



**THE EFFECT OF MIME GAME ON VOCABULARY  
LEARNING INTEREST AT THE VIII  
GRADE STUDENTS OF SMPN 2  
SORKAM**

**A THESIS**

Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Graduate Degree  
of Islamic Education (S.Pd) in English

Written by:

**SRI WAHYUNI MARPAUNG**  
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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2022**



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Term : Munaqosyah

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Item : 7 (seven) exemplars

a.n. Sri Wahyuni Marpaung

To: Dean

Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

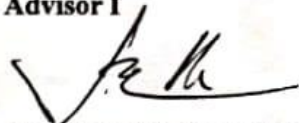
*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to Sri Wahyuni Marpaung, entitled "The Effect of Mime Game on Vocabulary Learning Interest at the VIII Grade Students of SMP N 2 Sorkam". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

*Wassalam 'alaikumwr.wb.*

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The title of the Thesis : **The Effect of Mime Game on Vocabulary Learning Interest at the VIII Grade Students of SMP N 2 Sorkam**

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**AGREEMENT PUBLICATION OF FINAL TASK  
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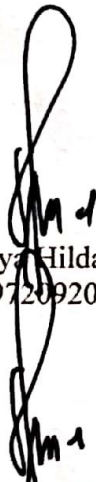


  
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**RELIGION MINISTRY INDONESIAN REPUBLIC**  
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## **LEGALIZATION**

**Thesis** : The Effect of Mime Game on Vocabulary Learning  
Interest at the VIII Grade Students of SMP N 2  
Sorkam

**Written By** : **Sri Wahyuni Marpaung**

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**Title of Thesis : The Effect of Mime Game on Vocabulary Learning Interest at the VIII Grade Students of SMP N 2 Sorkam**

### **ABSTRACT**

This research focused about the effect of using mime game on vocabulary learning interest at the VIII grade students of SMP N 2 Sorkam, the students lack of interest, no habituation in learning, annoy his friend, students prefer to enter the room after the teacher, also the students low in memories the words and the students do not know the meaning of the words and the students difficult to read and speak the words. So, the researcher intrested to prove students vocabulary learning interest the effect to students' vocabulary at VIII grade students of SMP N 2 Sorkam.

This research has three formulation of the problem, they are how is students' interest in learning vocabulary before using mime game, how is students' interest in learning vocabulary after using mime game and is there significant effect of mime game on students' interest in learning vocabulary. The purpose of this research are To describe the students' interest in learning vocabulary before using mime game at the VIII grade students of SMP N 2 Sorkam. To describe the students' interest in learning vocabulary after using mime game at the VIII grade students of SMP N 2 Sorkam. To examine the significant effect of using mime game on interest in learning vocabulary at the VIII grade students of SMP N 2 Sorkam.

Research methodology that used in this research is quantitative method. Types of the research was experimental research. The population of the research was the grade VIII students of SMP N 2 Sorkam. Further, the sample of the research included 89 students. They were experimental class consist of 30 students and control class consist of 30 students. In collecting the data, The researcher used questionnaire to know the English vocabulary learning interest and on collecting the data. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using Mime Game was higher than control class. Mean score of experimental class before using Mime Game was 75.8 and mean score after using Mime Game was 77.2. Mean while, the mean score of control class in post test was 71.7 Besides it, the score of tcount was higher than ttable ( $3.36 > 1.671$ ). It's mean that the hypothesis alternative ( $H_a$ ) was accepted. It was concluded that there was a significant effect of Mime Game on vocabulary learning interest at the VIII grade students of SMP N 2 Sorkam.

**Key words: Mime Game, Vocabulary, Learning Interest**



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**Title of Thesis : Pengaruh Mime Game Terhadap Minat Belajar Kosakata Pada Siswa Kelas VIII SMP N 2 Sorkam**

### **ABSTRAK**

Penelitian ini difokuskan pada pengaruh penggunaan mime game terhadap minat belajar kosakata pada siswa kelas VIII SMP N 2 Sorkam, kurangnya minat siswa, tidak ada pembiasaan dalam belajar, mengganggu temannya, siswa lebih memilih masuk ke ruangan setelah guru, juga siswa rendah dalam ingatan kosakata dan siswa tidak tahu arti kosakata dan siswa sulit membaca dan mengucapkan kosakata. Maka peneliti tertarik untuk membuktikan pengaruh minat belajar kosakata terhadap siswa kelas VIII SMP N 2 Sorkam.

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana minat belajar kosakata siswa sebelum menggunakan mime game, bagaimana minat siswa mempelajari kosakata setelah menggunakan mime game dan apakah ada pengaruh yang signifikan dari mime game terhadap minat belajar siswa kosakata. Tujuan penelitian ini adalah untuk mendeskripsikan minat belajar kosakata sebelum menggunakan mime game pada siswa kelas VIII SMP N 2 Sorkam. Untuk mendeskripsikan minat belajar kosakata siswa setelah menggunakan mime game pada siswa kelas VIII SMP N 2 Sorkam. Untuk menguji pengaruh yang signifikan penggunaan mime game terhadap minat belajar kosakata pada siswa kelas VIII SMP N 2 Sorkam.

Metodologi penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif. Jenis penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah siswa kelas VIII SMP N 2 Sorkam. Selanjutnya sampel penelitian berjumlah 60 siswa. Mereka adalah kelas eksperimen yang terdiri dari 30 siswa dan kelas kontrol yang terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan kuesioner untuk mengetahui minat belajar kosakata bahasa Inggris dan pengumpulan data. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa nilai rata-rata kelas eksperimen setelah menggunakan Mime Game lebih tinggi daripada kelas kontrol. Rata-rata skor kelas eksperimen sebelum menggunakan Mime Game adalah 75,8 dan skor rata-rata setelah menggunakan Mime Game adalah 77,2. Sedangkan nilai rata-rata kelas kontrol pada post test adalah 71,7. Selain itu nilai t hitung lebih tinggi dari t tabel ( $3,36 > 1,671$ ). Artinya alternatif hipotesis ( $H_a$ ) diterima. Disimpulkan bahwa ada pengaruh yang signifikan dari Mime Game terhadap minat belajar kosakata pada siswa kelas VIII SMP N 2 Sorkam.

Kata kunci: Mime Game, Kosakata, Minat Belajar

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Padangsidempuan, 03 Juni 2021

Researcher

**Sri Wahyuni Marpaung**  
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# CHAPTER I

## INTRODUCTION

### **A. Background of The Problem**

Vocabulary is one of the language components that is important thing to support to use the language well. So, the students should understand the vocabulary first. Learning interest is a mentally condition which refers students attitude toward and object, and feeling which will determines activities or liking that will perform on behavior and motivate to do something. Feeling interest is a good things to students in stimulating and motivating them in learning, expecially in learning english vocabulary as their foreigh language. Interest is often related to the happy feeling of the students encuraged them to do the activities assigned.

The importance of vocabulary learning interest is powerfully influence students academic and professional choices. That is of course the teacher's responsibility to establish the relations between student's interest and new vocabulary. When students are interest in what they are learning, hopefully they will play closer attention, they will also process the information more efficiently, and employ more effective learning strategies, such as making cinnections between old and new vocabulary. Further, when the students are interested in a task, they will work harder and persist longer.

The goverment has done some efforts to incese the quality of teaching and learn vocabulary in order they are interested in learning included interested in learning vocabulary, such as curriculum development, text book, selection,

and teacher quality improvement. The school also has done some efforts to increase education, such as prepare school facilities and make some rules for practicing discipline. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher also as a motivator for the students. From that explanation, all of these aims to increase the quality of education, including to increase students ability, especially in vocabulary.

The students conditions of vocabulary learning interest are still decreasing, because feelings, lack of confidence, Students will get more enthusiasm in learning vocabulary, the students will interest in learning vocabulary, also the students will active in learning language.

Based on interview with the English teacher of SMP N 2 Sorkam he said “there is no habituation in learning, annoy his friend, students prefer to enter the room after the teacher, also the students low in memories the words and the students do not know the meaning of the words and the students difficult to read and speak the words.”<sup>1</sup> So, it is make them difficult to learn English language.

There are some factors that influence students’ interest in learning vocabulary. They are purpose, material, method, media, evaluation, and game.<sup>2</sup> This research only taken game for discussing. Azar in Widya and Suastika. “games can be media that will give many advantages for teacher and the students either”.<sup>3</sup> Game as a problem solving in this research

Games is an activity which involves a person or a group of people to complete each other. A game activity will make the students participate

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<sup>1</sup>English Teacher " *Private Interview on June 18<sup>th</sup> 2020 in SMP N 2 Sorkam*".

<sup>2</sup>Sinta Kusuma, “Pengembangan Media English Vocabulary Card Pada Mata Pelajaran Bahasa Inggris Kelas 5 SD” (UIN Raden Intan, 2018), p. 14, <http://repository.radenintan.ac.id>.

<sup>3</sup>Widya Adharyanty Rahayu dan Suastika Yulia Riska, “Pengembangan Media Pembelajaran Game Kosakata Bahasa Inggris,” *Cakrawala Pendidikan* No.1 (n.d.), P. 86, <https://media.neliti.com>.

actively in the learning process. So, it is important and will be less boring and fun for children to which consolidates their learning of new words. There are many games that can be applied in language teaching learning process including in teaching vocabulary. Such as whispering game, scattergories games and mime game. These game can be used in learning vocabulary.

Mime game is a game using bodies to convey the meaning of an action or an expression which the others have to guess. Mime uses the creative instrument, we all can use our bodies to express our ideas and feelings.<sup>4</sup> It means Mime game is a game that using our body to describe the picture without speaking and use the picture as a media.

The role of mime game is that the students are banned to speak or produce sound. The students only allow to mime the word through movement or body language. Each group take turn to mime an action from the action cards.<sup>5</sup>

Every students actively participate during learning process. They obligate to guess the action cards correctly. Thus, it can prove their vocabulary through that game. Based on above explanation, the researcher interest in carrying out a research entitled “The Effect of Mime Game on Vocabulary Learning Interest At The VIII Grade Students of SMP N 2 Sorkam.”

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<sup>4</sup>Vivi Alvionita and Desiria Sagala, “The Use of Mime Game To Improve Student’s Speaking Ability at Madrasah Aliyah Muhammdiyah1 Medan” (UIN Sumatera Utara, 2018), P. 28, <http://repository.uinsu.ac.id/id/eprint/3889>.

<sup>5</sup>E N I Purnama, “Improving Students’ Vocabulary Mastery by Using Mime Game in Smpn 3 Sungai Raya,” 2017, P. 5, <https://www.neliti.com/id/publications/212043>.

## **B. Identification of the Problem**

Interest in learning vocabulary is a mental encouragement as an activator to do something by having interest students will get more enthusiasm in doing action. So that interest can be stimulated by factors but that interest is growing inside a person. Students capability in learning vocabulary is influence by many factors such as purpose, material, method, media, evaluation and game. Game mean in this research is mime game to create interest in learning vocabulary because the students low memories, do not know the meaning, difficult to read and speak the words.

## **C. The Limitation of the Problem**

As mention above these factors of interest in learning vocabulary such as purpose, material, method, media, evaluation, and game. Game mean here is mime game this factors will influential to interest in learning vocabulary.

This research doesn't discuss all the factors of interest in learning vocabulary above, this research focus on the mime game function to create interest in learning vocabulary (daily activities).

The reason of interest in learning vocabulary in discussing, this factors is estimate to influent to interest in learning vocabulary.

## **D. The Formulation of the Problem**

Base on background and identification above, researcher formulated the problems as follows:

1. How is the students' interest in learning vocabulary before learning by using mime game at the VIII grade SMP N 2 Sorkam?

2. How is the students' interest in learning vocabulary after learning by using mime game at the VIII grade SMP N 2 Sorkam?
3. Is there a significant effect of Mime Game on students' interest in learning vocabulary at the VIII grade SMP N 2 Sorkam?

#### **E. The Purpose of the Research**

From the formulation of the problem, the purposes of this research were:

1. To describe the students' interest in learning vocabulary before learning by using mime game at the VIII grade students of SMP N 2 Sorkam.
2. To describe the students' interest in learning vocabulary after learning by using mime game at the VIII grade students of SMP N 2 Sorkam.
3. To examine the significant effect of using mime game on interest in learning vocabulary at the VIII grade students of SMP N 2 Sorkam.

#### **F. The Significances of the Researcher**

The significant of this research expected to be useful for:

1. For teacher, through this research hope that the teacher can teach vocabulary effectively and decide what the best technique to teach vocabulary considering the students characteristics.
2. For Head Master, the research hoped they more comfort and interest to learn. So, Teaching and learning activity more fun and and it can increase students' vocabulary knowledge.
3. For other researcher, the result of this research is expected to develop all information for other researcher as references.

## **G. The Outline of Thesis**

The systematic of this thesis is divided in to five chapters. Each chapters consist of many sub chapters with detail as follow: in chapter one, it consists of introduction, they are: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significance of the research, and thesis outline. This research is expected to be useful at: east three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists of the theoretical descriptions; review of related findings, framework of thinking and hypotheses, This research, the researcher has the hypothesis is there the significant effect of mime game to the students' interest in learning vocabulary at the VIII grade students of SMP N 2 Sorkam.

The third chapter consist of the research methodology; place and time of the research, research design, population and samples, definition of operational variables, instrument of research, validity and realibility of instrument, and techniques of analysis data.

The fourth chapter consists of the description of the data analysis of the data, the discussion of the result and limitation of the problem.

The fifth chapter consist of the conclusion and the suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

##### 1. Vocabulary Learning Interest

###### a. Definition of Vocabulary Learning Interest

Vocabulary is the words that people understand both their meaning and usage. Hernawati said “vocabulary is a set of words know to a person or other entity, or a part of a particular language”.<sup>6</sup> According to Richard and Renandya in Rosmini’s research, “vocabulary is the center segment of language proficiency and gives a great part of the premise to how well learner speak, listen, read, and write”.<sup>7</sup> It can be said that vocabulary is a set of words that must be learned in learning English.

Vocabulary is a familiar collection of words that we often hear in language to a person. According to Intan Permata Sari at al, “Vocabulary is word storage and uses as a tool to communicate”.<sup>8</sup> According Melvina and Siti Nurbaya, “Vocabulary is one of elements

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<sup>6</sup>Hernawati, “Building Up The Students’ English Vocabulary Trough Fanny Stories at SMP Negeri 2 Duampunua Kab. Pinrang” I, no. 02 (2015), p. 203, <http://journal.UIN-Alauddin.ac.id/index.php/Eternal/article/view/2382/2324>.

<sup>7</sup>Rosmini Yanti, “The Implementation of Word Chain Game To Improve The Mastery of English Vocabulary” (University Darussalam Banda Aceh, 2017), p. 7, [https://repository.ar-raniry.ac.id/id/eprint/1912/1/Rosmini Yanti.pdf](https://repository.ar-raniry.ac.id/id/eprint/1912/1/Rosmini%20Yanti.pdf).

<sup>8</sup>Yanna Intan Permata Sari, Elva Elvinna, “Improving Students’ Vocabulary Mastery Using Interactive Multimedia,” *ELT-Lectura* 3, no. 1 (2016), p. 411, <https://doi.org/10.31849/elt-lectura.v3i1.471>.



of the language that should be learned and taught”.<sup>9</sup> So, more vocabulary that is familiar or often heard in the brain, the faster it will remember it.

From the above statements, this research concluded that vocabulary is a set of words that must be learned how well learners speak, listen, read, and write in learning English uses to communicate.

Learning Interest come from two words, is learning and interest. Learning is an act getting experience, knowledge, skills and values by understanding what to do and how to do any task by synthesizing the different types of information perceived by us. Learning brings about changes in the existing behavior of an individual. For more details, here are some expert opinions about learning interest.

According to Susanto in Asrianti’s journal, “Learning interest is a tendency individuals to have a sense of pleasure without coercion that it can cause changing knowledge, skills and behavior”.<sup>10</sup> Erlando Doni Sirait said “learning interest is a psychological aspect of a person that manifests it self in several symptoms, such as: passion, desire, feelings like to do the behavior change process through various activities which include seeking knowledge and experience”.<sup>11</sup> So,

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<sup>9</sup>Melvina dan Siti Nurbaya, “Improving Students’ Vocabulary Mastery By Using Vocabulary Notebooks At Grade V. C. Of Sdn 025 Bukit Raya Pekanbaru,” *Journal of Chemical Information and Modeling* 7, no. 1 (2014): 109, <http://ejournal.stkip-pgri-sumbar.ac.id>.

<sup>10</sup>Asrianti, “Minat Belajar Peserta Didik Terhadap Pembelajaran Bahasa Indonesia Berbasis Literasi,” *Etnolingual* 4, no. 1 (2020), p. 3, <https://e-journal.unair.ac.id>.

<sup>11</sup>Erlando Doni Sirait, “Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika,” *Formatif* 6, no. 1 (2016), p. 38, <https://doi.org/10.30998/formatif.v6i1.750>.

learning interest is tendency individuals to have a sense knowledge and experience.

According to Olivia in Nurhasana's journal "Learning interest is the attitude of obdience to learning activities, both planning schedule, planning learn and take the initiative to do the business in earnest".<sup>12</sup> Andi Achru said "Learning interest is power energy encourage someone to achieve learning goals".<sup>13</sup> So, learning interest is planning schedule to achieve learning interest goals.

Based on the statement above, vocabulary learning interest is the words which make students feeling more like to know the meaning.

#### **b. Purpose of Learning Interest**

Interest has great benefits for learning activities because interest will do their best for their interests. For example, a student is interested in the field of English, then the student will try to find out more about English.

Learnig interest can also increase students interest in learning. This is according to Slameto "the purpose of learning interest is helping students see how the relationship between the materials is expected to be learned by themselves as individuals".<sup>14</sup> The purpose of learning interest is to choose and do various and activities because

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<sup>12</sup>Siti Nurhasanah and A Sobandi, "Motivasi Belajar Sebagai Determinan Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 1, no. 1 (2016): 130, <https://doi.org/10.17509/jpm.v4i1.14958>.

<sup>13</sup>Andi Achru P, "Pengembangan Minat Belajar Dalam Pembelajaran," *Idaarah* III, no. 36 (2019), p. 208, <https://scholar.google.co.id>.

<sup>14</sup>Slameto, *Belajar Dan Faktor Faktor Yang Mempengaruhinya* (jakarta, 1995), 180.

there is attention, pleasure and experience, and as a strong driver in the involvement of a much greater extent from the object concerned in carrying out various activities.<sup>15</sup> Slameto said “purpose of learning interest is to obtain a new overall behavior change, as a result of the individual’s own experience in interaction with his environment”.<sup>16</sup> So, the purpose of learning interest is helping the students to obtain a new overall behavior change because there is attention, pleasure and experience.

The benefits of learning interest as a source of learning interest, the existence of interest in learning encourages students to be more active and strive to carry out learning activities. This will certainly affect student achievement.

Based on the purpose above, learning interest help the students to active and strive to carry out learning activities.

### **c. Function of Learning Interest**

Interest is one of the factors that can affect the business a person does. Strong interest will lead to serious persistent efforts and not easily give up in the face of challenges. If a student has a desire to learn, he will quickly be able to understand and remember it. According to Sardiman in Dana’s journal state that, there are five function of learning interest namely:

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<sup>15</sup><https://seputarilmu.com>.

<sup>16</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, PT Asdi Mahasatya (Jakarta: PT Rineka Cipta, 2011), p.13.

- 1) Determine the direction of student action, namely towards the goal to be achieved.
- 2) Select action, namely determining action what is compatible in order to achieve the goal.
- 3) As a force that will push students to learn.
- 4) Students encouragement to act in achieving goals learning.
- 5) Selector of action so that student deeds are always more motivation selective and stick to the desired goal achieved.<sup>17</sup>

Based on the function above, Andi Achru P also suggested a function of learning interest as follows:

Function of learning interest as a greater driving force learners to learn. Students who are interested in the lesson will continuously interest to study diligently, in contrast to students with attitudes only receiving lessons, they are only moved to want to learn but it is difficult to persevere because there is no driving force. To get good results in learning, students must have an interest in the lesson so encourage these students to continue learning.<sup>18</sup>

Based on the above statements, the function of learning interest as an impulse for one's desire, a desire booster and as a driving force in doing that comes from within a person to do something with the aim and direction of daily behavior.

#### **d. Factors of Learning Interest**

Pay attention to the factors that influence interest studying certain subjects, can be seen in the factors curriculum, factors from within students, factors of teaching methods, teacher factors, as well facilities and infrastructure, including the use of multimedia learning.

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<sup>17</sup>Risma Apdeni Dana Yulianto, Revian Body, "Hubungan Minat Belajar Dengan Hasil Belajar Gambar Teknik Siswa Kelas X Jurusan Teknik Gambar Bangunan SMK N 1 Sumatera Barat," no. September (2016), p. 5, <http://garuda.ristekdikti.go.id>.

<sup>18</sup>P, "Pengembangan Minat Belajar Dalam Pembelajaran," 212.

Several factors affect student interest in learning, according to

Totok Susanto as follows:

- 1) Motivate and aspire
- 2) Family
- 3) The role of the teacher
- 4) Facilities and infrastructure
- 5) Social friends
- 6) media<sup>19</sup>

All of these factors greatly influence each other, students will be encouraged to learn, when they have interest in learning. Therefore developing student learning interests is one technique in developing learning interest. In order for the encouragement to remain with students in the process of students learning English, especially students interest in Vocabulary needs to be created an interesting situation in students. Teachers are required to be able to generate students' interest in learning in English lessons, not just the teachers demanded but parents or families are also required to encourage students to always have an interest in learning so that they can increase the learning value of students in learning English especially in Vocabulary.

#### **e. Characteristics of Learning Interest**

Learning interest in each activity must have characteristics.

Children's interests can arise from various sources including the

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<sup>19</sup>Andi Achru P, "Pengembangan Minat Belajar Dalam Pembelajaran," Jurnal *Idaarah* III, no. 36 (2019), p. 211, <https://scholar.google.co.id>.

development of instincts and desires, intellectual functions, the influence of the environment, experience, habits, education, and soon.

The teacher must know the characteristics of interest in students, the teacher can distinguish which students are interested in learning and which students are not interested in learning. According to Slameto students who are interested in learning have the following characteristics:

- 1) Having a fixed tendency to remember to pay attention and learn something continuously.
- 2) There is a sense of love happy on something of interest.
- 3) Obtain a pride and satisfaction in something of interest, there is a sense of attachment to things of interest activities.
- 4) More like a thing that became his interest than others.
- 5) Manifested through participation in events and activities.<sup>20</sup>

So in this learning what can be used as an indicator in learning interest According to Safari in Sugianto.

- 1) Feeling happy
- 2) Students interest
- 3) Attention
- 4) Students entanglement<sup>21</sup>

From those opinions, there are five characteristics of learning interest that found from the expert. Having a fixed tendency to pay attention (pay attention to the teacher about the material and appearance), thing that became his interest than other (the students feeling happy to the teacher and how the teacher teach so that the

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<sup>20</sup>Retno Astuti and Risma Sitohang, "Penerapan Numbered Heads Together Meningkatkan Minat Belajar Ips Di Kelas V Sd Negeri 101896 Tanjung Morawa T.a. 2012/2013□," *Jurnal Kewarganegaraan* 21, no. 2 (2013): 14, <http://digilib.unimed.ac.id>.

<sup>21</sup>Sugianto And Mosik Anis Sulistyani, "Metode Diskusi Buzz Group Dengan Analisis Gambar Untuk Meningkatkan Minat Dan Hasil Belajar Siswa," *UPEJ Unnes Physics Education Journal* 5, no. 1 (2016), p.14, <https://doi.org/10.15294/upej.v5i1.12696>.

students easy to follow the lesson), there is a sense of love (easy to understand the material and sometime play the game), attachment to things and students engagement (invite the students play game related the lesson).

#### **f. The Material of Teaching Vocabulary**

Action verb is specific action used any time want to show action or discuss someone doing something. According to Peter Knap and Megan Watkins in Afifa's research Action verbs refers to the traditional notion of verb as "doing word", that is, verbs that refers to concrete actions and can be identified by the question, "can this verb be done?". action verbs predominantly occur in texts where action or behavior are being described and/recounted.<sup>22</sup> So, action verb istradition of verb can be identified.

There are some vocabulary materials in When English Ring a Bell VIII students book, in what are you doing sub topic. The materials such as personal invitation, asking and answering and retell the activities. The topics in second semester are My uncle is a zookeeper, What are you doing, bigger is not always better, When I was child, Yes, we made it, Dont't forget it, please and we got a lot of histories.

In this research, the material only focused action verb. Here the materials consists to "When English Ring A Bell Book".

The example of material

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<sup>22</sup>Umi Afifa, "Error Analysis On Using Action Verb In Writing Recount Text Of The Eighth Grade Students At The First Semester Of Smpn 1 Sumberejo In The Academic Year Of 2018/2019" (Uin Lampung, 2019), 49, <https://doi.org/10.22201/Fq.18708404e.2004.3.66178>.

1. Identify what the people do

Collecting Information

We will work in groups. We will ask and answer questions about what people are doing right now.

Here are what we will do. **First**, we will listen and repeat the sentences after the teacher, one by one. **Second**, in the group we will take turns asking and answering, **not reading**, the questions to each other. **Third**, we will correct each other's mistakes.



We will say the sentences loudly, clearly, and correctly.

No	Questions	Answers
1.	What is Rina doing?	She's returning a book to the library.
2.	Who are Roni and Rudi waiting?	They are waiting for us.
3.	What is Rini doing?	She's finishing the math homework.
4.	Where are they studying?	They are studying in the library.
5.	What is he doing?	He's having his lunch in the canteen.
6.	What are the teachers doing?	They're having a meeting in the teacher room.
7.	What is Sinta doing?	She's meeting the principal.
8.	What are they talking about?	They are talking about the football match.
9.	What is Gani doing?	He is buying something in the school co-op.
10.	What are you doing there?	We're practicing English.

2. Guess the picture

Match





## 2. Mime Game

### a. Definition of Mime Game

Mime game is a fun game in learning english. also the game is not difficult.

According to David Farmer these activities physical awareness and bodily expression. They can help enhance performance by introduct physical theatre techniques. For those who don't enjoy spoken improvisation, the games may open up a multitude of other possibilities in drama- and mime and movement are essential skills for any actor.<sup>23</sup>

Mime game is a game that using our body to describe the word. miming means acting without speaking.<sup>24</sup> Mime game requires someone to use body language, expression, and gestures to convey the meaning.

According to Pinter and Doff in angelina's journal Guessing game is Mime Game where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity and his group or the whole class try to guess what he really means.<sup>25</sup>

Mime game is one of the guessing games that guess picture and sentences. mime game is easy to do by the teacher, this game can play with group or individual. In doing a miming game, learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, describing the structure learned.

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<sup>23</sup>David Farmer, *101 Drama Games and Activities* (David Farmer, 2007), 34, Books.google.co.id.

<sup>24</sup>krisfinoy Anggiras, "Improving The Students Speaking Skills By Using Miming Game For The Eighth Grade Of Ampn 1 Bawen In The Academic Year Of 2018/1019" (Iain Salatiga, 2019), p. 20, [Http://E-Repository.Perpus.Iainsalatiga.Ac.Id/5220/1/Skripsi Krisfinoy Pdf.Pdf](http://E-Repository.Perpus.Iainsalatiga.Ac.Id/5220/1/Skripsi%20Krisfinoy%20Pdf.Pdf).

<sup>25</sup>Angelina Linda Hartani, "The Effectiveness of Mime Game in Teaching English Grammar," no. 1996 (2006), p. 15, <https://eprints.umk.ac.id>.

Merriam-Webster states that, “Mime is an ancient dramatic entertainment representing scenes from life usually in a ridiculous manner. mime game is a guessing game with mime activity in teaching words or sentence.”<sup>26</sup>

mime games are extremely popular and with good reason. it is suitable for all levels since they do not always require a lot of language, it is a great way to revise or check students understanding of a new language, they inherently fun and silly.

According to Goleman in Sustiyana’s research “with mime game students always enjoy fantasy, imagination and movement, and he claims that learning does not take place in isolation from students feeling. The students remember faster when they are happy, relaxed and unthreatened”.<sup>27</sup> Therefore teacher has to create a conducive and pleasurable atmosphere, so that what they learned have a lasting effect on them.

Based on the definition above, mime games is like acting using our body to describe picture without speaking sometime can say is gesture.

## **b. Purpose of Mime Game**

Mime game is one kind of guessing game besides guessing picture, and guessing sentences. This game is not new again for

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<sup>26</sup>Sustiyana Intan Arum Sari, “Miming Game As A Medium To Improve Students ’ Vocabulary Mastery ( A Quasi Experimental Study of the Seventh Grade Students in Academic Year 2016 / 2017 ) Faculty Of Language And Arts” (UNNES, 2017), p. 18, <https://lib.unnes.ac.id/30374/1/2201413088.pdf>.

<sup>27</sup>Susilawati, “The Use Of Mime Game Toward Students Action Verb Ability Of The Second Grade Students At Smp Yplp PGRI 1 Tamalate” (Universitas Islam Negeri Alauddin, 2019), P. 17, <Http://Repositori.Uin-Alauddin.Ac.Id/16396/1/Susilawati.Pdf>.

students, because they often play this game in their daily activity. The game is very good to improve students in mastering vocabulary, because the students will guess about is their friend do.

According to Richard and Amato, “the purpose of mime game is to give practice in communication”.<sup>28</sup> Susilawati said, “the purpose of mime game is to make the students have a happy and fun class. They do not have to feel worried of getting punishment or criticism when making mistakes”.<sup>29</sup> According to Mardhatillah and Ratmanida, “the purpose of mime game is learners will easily remember what they learn when they fell happy, comfortable, love, and enjoy what they do”.<sup>30</sup> So, the purpose of mime game is to paractice communication, happy, enjoy and fun class.

Based on the statement above, the purpose of mime game is to make the students enjoy what they do and reduce boredom.

### c. Types of Mime Game

Mime facilitate communication, understanding and participation. Additionally, mime will make you appear to be more charismatic teacher. Putting yourself out there, fearlessly, demonstrates confidence. Your students will therefore be more engaged and more likely to retain what the're being thought in the classroom.

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<sup>28</sup>Hartani, “The Effectiveness of Mime Game in Teaching English Grammar,” 17.

<sup>29</sup>susilawati, “The Use Of Mime Game Towards Students Action Verb Ability Of The Second Grade Students At Smp Yplp PGRI 1 Tamalate,” 18.

<sup>30</sup>Ratmanida Mardhatillah, “Journal of English Language Teaching Using ‘ Mime Game ’ To Teach Vocabulary To Young,” *English Language Teaching* 5, no. 1 (2016), p. 127 <http://ejournal.unp.ac.id>.

1. Use Mime to give direction

Mime could make the difference between your beginners getting what you're trying to express or not. Visual cues really help things "click" in a student's brain.

2. Use Mime to teach vocabulary

Mime can help you elicit certain key vocabulary and phrase from your learner without you having to directly translate. Mime will help your younger students associate common words and phrases with certain action, which will accelerate their learning and give them more confidence.

3. Using Mime to practice dialogues

This is the perfect opportunity to incorporate mime into the lesson. This creates a stronger sense of reality. A conversation seems more real-world and natural to students when they have to be as they would in their usual interactions with people.

4. Use Mime to teach cultural differences

Miming is a huge part of many languages and cultures. Some countries use more gestures and expressions than others. It's imperative that you, talk about the importance of using gestures when communicating. What your students need to know is that, even though they may have mastered using polite language in English, the way they use their bodies is also very important.<sup>31</sup>

So, from the above statements, the research use mime to teach vocabulary modified by the research. In this study, the research as a subject act the vocabulary was learned. The students guess the vocabulary that the teacher demonstrated. Its perhaps make students more interest and enjoy in teaching and learning process.

#### **d. The Advantages and Disadvantages of Mime Game**

Every game has advantages and disadvantages in use. There are some advantages and disadvantages of Mime Game

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<sup>31</sup>Riono, "Use Miming Game and Bingo Games as Media Towards the Students Vocabulary" (Iain Tulungagung, 2012), p. 23–23, <https://doi.org/10.1016/b978-0-08-021654-6.50005-7>.

### 1) Advantages of Mime Game

There are some advantages of teaching vocabulary using mime game:

- a) Mime game encourage students to interact and communicate. It builds students social interaction whether it is team work or their confident.
- b) The students got closer through playing mime game.
- c) Mime game helps the students repeat and drilling their memory to remember the words and pronounce it correctly. It also helps the the teacher to not speak too much.
- d) Mime game reduces the stress in the classroom. They can teach and learn in relaxing atmosphere. The students can explore their imagination freely.<sup>32</sup>

### 2) Disvantages of Mime Game

There are also some disvantages of mime game as follows:

- a) Use mime game by attracting students interest to game, all of them were active and make noisy.
- b) The teacher difficult to control students.
- c) Teaching learning precess by doing mime game the teacher only have litle time to explain materials.<sup>33</sup>

From the description above, its conclude that the Mime Game has some advantages that help the students repeat their memory to remember the words, pronounce it correctly, reduces the stress in the classroom and the teacher not speak too much. The disvantages that the teacher difficult to control students because students interest to game and all of them were active and make noisy.

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<sup>32</sup>E N I Purnama, "Improving Students' Vocabulary Mastery by Using Mime Game in Smpn 3 Sungai Raya," 2017, 5. <http://jurnal.untan.ac.id.index.php/jpdpb/article/view/21445>.

<sup>33</sup>dewi Apriliana, "The Use of Guessing Game to Improve Students' Vocabulary Mastery Atthe Eight Grade of SMP N 2 Kotagajah" (Iain Metro, 2017),P. 40, repository.metrouniv.ac.id.

### e. Procedures of Mime Game

Mime game takes an important roles from the teachers and the students without the teacher and the students, this game will not be able to apply in the context of teaching language learning.

According to Andi Asrifan there are six procedures of mime game, as follow :

- 1) Teacher gives mime to the leader (P1).
- 2) Leader (P1) claps the second player's shoulder (P2) and gives mime.
- 3) The second player (P2) clap the third player's shoulder (P3) and gives mime.
- 4) The last player (PX) show the mime in front of the class.
- 5) Leader (P1) show the right mime in front of the class.
- 6) The team discusses the meaning of mime.<sup>34</sup>

Another procedure comes from Wright et al in Eni Purnama's research state, there are steps of a procedure in teaching vocabulary by using mime game as follow:

- 1) Divided the students into groups, consist of 4.
- 2) Reveal the list of words to the students.
- 3) Each group take turn to mime an action from the action cards give.
- 4) The member of the group must identify the action by guessing the correct word. If the group cannot answer, the other group are allowed to guess it. This game would be focused on vocabularies about action verb, by using picture.<sup>35</sup>

From the description above, there are some procedure of mime game that is divided the students into groups, reveal the list of words

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<sup>34</sup>Andi Asrifan, "The Chinese Mime Game in Teaching Vocabulary on EFL Classroom" 65, no. 1 (2018), P. 34, <https://www.ojs.inm.ac.id/teflin65/article/view/6246>.

<sup>35</sup>Purnama, "Improving Students' Vocabulary Mastery by Using Mime Game in Smpn 3 Sungai Raya," 2017, P. 5, <http://jurnal.untan.ac.id.index.php/jpdpb/article/view.21445>.

to the students, each group take turn to mime and action, teacher gives mime to the leader, leader claps the second player's shoulder and give mime until the last player, the last player show the mime in front of the class, the leader show the right mime in front of the class, and the team discusses the meaning of mime.

This research apply the procedures from Wright et al because mime game clearly suitable with students situation as mentioned in the background and students easy to understand the teacher explanation.

#### **f. Teaching Vocabulary Using Mime Game**

Based on syllabus in K13 from students textbook at grade VIII, "what are you doing" is the material that students learn to guess about what they see, teaching vocabulary consists of pre-teaching, while-teaching, and post-teaching.

Aditya Prabowo says,

"The pre-teaching contains the opening, greeting, praying, warming up process, and reviewing the materials. The while-teaching contains the teaching and practicing process. The post-teaching contains the evaluating and closing".<sup>36</sup>

In teaching vocabulary using mime game. The teacher need to follow some procedures in order to make the teacher learning activity run well. The teacher try to teach vocabulary using mime game to help them memorize the word easly. Procedure of teaching vocabulary by using mime game are:

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<sup>36</sup>Aditya Prabowo, "A Case Study: The Process Of English Teaching Writing For Students With Special Needs At Harmony Junior High School Of Surakarta," 2018, 1–17, <http://eprints.ums.ac.id>.

**Table 1**  
**Teaching Vocabulary Using Mime Game**

Teacher	Procedures	Students
<b>A. Pre- Teaching</b>		
1. Teacher open the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn.
2. Teacher check the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present.
3. Teacher ask the students about the last material and relate it with the new material.		1. Students answer the teacher questions and the last material.
4. Teacher tell about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
5. The teacher divides the students into group.	1. Devide the students into groups.	1. Students pay attention to the teacher explanation.
<b>B. While- Teaching</b>		
1. The teacher prepare the words in the box	2. Reveal the list of words to the students.	1. Students pay attention to the teacher. 2. Students remain the words
2. The teacher instructs the students to make line	3.. Each group take turn to mime.	1. Students make line from the teacher instruct. 2. Students guess the picture start from leader.
3. A teacher will present how to be describer and all the students will take a role as the	4. The member of the group must identify the action by guessing the	1. Students listen to the teacher explanation and remaind the role of mime game 2. The students identify



guessers. And take the card and start to mime	correct word.	the action by guessing the correct word.
C. Post- Teaching		
1. Teacher ask the students about their understanding about the material.	1. Feedback	1. Students answer the teacher's question and tell their problem.
2. The teacher might conclude or summarize the lesson by himsel or together with the students.		2. Listen the teacher.
3. Teacher closes the teaching-learning activity.		3. Students give the greeting to the teacher.

### 1. Teacher Strategy

Teaching technique as a teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, and react to the learning experience. The teacher also needs to work with students as a friend, make make the learning place more comfortable, organize her lesson planes, and influence students by using different teaching methods.<sup>37</sup> So, its make eassy to teach use technique from the teacher.

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<sup>37</sup>Yun Ho Shin, *Teaching Strategies , Their Use and Effectiveness as Perceived by Teacher of Agriculture: A National Study, Follow This and Additional Works at: <https://lib.dr.iastate.edu/Rtd/12244>*, 1997, p. 16, <https://lib.dr.iastate.edu/rtd/12244>.

Procedure teaching vocabulary in SMP N 2 Sorkam. The teacher uses teacher strategy to teach students in teaching vocabulary. These are teacher's procedures in teaching vocabulary:

1. Teacher comes to the class by saying salam.
2. Teacher checks students' attendance and prepare the lesson.
3. Teacher mentions the goal of study.
4. Teacher involves the lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.
5. Teacher mentions the goal of study.
6. Teacher involves the lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.
7. The teacher explain what is verb.
8. The teacher ask the students about verb.
9. The teacher give the example of each verb, ask the students to write the example in the task book and gives the score.
10. The teacher gives feedback, evaluation and close the class by saying hamdalah.

## **B. The Review of Related Findings**

There are some related findings related to this research. The first is Sustiyana Intan Arum Sari After getting the treatment, the mean between the experimental group and the control group were gradually increased. The

experimental group got 87.72 and the control group got 75. The percentage of the students' improvement in experimental group was 18.63%. However, there was less improvement in control group, the percentage was only 12.58%. The result of t-value in post test result obtained 3.89 and t-table was 1.997. It means that t-value was higher than t-table.<sup>38</sup> So, it can be concluded that there is a significant improvement in vocabulary achievement between experimental group and control group.

The second is Annisa Nurul, It is showed by the mean of pre-test 82.5, so that the improvement score is 18.5. the significant test formula value is calculated and consulted with table of t value 2.042 to 6.7.<sup>39</sup> It means, in teaching vocabulary by using mime game is affected to improvement of students' vocabulary.

The third is Depa Juli, The mean score of pre-test in experimental class was 44,65, and the mean score of control class was 49,55. While, the mean score of test post-test in experiment class was 71,74, and the mean score of control class was 63,35.<sup>40</sup> It means using miming game can enhance the students' vocabulary mastery.

The fourth is Reny Ika Pratiwi, by comparing the "t" that the researcher has got calculation *t*table, and at the level of significance 0.05, the value of *t*table

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<sup>38</sup>Sari, "Miming Game As A Medium To Improve Students' Vocabulary Mastery ( A Quasi Experimental Study of the Seventh Grade Students in Academic Year 2016 / 2017 ) Faculty Of Language And Arts," p. 36. <https://lib.Unnes.ac.id/30374/1/2201413088.pdf>

<sup>39</sup>Annisa Nurul Fadillah, "The Use Of Mime Game In Improving Students' Vocabulary" (Pasundan University, 2015), P. 52, <http://repository.unpas.ac.id/id/eprint/13750>.

<sup>40</sup>Harti, "The Effect Of Miming Game Technique Towards Students' Vocabulary Mastery,"(Iain Bengkulu, 2016), P. 73, [http://repository.iainbengkulu.ac.id/3437/1/Depa Juli Harti.Pdf](http://repository.iainbengkulu.ac.id/3437/1/Depa%20Juli%20Harti.Pdf).

is  $\pm 2.131$ . comparing to the value of  $t_{count}$  the value of  $t_{table}$  is bigger.<sup>41</sup> It means, that the miming game technique is effective to improve students' vocabulary mastery.

The fifth is Anita Nirmala Sari, The result of correlation calculation by SPSS 16, it can be seen that the value of correlation is 0.548 which interpreted as positive correlation in moderate level.<sup>42</sup> It means that there is a correlation between students' interest in listening to English song and their vocabulary mastery

The sixth is Siti Rahmdhany in Siti Rahmdhany classified as very high interest in learning vocabulary. It was reflected by the mean score of the students' interest level was 74.9% classified as high category.<sup>43</sup> It means that the level of students' interest was high because they were engaged, care, and had positive feeling in learning vocabulary through instagram.

Related findings above conclude that mime game is significant with vocabulary learning interest, also can improve and make the students enjoy in vocabulary learning interest. So, the researcher will use mime game to improve and make the effect in their vocabulary and also making students enjoy and fun in vocabulary learning interest and this research will complete and contribute finding.

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<sup>41</sup>Reny Ika Pratiwi, "The Effectiveness Of Using Miming Game In Teaching Vocabulary Of The Fourth Grade Students" (Iain Tulungagung, 2017), P. 63, c.

<sup>42</sup>Anita Nirmala Sari, "Correlation Between Students Interest In Listening English Songs And Their Vocabulary Mastery" (Jambi University, 2020), repository.fkip.unja.ac.id.http://repository.fkip.unja.ac.id.

<sup>43</sup>Siti Rahmdhany, "The Students Interest in Learning Vocabulary through Instagram at Fourth Semester of Uin Alauddin Makassar," *BMC Public Health* (Alauddin Makassar, 2017), repository.uin-alauddin.ac.id.

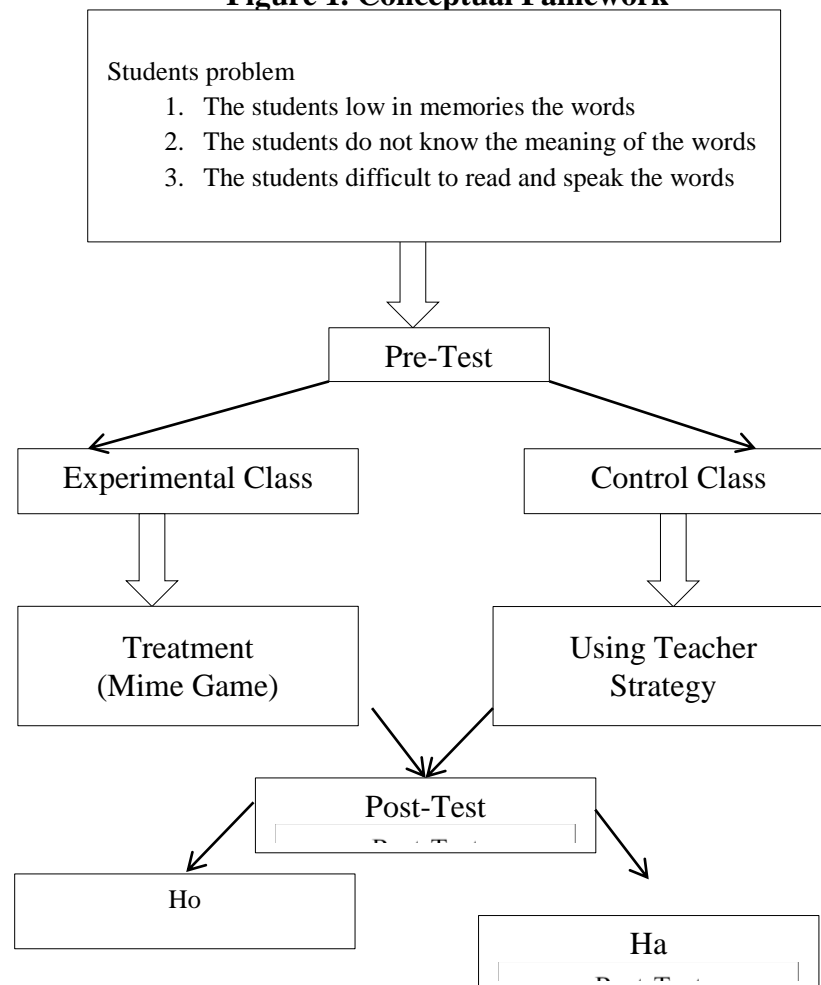
### C. Conceptual Framework

Many students still lack in vocabularies, the students' low in memorizing the words, the students do not know the meaning of the words, and the last is students difficult to read and speak the words. The students seldom use English in their life.

The concept of Mime Game is to make the students easier to learn vocabulary. To know the effect of this, there are two classes used as the sample of collecting data for this research. The classes are pre- test and post- test.

The first step is pre- test, it give to the students to find the students interest before the treatment. After that, Mime Game use to teacher eksperimental class and the teacher strategy use to teach the control class. Mime Game is a kind of language game play in a group to describe the word using our body or acting without speaking. It can help the students to be easy in learn vocabulary. The last, post- test to find out the effect of Mime Game on vocabulary learning interest at the VIII grade students of SMPN 2 Sorkam.

In this research there are  $H_0$  and  $H_a$  to see, is there a significant effect of mime game on students vocabulary learning interest, or there is no the significant effect of mime game on students vocabulary learning interest at VIII grade students of SMP N 2 Sorkam.

**Figure 1. Conceptual Framework****D. Hypothesis**

The hypothesis of this research:

1. Ha: there is the significant effect of mime game on students' vocabulary learning interest at VIII grade students of SMP N 2 Sorkam.
2. Ho: there is no the significant effect of mime game on students' vocabulary learning interest at VIII grade students of SMP N 2 Sorkam.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of Research**

The location of this research is in SMP N 2 SORKAM. It is located Jl. Sibolga Barus, Km 34 Naipospos Barat, Sorkam, Kabupaten Tapanuli Tengah, North Sumatra. This research was conducted from 9 July 2020 until february 2021.

#### **B. The Research Design**

This research used quantitative research. Where “quantitative research is based on the collection and anlysis of numerical data, usually obtained from questionnaires, tests, checklist and another formal paper and pencil instrument.”<sup>44</sup>

This research used experimental method. Gay says “Experimental research is the only type of the research that can test hypohese to establish cause and efeect.”<sup>45</sup> So, this research concluded experimental research is one of the research design kinds which have purpose to know or to find causal-effect from the variable.

The experiment is the most powerful quantitative research method for establishing cause-and-effect relationship between two or more variables. There are many experiments done by educational research to test the effects of various practices on students academic achievement and school climate.

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<sup>44</sup>I.R. Gay Geoffrey E Mills And Peter Airasian, *Educational Research Competencies for Analysis and Aplications* (american: prentice hall, 2000),P. 8, [www.myeducationalab.com](http://www.myeducationalab.com).

<sup>45</sup>Airasian, P. 367.

The researcher used two classes in this research. One of the class is taught with mime game and it called as experimental class or as a treatment, while the second class as control class without treatment.

**Table 2**  
**Pre test- Post test Control Group Design**

A	$O_1$	X	$O_2$
B	$O_1$		$O_2$

Notes:

A: Symbol for experimental class

B: Symbol for control class

X : Symbol for treatment<sup>46</sup>

In this model, both of classes were give pre-test ( $O_1$ ). Then, in experimental class will give a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes were given post-test ( $O_2$ ).

## C. Population and Sample

### 1. Population

Population is the total number of unit individuals that the characteristic or subject of research. Sandu Siyoto says,

“population is a generalization area consisting of objects that have a certain quantity and characteristics that are determined by the researcher to be studied and then draw conclusions.”<sup>47</sup>

Based on the quotation, the population of research consist of the VIII grade students of SMP N 2 Sorkam. The population of the research consist of 3 rooms with 89 students. can be seen in the following table:

**Table 3**

<sup>46</sup>John W Creswell, *Research Design*, Third Edition (America, 2009).

<sup>47</sup>Muhammad Ali Sodik Sandu Siyoto, *Dasar Metodologi Penelitian*, ed. Ayub (yogyakarta: Literasi Media, 2015), 64, <https://books.google.co.id>.



