

2. Method

In this method, the researcher uses a quasi-experimental method with pre- test and post-test designs. The experimental design was divided into several designs. However, the determination of the class that was utilized as the experimental class and the control class was chosen randomly, the experimental class was treated using a *Mime* game while the control class was board game. Then a test was given to both classes due to find out the results of the pre-test

and post-test. The result of the two classes were then compared between the two. According to Matthew (2018) "a quasi-experiment is a prospective or retrospective study in which patients or clusters of patients self-select into (or their providers select on their behalf) one of several different treatment groups for the purpose of comparing the real-word effectiveness and safety of those randomized treatments".

Based on the definition above researcher assumed quantitative because it will use numbers or statistics. This quantitative approach was allowed researcher to find out the data or make it easier for researcher to use a quasi-experimental design, experiments proposes to test the casual relationship between *Mime* game and vocabulary mastery. Through a purposive sampling strategy, therefore in the quasi-experimental design the researcher did randomize, applied pre-test and post-test techniques to the experimental group and control group.

This research has two Variables they are one independent variable and one dependent variable or X Variable and Y Variable.

a) X Variable effect *Mime* game at eighth grade SMP Negeri 1 Malingping Year academic 2023/2024.

b) Y Variable towards students' vocabulary mastery at eighth grade SMP Negeri 1 Malingping year academic 2023/2024.

Table 1 Research Design of Quasi Experimental

Group	Pre-test	Treatment	Post-test
Experimental	A	(Mime Game)	C
Control	B	(Board game)	D

Abuhamdah (2021)

Note:

A   : Pre- test given to the Experimental

classB   : Pre- test given to the Control class

C   : Post-test given to the Experimental

classD   : Post-test given to the control class

Based on the explanation above, it can be seen that there are two variables in this study. The variables referred to in this study are the independent variable. From the two variables, it can be concluded that the independent variable is a mime game (X), while the dependent variable is Vocabulary Mastery (Y).

3.   Result and Discussion

In this research, the researcher used a quantitative approach because they wanted to determine knowledge of numerical or statistical data. The researcher used a quasi – experimental study where the researcher took two classes as in the sample study, namely from grade eighth students of SMP Negeri 1 Malingping. The researcher used the experimental class and the control class to be given a test question in the from pre-test and post-test, but before doing the post-test, the researcher gave a treatment to the two classes but only had different strategies in the study. The mime game strategy was given to the experimental class, while the board game

was given to the control class from the two classes, only different from the strategy used in the study. In this study the researcher took class VIII SMP Negeri 1 Malingping as population of 258 students with a sample of 33 students in class VIII F and class VIII G as many 33 students, the total population in this study is 66 students. First the researcher give a pre-test to both classes, the second researcher applied the treatment using a mime game in the experimental class and board game in the control class, and finally the researcher wanted to compare the post-test the control class and the experimental class after using the mime game and board game.

To find out result of the students tests that have been given by the researcher in the implementation of the pre-test and post-test, the student's scores are displayed in a table by the researcher. The value is the value of both the experimental class and the control class. However there are 20 questions on the test given to students. The question is a multiple choice question where the score of 20 multiple choice questions is 100. The form of questions and answer keys can be seen in the appendix.

Table 2 Description of data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest experiment	33	40	75	54.85	10.569
post test experiment	33	60	90	76.67	9.157
pre test control	33	30	70	46.97	11.920
post test conrol	33	50	85	68.64	9.460
Valid N (listwise)	33				

Based on the outcome of the above descriptive data statistics, from 33 students N pre-test experimental class, the minimum score is 40, while the maximum score is 75, the mean of this score is 54,85 and the standard deviation is 10.569. For the post-test of experimental class, the minimum score is 60, while the maximum score is 90, so mean of post-test is 76.67 and standard deviation is 9.157. meanwhile for control class from 33 students N the score of pre-test gets the minimum score that is 30 and the maximum score is 70 so mean of this test is 46.97 and the standard deviation is 11.920 and for the post-test of control class the minimum score is 50, maximum score is 85, while the mean of this test is 68.64 and standard deviation is 9.460.

Table 3 Tests of Normality

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
the result of student learning	pre-test experiment	.142	33	.091	.932	33	.041
	post-test experiment	.130	33	.168	.937	33	.057
	pre test control	.146	33	.073	.935	33	.049
	post test control	.135	33	.137	.958	33	.228

a. Lilliefors Significance Correction

Based on the results from the table above showed that pre-test experimental sig 0,091>0,05 the data is distributed normally, post-test experimental sig 0,168>0,05 the data is distributed normally, pre-test control sig 0,073>0,05 the data is distributed normally, and the last is post-test control sig 0,137>0,05 the data is distributed normally. Therefore, the researcher drawn the conclusion that the data in question are all normally distributed.

Table 4 Test of Homogeneity of pre-test Experimental class and pre-testcontrol class

Test of Homogeneity of Variances			
the result of student learning			
Levene Statistic	df1	df2	Sig.
.500	1	64	.482

That data is homogeneous if the significance is higher than level significance 5% >α=0.05). based on the table above, the data of pre-test both experimental class and control class are homogeneous because the score of significance is higher than level significance, that the score is 0.482>0.05 as the result pre-test of experimental class and control class have the identical variants.

Table: Test of Homogeneity of post-test Experimental class and pre-testcontrol class

Test of Homogeneity of Variances			
the result of student learning			
Levene Statistic	df1	df2	Sig.
.000	1	64	.994

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% >α=0.05) based on the test homogeneity above it is proven that the score of significance id higher than level significance, where 0.994>0.05. as a result it is determined that the data are homogeneous which mean that post-test both the experimental class and control class have the identical variants as well.

4. Conclusion

Based on the result of data analysis and interpretation of the research, it is clear that there is significant effect of mime game towards student's vocabulary mastery at the eighth grade students of SMPN 1 Malingping, Lebak Banten academic year 2023/2024. It can be concluded that t-count = -9.702 and significant value p-value= 0.000<0.05it can be said that HI is accepted and H0 is accepted. It means that teaching vocabulary by mime game towards student's vocabulary mastery at the eighth grade of SMPN 1 Malingping , Lebak Banten academic year 2023/2024 is effective. HI is accepted and H0 is accepted. In short, based on the results that the mime game is an effect towards students; vocabulary mastery at the eighth-grade students of SMPN 1 Malingping Lebak Banten, by using this game the students are fun to study English especially in vocabulary.

5. Acknowledgement

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