The Effect of Using Miming Game Combined With Jumble Words Game on Students' Vocabulary Mastery

(Quasi Experimental at The Fourth Grade of SD IT Al Qiswah Kota Bengkulu In The Academic Year 2021/2022)

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ABSTRACT

The objective of this research is to investigate the effect of using miming game combined with jumble words game on students' vocabulary at the fourth grade of SD IT Al Qiswah Bengkulu city in the academic year 2021/2022. This research was conducted by used time series design, in which only used one class as a experiment class. This research conducted in three series, there are three meeting for pre-test, three meeting for treatment and 3 meeting for post-test. Vocabulary test was used to collect data. One sample t-test formula was used to testing hypothesis with requirement data is distribute normal. In this research used kolmogrov smirnov to test normality th data . The result of this research, the means score of post-test the experimental group class 88,18 was higher than the mean score of pre-test of the experimental group class 69,21. In other words Ha was accepted and Ho was rejected. It can be concluded that teaching by using miming game combined with jumble words game has significant effect on students' vocabulary mastery at fourth grade of SD IT Al-Qiswah Kota Bengkulu in the academic year 2021/2022. This research has several significances for theoritical and partical contribution.

Keywords : Miming Game, Jumble Words Game, English Vocabulary Mastery

ABSTRAK

Penelitian ini bertujuan untuk untuk mengetahui pengaruh penggunaan permainan miming dikombinasikan dengan permainan acak kata terhadap kosakata siswa kelas IV SD IT Al Qiswah kota Bengkulu tahun ajaran 2021/2022. Penelitian ini telah dilakukan dengan menggunakan desain time series yang mana hanya menggunakan satu kelas sebagai eksperimen. Penelitian ini dilakukan dalam 3 rangkaian, yaitu tiga pertemuan untuk pre-test, tiga pertemuan untuk perlakuan dan tiga pertemuan untuk post-test. Tes kosakata digunakan untuk menggumpulkan data. Rumus One sample t-test digunakan untuk menghitung hipotesis dengan syarat data harus berdistribusi normal. Penelitian ini menggunakan rumus kolmogrov smirnov untuk menguji normalitas data. Hasil penelitian ini menunjukan bahwa nilai rata-rata post-test kelompok eksperimen kelas 88,18 lebih tinggi dari nilai rata-rata pre-test kelas eksperimen 69,21. Dengan kata lain Ha diterima dan Ho ditolak. Dapat disimpulkan bahwa pengajaran dengan menggunakan permainan miming dikombinasikan dengan permainan acak kata berpengaruh signifikan terhadap penguasaan kosakata siswa kelas

IV SD IT Al-Qiswah Kota Bengkulu tahun ajaran 2021/2022. Penelitian ini memiliki beberapa manfaat untuk kontribusi teoritis dan parsial.

Kata Kunci : Permainan Miming, Permainan Kata Acak, Penguasaan Kosakata Bahasa Inggris

INTRODUCTION

English vocabulary mastery at elementary school has a very important role in the success of communication, by mastering vocabulary, it is easier to understand what people are saying, both spoken and written. The key to success in learning English is improving vocabulary mastery (Syakir, 2020). In the other word, vocabulary is the first step for mastering language skills. Without learning vocabulary, those language skills will be impossible to be mastered by the learners.

In learning vocabulary, there are several problems faced by students that cause them difficulty in understanding the material explained by the teacher, they are : *first*, is understanding the meaning of words, there are some words that they do not know the meaning so that in learning activities it causes them difficulty in understanding the subject matter properly and causes students to feel left behind and less motivated in learning activities. (Jannah, 2011) *Second*, is differentiating and the foreign word-spelling. The students have found some similiar words and sounds in English, so that it might make them feel confused. Words that contain sillent letters are particaulay problematic : foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc. *Third*, is pronunciation, there is different pronunciation between English and Indonesia vocabularies. Therefore, students have problems in pronunciation. This causes students to be afraid to speak in English because they are afraid to make mistakes in pronunciation.

Besides the problem above there is other problem who experienced by the students, they were : the teacher still used conventionl method to teach vocabulary. It seems motonouns method, so that it might students bored and not active during teaching learning process. (Jannah, 2011)

To solve the problem related to difficulties during vocabulary learning, teachers may apply a game. According to carten (2007:21) quoted in (Sihombing, 2019) the benefit of using of games in learning will not only change the classroom atmosphere, but it will also restore students, restore means that it will make the students easier to learn vocabulary, and help the brain to learn more effectively. In this research, the researcher intrests to use miming game combined with jumble words game to teach vocabulary. According to Roth in (Fadirsair et al., 2021) Mime, is a game that uses non-verbal techniques which explain a character, mood, idea or narrative through gestures and body movements. Meanwhile jumble words according to Hornby quoted in (Apdy & Asrifan, 2018) is combining two or more things into one randomly.

To strengthen this research, the researcher provides several previous studies related to this research. The first research was conducted by (Kartikasari, 2017) her article entitled is "The Effectiveness of Using Miming Game on Students' Vocabulary Mastery to the Eight Grade Students at SMPN 7 Kediri In Academic Year 2016/2017". It is known that the advantages of applying miming games are able to make students active and have a positive effect for students to be more interested in learning activities and help in understanding vocabulary. The second research was conducted by (Bahtiar, 2020), he journal entitled is " Improvement of English Vocabulary Ability Using Jumble Words Media". Learning vocabulary using jumble words is able to make students interested in the learning process which is evidenced by the increased activeness of students during the learning process and they have been able to arrange a collection of random words into a meaningful vocabulary. The third research was conducted(Sabila, 2020), her journal entitled is " Students' Vocabulary Mastery Taught Using Hangaroo Game and Word Jumble". By applying both media students are able to understand new vocabulary. So it can be concluded that from the three studies, miming games and jumble word games are very effective and appropriate to use in teaching vocabulary.

In the preliminary research, researcher was conducted pre observation and interviews. Based on the results of observation, the researcher can concluded that there were some students not interet, not active and did not pay attention during learning process. Based on the result of interview with Mam P, S.Pd (2021), an English teacher at SD IT Al-Qiswah Bengkulu. She said that there is students still have low vocabulary mastery such as : less know the meaning of word and difficulty in spelling and pronounciation a word.

Therefore, the researcher are interests to conduct a research entitled " The Effect of Using Miming Game Combined With Jumble Words Game on Students' Vocabulary Mastery (A Quasi Experimental at Fourth Grade of SD IT Al-Qiswah Kota Bengkulu In The Academic Year 2021/2022)" to investigate the effect of using miming game combined with jumble words game on student's vocabulary mastery.

RESEARCH METHOD

This research was conducted by used time series design. The pattern of this research design can be explained as follow :

Table 1
Research design pattern

Group	Pre-Test	Treatment	Post Test
E	O_1	X	O_4
	O_2	X	O_5
	O_3	X	O_6

Description :
E   : Experiment class
O_1, O_2, O_3 : Pre-Test
X   : Treatment
O_4, O_5, O_6 : Post-Test

This research is divide into three series. In the first series, the experimental group was given a pretest in advance which aims to determine the initial value before being given treatment, then continued by giving treatment to the experimental group using a miming game combined with jumble words game. Next, the experimental group was given a posttest, so that the differences in the results of the pretest and posttest scores are obtained. Then the second and third series are carried out with the same steps as the first series.

The population of the research was all students at fourth grade of SD IT Al Qiswah Bengkulu city in academic year 2021/2022.

Table 2
The students population

No	Class	Sex		Total
		Male	Female	
1.	IV A	13	9	22
2.	IV B	12	10	22
Total		25	19	44

Based on the population above, to get valid data, the researcher used Cluster Sampling technique that one class of the Fourt Grade at SD IT Al-Qiswah Bengkulu. The researcher select IV A consist of 22 students.

The main instrument of this research is test there are two test namely pre-test and post-test. The test that will be given to students will be tried first. Here the researcher used test the validity and

reliability test to measure the accuracy and consistency of a series of measurements. To test the validity of using the Product Moment formula meanwhile to calculate the level of reliability, the researcher used Cronbach Alpa formula. To collect data the researcher used vocabulary test. After all the data has been collected, the next step is to process and analyze the results of the pre-test and post-test. To calculate the average score of pre-test and post-test using formula above:

$$\bar{x} = \frac{\sum x}{n}$$

Description :

$\bar{x}$: the mean score

$\sum x$: the sum of all respondent scores

n : the number of respondent

Table 3
Classification of student abilities

Interval Value score	Ability
0 – 44	Extremely Low
45 – 59	Low
60 – 74	Fair
75 – 89	Good
90 – 100	Extremely Good

To analyze data the research used normality test and hypothesis test. kolmogrov-smirnov formula to find out the value of normality of the data, while one sample t-test formula to find out wheter or not a significant differences score between pre-test and post-test.

RESULT AND DISCUSSION

The result of pre-test and post-test is presented :

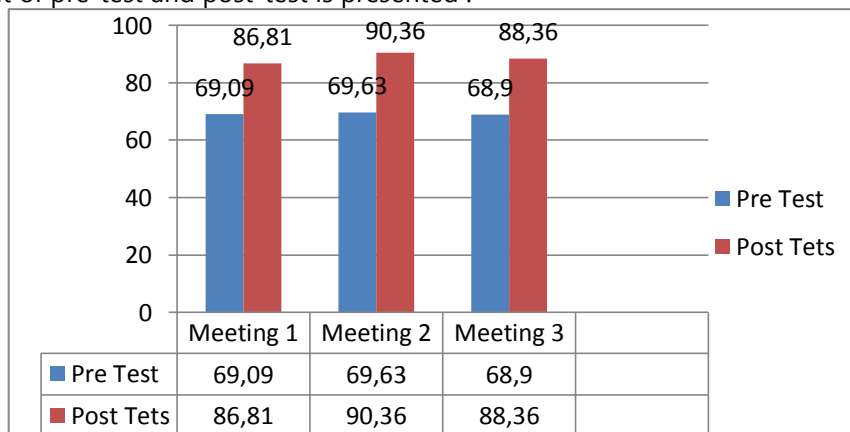|	Meeting 1	Meeting 2	Meeting 3
Pre Test	69,09	69,63	68,9
Post Tets	86,81	90,36	88,36

Figure 1. The diagram of overall average score of pre-test and post-test for all meeting

Can be seen from the data above, that overall average score of students in pre-test of 1-3 meeting in the fair category, while the overall average score of students in post-test of 1-3 meeting in the middle extremely good and good category at 50 % & 50%. So this teaching technique can use as a alternatif teachnnique to teaching vocabulary.

Previously, a normality test had been carried out, in which all data were normally distributed. The basis for making a decision on a data is said to be normal if the significance 2-tailed value is > 0.05. All data have been tested, and the results are significance 2-tailed values above 0.05, it can be

concluded that the data is normally distributed.

To testing hypothesis the researcher used one sample t-test formula. below the result of hypothesis test :

a) One Sample t-test Analysis Pre-Test

Table 4
One Sample T-test of Experiment Group in 1st meeting

One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil Pre Test ke 1	-.514	21	.613	-.909	-4.59	2.77

Can be seen on table 4.11, t-count -541 was lower than critical value of t-table 2,080. It means that the research hypothesis (Ha) was rejected while the null hypothesis (Ho) was accepted.

Table 5
One Sample T-test of Experiment Group in 2nd meeting
One-Sample Test

	Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil Pre Test ke 2	-.268	21	.792	-.36364	-3.1896	2.4623

Can be seen on table 4.13, t-count -268 was lower than critical value of t-table 2,080. It means that the research hypothesis (Ha) was rejected while the null hypothesis (Ho) was accepted.

Table 6
One Sample T-test of Experiment Group in 3rd meeting
One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil Pre Test ke 3	-.758	21	.457	-1.091	-4.09	1.90

Can be seen on table 4.15, t-count -758 was lower than critical value of t-table 2,080. It means that the research hypothesis (Ha) was rejected while the null hypothesis (Ho) was accepted.

b) One Sample t-test Analysis Post-Test

Table 7
One Sample T-test of Experiment Class in 1st meeting
One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil Post Test ke 1	9.536	21	.000	15.818	12.37	19.27

Can be seen on table 4.17, t-count 9,536 was higher than critical value of t-table 2,080. It means that the research hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

Table 8
One Sample T-test of Experiment Class in 2nd meeting
One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil Post Test ke 2	17.023	21	.000	20.364	17.88	22.85

Can be seen on table 4.17, t-count 17,023 was higher than critical value of t-table 2,080. It means that the research hypothesis (Ha) was acceepted while the null hypothesis (Ho) was rejected.

Table 9
One Sample T-test of Experiment Class in 3rd meting
One-Sample Test

	Test Value = 70					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil Post Test ke 3	11.485	21	.000	18.364	15.04	21.69

Can be seen on table 4.21, t-count 11,485 was higher than critical value of t-table 2,080. It means that the research hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

Before giving the pre-test and post-test to the experimental class, the researcher did a tryout

instrument. Tryout instrument is done to get a valid and reliable instrument. The tryout was conducted with 20 respondents outside the research sample with the same level, namely 4th grade at elementary school. To determine the level of validity and reliability, the researcher used the formula for product moment and cronbach's negligence. As a result, from the three tryout questions in the form of multiple choice questions, 25 valid and reliable questions were obtained from 30 questions. After that, the researcher gave a pre-test to the students. The pre-test was given in 3 meetings. After giving a pre-test, Furthermore, students are given treatment using miming game combined with jumble words game. There were three meetings during the treatment, including the pre-test and post-test. At the first meeting, the researcher gave material about ask and invite someone to go to particular place, in practice the researcher using miming game combined with jumble words game to teaching vocabulary. The first step, researcher explained and demonstrated these game, after that the students practice it. At the first meeting, some students are interested in playing this game and some other students are not. At the second meeting, the students learn about expressions for thanking and replying to thanks. At this meeting, students already understand the procedure of this game and are excited to get scores. students are still afraid to say a word, because they are afraid of being wrong. Besides that, when students compose words, some students have not been able to arrange them correctly. At the third meeting, the researcher gave material about time. At this meeting students have the courage to say a vocabulary even though the pronunciation is not right and also students are very excited during the learning process, the sense of competition between students also increases to compete for scores. All students activities during the researcher conducted this research have been recorded in the documentation.

Based on the findings during treatment in the experimental class using miming game combined with jumble words game, it can be said that the teaching and learning process students became more interested and active in learning. With the applied of these game, the students' vocabulary mastery at fourth grade o SD IT Al-Qiswah Kota Bengkulu are better than before, so that students find it esier to understand the meaning of vocabulary, spelling and pronounce a words correctly.

This statment is consistent with several research findings, such as : Kartikasari, Endah Dwi (2017) It is known that the advantages of applying miming games are able to make students active and have a positive effect for students to be more interested in learning activities and help in understanding vocabulary. Bahtiar Yuyun (2020) Learning vocabulary using jumble words is able to make students interested in the learning process which is evidenced by the increased activeness of students during the learning process and they have been able to arrange a collection of random words into a meaningful vocabulary. Sabila, Meidina (2019) concluded that implementation Hangaroo Game and Word Game when teaching vocabulary makes the students could gain more new words. Based on some of these studies, it is known that the research conducted by researcher. However, In addition, the thing that distinguishes this research from previous research is that in this study the researchers combined two games, namely the miming game and the jumble words game into one game, in which the researchers hoped that this game could improve students' vocabulary mastery effectively.

Althought it known that the miming game combined with jumble words is effective in improving students' vocabulary mastery in the fourth grade of SD IT Al-Qiswah Kota Bengkulu, itt turns out that there are some students whose mastery have not increased signifiantly. This statment is in line with the research that has been condocted by Nova Pravita (2010) about the advantages and disadvantages of using games in teaching vocabulary to the third graders of top school elementary school. From the result by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So, there was no longer time for teacher to explain more and help then to memorize all the new vocabularies. However, this does not mean that this alternative way can not be used as a learning way to improve students' voabulary mastery. In fact, there were more students in the experiment class whose vocabulary mastery increases after being given treatment using miming game combined with jumble words. This can be known from the result of their post-test. where the maximum value of pre-test was 80 and 90 for the maximum value of the post test.

After being given treatment, the experimental class given a post-test. Based on the post-test result is : the mean value of post-test in 1st meeting was 86,81. Then the mean value of post-test in 2nd meeting was 90,36 and the mean value of pre-test in 3rd meeting was 88,36. The average mean value of post-test was 88,51. While, the pre-test result is : The mean value of pre-test in 1st meeting was 69,09. Then the mean value of pre-test in 2nd meeting was 69,63 and the mean value of pre-test in 3rd meeting was 68,90. The average mean value of pretest was 69,20. Based on the mean value of pre-test and post-test for three times it can be said that the average mean value of post-test was 88,51 is higher than the average mean value of pre-test was 69,20. It can be concluded that the treatment is said to be successfully applied.

The data was analyzed in two stages : normaity and hypothesis. In this case, the researcher used one sample t-test. the normality test was used kolmonogrov smirnov formula, and the results showed that the data > 0,05, indicating that the data were normally distributed. The researcher then performed a one sample t-test to find out there is or not a significant difference before and after applying the miming game combined with jumble words game as a learning way in teaching vocabulary on students' vocabulary mastery. Decision making if t-count > t-table. It can be said the Ha was accepted and Ho was rejected. T-table for 21 degree freedoom is 2,080. In pre-test, in first meeting was -541, in second meeting was -268 and third meeting was -758. Based on the value of t-count of all pre-test it means that the Ha was rejected and Ho was accepted. While in post-test, in first meeting was 9,536, in second meeting was 17,023 and in third meeting was 11,485. Based on the value of t-count of all post-test it means that Ha was accepted and Ho was rejected.

Based on this explanation above, the researcher concludes that there is a significant difference before and after lerning by using the miming game combined with jumble words game. Students learning achiement have improved and are much better after using the miming game combined with jumble words game, as evidenced by the improving number of students whose scores are in the very good category.

KESEIMPULAN

Based on the results and discussion in the previous chapter, several conclusions presented. The researcher was found out that the use of miming game combined with jumble words game had a statistifically significant effect on student's vocabulary mastery after conducting research, collecting data and analysing it. The average mean value of post-test was 88,51. While, the average mean value of pretest was 69,20. Based on the mean value of pre-test and post-test for three times it can be said that the average mean value of post-test was 88,51 is higher than the average mean value of pre-test was 69,20 and the treatment is said to be successfully applied. It can be concluded that the treatment is said to be successfully applied. As a result, the miming game combined with jumble words game is one of the most effective way for improving students' vocabulary mastery at fourth grade of SD IT Al-Qiswah Kota Bengkulu. As a result the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

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