**Population of the students grade VIII SMP N 2 Sorkam**

No	Class	Students
1	VIII-1	30
2	VIII-2	30
3	VIII-3	29
4	<b>Total</b>	<b>89</b>

(source : data of students SMP N 2 Sorkam from vice of Headmaster)

## 2. Sample

In this research, this research used random sampling to take the sample the research. This research used random sampling because of all the sample had the same time, age, teacher, lesson, placed because not placement test, to chosen and it is the best way to obtain a representative sample.

The population all of the 8<sup>th</sup> Grade. After that, 2 classes as a sample they are, class VIII-1 consist of 30 students such as experiment class and VIII-2 consist of 30 students such as control class. Therefore, total sample are 60 students.

**Table 4**  
**The sample of the students grade VIII SMP N 2 Sorkam**

No	Class	Number
1	Experimental Class VIII-1	30
2	Control Class VIII-2	30
	<b>Total</b>	<b>60</b>

## D. Definition of Operational Variables

This research has two variables they are vocabulary learning interest and mime game.

Vocabulary Learning interest is the words which make students feeling more like to know the meaning.

Mime game is a game acting using our body to describe picture without speaking sometime can say is gesture.

#### **E. The Instrument Research**

Instrument is a tool that can be used by the research to collect the valid and reliable data. In this research, the research used instrument of validity and reliability to get the good test. Based on the participants, for the primary data this research used the interviews an instrument for collecting the data, this research used the quantitative research. Based of statement above, this research chosed the instrument of collecting data is questionnaire.

A quetionnaire is simply a “tool” for collecting and recording information about a particular issue of interest. Blaxter says

Questionnaires are one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest you.<sup>48</sup>

It is mainly made up of a list of questions, but should also include clear instruction and space for answer or administrative detail. The questionnaire is used to get information about students’ interest in learning vocabulary.

There are five basics types of scales used to measure attitudes, they are likert scales, semantic differential scales, rating scales, thrustone scales and Gutman scales.

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<sup>48</sup>Ioraine Blaxter Christina Hughes Malcolm Tight, *How to Research, Ed.Oz. Graf S .A., Third Edit* (new york: open university press, 2006), 179, [www.polskabook.pl](http://www.polskabook.pl).

The type of questionnaire that used in this research likert scala. The likert type scala response was level of frequency, in which there are five of alternative answer and score in using positive and negative, stongly agree (SA), agree (A) undecided (U), disagree (D) or strongly disagree (SD) with each statements. For istance, the following point values are typically assigned to positive statements: SA = 5, A=4, U=2, SD=1, while negative statements, the point values should be reversed that is SA=1, A=2, U=3, D=4, SD=5.<sup>49</sup>

The way to score the questionnaire is as follow:

**Table 5**  
**Likert Scale**

Alternative Options	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

**Table 6**  
**The Indicators of Vocabulary Learning Interest (Pre-Test)**

learning interest	Number of Questionnaires				Total of Questionnre
	Feeling Happy	Participation	Attention	Students' Entanglement	
Vocabulary	materi, cita cita, media, kamus,	Guru, materi, suasana, media	Media, materi, teman, guru	Keluarga, guru, media, teman	

<sup>49</sup>Sandu Siyoto, Dasar Metodologi Penelitian, P. 80.

		beraktivitas				
Meaning	Daily activity	1,2,25	3,4,26	5	6,7,28	10
Practice	Daily activity	8,9,23,24	10,11,30	12,22	13,14,15	12
Pronunciation	Daily activity	16,17,27	18	19,20,29	21	8
<b>Total</b>						<b>30</b>

**Table 7**  
**The Indicators of Vocabulary Learning Interest (Post-Test)**

Learning interest          Vocabulary		Number of Questionnaires				Total of Questionre
		Feeling Happy	Participation	Attention	Students' Entanglement	
		Diskusi, kamus cita cita, keingintahuan, media, kamus, beraktivitas	Guru, materi, suasana, media	Media, materi, teman, guru, lingkungan	Keluarga, guru, bakat, media, teman	
Meaning	Daily activity	1,2,25	3,4,26	5	6,7,28	10
practice	Daily activity	8,9,23,24	10,11,30	12,22	13,14,15	12
Pronunciation	Daily activity	16,17,27	18	19,20,29	21	8
<b>Total</b>						<b>30</b>

## F. Validity and Reliability of Instrument

### 1. Validity

Validity is supported most convincingly by subsequent personal observation by teachers and peers. By far the most complex criterion of a good test is validity.<sup>50</sup> Slamet says “Validity is a measure that shows the validity of a research instrument”.<sup>51</sup> In this research, the researcher will use item validity to find out the validity of instrument. So in this research, the questioner was validated by construct validity, it is checked by expert person, the expert person of questioner is Professor of psychology Mr. Agus Salim Daulay.

### 2. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good. An instrument of the research must be reliable. A reliability test is consistent and dependable.

The formula is:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

Where:

$R_{11}$  : Reliability of the Instrument

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<sup>50</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco: Longman, 2007)., p. 448.

<sup>51</sup>Slamet Riyanto Dan Aglis Andhita Hatmawan, *Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan Dan Eksperimen* (yogyakarta, 2020), 63, <https://books.google.co.id>.

$N$  : Total of Question

$St2$  : Variants Total

$p$  :  $\frac{\text{Proporsi Subject who is right Answer}(1)}{n}$

$q$  :  $\frac{\text{Proporsi Subject who is Wrong Answer}(0)}{n}$

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR-20.<sup>52</sup>

## G. Technique of Data Collecting

To collect the data, the research used test, in giving the test, it divided in two kinds: pre-test and post-test.

### 1. Pre-test

Pre-test is a test that given before doing treatment to the students. It is to know the students' ability in experiment and control class before the research give the treatment to experiment class. It is also used to find out the homogeneity and normality level of the sample. The researcher used some steps in giving pre-test. They are:

- a) The research prepares the test that will be filled by the students.
- b) The research distributed the paper  $f$  test to the students of experimental class and control class.
- c) The research explain what the students need to do.
- d) The research give the time to the students to answer the questions.

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<sup>52</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedadogy*.

- e) The research collect the students' test paper.
- f) The research checked the answer and counts the students' score.

## **2. Treatment**

After giving the pre-test, the students are given the treatment. The research will gives the different way in teaching vocabulary between experiment class and control class. Treatment has given to experimental class by using mime game. Treatment did after validity.

## **3. Post-test**

It is the test that has given after the research gives the treatment to experiment class. The research conduct a post-test which the same test with the pre-test, and has been conclude in the previous of the research. This post -test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the research analysis the data, then in this research find out the effect of mime game in experimental class.

## **H. The Technique of Data Analysis**

In this research, the researcher used the technique of data analysis as follow:

### **1. Requirement test**

#### **1) Normality test**

Normality test was used to know whether the data of research is normal or not. To know the normality, the researcher used *Chi-Square* formula. The formula is follow:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Value of Chi-Square

$f_o$  =Observed Frequency

$f_h$  =Expected Frequencye

To Calculate the result of *Chi- Square*, it will be used significant level 5% (0,05) and degree of freedom as big as of frequency is lessened 3( $dk=k-3$ ). If result  $x^2_{count} < x^2_{table}$ .<sup>53</sup>

## 2) Homogeneity Test

Homogeneity test used to know whether both experimental class have the same variant or not. If both classes are same, it can be called homogenous. To find the homogeneity, the researcher used *Harley test*.

The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if  $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if  $F_{(count)} \geq F_{(table)}$

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<sup>53</sup>Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).



### 3) Hypotheses Test

The technique in analyzing the data was by t-test, because it's aimed to examine the different of two variable. Such examination performed both on pre-test and post-test score from the experimental class and control class. The hypothesis test stated as:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- t : the value which the statistical significant
- $X_1$  : the average score of the experimental class
- $X_2$  : the average score of the control class
- $s_1^2$  : deviation standard of the experimental class
- $s_2^2$  : deviation standard of the control class
- $n_1$  : number of experimental class
- $n_2$  : number of control class<sup>54</sup>

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<sup>54</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010), 197.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of mime game on vocabulary learning interest, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of mime game on vocabulary learning interest. Next, researcher described the data as follow:

#### **A. Description of Data**

The pre-test scores obtained before teaching in experimental class and control class.

##### **1. Description of Data Before Using Mime Game**

###### **a. The Pre-test Score for Experimental Class**

As the experimental class, the researcher took class VIII-1. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' vocabulary learning interest (questionnaire). The researcher has calculated the students' score in appendix 9. The score of pre-test for experimental class can be seen in the following table:

**Table. 8**  
**The Score of Experimental Class in Pre-test**

<b>Descriptive</b>	<b>Statistic</b>
Total score	2185
Highest score	79
Lowest score	46
Mean	75.8
Median	73.6
Modus	73.75
Range	33
Interval	5
Standard deviation	17.45
Variant	35.07

Based on the table 8, the total score of pre-test for experimental class was 2185, mean was 75.8, standard deviation was 17.45, variant was 35.07, median was 73.6, range was 33, modus was, 73.75, and interval class was 5. The researcher got the lowest score was 46 and highest score was 79. Next, the calculation of how to get it could be seen in appendix 10. Then the calculation of the frequency distribution of the students' score as follow:

**Table. 9**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	46-50	48	1	3.33%
2	61-65	63	1	3.33%
3	66-70	68	3	10%
4	71-79	73	16	53.34%
5	76-80	78	9	30%
	$i=5$		30	100%

From the table 9, the students' score in class interval between 46-50 was 1 student (3.33%), class interval between 61-65 was 1 student (3.33%), class interval between 66-70 was 3 students (10%),

class interval between 71-79 was 16 students (53.34%) and the last class interval between 76-80 was 9 students (30%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

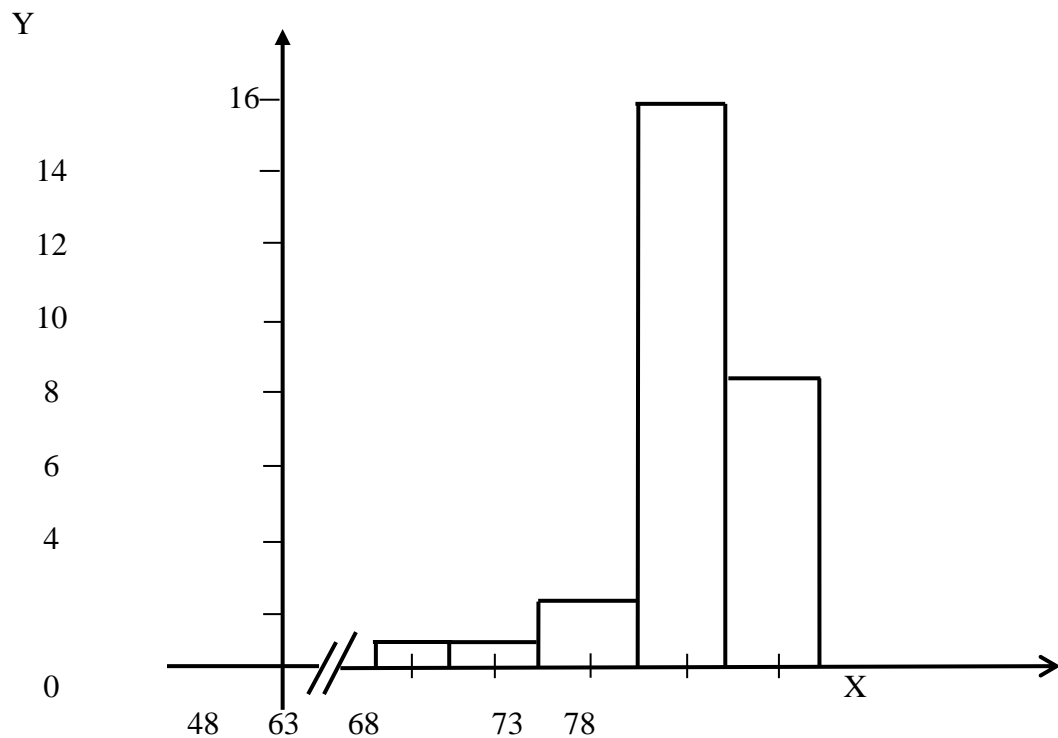


Figure 2: Description Data of Students' Vocabulary Learning Interest in Experiment Class (pre-test)

From the histogram above shows that, the data was normal.

#### **b. The Pre-test Score for Control Class**

In pre-test of control class, the researcher calculated the result that had been gotten by students' vocabulary learning interest (questionnaire). The score of pre-test for control class can be seen in the following table:

**Table. 10**  
**The Score of Control Class in Pre-test**

<b>Descriptive</b>	<b>Statistic</b>
Total score	2154
Highest score	79
Lowest score	51
Mean	76
Median	72,85
Modus	73.3
Range	28
Interval	5
Standard deviation	13.65
Variant	43.61

Based on the table 10, the total score of pre-test for control class was 2154, mean was 76, standard deviation was 13.65, variant was 43.61, median was 72.85, range was 28, modus was 73.3, and interval class was 5. The researcher got that the lowest score was 51 and highest score was 79. Next, the calculation of how to get it could be seen in appendix 10. Then the calculation of the frequency distribution of the students' score as follow:

**Table. 11**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	51-55	53	1	3.33%
2	56-60	58	2	6.67%
3	61-65	63	1	3.33%
4	66-70	68	3	10%
5	71-75	73	17	56.67%
6	76-80	78	6	20%
	i=5		30	100%

From the table 11, the students' score in class interval between 51-55 was 1 students (3.33%), class interval between 56-60 was 2 students, (6.67%), class interval between 61-65 was 1 students

(3.33%), class interval between 66-70 was 3 students (10%), class interval between 71-75 was 17 students (56.67%) and the last class interval between 76-80 was 6 students (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

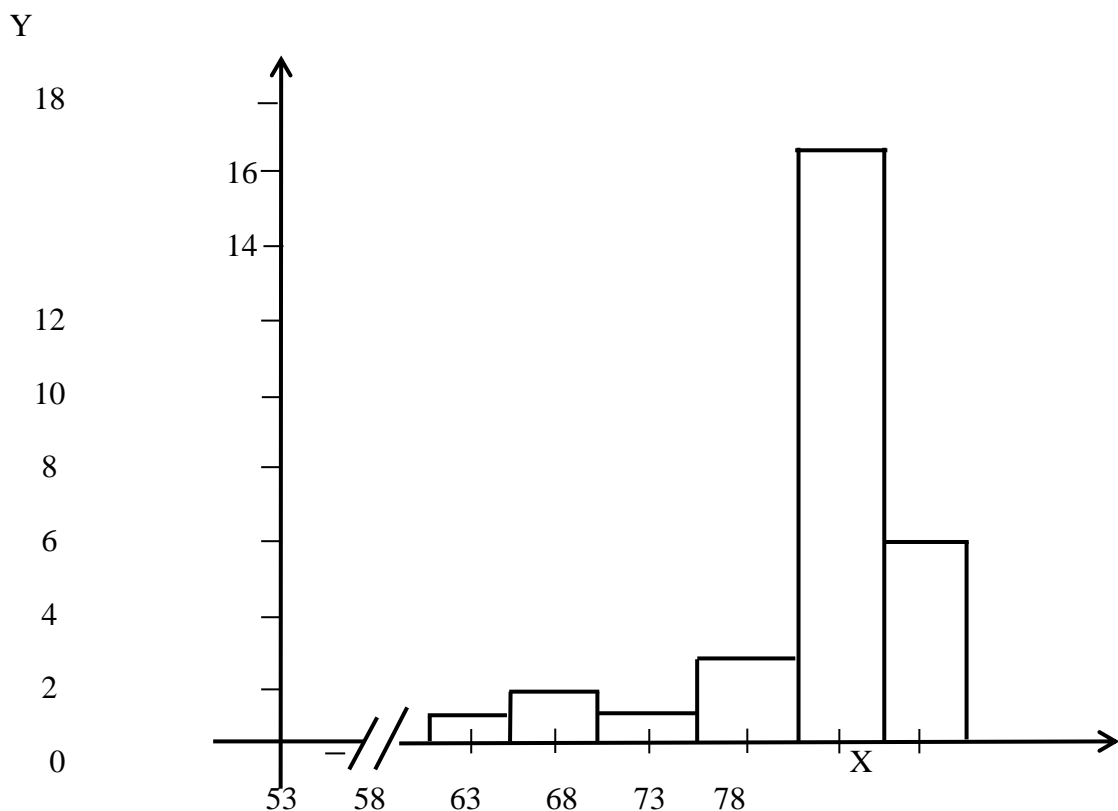


Figure 3: Description Data of Students' