

**THE EFFECT OF MIMING GAME TECHNIQUE TOWARD STUDENTS'
VOCABULARY MASTERY
(A Quasi Experimental Study at the Fifth Grade Students of SD Negeri 74 Kota
Bengkulu in Academic Year 2015/2016)**

THESIS

**Submitted as A Partial Requirement for the Degree of *Sarjana* in
English Study Program**



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2016**

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Mastery
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Bengkulu, June 2016

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1. Karya tulis dengan judul “THE EFFECT OF MIMING GAME TECHNIQUE TOWARD STUDENTS’ VOCABULARY MASTERY (A Quasi Experimental Study at the Fifth Grade Students of SD Negeri 74 Kota Bengkulu in Academic Year 2015/2016)”.
2. Adalah asli, murni gagasan dan rumusan penulis dan belum pernah diajukan untuk memperoleh gelar akademik, khususnya di IAIN Bengkulu.
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4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Bengkulu, Juni 2016

The Researcher,



Depa Juli Harti

MOTTOS

**A good man does not extol himself, a clever man never
boasts, and a great man never brags-Unknown**

**Success is not to be pursued; it is to be attracted by the
person you become-Jim Rohn**

**Never compare your love story with those in the movies,
because they are written by scriptwriters. Yours is
written by God-Unknown**

DEDICATION

This thesis was dedicated to:

- First and foremost, Allah SWT. All praise and gratitude to be him who has given strength, patience, and perseverance to finish this thesis. and Prophet Muhammad SAW.
- My inspiring parents, Syaiful Anuar (Alm) and Deti Restoni, who never stop giving me love, endless support and encouragement. Thank you for your sacrifice, you changed my life without even trying, and I dont think I could ever told you how much I love you, how much you mean to me, and how lucky I'am being your daughter. Thanks you so much Dad and Mom, I do Love you.
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1. Prof. Dr. H. Sirajuddin M,M.Ag., MH as the director of Institute Collage for Islamic Studies (IAIN) Bengkulu
2. Dr. Zubaedi, M.Ag., M.Pd as the dean of Tarbiyah and Tadris departement of IAIN Bnegkulu.
3. Eva Dewi, M.Ag as the chief of Tadris departement of IAIN Bengkulu.
4. My thesis supervisor Riswanto, Ph.D
5. My thesis Co-Supervisor Fera Zasrianita, M.Pd
6. All the lecturers and staff of IAIN Bengkulu.
7. My beloved parent, Syaiful Anuar (Alm) and Deti Restoni.
8. My beloved Brothers.
9. All of my friends.

10. My almamater.

The researcher hopes that this thesis will be useful for all of the English teachers' and English learner generally, and to those who focus in teaching and learning English vocabulary especially. The researcher also realize that this thesis is not perfect yet, since there were some limitations of the the problem that researcher faced during the research. Because of that, the researcher expect the critics, corrections, and advices from the readers to make it better.

Bengkulu, June 2016

Researcher

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212 323 9229

ABSTRACT

Harti, Depa Juli. 2016. The Effect of Miming Game Technique Toward Students' Vocabulary Mastery (A Quasi Experimental Study at the Fifth Grade Students of SD Negeri 74 Kota Bengkulu in Academic year 2015/2016). Thesis. English Study Program, Islamic Education and Tadris Faculty.

Advisor: 1. Riswanto, Ph.D., 2. Fera Zasrianita, M.Pd.

Keywords: Miming Game, Vocabulary Mastery

The objective of this research was to get empirical evidence about the effect of miming game on student's vocabulary mastery. This research used quantitative method. This research has been conducted in SD Negeri 74 Kota Bengkulu.

The population of this research was the fifth grade students of SD Negeri 74 Kota Bengkulu which consisted of 124 students divided into four classes, namely VA-VD. After ensuring the homogeneity, two classes were finally chosen as the sample of this research: VA as the experiment class and VB as the control class. Both of classes consisted of 31 students with almost similar English subject average score. The experiment class received treatment by using miming game. While the control class was taught using the conventional ways. The pre-test was given to the two groups before giving the treatment.

The result of pre-test showed the means score of experiment class was 44,65 and the control class was 49,55. After giving the treatment, post-test was given. The result of pre-test showed the mean score of experiment class was 71,74 and the control class was 63,35. In addition, the result of independent samples test ($\alpha = 0.05$, $df = 62 - 2 = 60$) showed that t-count was higher than t-table ($3.014 \geq 2.0$) and Sig (2-tailed) was smaller than 0.05 ($0.004 \leq 0.05$). In other words, H_0 was rejected and H_a was accepted. In summary, it could be stated that students' who were taught vocabulary by using miming game was more effective than using the conventional ways. So, it can be concluded that miming game has positive effect to the fifth grade students of SD Negeri 74 kota Bengkulu in mastery vocabulary.

ABSTRAK

Harti, Depa Juli. 2016. Pengaruh Menggunakan Permainan Miming Terhadap Penguasaan Kosakata Siswa (Sebuah Penelitian Quasi Eksperimen pada Siswa Kelas V di SD Negeri 74 Kota Bengkulu Tahun Ajaran 2015/2016). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing: 1. Riswanto, Ph.D., 2. Fera Zasrianita, M.Pd.

Kata-Kata Kunci: Permainan Miming, Penguasaan Kosakata.

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang pengaruh permainan miming terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode kuantitatif. Penelitian ini telah dilakukan di Sekolah Dasar Negeri 74 Kota Bengkulu.

Populasi penelitian ini adalah seluruh siswa kelas V di SD Negeri 74 Kota Bengkulu yang berjumlah 124 siswa, yang terbagi menjadi empat kelas, yaitu kelas VA-VD. Setelah memastikan homogenitasnya, akhirnya dua kelas dipilih sebagai sampel untuk penelitian ini: VA sebagai kelas eksperimen and VB sebagai kelas kontrol. Keduanya terdiri atas 31 siswa dengan nilai rata-rata pada mata pelajaran Bahasa Inggris yang hampir sama. Kelas eksperimen mendapatkan pengajaran menggunakan permainan Miming sedangkan kelas control diajarkan dengan cara biasa. Pre-test diberikan kepada kedua kelas sebelum diberikan treatment.

Hasil dari pre-test menunjukkan nilai rata-rata pada kelas eksperimen adalah 44,65 dan kelas kontrol 49,55. Setelah memberikan tretmen, Post-test diberikan kepada kedua kelas. Hasil dari post-test menunjukkan nilai rata-rata pada kelas eksperimen adalah 71,74 dan kelas kontrol 63,35. Selain itu, hasil dari test sampel bebas ($\alpha = 0.05$, $df = 62-2 = 60$) menunjukkan bahwa t-hitung lebih besar daripada t-tabel ($3.014 \geq 2.0$) dan Sig (2-tailed) lebih kecil daripada 0.05 ($0.004 \leq 0.05$). Dengan kata lain, H_0 ditolak dan H_a diterima. Singkatnya, dapat dinyatakan bahwa mengajar kosakata kepada siswa dengan menggunakan permainan miming lebih efektif dari pada menggunakan cara biasa. Jadi, dapat disimpulkan bahwa permainan miming berpengaruh positif dalam penguasaan kosakata siswa kelas V SD Negeri 74 kota Bengkulu.

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CHAPTER I

INTRODUCTION

A. Background

When people do communication with others, they use a language. It is the code that use to express ourselves and communicate to others. It is a system for communicated ideas and feelings using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. Gowrie stated Language is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings.¹ Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. According to Pinker, language is a distinct piece of the biological make up of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of it is underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information.²

English is one of important languages in the world. It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. The global status of English is partly due to the number of people

¹ Ms. S. Gowrie, Enchancing English Pronunciation Among B.Ed, Trainees by Implementing Selected Strategies. *International Journal of Scientific Research*, Vol. 3. No. 2277-8179 (2014), p. 124

² Steven Pinker, *The Language Instinct* (New York: William Morrow and Co. 2000), p.18

who speak it. Crystal estimated that in 2,000 there were approximately 1,500 million speakers of English worldwide, consisting of around 329 million L1 speakers (mostly in inner circle countries), 430 million L2 speakers (outer circle countries) and about 750 million speakers of English as a foreign language in the countries of the expanding circle.³ This means in effect that approximately one in four of the world's population are capable of communicating to a "useful level" in English. That is potentially a lot of people for Indonesians who know English to communicate with.

According to Graddol divides English speakers into three broad categories. *First language speakers* (L1) are those who use English as the first and often the only language; these speakers commonly live in countries where the dominant culture is based around English such as US and Australia. *Second language speakers* (L2) use English as a second or additional language. Since English is present in the community, L2 speakers might use local varieties of English, which reflect local indigenous cultures and languages, increasingly divergent from the varieties of English spoken by first language speakers (i.e. UK, US, Australia, etc). The third category comprises those who learn English as a foreign language (EFL) or *foreign language speakers*.⁴

In indonesia, English is a foreign language (EFL). English has become as a course that must be learn by students from elementary school level up to senior high school level, it is because the government considers that

³ David Crystal, *English as a Global Language* (New York: Cambridge University Press. 2003), pp.67-69

⁴ David Graddol, *The Future of English? A Guide Forecasting the Popularity of the English Language in the 21st Century* (United Kingdom: The British Council. 1997), p.10

mastering English is one way to absorb the sciences and technology in order to create great human resources. Based on National Education Curriculum in 2006 called KTSP (Kurikulum Tingkat Satuan Pendidikan), the Indonesian government gives the autonomy to every school to arrange and control it in teaching learning activity. English teach in this country as the first foreign language and introduced in the curriculum of Indonesian schools.

Learning English involves the mastery of four language skill. They are listening, speaking, reading and writing. The fourth basic skills are teach in a integrate way. Furthermore, Students who want to be able to communicate in English well must have wide range of vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.⁵

Neuman & Dwyer said that vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁶ According to Grambs stated that vocabulary is a list of words usually defined and alphabetized as in a dictionary or specialized glossary; complete word stock of a language; sum corpus of words used in a sub language or by a group, class or individual, scope of diction, command of words or range of expression.⁷ While Ur states vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary

⁵ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman,2002), p. 13.

⁶ Susan B. Neuman & Julie Dwyer, Missing in Action: Vocabulary Intruction in Pre-K. *International Journal of Reading Association*, Vol. 62. No. 5 (2009), p.385

⁷ David Grambs, *Words about Words*, (US: McGraw Hill Book Company, 1984), p. 733

may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".⁸

Besides those definitions, some other definitions were proposed by some experts. Harmer claimed that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.⁹ According to Richards and Renandya, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹⁰ In addition, Richards and Schmidt state that vocabulary is a set of lexeme, including single words, compound words, and idioms.¹¹ From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

Teaching vocabulary can start from elementary or kindergarten when the students still in optimum grow up. Learners of English have to deal with unfamiliar vocabulary during their language acquisition. The conventional technique used in teaching vocabulary, such as memorization technique, did not stimulate the students to build up their vocabulary because this technique only emphasizes on memorizing words which in many cases

⁸ Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University, 1996), p. 60

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group UK Limited, 1991), p. 158

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 255

¹¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.), (London: Longman Publishing Group, 2002), p. 580

made the students feel bored. Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary. As Michael J. Wallace said "...if he is conscientious he will then attempt to memorize the target word and its translation, usually simply repeating it over and over again. This obviously a some what and inefficient technique of learning vocabulary".¹²

The teacher should be able to find a good technique how to teach vocabulary to the students. There are so many technique in teaching vocabulary, one of them is game. In this case, the writer tries to overcome the problems in teaching and learning vocabulary by using games. Hopefully this way will be able to enrich students' motivation in learning new vocabulary. Games can be used to make the lesson more interesting beacause students are active in learning process. Mariah stated in her book that game can help create a context in which children attention is focused on the completion of a task without necessarily realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to.¹³

Games like any other activities or tools can be over exploited when used to much so that the motivating element disappears rapidly. If, however the teachers chooses the game carefully, keeping in mine the interests and needs of the learners, games can provide a valuable learning experience in which the children practice and revise language in meaningful way.

¹² Michael J. Wallace, *Teaching Vocabulary*, English Language Book Society (London: Heinemann Education Book, 1987), p.61

¹³ Maria Toth, *Children's Games, a Teacher Resource Book of Game for Young Learners of English*, (MacMillan: Heinemann English Language Teaching, 1995), p.6

According to Rixon, Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it.¹⁴ Moreover, Syaeful continues, Vocabulary games provide a good chance for students to learn something from one another.¹⁵ Research reveals that games seem to provide young learners with the element of fun and enjoyment which is important for learning. However, not a lot of teachers consider games worthwhile, and only worry about finishing the curriculum.

In other word, According to Nowak stated that games is played among students in the classroom to get better result in teaching and learning process.¹⁶ According to Harmer, games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved. Therefore, when playing a game they will concentrate and will try to recall words learn in order to play the game.¹⁷

Games also help the teacher to create contexts in which the language is useful and meaningful. Every lesson is unique and is made up of different stages. Lessons can focus on vocabulary, grammar, reading or writing. They may contain listening and speaking activities and concentrate on introducing new language items or on revision. The actual content of any

¹⁴ Rixon Shelagh, *How to Use Games in Language Teaching*. (London: Modern English Publications, 1992), p.88

¹⁵ M. Syaeful Rizki U, Dwi Rukmini, Djoko Sutopo, The use of Pictures Game to Improve Students Motivations in Learning Vocabulary, *English Education Journal*, Vol. 3, No. 2 (2013), p. 131

¹⁶ Nowak, A. Martin, et al. More Spatial Games. *International Journal of Bifurcation and Chaos*, Vol. 4, No.1 (1994), pp. 33-56

¹⁷ Jeremy Harmer. *The Practice of English Language Teaching*. (Essex: Longman Group UK Limited, 1993), p.

lesson will depend on what the teacher aims to achieve during the lesson, the students and the teaching situation. However there are some ideas that can be considered for every lesson. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster. As teachers, it is important then to provide students with lessons that are not only well-structured but which are also interesting and enjoyable.

There are many games which can be used to teach Vocabulary. Such as miming game, making match game, whispering game, etc. In this case, the researcher chooses miming game as a technique in teaching Vocabulary based on some consideration. First, games are fun and interesting. Learners are usually like playing them. Through games, learners are able to explore some new ways in learning the material. Second, through game, e.g. miming game, the students will be enthusiastic to the material taught related to Vocabulary. When they are performing the miming game with their friends, they do not realize that they are learning. In addition, in this game, the students learn them Vocabulary by acting certain verb, so that they can understand and memorize related the topic.

Richard-Amato states that the most important function of implementing guessing games in teaching is to give practice in communication.¹⁸ While, Peggy stated mime requires a person to use body language, facial expressions, and gestures to convey meaning.¹⁹ In other word, Pinter stated one of the more interesting guessing games is miming game, where one child comes forward after the teacher secretly gives them a

¹⁸ Richard Amato, P.A, *Making it Happen*. (New York: Pearson Education, 2007).

¹⁹ Peggy Pek Tao Tuan, Using Mime in the Language Classroom, *TESL Reporter Journal*. Vol. 41 (1), 2008, P. 56-66.

word, phrase or sentence and mimes an activity and his group or the whole class try to guess what he really means.²⁰ According to Jef Lambdin, mime uses the creative instrument everyone has: our body. We all can use our bodies to express our ideas and feelings, including those of us who don't speak English well, or who have trouble in speaking.²¹

Using Miming game may appropriately with context/circumstance and object of learners is much benefit in teaching English for children. They can study English indoor or outdoor. The students have a lot of opportunities to play with their friends while they are on the process of learning. The teaching learning process becomes more interesting for children. They can play in the corners at least one hour, so they can enjoy learning English.

Based on pre-observation done at students of 5th grade of SD Negeri 74 Bengkulu, on March 10th, 2016, the researcher found some problems in teaching English vocabulary. They are: First, Student is lack of vocabulary, some of them even does not know the meaning of the simple word such as “Thanks, Yes, No”. Second, Student is fear of speaking English, it is difficult for students to pronounce English word, for example, they pronounce [no] instead of [nao] for the word “now”. Third, Student is difficult to remember vocabulary, the teacher uses conventional way to teach vocabulary in which students are supposed to memorize a set of vocabularies as it is with less teaching media. Fourth, Students dont have interest in vocabulary learning, because the teacher does not provide

²⁰ Annamaria Pinter, *Teaching Young Language Learners* (Oxford: Oxford Univ. Press, 2006)

²¹ Jef, *Study Guide For a Mime Residency*, pp. 1-6

attractive teaching aid. As a result, many students do not concentrate on the lesson. Fifth, The class activities depend on the textbook, whereas all students are yet to have the book so that the lesson does not run effectively and often makes both students and teacher get bored with the lesson. Furthermore the student's vocabulary score is still low. It is about 50.00. Therefore, this study was conducted to investigate the effect of miming game technique toward students' vocabulary mastery at fifth grade of SD Negeri 74 Bengkulu.

B. Identification of Problems

Based on the background above the researcher conclude that identification of the problems were (1) Students were lack of vocabulary (2) Students were fear of speaking english, (3) Students were difficult to remember vocabulary, (4) Students dont have interest in vocabulary learning, (5) The class activities depended on the textbook.

C. Limitation of Problem

Based on background above, the researcher tended to choose teachers' technique in classroom toward the students' vocabulary skill. So the teacher needed to apply an appropriate technique in teaching vocabulary in assisting the students to figure this problem.

D. Research Question

Based on the background of the problem above, the statement of the problem was formulated as follow: Is there any significant difference on students vocabulary mastery between students who were taught using miming game and that of those who were not?

E. Objectives of the Study

In accordance with the statement of the problem above, the objective of the study was formulated as follow: To measure the effectiveness of miming game at 5th grade students of SD Negeri 74 Bengkulu.

F. Significant of the research

This research is expected to solve the teachers' problem in teaching vocabulary using game. This research can as an alternative teaching vocabulary game to improve student's vocabulary ability. It is useful for the teacher to create a good teaching and learning atmosphere. The result of this research is expected to benefits for:

1. This research is expected to solve the student's problem in vocabulary and they can be interested to study through using miming game.
2. The researcher, as a candidate of English teacher, can teach English better than before.

3. The result of this research hopefully will give contribution to teacher can improving the student's vocabulary ability. And also teacher's can apply miming game in vocabulary.

G. Definition of key terms

1) Vocabulary

Neuman & Dwyer Stated that Vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).²²

2) Miming Game

Richard-Amato stated a Miming game is one of the guessing games besides guessing gesture and guessing sentences. The most important function of implementing guessing games in teaching is to give practice in communication.²³ According to Peggy, Mime requires a person to use body language, facial expressions, and gestures to convey meaning.²⁴

²² Susan B. Neuman & Julie Dwyer, Missing in Action: Vocabulary Intruction in Pre-K. *International Journal of Reading Association*, Vol. 62. No. 5 (2009), p.385

²³ Richard-Amato, P.A, *Making it Happen*. (New York: Pearson Education, 2007).

²⁴ Peggy Pek Tao Tuan, Using Mime in the Language Classroom, *TESL Reporter*. Vol. 41 (1), 2008, P. 56-66

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

1. Definitions of Vocabulary

Vocabulary is set of words in English that used to express people ideas, feeling and information to the others. According to Neuman and Dawyer, vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).²⁵ While according to Linse vocabulary is the collection of words that an individual knows.²⁶

Besides those definitions, some other definitions were proposed by some experts. Grambs stated that vocabulary is a list of words usually defined and alphabetized as in a dictionary or specialized glossary; complete word stock of a language; sum corpus of words used in a sub language or by a group, class or individual, scope of diction, command of words or range of expression.²⁷ According to Richards and Renandya, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.²⁸ In addition, Richards and Schmidt state that vocabulary is a set of lexeme, including single words, compound

²⁵ Susan B. Neuman & Julie Dwyer, Missing in Action: Vocabulary Intruction in Pre-K. *International Journal of Reading Association*, Vol. 62. No. 5 (2009), p.385

²⁶ Caroline Linse T. *Practical English Language Teaching : Young Learners*. (New York: McGraw Hill, 2006). P.121

²⁷ David Grambs, *Words about Words*, (US: McGraw Hill Book Company, 1984), p. 733

²⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 255

words, and idioms.²⁹ Furthermore, regarding to vocabulary term, Penny Ur stated that vocabulary can be defined, roughly, as the words we teach in the foreign language.³⁰ Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference form to know the meaning of words when listening, speaking, reading and writing, Vocabulary plays a significant role in supporting the mastery of language skills namely listening, reading, writing and speaking. In listening skill, by having many vocabulary they can hear and understand all the words in oral communication easily. In speaking skill, they can cover all the words that they use in oral communication. In reading skill, they can understand all the words in written material. And in writing skill, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language production that belongs to productive skills while listening and reading involve receiving the message and they are belong to the receptive skills.

²⁹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.), (London: Longman Publishing Group, 2002), p. 580

³⁰ Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University, 1996), p. 60

2. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Each language has its own vocabulary so that knowing some amount of vocabulary will make the students easier to understand the meaning of language, and English has as well. Mastering English vocabulary therefore is much needed to learn more about English. Vocabulary mastery is needed to express our ideas and to be able to understand other people saying.

Based on *Merriam-Webster Dictionary*, mastery is (1) the authority of a master: dominion; (2) the upper hand in a contest or competition: superiority, ascendancy; (3) possession or display of great skill or technique; (4) skill or knowledge that makes one master of a subject: command.³¹ While Thomas et al defines mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.³²

Hatch and Brown in Mofareh Alqahtani, stated that the specificity of any individual's vocabulary knowledge depends on the person and their motivation, desires, and need for the words.³³ In brief, vocabulary mastery can be defined as a number of vocabulary (words) that owned by a language user in a language which contains

³¹ Merriam-Webster Dictionary, *Full Definition of Mastery*, retrieved at February 22nd, 2016 from <http://www.merriam-webster.com/dictionary/Mastery>

³² Thomas R. Guskey and Eric M. Anderman, Getting Students to Mastery. *Journal of Educational Leadership (EL)*, Vol. 71. No. 4 (2013), p. 2

³³ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol. 3. No. 3 (2015), p. 26

information about its meaning, form, and usage in the context of communication. It is a very basic knowledge that learners should master first before mastering English overall. It is because vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.³⁴

From the definition above, it can be concluded that vocabulary mastery is the competency to comprehend and apply numerous words learnt by learners of a language. Vocabulary and mastery are parts of set in learning vocabulary, mastery is clearly shown by learners' ability in expressing vocabulary that known with understanding. It is also shown by their ability of making sentences using vocabulary. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life. Vocabulary mastery plays an important role in the four language skill and it has to be considered that vocabulary mastery is one of the needed components of language.

3. Kinds of vocabulary

Laufer and Goldstein divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.³⁵

³⁴ Nunik Rahmawati, *Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri 1 Borobudur in the Academic Year of 2011/2012*, (Thesis Universitas Negeri Yogyakarta, Yogyakarta, Indonesia, 2012), p. 14

³⁵ Batia Loufer and Zahava Goldstein, Testing vocabulary knowledge: size, strength and computer adaptiveness. *Language Learning Journal*, Vol. 54. No. 3 (2004), p. 404

a) Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b) Productive Vocabulary (Active Vocabulary)

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

Meanwhile, Farris claimed that there are four types of vocabulary; listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.³⁶

a) Listening vocabulary

Listening vocabulary is the first type of vocabulary a young child acquires. It will become the largest of his vocabularies; made up words he hears and understand but might not actually use in his every day speech or his writing.

³⁶ Pamela J. Farris, Carol J. Fuhler, Maria P. Walther, *Teaching Reading: A Balance Approach for Today's Classroom*, (New York: McGraw Hill, 2004), p. 381

b) Speaking vocabulary

Speaking vocabulary is the words learned initially by imitating the modeling done by family members and other adult in the child's life.

c) Reading vocabulary

Reading vocabulary is the words which need to be known and understand by the people who read the text.

d) Writing vocabulary

Writing vocabulary is the words learned primarily in school where the children are exposed to an increasing variety of words.

In other word, Harmer also defines two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.³⁷

Different to those classifications, Hutton stated that vocabulary is divided into three tiers, namely Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related.³⁸

³⁷ Jeremy Harmer, *The Practice of English Language Teaching* (4th ed.). Pearson Longman, (1985).

³⁸ Thaashida L. Hutton, Three Tiers of Vocabulary and Education, *Super Duper® Handy Handouts!*®, No. 182, 2008, pp. 1-2

a. Tier 1—Basic Vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: *book, girl, sad, run, dog, and orange*. There are about 8,000 word families in English included in tier one.

b. Tier 2—High Frequency/Multiple Meaning Vocabulary

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words: (1) Important for reading comprehension; (2) Contain multiple meanings; (3) Used across a variety of environments; (4) Characteristic of mature language users; (5) Increased descriptive vocabulary (words that allow students to describe concepts in (generalization) a detailed manner)

Tier two words are the most important words for direct instruction because they are good indicators of a student's progress through school. Examples of tier two words are: *masterpiece, fortunate, industrious, measure, and benevolent*. There are about 7,000 word families in English (or 700 per year) in tier two.

c. Tier 3—Low-Frequency, Context-Specific Vocabulary

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning *amino acid* during a chemistry lesson. Examples of tier three words are: *economics*, *isotope*, *asphalt*, *revolutionary*, *war*, and *crepe*. The remaining 400,000 words in English fall in this tier.

Regarding to the classifications of vocabulary proposed by the experts above, based on the researcher observation at SD Negeri 74 Kota Bengkulu, types of vocabulary used in this school are the types as revealed by Read, namely the function words and the content words and what Hutton said; Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related. These kinds of vocabulary are included in English subject, particularly in the fifth grade. For instance, the use of noun; the name of day and month, hobby, vegetable, thing in the classroom material. In other words, both experts' classifications of vocabulary are suitable to the teaching and learning process in this school and included in the curriculum used in SD Negeri 74 Kota Bengkulu.

B. Teaching Vocabulary

Pan and Runjiang stated vocabulary teaching is a process, but its aims are clear: not only make college students memorize words as much as

possible, but also make them master their skills of vocabulary memorizing and train their ability of guessing words' meaning from contexts.³⁹ Vocabulary is the most important element in learning well a foreign language. According to Murcia, vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.⁴⁰ In addition, Hornby states that teaching is defined as giving instruction to somebody's knowledge, skill, etc.⁴¹

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare their self with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of

³⁹ Qi pan and Runjiang Xu, Vocabulary Teaching in English Language Teaching, *Theory and Practice in Language Studies Journal*, Vol. 1, No. 11 (2011), p. 1586

⁴⁰ Marianne Celce-Murcia, *Teaching English as A Second or Foreign Language* (3rd ed.), (Boston: Heinle&Heinle Publishers, 2001), p. 285

⁴¹ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 1995), p. 125

his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Regarding to those explanations, it can be seen that teaching vocabulary is an activity where the teacher transfers knowledge about vocabulary and how to use it in daily life to students.

1. Problem in Teaching Vocabulary

In learning vocabulary, students might get some difficulties. According to Thornbury, Some factors that often cause this problem are:⁴²

a) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers.

b) Spelling

Words that contain silent letters are particularly problematic, such as *foreign*, *listen*, *climbing*, *honest*, etc.

c) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be

⁴² Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), pp. 27-28.

short in English, and therefore the learner is likely to meet them more often, a factor favoring their learn ability.

d) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

e) Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: You *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

f) Range, connotation and idiomatic

Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range.

Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students will also learn about other aspects of word such as usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

2. Technique in Teaching Vocabulary

The following techniques are the most common techniques which are adopted by Sudanese teachers of English as a foreign language. They are as follows:⁴³

a. Translation

One of the most common techniques is translation, that is to translate the word in question into a learner's native language. Nation stated that the value of translation depends on how and when we use it. Translation into the mother tongue presents the same processes as translation into a picture, a description in English.⁴⁴ But Harmer thinks that it seems silly not to translate if by doing so a lot of time can be saved. If the student does not understand a word and the teachers cannot think how to explain it, he can quickly translate it.⁴⁵

b. Giving Examples

Giving examples is another way (technique) of showing the meaning of a new word, these examples should contain the meant lexical item. According to Mc Carthy, stated that new vocabulary knowledge is most efficiently absorbed when it is assimilated to the already known words by using it in a context, complex explanation of a vocabulary item will lead to a narrow

⁴³ Tariq Elyas & Ibrahim Alfaqih, Teaching Vocabulary: The Relationship between Techniques of Teaching and Strategies of Learning New Vocabulary Items. *English Language Teaching*, Vol 7. No. 10. (2014), p. 44-46

⁴⁴ I. S. P Nation, *Teaching and Learning Vocabulary*. (New York: Newbury House, 1990). p.52

⁴⁵ Jeremy Harmer, *The Practice of English Language Teaching* (4th ed.). (UK: Pearson Longman, 1985). p.86

scale understanding, for the case that a meaning can be shown with very simple sentences.⁴⁶ The example sentences used to explain meaning should obviously teach the meaning of the new word. Showing meaning of words via context is very fruitful specially when the word in question is from the list-of abstract lexis like, hate, hesitate, think and possible.

c. Realia

It is obvious that a new item can be taught by presenting the real object in question into the classroom, a process which is called using “realia” by which teachers mean the real object. Although a type of this teaching technique will enable teacher to teach a quite limited set of vocabulary. For example an object, this can easily be brought into the classroom, such as: pen, cup, book, hand, desk, ruler, etc. But it is one of the most beneficial techniques.

d. Concept

According to Carroll, there are several conditions, which help the establishment of concept Firstly, they should be positive examples of the concept, secondly, there should be negative examples.⁴⁷ That is to say the learners are shown things that are not (bodies). They are told that these are not (bodies),

⁴⁶ Michael Mc Carthy, *Vocabulary Language Teaching: A Scheme for Teacher Education*. (Oxford: OUP, 1990). p.108

⁴⁷ John B. Carroll, J. B. Words, Meanings, & Concepts. *Harvard Educational Review*, 334, 1964, pp.178-202.

thirdly, these positive and negative examples need to be arranged in the best way of learning.

e. Description and Definition

Providing definitions or descriptions of new words is also a way of teaching meaning. Bright states that the ability to produce short, clear relevant definitions of words is important to the teacher. The teacher thinks about the feature that he should capture and what contrast to make.⁴⁸

Based on Nation to define a word is to show or explain its meaning.⁴⁹ An adequate definition of a word shows its meaning as distinct from the meaning of others words and nothing but its meaning. In other words it aims to the characteristics which belong to this concept as distinct from others, it makes the boundaries of a concept as clear by given some indications of the range of situation to which the symbol can refer.

f. Pictures

Pictures can be used to teach the meaning of new vocabulary items. By pictures we mean photos, blackboard drawing, wall pictures, chart and flash card. If the teacher is intended to teach words like vegetables, clothes and markets the use of pictures will be very important because it will be very

⁴⁸ Bright, J. A., & McGregor, G. P, *Teaching English as a Second Language*. (Longman Group, 1970) p.40

⁴⁹ I. S. P, Nation, *Teaching and Learning Vocabulary*. (New York: Newbury House, 1990) p.65

difficult and time-consuming to explain them. According to Harmer Pictures can also be used to create a situation or context. In this situation teachers can use e.g. a city map, school map and then try to introduce the item in question.⁵⁰

Besides those definitions, some other techniques were proposed by some experts. According to Brewster, Ellis, and Girard in Mofareh, Here are some techniques of teaching vocabulary:⁵¹

a. Using Objects

Real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

⁵⁰ Jeremy Harmer, *The Practice of English Language Teaching* (4th ed.). (Pearson Longman, 1985), p. 85

⁵¹ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol. 3. No. 3 (2015), p. 26

c. Miming (Mime and Gesture)

Klippel in Mofareh implies that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication.⁵² At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" ," happy"; mime and taking a hat off your head to teach hat and so on.

Sime; Hauge said that the teachers tend to gesture a lot especially when addressing young learners and/or beginners.⁵³ It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic. Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolise something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. Tellier mentions that this teaching strategy is thus relevant for comprehension.⁵⁴

⁵² Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol. 3. No. 3 (2015), p. 26

⁵³ Ibid., P. 26

⁵⁴ Ibid., P. 26

d. Guessing from Context

Nation and Coady claim that there are two types of contexts.⁵⁵ The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read.

Based on some technique in teaching vocabulary above, the researcher choose Miming Game as a technique in teaching vocabulary at the 5th grade students at SD Negeri 74 Bengkulu based on some consideration, First, games are fun and interesting. Learners are usually like playing them. Through games, learners are able to explore some new ways in learning the material. Second, through game, the students will be enthusiastic to the material taught related to Vocabulary.

This statements supported by Mariah, she stated in her book that game can help create a context in which children attention is focused on the completion of a task without necessarily realizing that language items are being practiced.⁵⁶

⁵⁵ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, Vol. 3. No. 3 (2015), p. 29

⁵⁶ Maria Toth, *Children's Games, a Teacher Resource Book of Game for Young Learners of English*, (MacMillan: Heinemann English Language Teaching, 1995), p.6

C. Concept of Game

1. Definitions of Game

Games is a procces of learning something with a fun way. Playing is the effective method for children. Through playing they meet with their environment, understand many principles of how things work and it is easy for them to remember something which is connected with pleasure, fun or amusement to increase the vocabulary we need media to be used. According to Hornby the definition of game is an activity that you do to have some fun.⁵⁷ While, Jill Hadfield defined games as an activity with rules, a goal and an element of fun.⁵⁸ More over, Deesri in carla added that games involve many factors: rules, competition, relaxation, and learning, in particular. Here we know that a game is not a chaos-maker if we can apply and conduct it straight as its rules. Researchers have come up with different descriptions about the nature of games. According to Rixon, games are a way to play governed by rules.⁵⁹ According Haycraft stated that games are an agreeable way of getting a class to use its initiative in English.⁶⁰

The Primary Education curriculum (2006) claims that games should be a fundamental part of primary school education because

⁵⁷ Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford: University Press, 1995), p.486

⁵⁸ Jill Hadfield, An Collection of Games and Activities for Low to Mid-Intermediate students of English. *Intermediate Communication Games*. (Hong Kong: Thomus and Nelson and Nelson and Sons Ltd: 1990), p.1

⁵⁹ Rixon Shelagh, How to use games in language teaching. (Hong Kong: Modern English, 1991), p. 281

⁶⁰ John Haycraft, An introduction to English language teaching. (Harlow: Longman, 1978), p.94

they are motivating and they provide a context for language learning and they are a source of natural activities that make learning meaningful. As Wright, Betteridge and Buckby stated games encourage learners to direct their energy towards language learning by providing them with a meaningful context.⁶¹ So, learning English Vocabulary through game is one effective and interesting way that can be applied in any classroom.

2. Characteristics of Language Game

According to Bradley, Games have some characteristics that are advantageous to language learners as follows:⁶²

First, games engage all students in the learning process. When students play games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team-building skills. Some classroom games focus on individuals working to win against all other peers in the class. This type of game works well with students who are highly motivated and competitive.

Second, games provide an opportunity for collaboration and/or cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal-winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative

⁶¹ Andrew Wright, Betteridge, D., & Buckby, M. Games for language learning. (Cambridge: Cambridge University Press, 2006), p.65

⁶² Linda Bradley. 2002. Berner Lindstrom and Hans Rystedt, *Rationalities of collaboration for language learning in a wiki*, *ReCALL*, Vol. 22, No.2, pp.247-265.

skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal.

Third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating students. Research indicates that classroom games are effective strategies that facilitate learning.

Finally, games help engage all students, provide an opportunity for collaboration and/or cooperation, and provide an enjoyable learning experience.

3. Advantages of Using Game

The use of games in the classroom has many advantages. Carrier mentions some of them:⁶³

First, Games give a variety of tools to facilitate the teaching-learning process, in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.

Second, Games are flexible, it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.

Third, Games make the lesson less monotonous, as they provide

⁶³ Michael Carrier & The Centre for British Teachers (1980). *Take 5. Games and Activities for the Language Learner*. (2d. ed.). London: Nelson.

a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.

Fourth, Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.

Fifth, Games make students produce language subconsciously. This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.

Sixth, Games stimulate students' participation and give them confidence. This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfill the goals of the class, indeed.

Seventh, Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class. In other words, games reduce the domination of the classroom done by the teacher. Ergo, there is not too much teacher talking time any more, only the necessary to model and moderate the activity. The teacher mainly observes students while they carry out the activity rather than

exposing, explaining and correcting.

And the last, Games can also serve as a testing mechanism. Because, they expose the students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as formal evaluation.

4. Miming Game

A. Definition of Miming Game

Miming game is using bodies to convey the meaning of an action or an expression which the other have to guess. According to Peggy, Mime requires a person to use body language, facial expressions, and gestures to convey meaning.⁶⁴ According to Jef Lambdin, Mime uses the creative instrument everyone has: our body. We all can use our bodies to express our ideas and feelings, including those of us who don't speak English well, or who have trouble in speaking.⁶⁵

Miming game is not a difficult game. Perhaps the game is not new again for students of elementary school. The game is very good for mastery vocabulary, because the students will mention about what

⁶⁴ Peggy Pek Tao Tuan, Using Mime in the Language Classroom, *TESL Reporter*. Vol. 41, No.1, 2008, P. 56-66.

⁶⁵ Jef, *Study Guide For a Mime Residency*, pp. 1-6

is their friend do, it means they can match the words with the works. They can play the game with group or individual.

B. Procedures of Miming Game

According to Peggy, Miming game activities can be successfully incorporated into a variety of language lessons as the examples below illustrate.⁶⁶

Activity 1: Using Mime to Show Sentence Meaning

Example of sentence to be mimed: *I was walking along the road when a mad dog bit my leg.*

1. A student writes these words on the board: . . . *the road* . . .
bit . . .
2. He acts out the first action of walking.
3. A partner acts out the second action of the dog bite.
4. The class guesses what the complete sentence is.
5. Another pair of students takes a turn at miming a sentence.

This activity can be varied by having one student, rather than a pair, try to act out the sentence. In a large class, students can work with the sentences in smaller groups so that more are likely to be actively engaged at one time than if the whole class is observing only one or two people. Other sentences that work well with this activity include the following:

- I was reading a book when the telephone rang.

⁶⁶ Peggy Pek Tao Tuan, Using Mime in the Language Classroom, *TESL Reporter*. Vol. 41, No.1, 2008, P. 56-66.

- I was sewing when a mosquito bit me.
- I was cooking when my bowl fell on the floor.

Activity 2: Using Mime to Describe Objects and Their Use

1. A student stands in front of the class and holds an imaginary telephone.
2. Without speaking, she mimes using the telephone to chat with someone.
3. The rest of the class, or a pair of students working together, names the imaginary object, describes it, and explains its function in five sentences.
4. New students take turns acting and describing.

Example student answer:

It is a telephone. It is used for communication. It is found in most homes and offices. We use the telephone to call our friends. It is fun to chat with friends and relatives. Other objects that work well for this activity include a basket, shoes, scissors, spectacles, a tennis racket, a book, a ring, a toothbrush, and a ball. The possibilities are endless.

Activity 3: Using Mime to Tell a Story

1. Students are divided into groups.
2. In each group, one student is the narrator. He reads or tells the story.

3. The other students listen carefully and mime what is happening.

An example story that works well with groups of three:

One morning John woke up, stretched, and took a shower. He turned on the tap but the water was too hot. Ouch! The water burned his shoulder. Then he wiped himself dry, put on his clothes, and combed his hair. He cooked eggs for breakfast. He put some salt and pepper on his eggs and ate his breakfast hungrily. Next he put on his shoes and went to his car. It was a very hot day, so he was perspiring. He drove to the library and read a few books. After that, he went to visit his friend. He knocked on the door. His friend was happy to see him. They drove to the discotheque. They had drinks and danced. They enjoyed themselves thoroughly. This activity can also be done without the narrator. Students write key words and phrases on the board or on cue cards and then mime their story. The audience or class uses the cue words to tell the story. Some additional storylines that work well include a robbery, a drowning incident, a love story, and a visit to the doctor or dentist.

Activity 4: Using Mime to Explain a Procedure

1. Make groups of three or four.
2. Depending upon the proficiency level of the students, give them, or have them create, a topic and steps to describe a familiar process such as how to bake a butter cake, how to check a book out of the library, or how to check into a hotel.

3. Students work together to determine the key words and phrases that their audience will need. For example: For the cake baking procedure, they may choose *bowl, grams, sugar, butter, flour, eggs, mix*, and so forth.
4. They decide on roles and practice their mime.
5. The groups take turns presenting their mimes.
6. They begin by writing their key words on the board.
7. Then, they act out the process.
8. The rest of the class tries to describe the process.

D. Previous Studies

There were some researchers that had done their research in investigating the use of miming game in teaching vocabulary. The first was thesis entitled “*The Use of Miming Game in Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade Students in SMPN 36 Bandung Academic Year (2014/2015))*”. This thesis was written by Annisa Nurul Fadillah from Univesity Pasuruan Bandung 2015. The subject of this research was seventh grade students of SMPN 36 Bandung. The findings in this study clearly found that the use of miming game is significantly improved the students’ vocabulary.⁶⁷

The second was thesis entitled “*The Effectiveness of Using Miming and Binggo Games as Media towards the Students Vocabulary Mastery (A Quasy Experiment at Six Grade Students of SDN 04 Riau in Academic*

⁶⁷ Annisa Fadillah, *The Use of Miming Game in Improving Students’ Vocabulary*, (Thesis Universitas Pasuruan, Bandung: 2015), p.1

Year (2012/2013)”. This thesis was written by Triono. The subject of this research was sixth grade students of SDN 04 Riau. The result of the research showed that taching vocabulary using miming and binggo game gave any effect to improve student’s ability in mastering vocabulary.⁶⁸

The third was thesis entiled “*The Effectiveness of Using Miming Game in Teaching the Present Continuous Tense (An Experimental Research with the Eighth Grade Students of MTs N 01 Semarang in the Academic Year of 2014/2015)*”. This thesis was written by Pupun Fuadah. The result of this research was using miming game could improve students achievment in understanding present continous tense.⁶⁹

F. Hypothesis

1. H_o (Null Hypothesis): There is no significant difference of students’ vocabulary mastery between students taught with miming game and students’ taught with conventional ways.
2. H_a (Alternative Hypothesis): There is significant difference of students’ vocabulary mastery between students taught with miming game and students’ taught with conventional ways.

⁶⁸ Triono, *The Effectiveness of Using Miming and Binggo Games as Media towards the Students Vocabulary Mastery*, (Thesis Sekolah Tinggi Agama Islam Al-Kautsar, Bengkalis: 2013), p.1

⁶⁹ Pupun Fudah, *The Effectiveness of Using Miming Game in Teaching the Present Continuous Tense*, (Thesis State Islamic Syarif Hidayatullah University, Jakarta: 2010), p.1

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design plays an important role in a research because the quality of research greatly depends on the design. In this research, the researcher used the quantitative form approach to analyze the data. As Michael J Wallace said that Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.⁷⁰ Experimental research is one of the most powerful research methodologies that researchers can use.

According Campbell & Stanley said Experiment in the context of scientific research is defined as research in which variables are manipulated and their effects upon other variables observed.⁷¹ Additionally, in numerous investigations, including those conducted in information systems research, randomization may not be feasible, leaving the researcher with pre-assigned group assignments.

Experimental research involves two groups: experimental group and control group. Referring to this research, the experimental and control group were consisting of fifth grade of SDN 74 Bengkulu. The experimental group received a new treatment by using miming game while the control group was taught conventionally. This research used pre-test and post-test to

⁷⁰ Michael J Wallace, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p. 38.

⁷¹ Donald T. Campbell, & Julian C. Stanley, *Experimental and quasi-experimental design for research*. (Holt, Rinehart & Winston, New York: Houghton Mifflin Company 1963). p.2

measure both groups changes in the period before and after receiving a treatment. According to David Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are ministered.⁷² This study used was in pre-test and post-test. The design of the experiment described as follows:

Experimental : 01 X 02

Control : 03 X 04

Table 3.1

Design of research

| Group | Pre-Test | Treatment | Post-test |
|--------------------|-----------------|------------------|------------------|
| Experimental Group | 0 ₁ | X | 0 ₂ |
| Control Group | 0 ₃ | Y | 0 ₄ |

Where:

E = experimental group

C = control group

0₁ = pre-test was given before teaching and learning process to experiment group

0₂ = post-test was given after teaching and learning process to experiment group

0₃ = pre-test was given before teaching and learning process to control group

⁷² David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

O_4 = post-test was given after teaching and learning process to control group

X = taught using *Miming Game*

Y = taught using conventional way

Based on the pattern above, the subjects of research was classified into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (O_1 and O_3). Then the treatment was symbolized as “Y” namely experimental group was taught using miming game. While the treatment was symbolized as “X” namely control group was taught using conventional way. Then, the results of post-test (O_2 and O_4) were computed statistically.

B. Population and Sample

1) Population

Definition of population is a group whom the researcher would like to generalize the result of the study. According to David Nunan, Population is all cases, situations or individuals who share one or more characteristic.⁷³ The population of the research was the fifth grade students SDN 74 Bengkulu in the academic year of 2015/2016 which consisted of four classes, namely:

⁷³ David Nunan, *Research Methods in Language Learning*, p. 231.

Table 3.2**The fifth grade students in SD Negeri 74 Kota Bengkulu**

| Class | Number of Students |
|--------------|---------------------------|
| V A | 31 |
| V B | 31 |
| V C | 30 |
| V D | 32 |

Based on data above, we can conclude that the total number of population is 124 students.

2) Sample

A sample is a group in research study on which information is obtained. The research was an experimental research, so the researcher needed to take two classes that would be an experiment class and control class as the sample from four classes of the population. The researcher used purposive sampling technique to determine the two classes.

According to Sugiono, Purposive sampling is sample determining technique through particular consideration.⁷⁴ It was done by taking the subject/sample which was not based on strata, random or area but it is based on the consideration of a certain purpose. The consideration that the researcher tried to complete in preliminary research was the sample that will be chosen had to be homogenous, so that the research would be a good and valid research. Because something that could be compared was something that had the similar characteristic.

⁷⁴ Sugiyono, *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 183

The researcher took two classes that had similar average ability and considered as homogeneous class. The following table is the students' average score of English subject in the first semester.

Table 3.3

The fifth grade students' average score for English subject

| Class | Score |
|-------|-------|
| V A | 73 |
| V B | 73 |
| V C | 70 |
| V D | 71 |

Based on data above, so sample for this research was class VA learning by using miming game and considered as experimental group. While students in class VB learning without using miming game and considered as control group.

C. Instrument of the Study

The instrument of this research was a vocabulary test. The test was divided into two, namely :

1. Pre-Test

To get the data needed for this research, this study used pre-test technique to know how the students' ability in mastering English, especially vocabulary.

2. Post-Test

Post-test used to measure each student's ability difference in English subject, especially vocabulary mastery after getting treatment; learning vocabulary using miming game and learning vocabulary without using miming game.

D. Technique in Collecting Data

1. Test

Test is use to asses and measured students' achievement; mainly the cognitive side related the students' mastery on learning as aim of education and teaching. Suharsimi Arikunto define test as "a set of questions or exercises also another instruments which is used to measure a skill, intelligence, ability, or aptitude from individual or group". Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. The researcher gave the test twice (pre-test and post-test) in both of experimental and control class. The researcher gave a test that consisted of multiple choice test.

a) Pre-Test

The teacher gave pre-test to experimental class and control class in same way before the teacher explained the material by using miming game (for experimental group). It was given before the treatment was run.

b) Post-Test

Post-test was given to experimental class and control class. The test was given in order to know students' understanding and score on vocabulary after they were taught by using miming game (experiment class) and without using miming game (control class). The score of students' achievement was calculated by using the following formula:

$$\text{Score} = \frac{\text{The Number of Right Answer}}{\text{The Number of Questions}} \times 100\%$$

2. Documentation

Besides data from result of the test, the documentation was needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc. The researcher used the documents related to the object of research such as students' name list, the number of students, and English subject schedule.

E. Data Analysis

Data analysis is the last step in the procedure of experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental class and the control class and also their differences.

1. Try Out Instruments

Try out test analysis means to get the validity, reliability, index of difficulty. The try out was given to VA students of SDN 82 Bengkulu. The answer sheets were collected in order to be scored after finishing the test. From 50 items test of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty as follows:

a) Validity

According to Jack R. Fraenkel, Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes.⁷⁵ It means that validity test is used to measure whether the obtained data of an instrument is valid or not.

In this research to measure vocabulary mastery validity through index of the difficulty, the researcher used *IBM SPSS Statistics 20*. From 50 items which were tried out, it was found not all the items were valid. Based on the result of try out data analysis with $df = (26-2) = 24$, $\alpha = 0,0,5$, and $r \text{ table} = 0,404$, the researcher found that there were 28 items which were valid, they were the items number 1, 2, 3, 5, 6, 8, 9, 11, 14, 15, 19, 23, 29, 30, 31, 32, 37, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, and 50. However, to make the students' test score calculation easier, the researcher only used

⁷⁵ Jack R. Fraenkel & Norman E. Wallen, *How to Design & Evaluate Research in Education* (7th ed), (New York: Mc Graw-Hill Higher Education, 2009), P. 147-148.

25 valid items as the instrument that was used to pre-test and post-test.

b) Reliability

According to Jack R. Fraenkel, Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to Validity is the most important idea to consider when preparing or selecting an instrument for use.⁷⁶

To find the reability of the instrument, the researcher used Cronbach's Alpha formula in IBM SPSS Statistics 20. After being analyzed, it was found that the reability f the instrument was 0,955. In other word, it could be judge that the vocabulary test used in in this research was reliable since the reliability coefficient of vocabulary test obtained was 0,404. The result of Cronbach's Alpha formula in examining the reability of the instrument can be seen in the table below:

Table 3.4

Reliability Statistics

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| ,904 | 50 |

⁷⁶ Jack R. Fraenkel & Norman E. Wallen, How to Design & Evaluate Reseach in Education (7th ed), (New York: Mc Graw-Hill Higher Education, 2009), P. 147-148.

Then, the coefficient of reliability is interpreted to correlation index. According to Arikunto correlation index can be seen in the table :⁷⁷

Table 3.5

Reliability Classification

| Range | Classification |
|---------------------------|----------------------------|
| $0.800 \leq r \leq 1.000$ | High |
| $0.600 \leq r \leq 0.800$ | Enough |
| $0.400 \leq r \leq 0.600$ | Low enough |
| $0.200 \leq r \leq 0.400$ | Low |
| $0.000 \leq r \leq 0.200$ | Very low (not correlated) |

Based on the table above, it can be stated that the realibility of the research instrument was in high classification since its coefficient was 0,904 which means it was higher than 0,800 and lower than 1.000.

c) Level of Difficulty Test

The Level of difficulty is a parameter to reveal whether the question is easy, middle, or difficult. Level of difficulty was counted with formula:

$$TK = \frac{\sum B}{N}$$

TK = Level of Difficulty

B = students that answer that question correctly

N = the number of tested students

⁷⁷ Suharimi Arikunto, *Prosedur Peneitian*, (Jakarta: Rineka Cipta, 2010), p. 213

The criteria to determine whether that question is good or not so that it must be revised can be seen from the following table.

Table 3.6
Level of Difficulty Criteria

| No | Level of Difficulty Range | Classification |
|----|---------------------------|----------------|
| 1 | $0.70 < TK \leq 1.00$ | Easy |
| 2 | $0.30 < TK \leq 0.70$ | Middle |
| 3 | $0.00 < TK \leq 0.30$ | Difficult |

The result of difficulty level can be seen in the appendix 1.

2. Normality Test

Normality test was used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test was analyzed by using Kolmogorov-Smirnov Test in SPSS 20.

3. Homogeneity Test

Homogeneity test was used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. It was meant to get the assumption that sample of research came from a same condition or homogenous. In other word, Homogeneity test is used to compare variance in a group of three categories data or more and its categories can be compared fairly if the categories are homogeneity. The homogeneity test was analyzed by using Two-Way Anova Test in SPSS 20.

4. T-Test

Test of the average was used to examine average whether experiment group and control group have been decided having different average. T-test is used to analyze the data of this research. A T-test would be the measure you would use to compare the mean scores of the two groups. The hypotheses are:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

μ_1 : average data of experiment group

μ_2 : average data of control group

If $t\text{-count} > t\text{-table}$ so H_0 is rejected and there is significant difference of average value from both of groups. Moreover, While if the $t\text{-count} < t\text{-table}$ so H_0 is accepted and there is no significant difference of average value from both of groups.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this part, the result of the research was presented. The researcher began this research from April 28th until May 28th 2016. The schedule of both experiment class and control class was on Tuesday and Friday. The researcher conducted one meeting for pre-test, eight meetings for treatment, and one meeting for post-test. The result was obtained based on students achievement in English vocabulary mastery at the fifth grade students of SDN 74 Bengkulu.

This section describes and analyzes the test before and after treatment. The pre test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before the treatment was conducted, and the post test was given at the end of the treatment.

1. The Description of Pre-Test Score and Post-Test Score in the Experiment Class

Graphically, the total score of students pre-test and post test in the experiment class can be seen on figure below.

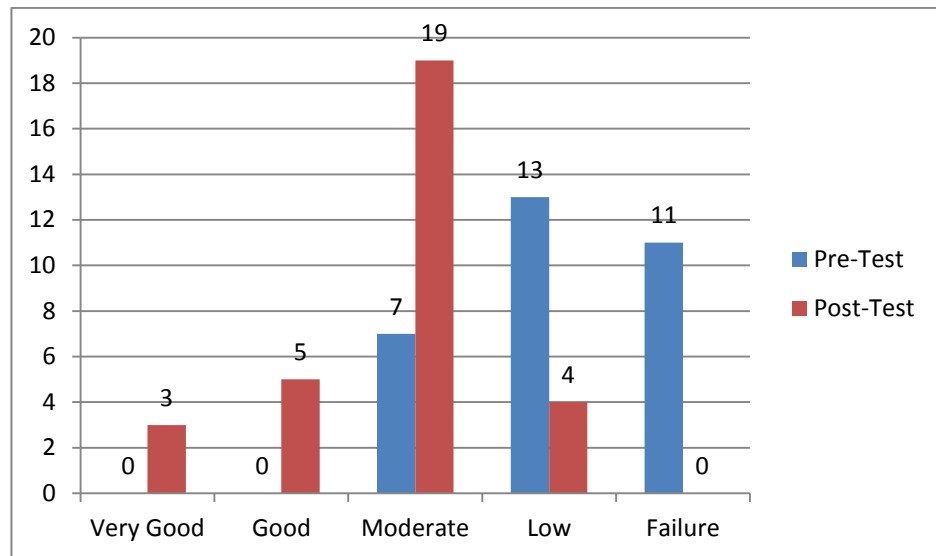


Figure 4.1 Students' Pre-Test and Post-Test Score in Experiment Class

Based on Figure 4.1, the post test score was higher than the pre test score. It means teaching English vocabulary by using Miming Game Technique could increase the students' English vocabulary score.

The distribution of pre-test and post-test scores in the experiment class can be seen on table below.

Table 4.1

Score Distribution in Experiment Class

| Score Interval | Category | Pre-Test | | Post-Test | |
|----------------|-----------|----------------------|----------------|----------------------|----------------|
| | | Frequency (Students) | Percentage (%) | Frequency (Students) | Percentage (%) |
| 90%-100% | Very Good | 0 | 0 | 3 | 9,7 |
| 80% - 89% | Good | 0 | 0 | 5 | 16,1 |
| 60% - 79% | Moderate | 7 | 22,6 | 19 | 61,3 |
| 40% - 59% | Low | 13 | 41,9 | 4 | 12,9 |
| 0% - 39% | Failure | 11 | 35,5 | 0 | 0 |

Based on Table 4.1 above, the result of Pre-Test in Experiment Class was: there was 0 (0%) student in very good qualification, 0 (0%) student in good qualification, 7 (22,6%) students were in moderate qualification, 13 (41,9%) students were in low qualification, and 11 (35,5%) students were in failure qualification. Meanwhile in Post-Test, there were 3 (9,7%) students in very good qualification, 5 (16,1%) students in good qualification, 19 (61,3%) students were in moderate qualification, 4 (12,9%) students were in low qualification, and 0 (0%) students' were in failure qualification.

2. The Description of Pre-Test Score and Post-Test Score in the Control Class

Graphically, the total score of students' pre test and post test in the control Group can be seen on figure below.

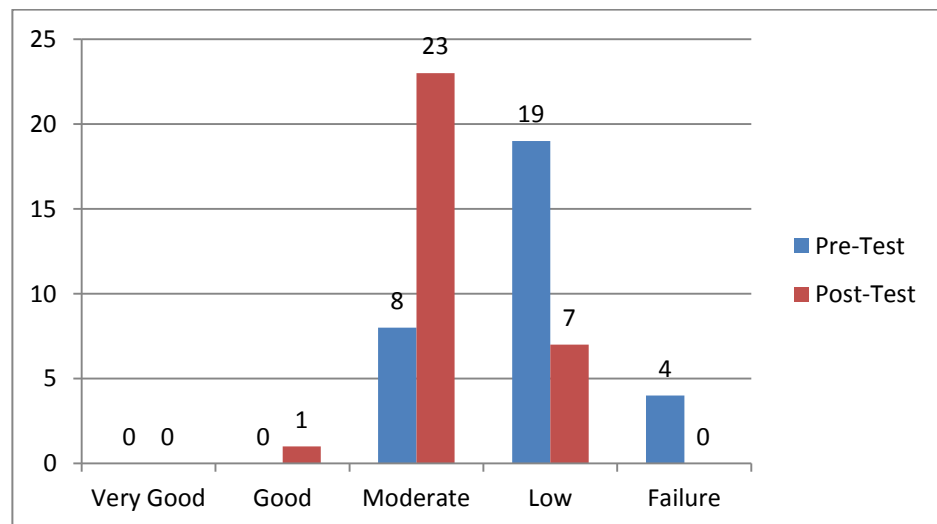


Figure 4.2 Students' Pre-Test and Post-Test Score in Control Class

Based on Figure 4.2, it was showed that the post test scores and the pre test scores were relatively the same. It means the scores of students' English vocabulary increase gradually.

The distribution of pre test and post test scores in control group can be seen in table below.

Table 4.2
Score Distribution in Control Class

| Score Interval | Category | Pre-Test | | Post-Test | |
|----------------|-----------|----------------------|----------------|----------------------|----------------|
| | | Frequency (Students) | Percentage (%) | Frequency (Students) | Percentage (%) |
| 90%-100% | Very Good | 0 | 0 | 0 | 0 |
| 80% - 89% | Good | 0 | 0 | 1 | 3,2 |
| 60% - 79% | Moderate | 8 | 25,0 | 23 | 74,2 |
| 40% - 59% | Low | 19 | 59,4 | 7 | 22,6 |
| 0% - 39% | Failure | 4 | 12,5 | 0 | 0 |

Based on Table 4.2 above, the result of Pre-Test in Control Class was: there was 0 (0%) student in very good qualification, 0 (0%) student in good qualification, 8 (25,0%) students were in moderate qualification, 19 (59,4%) students were in low qualification, and 4 (12,5%) students' were in failure qualification. Meanwhile in Post-Test, there were 0 (0%) student in very good qualification, 1 (3,2%) student in good qualification, 23 (74,2%) students were in moderate qualification, 7 (22,6%) students were in low qualification, and 0 (0%) student were in failure qualification.

3. The Analysis of Pre-Test and Post-Test

This section was aimed at analyzing the pre-test and post-test result, the score of both of class was compared to know whether any significant difference or not. It can be seen on the table below.

Table 4.3

The Analysis of Pre-Test and Post-Test

| Group | Mean Score | | Improving |
|------------|------------|-----------|-----------|
| | Pre-Test | Post-Test | |
| Experiment | 44,65 | 71,74 | 27,09 |
| Control | 49,55 | 63,35 | 13,8 |

In pre-test, the average scores between the experiment class and control class were compared. The result showed that in experiment class which was taught by using miming game increasing was higher than control class which was taught without miming game. It can be seen from the mean score of post-test in experiment class which was 71,74 while in the control class which was only 63,35. The improving of mean score in experiment class was 27,09 points and in control class was only 13,8 points.

4. Normality Test

Before being analyzed, the normality of the data should be measured.

a. The result of Normality Data Test of Pre-Test Score

The result of normality data test for pre-test score in experiment class can be seen in the table below.

Table 4.4**Normality Test of Pre-Test Score in Experiment Class****One-Sample Kolmogorov-Smirnov Test**

| | | Experiment |
|----------------------------------|-----------|------------|
| N | | 31 |
| Normal Parameters ^{a,b} | Mean | 44,65 |
| | Std. | 14,202 |
| | Deviation | |
| Most Extreme Differences | Absolute | ,104 |
| | Positive | ,104 |
| | Negative | -,095 |
| Kolmogorov-Smirnov Z | | ,577 |
| Asymp. Sig. (2-tailed) | | ,893 |

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen the significance value of experiment class pre-test score is 0,577. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score in the experiment class can be seen in the figure below.

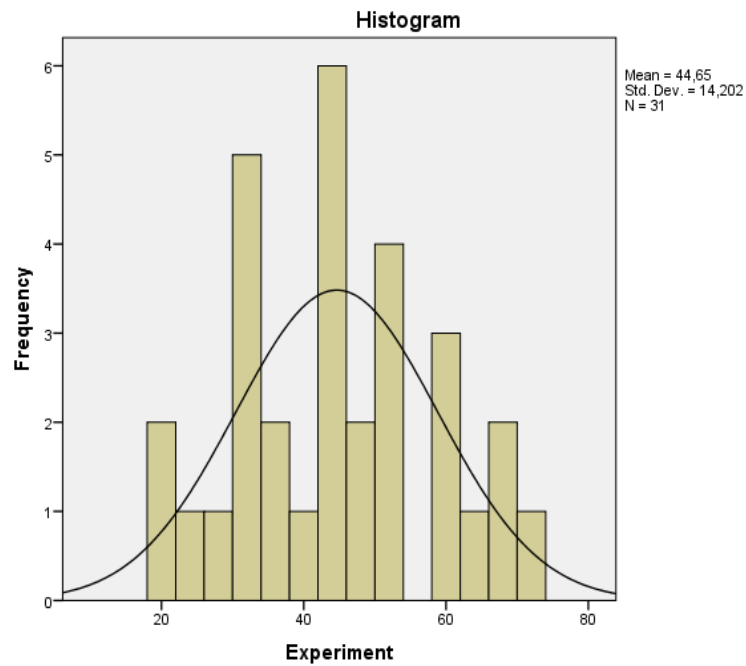


Figure 4.3 The Histogram of Normality Data of Pre-Test in Experiment Class

The result of normality data test for pre-test score in control class can be seen in the table below.

Table 4.5

Normality Test of Pre-Test Score in Control Class

One-Sample Kolmogorov-Smirnov Test

| | | Pretest |
|----------------------------------|----------------|---------|
| N | | 31 |
| Normal Parameters ^{a,b} | Mean | 49,55 |
| | Std. Deviation | 11,108 |
| | Absolute | ,139 |
| Most Extreme Differences | Positive | ,097 |
| | Negative | -,139 |
| Kolmogorov-Smirnov Z | | ,772 |
| Asymp. Sig. (2-tailed) | | ,590 |

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen the significance value of control class pre-test score is 0,772. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score in the control class can be seen in the figure below.

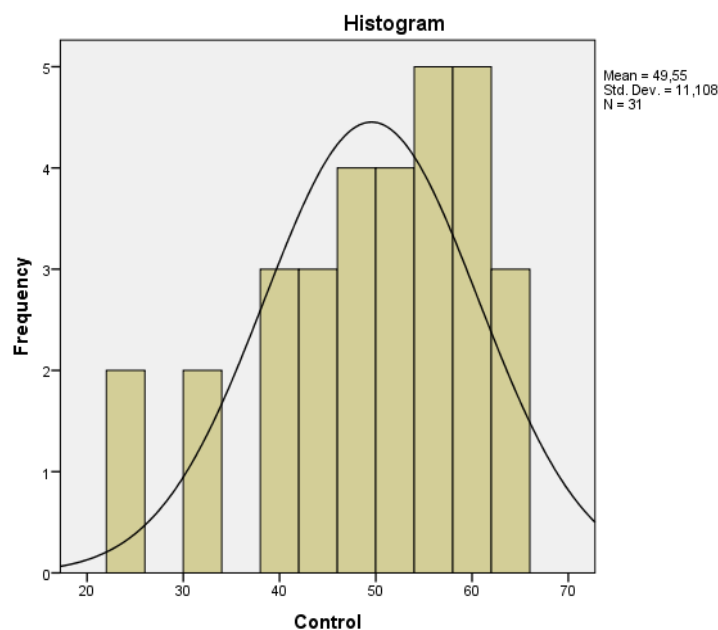


Figure 4.4 The Histogram of Normality Data of Pre-Test in Control Class

The pre-test result of experiment class and control class was almost similar where the experiment class of pre-test mean score was 44,65 (the average of students' ability was $44,65 \times 100\% = 44,65\%$), and the pre-test mean score of control class was 49,55 (the average of students' ability was $49,55 \times 100\% = 49,55\%$). The qualification of the students' achievement level was shown in the table below.

Table 4.6**Scale Interval Percentage of the Students' Achievement**

| Interval Percentage | Qualification |
|----------------------------|----------------------|
| 90%-100% | Very Good |
| 80%-89% | Good |
| 60%-79% | Moderate |
| 40%-59% | Low |
| 0%-39% | Failure |

Based on the table above, the average of students' ability in experiment class was 44,65 % and in the control class was 49,55%, it can be concluded that both of groups were in low qualification level.

b. The result of Normality Data Test of Post-Test Score

The result of normality data test for post-test score in experiment class can be seen in the table below:

Table 4.7**Normality Test of Post-Test Score in Experiment Class****One-Sample Kolmogorov-Smirnov Test**

| | | Experiment |
|----------------------------------|----------------|-------------------|
| N | | 31 |
| Normal Parameters ^{a,b} | Mean | 71,74 |
| | Std. Deviation | 12,562 |
| Most Extreme Differences | Absolute | ,222 |
| | Positive | ,137 |
| | Negative | -,222 |
| Kolmogorov-Smirnov Z | | 1,234 |
| Asymp. Sig. (2-tailed) | | ,095 |

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen the significance value of experiment class post-test score was 1,234. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of post-test score in the experiment class could be seen in the figure below.

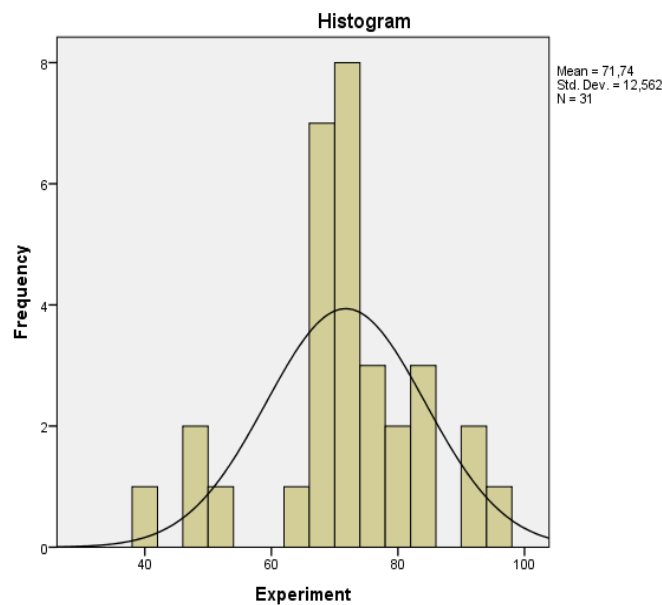


Figure 4.5 The Histogram of Normality Data of Post-Test in Experiment Class

The result of normality data test for pre-test score in control class can be seen in the table below.

Table 4.8**Normality Test of Post-Test Score in Control Class**

| One-Sample Kolmogorov-Smirnov Test | | |
|---|----------------|---------|
| | | Control |
| N | | 31 |
| Normal Parameters ^{a,b} | Mean | 63,35 |
| | Std. Deviation | 9,068 |
| Most Extreme Differences | Absolute | ,141 |
| | Positive | ,138 |
| | Negative | -,141 |
| Kolmogorov-Smirnov Z | | ,787 |
| Asymp. Sig. (2-tailed) | | ,566 |

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen the significance value of control class post-test score is 0,787. It means that it was higher than the level of significance (0,05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of post-test score in the control class can be seen in the figure below.

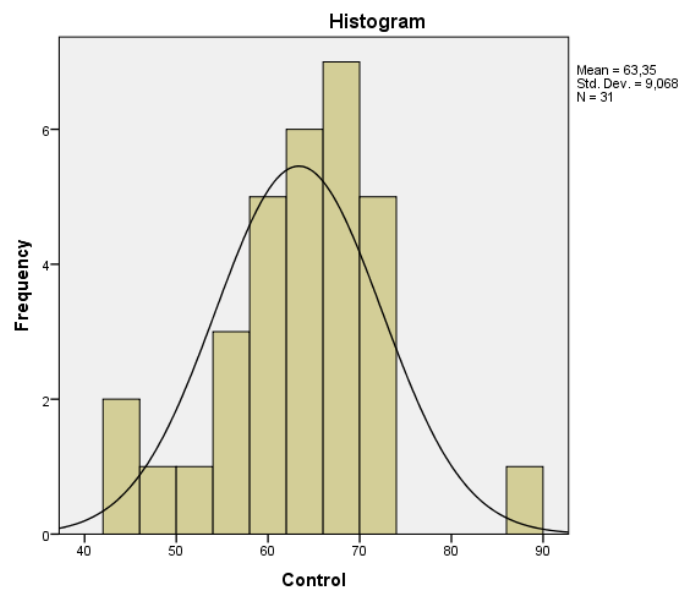


Figure 4.6 The Histogram of Normality Data of Post-Test in Control Class

The post-test result of experiment class and control class was almost similar where the experiment class of post-test mean score was 71,74 (the average of students' ability was $71,74 \times 100\% = 71,74\%$), and the post-test mean score of control class was 63,35 (the average of students' ability was $63,35 \times 100\% = 63,35\%$). Based on the table of scale interval percentage of the students' achievement for experiment class and control class was increasing from low to moderate. However, there was still significant difference between the post-test mean score achieved by experiment class and the post-test mean score achieved by control class.

5. Homogeneity of the Data

a. Homogeneity of Pre-Test

To analyze the homogeneity of variances of experiment class and control class pre-test score, the researcher used Levena Statistic in IBM SPSS Statistics 20. The result can be seen in the tables below.

Table 4.9

Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1,449 | 8 | 22 | ,232 |

From Table 4.9 above, it can be seen that Levene's test was 0,232, and it was bigger than 0,05 ($0,232 > 0,05$). So, it can be concluded that the data variances were homogeneous or equal.

b. Homogeneity of Post-Test

To analyze the homogeneity of variances of experiment and control class' post-test score, the researcher also used Levena Statistic in IBM SPSS Statistics 20. The result can be seen in the tables below.

Table 4.10

Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,653 | 5 | 22 | ,663 |

From Table 4.10 above, it can also be seen that Levene's test was 0,663, and it was bigger than 0,05 ($0,663 > 0,05$). So, it could be concluded that the data variances are also homogeneous or equal.

6. The Statistical Analysis Result

a. Independent Sample t-test Analysis of Pre-Test Result

This part described and analyzed the test before and after the treatment. The pre-test and post-test were given to the students of experiment class and control class. The pre-test was given on April 28th 2016 for both experiment class (VA) and control class (VB). The pre-test was given before the treatment to know the point of students' achievement in English vocabulary. In pre-test, there were 25 numbers of multiple choices questions. Both of groups were given the same questions and they had to do the pre-test individually in 45 minutes.

The pre-test score was analyzed through statistical computation SPSS 20 for windows. The result of pre-test was described as follow:

Table 4.11

Pre-Test Result

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|------------|----|---------|---------|------|-------|----------------|
| Experiment | 31 | 20 | 72 | 1384 | 44,65 | 14,202 |
| Control | 31 | 24 | 64 | 1536 | 49,55 | 11,108 |

Based on the table above, it was shown the differences between both of groups that can be seen from the students score. The lowest score in the experimental class was 20, while the highest score was 72. From the calculation was found that the mean score of pre-test was 44,65, and its standard deviation was 14,202.

Whereas the lowest score in control class was 24 and the highest score was 64. From the calculation was found that the mean score of pre-test was 49,55, and its standard deviation was 11,108.

The total score of students pre-test in experimental group and control group can be seen on Figure 4.1.

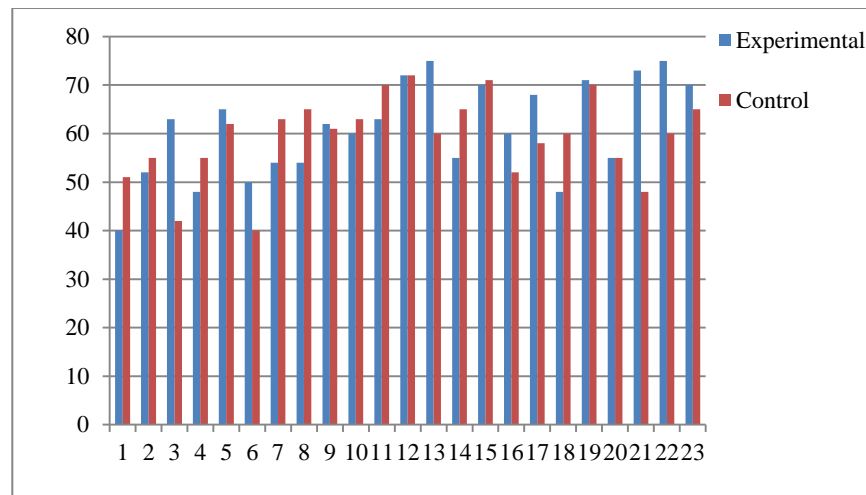


Figure 4.7 Pre-Test Score

From the figure above, it can be seen that there was difference in score between pre-test experimental group and control group. To see detail explanation about pre-test in experiment and control group, it can be seen on the table below.

Table 4.12
Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|--|---|------|------------------------------|--------|------------------------|--------------------|--------------------------|---|-------|--|
| | F | Sig. | t | Df | Sig. (2- tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | | | | | Lower | Upper | |
| Equal variances assumed | 1,674 | ,201 | -1,514 | 60 | ,135 | -4,903 | 3,238 | -11,381 | 1,574 | |
| pretest Equal variances not assumed | | | -1,514 | 56,709 | ,136 | -4,903 | 3,238 | -11,389 | 1,582 | |

Based on the t-table above, it was found to be 2.0 (level significance = 0.05, $df = 62 - 2 = 60$), two tailed of test. The T count was compared to the T-table. T count was found to be smaller than T table ($-1,514 < 2.0$). The conclusion is that H_0 was accepted, and H_a was rejected. In other words, there was no significant difference in pre-test average score before treatment done (using Miming game). Based on the result of pre-test, the students' achievement was weak. It can be seen that the mean of experiment class was 44,65 and control class was 49,55. In experiment class, the highest score gained by the student was 72 and the lowest score was 20. While in the control group, the highest score gained by the student 64 and the lowest score was 24. The researcher concluded the average score for both group are low; two groups had similar background knowledge.

b. Treatment

After giving pre-test for experiment class and control class, the researcher gave treatment both of groups. In teaching and learning process, the researcher used Miming game as treatment in experimental group while in the control group without used Miming game. The researcher did the treatment for eight meetings in VA as experimental group. The treatment was conducted on 28th April 2016 until 28th May 2016.

1) Treatment for Experimental Class (By using Miming Game)

The treatment was conducted on 28th April 2016 until 28th May 2016. The researcher gave the treatment to the students by using Miming game. First, the researcher explained about the game to the students, and then gave the example of playing the game. After that, the researcher asked to the students to mention the name of vocabulary based on the topic, they could choose one topic that provided by researcher, 1) I Feel Happy 2) Occupation 3) Daily Activities. The researcher asked the students to answer based on the gesture. Then, the students practiced to make a gesture by the other list name of vocabulary. The researcher gave the treatment until the students got a good progress at the end of meeting.

2) Treatment for Control Class (Without using Miming Game)

In the Control class, the students were taught by their teacher. The teacher gave the same topic with the experimental class without using Miming Game. The data was conducted on 28th April

2016 until 28th May 2016. In the class, the teacher was taught with her own way, gave the topics, then, asked them to mention the name of vocabulary based on the topic. Then, she asked them to remember the name of vocabulary based on the topic which was chosen. And the last, she asked the students to practice in front of class.

c. Independent Sample t-test Analysis of Post-Test Result

The post-test was conducted at the end of treatment. After finishing the materials, the researcher gave the test for the students. The test was conducted on May 28th 2016 for both of groups. The researcher gave the same instrument to the students about English vocabulary individually in 45 minutes.

The aim of the post-test was to know whether there was significant effect of miming game as a treatment that was given to the experimental group or not. This result should be compared with the post-test of the control group to check the differences between the pre-test and post-test result.

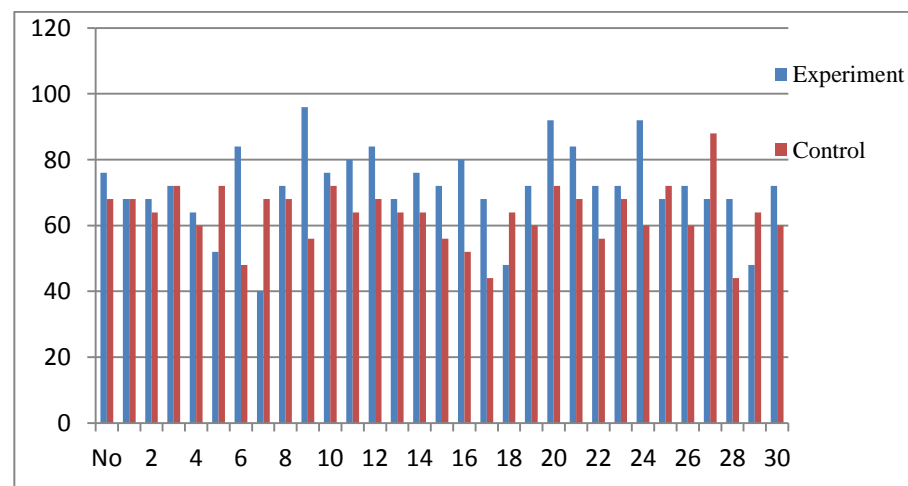
The result of post-test in experiment class was better than control class. It can be seen from the students' post test score. The post-test result was analyzed by using T-test of SPSS 20.

Table 4.13**Post-Test Result**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------|----|---------|---------|-------|----------------|
| Experiment | 31 | 40 | 96 | 71,74 | 12,562 |
| Control | 31 | 44 | 88 | 63,35 | 9,068 |

Based on the table above, it could be seen the differences between students' score in experiment class and control class. The difference of both groups was significant. In the experiment class, the mean score was 71,74 with the highest score 96, and the lowest score was 40, and its standard deviation was 12,562.

While in control group, the mean score was 63,35 where the highest score was 88, and the lowest score was 44, and its standard deviation was 9,068. The total score of students' pre-test in experimental group and control group can be seen on Figure 4.2

**Figure 4.8 Post-Test Score**

From the figure above, it can be seen that there was difference in post-test score between experiment class and control class. To see the

detail explanation about post-test score in experiment and control group, it can be seen in the table below.

Table 4.14
Independent Sample Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------|---|------|------------------------------|-------|------------------------|--------------------|--------------------------|---|--------------|
| | F | Sig. | t | Df | Sig. (2- tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Post test | Equal variances assumed | ,903 | ,346 | 3,014 | 60 | ,004 | 8,387 | 2,783 | 2,821 13,953 |
| | | | | 3,014 | 54,590 | ,004 | 8,387 | 2,783 | 2,810 13,965 |

Based on the t-table above, it was found to be 2.0 (level significance = 0.05, $df = 62 - 2 = 60$), two tailed of test. The T-count was compared to the T-table. T-count was found to be bigger than T-table ($3,014 > 2.0$). The conclusion is that H_0 was rejected, and H_a was accepted. The researcher concluded that there was a significant difference between the mean score of the post test. In other words, in the post-test, there was significant difference of average score after treatment both in experiment class which taught by using miming game and in control class without using miming game. So, the students' achievement in experiment class and control class was

increasing to moderate level. It can be seen from the mean of experiment class was 71,74 while in control class was 63,35. In the result, in experiment class the students' achievement was higher than control class.

B. Discussion

Based on the result of the research it showed a statistically significant difference in vocabulary ability between the students who were taught using miming game and that of those who were not. The results of this research was in accordance with the stated that have been submitted by Nowak, He stated that games are played among students in the classroom to get better result in teaching and learning process.⁷⁸ And the result of the research could be seen specifically in the following discussion below.

First, from the statistical analysis, it was found that the students' achievement or mean of the experiment class were higher than control class after the treatment. Where, the mean score of pre-test in experiment class was 44,65, and the mean score of control class was 49,55. While, the mean score of post-test in experiment class was 71,74, and the mean score of control class was 63,35.

Second, the students of sample who were taught by using Miming game, they could learn more enjoy and fun. The application of Miming game made the students share words they know that are associated with the topic, made the students be braver to practice in front of class to mention the

⁷⁸ Nowak, A. Martin, et al. More Spatial Games. *International Journal of Bifurcation and Chaos*, Vol. 4, No.1(1994), pp. 33-56

name of vocabulary using gesture, made the students more enthusiastic by the teacher gesture in teaching english, and then made they not shy to show new words, and active their prior knowledge about the topic. As a teacher, I felt more easier to invite them to foccus with the lesson, and more easier to delivered the lesson so the students more enjoy and fun to follow the lesson.

Besides, Miming game encourages students' motivation in learning English vocabulary. Most of the students were active in asking and answering the teaching process in the classroom. As the feeback, the students' scores on English Vocabulary were increasing.

Third, there was a significant difference in both experiment class and control class based on the score in pre-test and post-test. It could be seen from the pre-test and post-test in experiment class and control class in the tables above.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research was drawn in accordance with the result of the data analysis in the previous chapter. There was significant differences result between experiment class and control class. Where, the mean score of pre-test in experiment class was 44,65, and the mean score of control class was 49,55. While, the mean score of post-test in eperiment class was 71,74, and the mean score of control class was 63,35. It means that there was an improvement of the students' achievement in English vocabulary mastery. Both of classes had different achievement. The achievement of the experimental class was higher than the control class. It means that the value of t-count was bigger than t-table. It means that the Null Hypothesis (H_o) was rejected and the Alternative Hypothesis (H_a) was accepted. Thus, there is different effect between students vocabulary which were taught by using miming game and without miming game. Based on the results above, it can be concluded that the using of Miming Game can enhance the students' vocabulary mastery.

B. Suggestion

Furthermore, there are some suggestions addressed to English teacher. The teacher must create enjoyable, fun, and interesting atmosphere in teaching and learning English at Elementary School. Because the enjoyment

is the basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. The teacher can create an entertainment or enjoyment situation by giving Miming Game in delivering materials. Students do not only pay attention to the material, but also they can identify some vocabulary in interesting and different way by using miming game. If the students had high interest, it would not be difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material.

The researcher hopes that the school institution can support teachers to create enjoyable, fun, and interesting atmosphere in learning such as miming game as learning technique in teaching English vocabulary. So, this research can improve students' English skill especially in English vocabulary.

For further research, the researcher suggests that it would be better if the other researchers conduct a related research by allocating more plenty of time. Next, since this researcher used a quasi-experiment design, which made this research lack of absolute data, the researcher suggests that the other researchers should construct a true experimental design to avoid the problem in providing the data.

This thesis is served to the readers. The researcher realizes that it is still less perfect. The researcher hopes any suggestions and critics to make it perfect. The researcher hopes that it can be useful to the readers. Amiin.

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A P P E N D I C E S

APPENDIX 1**THE RESULT OF DIFFICULTY LEVEL**

| ITEM | Total corrected answer | Level of difficulty (%) | Interpretation |
|-------------|---------------------------------------|--|-----------------------|
| 1 | 11 | 42,30769 | MIDDLE |
| 2 | 20 | 76,92308 | EASY |
| 3 | 21 | 80,76923 | EASY |
| 4 | 10 | 38,46154 | MIDDLE |
| 5 | 18 | 69,23077 | MIDDLE |
| 6 | 20 | 76,92308 | EASY |
| 7 | 19 | 73,07692 | EASY |
| 8 | 18 | 69,23077 | MIDDLE |
| 9 | 10 | 38,46154 | MIDDLE |
| 10 | 22 | 84,61538 | EASY |
| 11 | 21 | 80,76923 | EASY |
| 12 | 9 | 34,61538 | MIDDLE |
| 13 | 17 | 65,38462 | MIDDLE |
| 14 | 10 | 38,46154 | MIDDLE |
| 15 | 19 | 73,07692 | EASY |
| 16 | 22 | 84,61538 | EASY |
| 17 | 19 | 73,07692 | EASY |
| 18 | 17 | 65,38462 | MIDDLE |
| 19 | 18 | 69,23077 | MIDDLE |
| 20 | 17 | 65,38462 | MIDDLE |
| 21 | 17 | 65,38462 | MIDDLE |
| 22 | 21 | 80,76923 | EASY |
| 23 | 20 | 76,92308 | EASY |

| | | | |
|----|----|----------|--------|
| 24 | 9 | 34,61538 | MIDDLE |
| 25 | 17 | 65,38462 | MIDDLE |
| 26 | 18 | 69,23077 | MIDDLE |
| 27 | 13 | 50 | MIDDLE |
| 28 | 17 | 65,38462 | MIDDLE |
| 29 | 19 | 73,07692 | EASY |
| 30 | 19 | 73,07692 | EASY |
| 31 | 9 | 34,61538 | MIDDLE |
| 32 | 19 | 73,07692 | EASY |
| 33 | 21 | 80,76923 | EASY |
| 34 | 22 | 84,61538 | EASY |
| 35 | 19 | 73,07692 | EASY |
| 36 | 19 | 73,07692 | EASY |
| 37 | 18 | 69,23077 | MIDDLE |
| 38 | 22 | 84,61538 | EASY |
| 39 | 9 | 34,61538 | MIDDLE |
| 40 | 10 | 38,46154 | MIDDLE |
| 41 | 20 | 76,92308 | EASY |
| 42 | 18 | 69,23077 | MIDDLE |
| 43 | 20 | 76,92308 | EASY |
| 44 | 19 | 73,07692 | EASY |
| 45 | 20 | 76,92308 | EASY |
| 46 | 19 | 73,07692 | EASY |
| 47 | 11 | 42,30769 | MIDDLE |
| 48 | 9 | 34,61538 | MIDDLE |
| 49 | 10 | 38,46154 | MIDDLE |
| 50 | 20 | 76,92308 | EASY |

APPENDIX 2

Students' Tabulation of Try Out

| | | SOAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|---|
| STUDENTS | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | jumlah | |
| | A | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 38 | | |
| | B | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 31 | | | |
| | C | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 34 | | |
| | D | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 20 | | | |
| | E | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 29 | | |
| | F | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 36 | |
| | G | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 38 | |
| | H | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | |
| | I | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 40 | |
| | J | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | |
| | K | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 42 | |
| | L | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | |
| | M | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 46 | |
| | N | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | |
| | O | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| P | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 40 | |
| Q | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 35 | |
| R | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 31 | |
| S | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 27 | |
| T | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 50 | | |
| U | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 37 | | |
| V | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 36 | | |
| W | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 33 | | |
| X | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 44 | | |
| Y | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 33 | | | |
| Z | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 31 | | | |

APPENDIX 3**ITEMS' VALIDITY**

| ITEM | Corrected Item- Total Correlation | r table $\alpha =$ 0.05, df = 24 | Interpretation |
|-------------|--|--|-----------------------|
| ITEM 1 | 0,377 | < 0.404 | INVALID |
| ITEM 2 | 0,784 | > 0.404 | VALID |
| ITEM 3 | 0,707 | > 0.404 | VALID |
| ITEM 4 | 0,317 | < 0.404 | INVALID |
| ITEM 5 | 0,648 | > 0.404 | VALID |
| ITEM 6 | 0,711 | > 0.404 | VALID |
| ITEM 7 | 0,033 | < 0.404 | INVALID |
| ITEM 8 | 0,506 | > 0.404 | VALID |
| ITEM 9 | 0,387 | < 0.404 | INVALID |
| ITEM 10 | 0,105 | < 0.404 | INVALID |
| ITEM 11 | 0,707 | > 0.404 | VALID |
| ITEM 12 | 0,295 | < 0.404 | INVALID |
| ITEM 13 | 0,022 | < 0.404 | INVALID |
| ITEM 14 | 0,37 | < 0.404 | INVALID |
| ITEM 15 | 0,754 | > 0.404 | VALID |
| ITEM 16 | -0,01 | < 0.404 | INVALID |
| ITEM 17 | 0,033 | < 0.404 | INVALID |
| ITEM 18 | 0,022 | < 0.404 | INVALID |
| ITEM 19 | 0,535 | > 0.404 | VALID |
| ITEM 20 | 0,022 | < 0.404 | INVALID |
| ITEM 21 | 0,022 | < 0.404 | INVALID |
| ITEM 22 | 0,03 | < 0.404 | INVALID |
| ITEM 23 | 0,784 | > 0.404 | VALID |
| ITEM 24 | 0,092 | < 0.404 | INVALID |
| ITEM 25 | 0,092 | < 0.404 | INVALID |
| ITEM 26 | 0,33 | < 0.404 | INVALID |
| ITEM 27 | 0,288 | < 0.404 | INVALID |

| | | | |
|---------|--------|---------|---------|
| ITEM 28 | 0,022 | < 0.404 | INVALID |
| ITEM 29 | 0,508 | > 0.404 | VALID |
| ITEM 30 | 0,586 | > 0.404 | VALID |
| ITEM 31 | 0,501 | > 0.404 | VALID |
| ITEM 32 | 0,537 | > 0.404 | VALID |
| ITEM 33 | 0,167 | < 0.404 | INVALID |
| ITEM 34 | -0,134 | < 0.404 | INVALID |
| ITEM 35 | 0,033 | < 0.404 | INVALID |
| ITEM 36 | 0,033 | < 0.404 | INVALID |
| ITEM 37 | 0,772 | > 0.404 | VALID |
| ITEM 38 | -0,01 | < 0.404 | INVALID |
| ITEM 39 | 0,092 | < 0.404 | INVALID |
| ITEM 40 | 0,431 | > 0.404 | VALID |
| ITEM 41 | 0,784 | > 0.404 | VALID |
| ITEM 42 | 0,772 | > 0.404 | VALID |
| ITEM 43 | 0,649 | > 0.404 | VALID |
| ITEM 44 | 0,754 | > 0.404 | VALID |
| ITEM 45 | 0,784 | > 0.404 | VALID |
| ITEM 46 | 0,754 | > 0.404 | VALID |
| ITEM 47 | 0,446 | > 0.404 | VALID |
| ITEM 48 | 0,492 | > 0.404 | VALID |
| ITEM 49 | 0,431 | > 0.404 | VALID |
| ITEM 50 | 0,784 | > 0.404 | VALID |

APPENDIX 4

Name : _____

Class : _____

TRY OUT INSTRUMENT

1. Q : May I know your ... ?
A : I live at jl. Melati No. 5 Bandung.
a. Age c. Job
b. Address d. Nationality
2. My hobby is playing football, I need a ... for playing it.
a. racket c. motorcycle
b. ball d. stick
3. I am very ..., So I buy a bottle soft drink in the store.
a. hungry c. angry
b. sleepy d. thirsty
4. Teacher : Come in, Budi !
Budi : ...
a. no, thanks c. no, I come in
b. yes, I come in d. thank you, sir
5. My mother is angry to me because I get bad score in my exam. I feel so ...
a. happy c. lazy
b. sad d. crazy
6. How many days are there in a month?
a. a day c. twenty one days
b. seven days d. thirty or thirty one days
7. What day is after Monday?
a. Wednesday c. Tuesday
b. Saturday d. Friday
8. The first month of the year is
a. January b. February c. March d. April
9. There are months in a year.
a. eleven b. twelve c. thirteen d. Fourteen
10. The Kartini's day is on....
a. January b. February c. March d. April
11. Indonesia independence day is on
a. July b. August c. September d. October

12. School-a-take-usually-I-after-nap
The correct arrangement is ...
a. I usually take school after a nap
b. usually I take after a school nap
c. I usually take a nap after school
d. after take a nap I usually school
13. Nina feel hurt on her throat. She has...
a. sneezing c. headache
b. backache d. sore throat
14. Teacher : Don't ... to school !
Students : Yes, sir.
a. come early c. go
b. come late d. going
15. He wants to clean a blackboard, he needs ...
a. book c. eraser
b. ruler d. calk
16. Can I ... some candies?
a. have c. like
b. has d. likes
17. Ungkapan memberi aba-aba :
a. Attention, please! c. Don't make mistake!
b. open your books! d . excuse me!
18. Ungkapan memberi petunjuk :
a. I am sorry c. I am fine, thank's
b. Go to the left side! d. Sit down on the chair!
19. ... me, where is the toilet?
a. have c. has
b. excuse d. Yes, it is
20. Ungkapan petunjuk yang melarang :
a. Please turn right! c. Park here!
b. Can you help me ? d. don't write on the wall!
21. ... name is Roy.
a. him c. am
b. his d. her

22. What ... are you in.
a. grade
b. home
c. canteen
d. hospital
23. "Hari apa hari ini?" in English is
a. Yesterday was Sunday
b. Tomorrow will be Tuesday
c. What day is today?
d. Today is Tuesday
24. I always wash my hand ... I eat.
a. near
b. next
c. after
d. before
25. I want to ... some books in the library.
a. some
b. eating
c. buy
d. borrow
26. Her house doesn't have backyard, ...?
a. do you
b. does it
c. doesn't it
d. do it
27. ... and ... are the examples of daily needs.
a. ruler and book
b. car and computer
c. rice and water
d. door and window
28. Brenda ... be 11 years old next month.
a. is
b. will
c. have
d. can
29. Radit never shares his food to his friend, because he is ...
a. diligent
b. stingy
c. helpful
d. generous
30. Mahmud always greets his friend because he is ...
a. diligent
b. stingy
c. ignorant
d. generous
31. I will celebrate my birthday party next week. I have to ... my friends.
a. blow
b. invite
c. help
d. talk to
32. They are in the swimming pool.
a. Volley ball
b. playing foot ball
c. Swimming
d. basket ball

33. Waitress: Can I help you sir?
Buyer : yes, I ... a half kilograms of nails.
a. need c. put
b. take d. borrow
34. Slamet slept to late last night, he ... now
a. is angry c. is hungry
b. is sleepy d. is sad
35. A shape of coin is....
a. rectangle c. circle
b. triangle d. cube
36. Rendi : ... wake up every morning?
Sinta : At five o'clock.
a. what time do you
b. what time is it
c. do you
d. you
37. There ... seven pencils in the pencil box.
a. we c. is
b. are d. You
38. Are Lutfi and Parjan students ? Yes, ...
a. we are
b. they are
c. she is
d. I am
39. Mira : Are there three books on the table?
Dinda: Yes,
a. There are c. She is
b. There is d. We are
40. Seven – are – days – three – week – a – in
The correct arrangement is ...
a. there are seven week in a days
b. there are week seven in a days
c. there are days seven om a week
d. there are seven days in a week
41. Diana : are you?
Doni : I am fine thanks.

- a. why c. how
- b. who d. what

42. Today is Saturday. Yesterday was

- a. Monday b. Thursday c. Friday d. Sunday

43. I am hungry. Shall we have now?

- a. yummy c. hungry
- b. thirsty d. lunch

44. Tina : What students are doing?

Nina :



- a. they are singing a song c. they are read a book
- b. they sang a song d. they read a book

45. I got to airport. I go by....

- a. airplane c. train
- b. bus d. ship

46. Yesterday is Wednesday. Tomorrow is ...

- a. Sunday c. Thursday
- b. Monday d. Friday

47. I like to play....



- a. archery c. badminton
- b. table tennis d. basketball

48. Waiter : Good evening, welcome to Bamima cafe!

Customer :

- A. good morning, no!
- B. good evening, thank you!

- C. good evening, no thank you!
- D. good morning, thank you!

49. Before you go to bed, brush your

- a. teeth
- b. chin
- c. cheek
- d. Head

50. The green vegetable is ...

- a. spinach
- b. tomato
- c. union
- d. chili

APPENDIX 5

Name : _____

Class : _____

PRE-TEST QUESTION

1. My hobby is playing football, I need a ... for playing it.
a. racket c. motorcycle
b. ball d. stick
2. I am very ..., So I buy a bottle soft drink in the store.
a. hungry c. angry
b. sleepy d. thirsty
3. My mother is angry to me because I get bad score in my exam. I feel so ...
a. happy c. lazy
b. sad d. crazy
4. The first month of the year is
a. January b. February c. March d. April
5. How many days are there in a month?
a. a day c. twenty one days
b. seven days d. thirty or thirty one days
6. Indonesia independence day is on
a. July b. August c. September d. October
7. ... me, where is the toilet?
a. have c. has
b. excuse d. Yes, it is
8. He wants to clean a blackboard, he needs ...
a. book c. eraser
b. ruler d. calk
9. "Hari apa hari ini?" in English is
a. Yesterday was Sunday c. What day is today?
b. Tomorrow will be Tuesday d. Today is Tuesday
10. Radit never shares his food to his friend, because he is ...
a. diligent c. helpful
b. stingy d. generous
11. Mahmud always greets his friend because he is ...
a. diligent c. friendly
b. stingy d. generous

12. I will celebrate my birthday party next week. I have to ... my friends.

- a. blow c. help
- b. invite d. talk to

13. They are in the swimming pool.

- a. Volley ball c. Swimming
- b. playing foot ball d. basket ball

14. There ... seven pencils in the pencil box.

- a. we c. is
- b. are d. You

15. Seven – are – days – three – week – a – in

The correct arrangement is ...

- a. there are seven week in a days
- b. there are week seven in a days
- c. there are days seven om a week
- d. there are seven days in a week

16. Diana : are you?

Doni : I am fine thanks.

- a. why c. how
- b. who d. what

17. Today is Saturday. Yesterday was

- a. Monday b. Thursday c. Friday d. Sunday

18. I am hungry. Shall we have now?

- a. yummy c. hungry
- b. thirsty d. lunch

19. Tina : What students are doing?

Nina :



- a. they are singing a song c. they are read a book
- b. they sang a song d. they read a book

20. I got to airport. I go by....

- a. airplane c. train
- b. bus d. ship

21. Yesterday is Wednesday. Tomorrow is ...

- a. Sunday
- b. Monday
- c. Thursday
- d. Friday

22. I like to play....



- a. archery
- b. table tennis do for you
- c. badminton
- d. basketball

23. Waiter : Good evening, welcome to Bamima cafe!

Customer :

- A. good morning, no!
- B. good evening, thank you!
- C. good evening, no thank you!
- D. good morning, thank you!

24. Before you go to bed, brush your

- a. teeth
- b. chin
- c. cheek
- d. Head

25. The green vegetable is ...

- a. spinach
- b. tomato
- c. union
- d. chili

APPENDIX 6

Name : _____

Class : _____

POST-TEST QUESTION

1. My hobby is playing football, I need a ... for playing it.
a. racket c. motorcycle
b. ball d. stick
2. I am very ..., So I buy a bottle soft drink in the store.
a. hungry c. angry
b. sleepy d. thirsty
3. My mother is angry to me because I get bad score in my exam. I feel so ...
a. happy c. lazy
b. sad d. crazy
4. The first month of the year is
a. January b. February c. March d. April
5. How many days are there in a month?
a. a day c. twenty one days
b. seven days d. thirty or thirty one days
6. Indonesia independence day is on
a. July b. August c. September d. October
7. ... me, where is the toilet?
a. have c. has
b. excuse d. Yes, it is
8. He wants to clean a blackboard, he needs ...
a. book c. eraser
b. ruler d. calk
9. "Hari apa hari ini?" in English is
a. Yesterday was Sunday c. What day is today?
b. Tomorrow will be Tuesday d. Today is Tuesday
10. Radit never shares his food to his friend, because he is ...
a. diligent c. helpful
b. stingy d. generous
11. Mahmud always greets his friend because he is ...
a. diligent c. ignorant
b. stingy d. generous

12. I will celebrate my birthday party next week. I have to ... my friends.

- a. blow c. help
- b. invite d. talk to

13. They are in the swimming pool.

- a. Volley ball c. Swimming
- b. playing foot ball d. basket ball

14. There ... seven pencils in the pencil box.

- a. we c. is
- b. are d. You

15. Seven – are – days – three – week – a – in

The correct arrangement is ...

- a. there are seven week in a days
- b. there are week seven in a days
- c. there are days seven om a week
- d. there are seven days in a week

16. Diana : are you?

Doni : I am fine thanks.

- a. why c. how
- b. who d. what

17. Today is Saturday. Yesterday was

- a. Monday b. Thursday c. Friday d. Sunday

18. I am hungry. Shall we have now?

- a. yummy c. hungry
- b. thirsty d. lunch

19. Tina : What students are doing?

Nina :



- a. they are singing a song c. they are read a book
- b. they sang a song d. they read a book

20. I got to airport. I go by....

- a. airplane c. train
- b. bus d. ship

21. Yesterday is Wednesday. Tomorrow is ...

- a. Sunday
- b. Monday
- c. Thursday
- d. Friday

22. I like to play....



- a. archery
- b. table tennis
- c. badminton
- d. basketball

23. Waiter : Good evening, welcome to Bamima cafe!

Customer :

- A. good morning, no!
- B. good evening, thank you!
- C. good evening, no thank you!
- D. good morning, thank you!

24. Before you go to bed, brush your

- a. teeth
- b. chin
- c. cheek
- d. Head

25. The green vegetable is ...

- a. spinach
- b. tomato
- c. union
- d. chili

| |
|-------------------|
| APPENDIX 7 |
|-------------------|

KEY ANSWER OF TRY OUT

- | | |
|-------|-------|
| 1. B | 26. B |
| 2. B | 27. C |
| 3. D | 28. B |
| 4. B | 29. B |
| 5. B | 30. D |
| 6. D | 31. B |
| 7. C | 32. C |
| 8. A | 33. A |
| 9. B | 34. B |
| 10. B | 35. C |
| 11. B | 36. A |
| 12. C | 37. B |
| 13. D | 38. B |
| 14. B | 39. A |
| 15. C | 40. D |
| 16. A | 41. C |
| 17. A | 42. C |
| 18. B | 43. D |
| 19. B | 44. C |
| 20. D | 45. A |
| 21. B | 46. D |
| 22. A | 47. B |
| 23. C | 48. B |
| 24. D | 49. A |
| 25. D | 50. A |

KEY ANSWER OF PRE-TEST AND POST-TEST INSTRUMENT

- | | |
|-------|-------|
| 1. B | 14. B |
| 2. D | 15. D |
| 3. B | 16. C |
| 4. A | 17. C |
| 5. D | 18. D |
| 6. B | 19. C |
| 7. B | 20. A |
| 8. C | 21. D |
| 9. C | 22. B |
| 10. B | 23. B |
| 11. D | 24. A |
| 12. B | 25. A |
| 13. C | |

APPENDIX 8**PRETEST****Experiment**

| No | Name | Score |
|----|------|-------|
| 1 | AG | 36 |
| 2 | AS | 20 |
| 3 | AHD | 44 |
| 4 | AWT | 20 |
| 5 | AOK | 64 |
| 6 | AR | 32 |
| 7 | AB | 32 |
| 8 | AHS | 60 |
| 9 | AI | 36 |
| 10 | APR | 52 |
| 11 | BAS | 68 |
| 12 | CAR | 44 |
| 13 | DF | 28 |
| 14 | DAR | 32 |
| 15 | FKS | 32 |
| 16 | FF | 68 |
| 17 | FM | 52 |
| 18 | HTS | 48 |
| 19 | HYT | 44 |
| 20 | HZH | 60 |
| 21 | KDP | 24 |
| 22 | MA | 52 |
| 23 | MRD | 40 |
| 24 | MAS | 72 |
| 25 | RND | 52 |
| 26 | RNF | 44 |
| 27 | RC | 44 |
| 28 | YN | 32 |
| 29 | YNT | 48 |
| 30 | ZA | 44 |
| 31 | ZZ | 60 |

44,64516

Control

| No | Name | Score |
|----|------|-------|
| 1 | ADS | 40 |
| 2 | AA | 60 |
| 3 | AJ | 64 |
| 4 | ARS | 60 |
| 5 | ATM | 56 |
| 6 | CC | 48 |
| 7 | DTW | 64 |
| 8 | DN | 24 |
| 9 | DK | 56 |
| 10 | DPM | 52 |
| 11 | DWP | 40 |
| 12 | EMK | 60 |
| 13 | HN | 52 |
| 14 | ITM | 48 |
| 15 | LA | 32 |
| 16 | LL | 52 |
| 17 | MP | 24 |
| 18 | MCP | 48 |
| 19 | MF | 56 |
| 20 | MSG | 44 |
| 21 | NHM | 52 |
| 22 | NBC | 40 |
| 23 | NS | 56 |
| 24 | NAA | 64 |
| 25 | RAA | 32 |
| 26 | RHA | 44 |
| 27 | RP | 60 |
| 28 | RR | 56 |
| 29 | SPP | 48 |
| 30 | TA | 60 |
| 31 | WA | 44 |

49,54839

APPENDIX 9**POST
TEST****Experiment**

| No | Name | Score |
|----|------|-------|
| 1 | AG | 76 |
| 2 | AS | 68 |
| 3 | AHD | 68 |
| 4 | AWT | 72 |
| 5 | AOK | 64 |
| 6 | AR | 52 |
| 7 | AB | 84 |
| 8 | AHS | 40 |
| 9 | AI | 72 |
| 10 | APR | 96 |
| 11 | BAS | 76 |
| 12 | CAR | 80 |
| 13 | DF | 84 |
| 14 | DAR | 68 |
| 15 | FKS | 76 |
| 16 | FF | 72 |
| 17 | FM | 80 |
| 18 | HTS | 68 |
| 19 | HYT | 48 |
| 20 | HZH | 72 |
| 21 | KDP | 92 |
| 22 | MA | 84 |
| 23 | MRD | 72 |
| 24 | MAS | 72 |
| 25 | RND | 92 |
| 26 | RNF | 68 |
| 27 | RC | 72 |
| 28 | YN | 68 |
| 29 | YNT | 68 |
| 30 | ZA | 48 |
| 31 | ZZ | 72 |

71,74193548

Control

| No | Name | Score |
|----|------|-------|
| 1 | ADS | 68 |
| 2 | AA | 68 |
| 3 | AJ | 64 |
| 4 | ARS | 72 |
| 5 | ATM | 60 |
| 6 | CC | 72 |
| 7 | DTW | 48 |
| 8 | DN | 68 |
| 9 | DK | 68 |
| 10 | DPM | 56 |
| 11 | DWP | 72 |
| 12 | EMK | 64 |
| 13 | HN | 68 |
| 14 | ITM | 64 |
| 15 | LA | 64 |
| 16 | LL | 56 |
| 17 | MP | 52 |
| 18 | MCP | 44 |
| 19 | MF | 64 |
| 20 | MSG | 60 |
| 21 | NHM | 72 |
| 22 | NBC | 68 |
| 23 | NS | 56 |
| 24 | NAA | 68 |
| 25 | RAA | 60 |
| 26 | RHA | 72 |
| 27 | RP | 60 |
| 28 | RR | 88 |
| 29 | SPP | 44 |
| 30 | TA | 64 |
| 31 | WA | 60 |

63,35484

**PERANGKAT PEMBELAJARAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : Sekolah Dasar
Kelas/Semester : V/2

Nama Guru : Ressi Heryantini, S.Pd
NIP/NIK :
Sekolah : SD NEGERI 74 BENGKULU

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 1-2 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosakata seperti aktivitas sehari-hari.

D. INDIKATOR

Siswa mampu:

- ✓ Mengetahui arti kosakata dengan tepat
- ✓ Memahami kosakata yang dipelajari
- ✓ Menggunakan kosakata yang dipelajari.
- ✓ Membuat kalimat sederhana sesuai dengan kosakata yang telah diberikan.

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- ✓ Mengetahui arti kosakata dengan tepat
- ✓ Memahami kosakata yang dipelajari
- ✓ Menggunakan kosakata yang dipelajari.
- ✓ Membuat kalimat sederhana sesuai dengan kosakata yang telah diberikan.

F. TEKNIK PEMBELAJARAN

- ✓ Miming Game

G. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

- ✓ Greeting (memberi salam dan tegur sapa)
- ✓ Tanya jawab berbagai hal terkait kondisi siswa
- ✓ Mengabsen siswa
- ✓ Memberi motivasi kepada siswa
- ✓ Penjelasan tentang topic yang akan dibahas

b. Kegiatan Inti

- ✓ Guru memberikan kosakata yang akan dipelajari, kemudian meminta siswa untuk menuliskannya.
- ✓ Guru meminta siswa untuk membaca kosakata yang diberikan.
- ✓ Guru menjelaskan tentang permainan Miming, dan langkah-langkahnya sebagai berikut :

Activity 1 : Using Mime to Show Sentence Meaning

1. A student writes these words on the board: *Wina the floor*
2. He acts out the first action of Sweep.
3. A partner acts out the second action of someone who sweep the floor.
4. The class guesses what the complete sentence is.

5. Another pair of students takes a turn at miming a sentence.

Example of sentence to be mimed: *Wina sweep the floor.*

c. Kegiatan Penutup

- ✓ Menyimpulkan materi pembelajaran
- ✓ Menanyakan kesulitan siswa selama KBM
- ✓ Guru memberikan catatan akhir.
- ✓ Guru memberikan salam.

H. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Bengkulu, April 2016

Mengetahui
Guru Mata Pelajaran

Researcher

Ressi Heryantini S.Pd
NIP :

Depa Juli Harti
NIM : 212 323 9229

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 1-2 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosakata seperti aktivitas sehari-hari.

D. INDIKATOR

Siswa mampu:

- ✓ Mengetahui arti kosakata dengan tepat
- ✓ Memahami kosakata yang dipelajari
- ✓ Menggunakan kosakata yang dipelajari.
- ✓ Membuat kalimat sederhana sesuai dengan kosakata yang telah diberikan

E. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- ✓ Mengetahui arti kosakata dengan tepat
- ✓ Memahami kosakata yang dipelajari
- ✓ Menggunakan kosakata yang dipelajari.
- ✓ Membuat kalimat sederhana sesuai dengan kosakata yang telah diberikan

F. METODE PEMBELAJARAN / TEKNIK

- ✓ Tanya Jawab
- ✓ Diskusi

G. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

- ✓ Greeting (memberi salam dan tegur sapa)
- ✓ Tanya jawab berbagai hal terkait kondisi siswa
- ✓ Mengabsen siswa
- ✓ Memberi motivasi kepada siswa
- ✓ Penjelasan tentang topic yang akan dibahas

b. Kegiatan Inti

- ✓ Guru memberikan kosakata yang akan dipelajari, kemudian meminta siswa untuk menuliskannya.
- ✓ Guru meminta siswa untuk membaca kosakata yang diberikan.
- ✓ Guru meminta siswa untuk mencari arti kosakata dalam kamus dan Menerjemahkannya
- ✓ Guru meminta siswa untuk menghafalkan kosakata yang telah dipelajari
- ✓ Guru memberikan soal kepada murid tentang materi yang telah dipelajari, kemudian meminta siswa menerjemahkannya.

c. Kegiatan Penutup

- ✓ Menyimpulkan materi pembelajaran

- ✓ Menanyakan kesulitan siswa selama KBM
- ✓ Guru memberikan catatan akhir.
- ✓ Guru memberikan salam.

H. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Bengkulu, April 2016

Mengetahui
Guru Mata Pelajaran

Ressi Heryantini S.Pd
NIP :

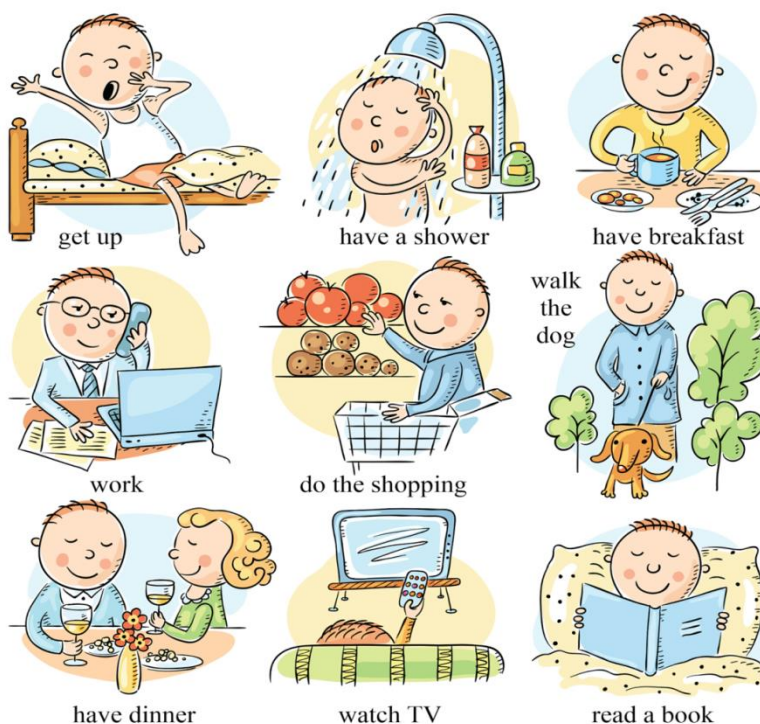
Chapter 1

Daily Activities

Example:

My daily activities

Hello, I am Alvin. I like to tell you about my daily activities. I usually get up at 04:30 a.m. then I pray subuh. Then, I take bath. I never forget to brush my teeth. I always brush my teeth in the morning and in the evening. At 06.30 a.m I have breakfast with my family. We always have a glass of milk for breakfast, my father takes me to school at 07.00. I study at school from 07:30 a.m to 11.00 a.m o'clock. So I often have lunch at school. Sometimes, I take a nap at 02.30 in the. I come back to home and than take a nap for one hour, at. 13.00 p.m I pray Zuhur. I usually play with my friends for two hours. At 15:30 I pray asar and do my homework and prepare my schedule. At 06:15 I pray magrib, after that have a dinner with my family. I go to bed at 09.00 p.m.



Example:

| Indonesia | Inggris |
|--------------|-------------|
| Bangun tidur | Get up |
| Mandi | Take a bath |
| Cuci muka | Wash face |
| Sholat | Pray to God |
| Sarapan | Breakfast |
| Memasak | Cook |
| Makan | Eat |
| Minum | Drink |
| Makan siang | Lunch |
| Makan malam | Dinner |

| | |
|------------------|---------------------|
| Pergi ke sekolah | Go to school |
| Pergi bekerja | Go to work |
| Pergi ke kantor | Go to office |
| Membeli | Buy |
| Membaca | Read |
| Menyapu | Sweep |
| Menonton | Watch |
| Mendengar musik | Listen to the music |
| Belajar | Study |
| Tidur | sleep |

Exercise 1

1. A : How often do you do swimming ?

B : I do swimming a week, on Tuesday and Thursday.

- a. Twice
- b. Often
- c. Once
- d. Every

2. What does Tania do after she breakfast ?

- a. Have
- b. Eats
- c. Has
- d. Eat

3. Andi : What time do you arrive at home ?

Rio : I arrive at home at a quarter to one.

- a. 10
- b. 10
- c. 15
- d. 45

4. To keep your teeth healthy, it is better to brush your teeth twice

- a. A week
- b. An hour
- c. A day
- d. A month

5. A : Do you always play with your friends after school ?

B : I take a nap first before playing.

- a. Yes, you do
- b. Yes, I do

c. No, you don't

d. No, I don't

6. Dania often goes to the she always reads and borrows some books there.

a. Book shop

b. Library

c. School

d. Stationary

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 3-4 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosa kata seperti nama-nama pekerjaan.

D. INDIKATOR

- ✓ Siswa mampu mengetahui arti kosakata dengan tepat
- ✓ Siswa mampu memahami kosakata yang dipelajari
- ✓ Siswa mampu menggunakan kosakata yang dipelajari

E. TEKNIK PEMBELAJARAN

- ✓ Miming Game

F. LANGKA – LANGKA KEGIATAN

a. Kegiatan pendahuluan

- ✓ Greeting
- ✓ Tanya jawab berbagai hal terkait kondisi siswa
- ✓ Absensi
- ✓ Memberi motivasi siswa
- ✓ Penjelasan tentang topic yang akan dibahas

b. Kegiatan inti

- ✓ Guru memberikan kosakata yang akan dipelajari, kemudian meminta siswa untuk mencatatnya
- ✓ Guru meminta siswa untuk membaca kosakata yang diberikan
- ✓ Guru meminta siswa untuk mencari arti kosakata dalam kamus dan menerjemahkannya
- ✓ Guru menjelaskan tentang permainan Miming, dan langkah-langkahnya sebagai berikut :

Activity 1 :

1. A student writes these words on the board: *she is a . . .*
2. He acts out the first action of teaching.
3. The class guesses what the complete sentence is.
4. Another pair of students takes a turn at miming a sentence.

Example of sentence to be mimed: *She is a teacher.*

c. Kegiatan penutup

- ✓ Menyimpulkan materi pembelajaran
- ✓ Guru memeriksa catatan siswa
- ✓ Menanyakan kesulitan siswa selama KBM
- ✓ Guru memberikan motivasi akhir
- ✓ Guru memberi salam

G. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Mengetahui
Guru Mata Pelajaran

Ressi Heryantini S.Pd
NIP :

Bengkulu, April 2016

Researcher

Depa Juli Harti
NIM : 212 323 9229

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 3-4 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosa kata seperti nama-nama pekerjaan.

D. INDIKATOR

- ✓ Siswa mampu mengetahui arti kosakata dengan tepat
- ✓ Siswa mampu memahami kosakata yang dipelajari
- ✓ Siswa mampu menggunakan kosakata yang dipelajari

E. METODE DAN STRATEGI PEMBELAJARAN

- ✓ Tanya Jawab
- ✓ Diskusi

F. LANGKA – LANGKA KEGIATAN

a. Kegiatan pendahuluan

- ✓ Greeting
- ✓ Tanya jawab berbagai hal terkait kondisi siswa
- ✓ Absensi
- ✓ Memberi motivasi siswa
- ✓ Penjelasan tentang topic yang akan dibahas

b. Kegiatan inti

- ✓ Guru memberikan kosakata yang akan dipelajari, kemudian meminta siswa untuk mencatatnya
- ✓ Guru meminta siswa untuk membaca kosakata yang diberikan
- ✓ Guru meminta siswa untuk mencari arti kosakata dalam kamus dan menerjemahkannya
- ✓ Guru meminta siswa untuk menghafal kosakata yang telah diberikan.

c. Kegiatan penutup

- ✓ Menyimpulkan materi pembelajaran
- ✓ Guru memeriksa catatan siswa
- ✓ Menanyakan kesulitan siswa selama KBM
- ✓ Guru memberikan motivasi akhir
- ✓ Guru memberi salam

G. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
3. Alat peraga yang berkaitan dengan materi ajar
4. Buku-buku lain yang relevan

Bengkulu, April 2016

**Mengetahui
Guru Mata Pelajaran**

Ressi Heryantini S.Pd
NIP :

Chapter 2

Occupation

A. Read the story below!

Isabel



Isabel is a cashier. She works 8 hours a day, from 2.00 to 10:30 p.m. She has a 30 minute break at 7 p.m. She works 5 days a week, from Tuesday to Saturday. Isabel works 40 hours a week. She has two days off every week.

B. Please circle Yes or No!

- | | | |
|--|-----|----|
| 1. Isabel is a cashier. | Yes | No |
| 2. She works 8 hours a day. | Yes | No |
| 3. She works four days a week. | Yes | No |
| 4. She has a 15 minute break at 7 p.m. | Yes | No |
| 5. She has Saturday and Sunday off. | Yes | No |
| 6. She doesn't work on Monday. | Yes | No |
| 7. Her work week is 40 hours. | Yes | No |

C. Please correct the mistakes!

1. Isabel is a cleaner. _____
2. She works 8 hours a week. _____
3. She starts work in the morning. _____
4. She works four days a week. _____
5. She has two 15 minute breaks. _____
6. She has Saturdays and Sundays off. _____
7. She doesn't work on Tuesdays. _____
8. Isabel works 42 hours a week. _____

D. Write the correct word on the line.

| days | hours | Monday | Sunday | week |
|------|-------|--------|--------|------|
|------|-------|--------|--------|------|

- Isabel works 8 _____ a day.
- She works 5 _____ a week.
- She works 40 _____ a week.
- Isabel has two days off every _____.
- She has _____ and _____ off.

E. Choose the words below to fill the blanks!

bus driver

waiter

doctor

nurse

teacher

chef

football player

painter



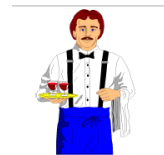
A _____ teacher students at school



A _____ Cooks in a restaurant



A _____ Drives a bus



A _____ Serves in a restaurant



A _____ Examines a patients at
the hospital



A _____ Helps a doctor at the
hospital



A _____ Plays football in the field



A _____ Paints a picture

Let's Sing!!!

Rain... rain go away!

Rain... rain go away! Come again another day

Cause I want to play

Rain... rain... go away!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 5-6 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosa kata seperti perasaan atau ekspresi.

D. INDIKATOR

- ✓ Siswa mampu mengetahui arti kosakata dengan tepat
- ✓ Siswa mampu memahami kosakata yang dipelajari
- ✓ Siswa mampu menggunakan kosakata yang dipelajari

E. METODE DAN STRATEGI PEMBELAJARAN

- ✓ Miming Game

F. LANGKA – LANGKA KEGIATAN

- **Kegiatan pendahuluan**
 - ✓ Greeting

- ✓ Tanya jawab berbagai hal terkait kondisi siswa
- ✓ Absensi
- ✓ Memberi motivasi siswa
- ✓ Penjelasan tentang topic yang akan dibahas

- **Kegiatan inti**

- ✓ Guru menjelaskan kepada siswa tentang penggunaan kata verb dan noun dalam kalimat
- ✓ Guru meminta siswa menerjemahkan kosakata yang diberikan
- ✓ Guru meminta siswa menghafal kosakata yang telah diajarkan
- ✓ Guru menjelaskan tentang permainan Miming, dan langkah-langkah nya sebagai berikut :

Activity 1 : Using Mime to Show Sentence Meaning

1. A student writes these words on the board: *I feel so.....*
2. He acts out the first action of “cold”.
3. The class guesses what the complete sentence is.
4. Another pair of students takes a turn at miming a sentence.

Example of sentence to be mimed: *I feel so cold*

- **Kegiatan penutup**

- ✓ Menyimpulkan materi pembelajaran
- ✓ Guru memberikan pertanyaan sesuai materi yang diajarkan
- ✓ Menanyakan kesulitan siswa selama KBM
- ✓ Guru memberikan motivasi akhir
- ✓ Guru member salam

G. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar

3. Buku-buku lain yang relevan

Bengkulu, April 2016

Mengetahui

Guru Mata Pelajaran

Researcher

Ressi Heryantini S.Pd

NIP :

Depa Juli Harti

NIM : 212 323 9229

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 5-6 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosa kata seperti perasaan atau ekspresi.

D. INDIKATOR

- ✓ Siswa mampu mengetahui arti kosakata dengan tepat
- ✓ Siswa mampu memahami kosakata yang dipelajari
- ✓ Siswa mampu menggunakan kosakata yang dipelajari

E. METODE DAN STRATEGI PEMBELAJARAN

- ✓ Tanya Jawab
- ✓ Diskusi

F. LANGKA – LANGKA KEGIATAN

- **Kegiatan pendahuluan**
 - ✓ Greeting
 - ✓ Tanya jawab berbagai hal terkait kondisi siswa
 - ✓ Absensi
 - ✓ Memberi motivasi siswa
 - ✓ Penjelasan tentang topic yang akan dibahas

- **Kegiatan inti**
 - ✓ Guru menjelaskan kepada siswa tentang penggunaan kata verb dan noun dalam kalimat
 - ✓ Guru meminta siswa menerjemahkan kosakata yang diberikan
 - ✓ Guru meminta siswa menghafal kosakata yang telah diajarkan

- **Kegiatan penutup**
 - ✓ Menyimpulkan materi pembelajaran
 - ✓ Guru memberikan pertanyaan sesuai materi yang diajarkan
 - ✓ Menanyakan kesulitan siswa selama KBM
 - ✓ Guru memberikan motivasi akhir
 - ✓ Guru member salam

G. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Bengkulu, April 2016

**Mengetahui
Guru Mata Pelajaran**

Ressi Heryantini S.Pd
NIP :

I Feel Happy



Let's listen and repeat.

How do you feel, Amanda?



Congratulations!
You get 100.

I am tired.

How do you feel, Roni?



I feel happy.

How do you feel, Amir?



I am sad.

How do you feel
Santi?

I am thirsty.



Teacher's Note



Read the dialogues aloud and ask the students to repeat.



Let's learn about it.

Do you mind giving me some food?
Do you mind lending me your sweater?
Do you mind giving me some water?



I am hungry.
I feel happy.
I am angry.

Sure, here you are.
Please take this.



My
Score

How good am I?

Teacher's Notes



1. Explain to the students some expressions related to how to ask for someone's feeling and some help.
2. Make sure the students understand the expressions and how to say them.
3. Ask the students to write a score for themselves for how well they have understood the expressions.



Let's read.

How do you feel?

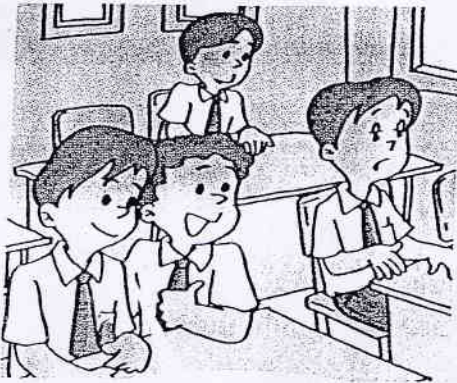
I've got a cold.
I can't go to school.

I hope you
will get
better soon.



How do you feel?

I am angry!



Look, Rinto is sleepy.

Teacher's Note



Read the dialogues aloud and ask the students to repeat.



Let's speak.

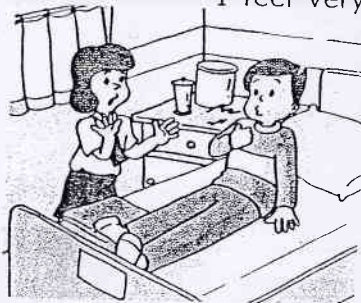
Your Advice

- Get water over there.
- Wear this sweater.
- Take this.
- Get enough rest.
- You should see your doctor.
- You should study harder.
- You should be grateful.

I feel cold today.

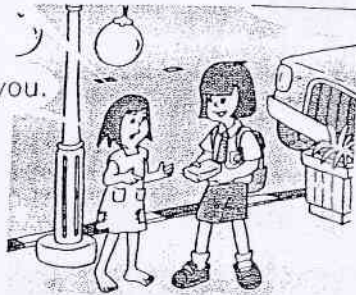


I feel very sick.



Do you mind giving me some food?

Thank you.



Teacher's Note

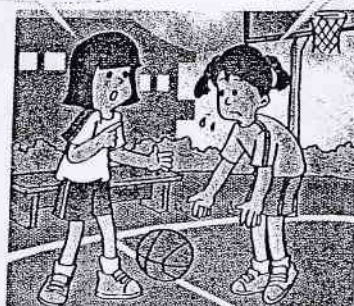


Ask the students to work in pairs completing the dialogues. Then ask them to practise the dialogues with their friends.

_____ I feel happy.



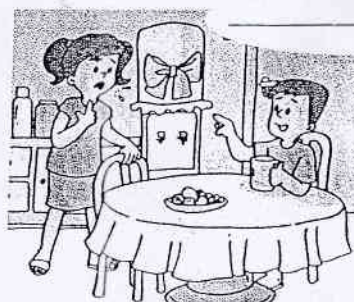
_____ I am very tired.



_____ I am sad.



I am thirsty.



Teacher's Note



Ask the students to work in pairs completing the dialogues. Then ask them to practise the dialogues with their friends.



Let's speak.

Example:

How does he feel?
He feels hungry.



2.



3.



5.



6.



8.



9.



Make dialogues in pairs.

Speaking Score

Teacher's Note

Ask the students to practise asking and answering how people feel in pairs.

I Feel Happy

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 7-8 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosa kata seperti nama-nama benda yang ada disekitar dan fungsinya.

D. INDIKATOR

- ✓ Siswa mampu mengetahui arti kosakata dengan tepat
- ✓ Siswa mampu memahami kosakata yang dipelajari
- ✓ Siswa mampu menggunakan kosakata yang dipelajari

E. METODE DAN STRATEGI PEMBELAJARAN

- ✓ Miming Game

F. LANGKA – LANGKA KEGIATAN

- **Kegiatan pendahuluan**

- ✓ Greeting
- ✓ Tanya jawab berbagai hal terkait kondisi siswa
- ✓ Absensi
- ✓ Memberi motivasi siswa
- ✓ Penjelasan tentang topic yang akan dibahas

- **Kegiatan inti**

- ✓ Guru menjelaskan kepada siswa tentang penggunaan kata verb dan noun dalam kalimat
- ✓ Guru meminta siswa menerjemahkan kosakata yang diberikan
- ✓ Guru menjelaskan tentang permainan Miming, dan langkah-langkah nya sebagai berikut :

Activity 2

Using Mime to Describe Objects and Their Use :

1. A student stands in front of the class and holds an imaginary telephone.
2. Without speaking, she mimes using the telephone to chat with someone.
3. The rest of the class, or a pair of students working together, names the imaginary object, describes it, and explains its function in five sentences.
4. New students take turns acting and describing.

Example student answer:

It is a telephone. It is used for communication. It is found in most homes and offices. We use the telephone to call our friends. It is fun to chat with friends and relatives. Other objects that work well for this activity include a basket, shoes,

scissors, spectacles, a tennis racket, a book, a ring, a toothbrush, and a ball. The possibilities are endless.

- **Kegiatan penutup**

- ✓ Menyimpulkan materi pembelajaran
- ✓ Guru memberikan pertanyaan sesuai materi yang diajarkan
- ✓ Menanyakan kesulitan siswa selama KBM
- ✓ Guru memberikan motivasi akhir
- ✓ Guru member salam

G. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Bengkulu, April 2016

Mengetahui

Guru Mata Pelajaran

Researcher

Ressi Heryantini S.Pd

NIP :

Depa Juli Harti

NIM : 212 323 9229

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

A. IDENTITAS

| | |
|--------------------------|-------------------------------------|
| Satuan pendidikan | : SD Negeri 74 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : V/ 2 |
| Alokasi Waktu | : 2x 40 menit |
| Tahun Pelajaran | : 2015/2016 |
| Pertemuan | : 7-8 |

B. STANDAR KOMPETENSI

Siswa mampu mengeja, menyalin, serta mengingat kalimat sederhana dalam konteks sekolah maupun lingkungan.

C. KOMPETENSI DASAR

Menyalin, menulis, dan mengingat kalimat sangat sederhana secara tepat dan menyebutkan beberapa kosa kata seperti nama-nama benda yang ada disekitar dan fungsinya.

D. INDIKATOR

- ✓ Siswa mampu mengetahui arti kosakata dengan tepat
- ✓ Siswa mampu memahami kosakata yang dipelajari
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E. METODE DAN STRATEGI PEMBELAJARAN

- ✓ Tanya Jawab
- ✓ Diskusi

F. LANGKA – LANGKA KEGIATAN

- **Kegiatan pendahuluan**
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- **Kegiatan inti**
 - ✓ Guru menjelaskan kepada siswa tentang penggunaan kata verb dan noun dalam kalimat
 - ✓ Guru meminta siswa menerjemahkan kosakata yang diberikan
 - ✓ Guru meminta siswa untuk menghafal kosakata yang telah diberikan.
- **Kegiatan Penutup**
 - ✓ Menyimpulkan materi pembelajaran
 - ✓ Menanyakan kesulitan siswa selama KBM
 - ✓ Guru memberikan catatan akhir.
 - ✓ Guru memberikan salam.

G. SUMBER PEMBELAJARAN

1. Buku teks *Let's Make Friends with English*, Bambang Sugeng, jilid 5, Esis
2. Alat peraga yang berkaitan dengan materi ajar
3. Buku-buku lain yang relevan

Bengkulu, April 2016

**Mengetahui
Guru Mata Pelajaran**

**Ressi Heryantini S.Pd
NIP :**

Chapter 4

NOUN

- DEFINITION of NOUN

A **noun** is a word that names...

a person



nurse

a place



zoo

a thing



table

Say the name of each **noun** below.
Is it a person, place, or thing?



lion



bedroom



teacher



iron



school



circus



apron



dinosaur



baby



flower



cap



dentist



bike



church



soldier

- **Example:**

1. Dengan menambah “s” :

| Tunggal | Jamak | Arti |
|---------|---------|---------|
| Door | Doors | Pintu |
| Hand | Hands | Tangan |
| House | Houses | Rumah |
| School | schools | sekolah |

2. Dengan menambah “es” untuk kata yang berakhiran “s, x, sh, ch, o”

| Tunggal | Jamak | Arti |
|---------|-----------|---------------|
| Bench | Benches | Bangku |
| Box | Boxes | Kotak |
| Brush | Brushes | Sikat |
| Church | Churches | Gereja |
| Class | Classes | Kelas |
| Hero | Heroes | Pahlawan |
| Negro | Negroes | Orang negro |
| Potato | Potatoes | Kentang |
| Tomato | Tomatoes | Tomat |
| Volcano | volcanoes | Gunung berapi |

3. Untuk kata-kata di bawah ini hanya ditambah “s”

| Tunggal | Jamak | Arti |
|---------|--------|-------|
| Folio | Folios | Folio |
| Photo | Photos | Foto |
| Piano | Pianos | Piano |
| Radio | radios | radio |

4. Dengan mengubah “y” menjadi “ies” apabila “y” didahului sebuah huruf mati

| Tunggal | Jamak | Arti |
|---------|--------|--------|
| Baby | Babies | Bayi |
| City | Cities | Kota |
| Fly | Flies | Lalat |
| Lady | ladies | wanita |

Khusus untuk kata-kata berikut, langsung ditambah “s”

| Tunggal | Jamak | Arti |
|---------|-------|----------------|
| Boy | Boys | Anak laki-laki |
| Day | Days | Hari |
| Key | Keys | Kunci |
| Play | Plays | permainan |

5. Dengan mengubah “f” atau “fe” menjadi “ves”

| Tunggal | Jamak | Arti |
|---------|---------|----------------------|
| Calf | Calves | Anak sapi |
| Half | Halves | Separuh |
| Knife | Knives | Pisau |
| Leaf | Leaves | Daun |
| Life | Lives | Penghidupan |
| Loaf | Loaves | Sebungkah roti tawar |
| Shelf | Shelves | Rak, papan |
| Thief | Thieves | Pencuri |
| Wife | Wives | Istri |
| Wolf | wolves | serigala |

Easy Vocabulary

Put cross on the right answer!

1. Look at this picture!



there are three ...

- a. earrings
- b. necklaces

- c. bracelets
- d. Rings

2. Ricky is ... in the sea. He takes some baits.

- a. fishing
- b. sailing
- c. surfing
- d. Swimming

3. When do Indonesia citizen celebrate their Independence Day?

- a. 25th December
- b. 1st October
- c. 28th October
- d. 17th August

4. What is the third month of the year?

- a. January
- b. February
- c. March
- d. April

5. Twenty four divided by eight equals to ...

- a. 2
- b. 3
- c. 4
- d. 5

6. **Teks untuk soal nomor 6 dan 7!**

Joni : Brenda, this Sandy. Sandy, this is Brenda

Brenda : How do you do?

Sandy : ... (5)

Brenda : Nice to meet you.

Sandy : ... (6)

7.
 - a. I am Fine
 - b. How do you do?
 - c. Yes, I am.
 - d. My name is Sandy

8.
 - a. Nice to meet you too.
 - b. See you again
 - c. Good bye
 - d. Hi, how are you?

9. Where ... Winda put her toys?
 - a. is
 - b. are
 - c. have
 - d. Does

10. Where do you keep your clothes? In the
 - a. desk
 - b. shelf
 - c. case
 - d. Wardrobe

11. X: Do you have a pen?
Y: Yes, I ...
 - a. do
 - b. am
 - c. did
 - d. Have

12. I see a ... at the zoo

- a. Clock
- b. Elephant
- c. Table
- d. Roasters

13. We take a nap in the ...

- a. bedroom
- b. classroom
- c. bathroom
- d. Kitchen

14. Mr. Brown is my uncle. He is my father's ...

- a. son
- b. brother
- c. sister
- d. Nephew

15. My mother is ... she is at home all day.

- a. teacher
- b. secretary
- c. house wife
- d. nurse



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH AN TADRIS

Jln. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 51171-51172 Bengkulu

Nomor : In.11/F.1/PP.00.9/1121/2016

Bengkulu, 25 April 2016

Lamp. : 1 (satu) Exp Proposal

Perihal : **Mohon Izin Melakukan Try Out**

Kepada Yth,

Kepala SDN 82 Kota Bengkulu

Di -

Bengkulu

Assalamu'alikum Wr, Wb

Demi keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu untuk mengizinkan yang bersangkutan melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***"The Effect Of Miming Game Technique Toward Student Vocabulary Mastery"*** (A Quasi Experimental Study at The Fifth Grade Students Of SD Negeri 74 Kota Bengkulu In Akademik Years 2015/2016).

| | |
|----------------|------------------------|
| Nama | : Depa Juli Harti |
| NIM | : 2123239229 |
| Prodi | : S.1 TBI |
| Tempat Try Out | : SDN 82 Kota Bengkulu |

Demikian perohonan ini kami sampaikan, atas bantuan dan kerjasamanya di ucapkan terima kasih.



Dr. ZUBAEDI, M.Ag., M.Pd
NIP 196903081996031005



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI NOMOR 82
Jl. Hibrida X Telp. (0736) 343762 Kota Bengkulu



Surat Keterangan

Nomor : 11 / 006 /SDN.82/2016

Kepala Sekolah Dasar (SD) Negeri 82 Kota Bengkulu menerangkan bahwa :

Nama : SAHINDIA, M.Pd
Nip : 196408121984112002
Jabatan : Kepala Sekolah
Alamat : Jl. Hibrida X Bengkulu

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Depa Juli Harti
NIM : 212 323 9229
Jurusan : Tarbiyah dan Tadris
Program Studi : S1 Tadris Bahasa Inggris

Telah melaksanakan Try Out di SD Negeri 82 Kota Bengkulu pada Tanggal 25 April 2016.

Demikian Surat keterangan ini diberikan, untuk dapat dipergunakan sebagai mana mestinya.
Terima kasih.



Bengkulu, Mei 2016
Kepala Sekolah,

SAHINDIA, M.Pd
NIP. 196408121984112002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jalan Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

Nomor : In. 11/F.1/TL.00/9/7/2016
Lamp. : 1 (satu) expl proposal
Hal : **Mohon Izin Penelitian**

Bengkulu, 25 April 2016

Kepada Yth.
Kepala SDN 74 Bengkulu
Di -
Bengkulu

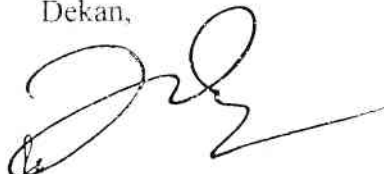
Assalamu'alaikum Wr. Wb.

Demi keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak untuk mengizinkan yang bersangkutan melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul: *The Effect of Miming Game Technique Toward Students' Vocabulary Mastery (A Quasi Experimental Study at the Fifth Grade Students of SD Negeri 74 Kota Bengkulu in Academic Year 2015/2016)*

NAMA : Depa Juli Harti
NIM : 2123239229
Prodi : S1. TBI
Tempat Penelitian : SDN 74 Bengkulu
Waktu Penelitian : 25 April S/D 17 Juni 2016

Demikian surat ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.
Dekan,


Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH AN TADRIS

Jln. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 51171-51172 Bengkulu

Nomor : In.11/F.1/PP.00.9/1121/2016

Bengkulu, 25 April 2016

Lamp. : 1 (satu) Exp Proposal

Perihal : **Mohon Izin Penelitian**

Kepada Yth,

Kepala Dinas Dikbud Kota Bengkulu

Di -

Bengkulu

Assalamu'alikum Wr, Wb

Demi keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu untuk mengizinkan yang bersangkutan melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***"The Effect Of Miming Game Technique Toward Student Vocabulary Mastery"*** (A Quasi Experimental Study at The Fifth Grade Students Of SD Negeri 74 Kota Bengkulu In Akademik Years 2015/2016).

| | |
|-------------------|-----------------------------|
| Nama | : Depa Juli Harti |
| NIM | : 2123239229 |
| Prodi | : S.1 TBI |
| Tempat Penelitian | : SDN 74 Kota Bengkulu |
| Waktu Penelitian | : 25 April s/d 17 Juni 2016 |

Demikian perohonan ini kami sampaikan, atas bantuan dan kerjasamanya di ucapkan terima kasih.



Dr. ZUBAEDI. M.Ag., M.Pd
NIP 196903081996031005



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Mahoni Nomor 57 B E N G K U L U 38227
Telp. 21429/21725 Fax. (0736) 345444

SURAT IZIN PENELITIAN

Nomor : 421.2/554 /IV.Dikbud/2016

Dasar : Surat Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu Nomor: In.11/F.1/TL.00.9/1121/2016 tanggal 25 April 2016 perihal izin penelitian.

Mengingat untuk kepentingan penulisan ilmiah dan pengembangan Pendidikan dalam wilayah Kota Bengkulu, maka dapat memberikan izin penelitian kepada:

Nama : Depa Juli Harti
NIM : 2123239229
Prodi : S1. TBI
Judul Penelitian : The Effect Of Miming Game Technique Student Vocabulary Mastery" (A Quasi Experimental Study At The Fifth Grade Student Of SD Negeri 74 Kota Bengkulu In Akademik Years 2015/2016.

Dengan ketentuan sebagai berikut :

1. a.Tempat Penelitian : SDN 74 Kota Bengkulu
b. Waktu Penelitian : 25 April s.d 17 Juni 2016
2. Penelitian tersebut khusus dan terbatas untuk kepentingan studi ilmiah tidak untuk dipublikasikan
3. Setelah selesai penelitian untuk menyampaikan laporan ke Dinas Pendidikan dan Kebudayaan Kota Bengkulu

Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, Mei 2016

An. Kepala Bidang Pendidikan Dasar
Kota Bengkulu
Kasi Pembinaan SD



Minami, S.Pd

NIP.197607102005022004

Tembusan :

1. Walikota Bengkulu (Sebagai Laporan)
2. Dekan FKIP IAIN
3. Kepala SDN 74 Kota Bengkulu



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Mahoni Nomor 57 B E N G K U L U 38227
Telp. 21429/21725 Fax. (0736) 345444

SURAT IZIN PENELITIAN
Nomor : 421.2/554 /IV.Dikbud/2016

Dasar : Surat Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu Nomor: In.11/F.1/TL.00.9/1121/2016 tanggal 25 April 2016 perihal izin penelitian.

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Nama : Depa Juli Harti
NIM : 2123239229
Prodi : S1. TBI
Judul Penelitian : The Effect Of Miming Game Technique Student Vocabulary Mastery" (A Quasi Experimental Study At The Fifth Grade Student Of SD Negeri 74 Kota Bengkulu In Akademik Years 2015/2016.

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Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, Mei 2016

An. Kepala Bidang Pendidikan Dasar
Kota Bengkulu
Kasi Pembinaan SD



Mufarni, S.Pd

NIP 197607102005022004

Tembusan :

1. Walikota Bengkulu (Sebagai Laporan)
2. Dekan FKIP IAIN
3. Kepala SDN 74 Kota Bengkulu



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI (SDN) 74

AKREDITASI A

Jl. H. Adam Malik Kel. Pagar Dewa Kec. Selebar Kota Bengkulu Kode Pos 38211
Telp. 0736 51269

SURAT KETERANGAN

Bengkulu, 25 April 2016

No : 421.2/017 /SDN74/IV/2016
Perihal : Izin Penelitian

Yth. Kepala Dinas Dikbud Kota Bengkulu
Di -
Bengkulu

Demi kepentingan penulisan skripsi mahasiswa, bersama ini kami memberikan izin untuk mengadakan penelitian "The Effect of Miming Game Teeniqw Toward Studens' Vocabulary Mastery (A Quasi Experimental Study at the Fifth Grade Students of SD Negeri 74 Kota Bengkulu in Academic Year 2015/2016)" kepada :

Nama : Depa Juli Harti
NPM : 2123239229
Program studi : S1. TBI
Tempat penelitian : SD Negeri 74 Kota Bengkulu
Waktu penelitian : 25 April s/d 17 Juni 2016

Atas bantuan dan kerja sama yang baik kami ucapkan terima kasih.





PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR NEGERI (SDN) 74

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telah melaksanakan penelitian dari tanggal 25 April s/d 28 Mei 2016 dengan sebenarnya di SD Negeri 74 Kota Bengkulu dengan judul **"The Effect of Miming Game Technique Toward Studens' Vocabulary Mastery (A Quasi Experimental Study at the Fifth Grade Students of SD Negeri 74 Kota Bengkulu in Academic Year 2015/2016)"**. Demikianlah surat ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 10 Juni 2016
Kepala Sekolah

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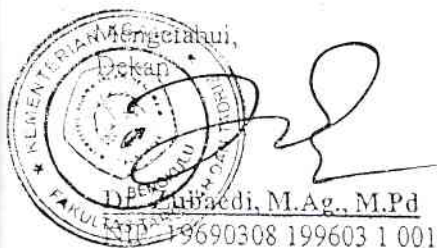
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| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II | Paraf Pembimbing |
|----|-------------------|-----------------------|--|------------------|
| 1. | 16/03-2016 | Chapter I | - Add Background - Add Problems | |
| 2. | Jumat, 18/03-2016 | chapter II | - Add Theories | |
| 3. | Senin, 21/03-2016 | chapter III | - Add lesson plan - Add Research Instrument | |
| 4. | Kamis, 24/03-2016 | Acc. Seminar proposal | 1 | |
| 5. | 24/6/2016 | chapter I & II | revisi | |
| 6. | 28/6/2016 | ACC Ujian Harian | | |



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Riswanto, Phd



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|----|--------------|------------------|---|------------------|
| 1. | 20/01-2016 | Chapter I. | - Change the year. - Use Present tense. - Use footnote. | |
| 2. | 16/02-2016 | Chapter I | - Add chapter II | |
| 3. | 23/02-2016 | Chapter II | - Tambahkan hypotesis | |
| 4. | 01/03-2016 | Chapter II | Chapter III | |
| 5. | 11/03-2016 | Chapter III | Revisi | |
| 6. | 15/03-2016 | Chapter III | Add Section | |
| 7. | 8/06-2016 | Chapter IV & V | - change into Past tense - complete the appendices | |
| 8. | 14/06-2016 | Chapter 1-5 | ACC for Manuscript | |

Bengkulu,

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DOCUMENTATION



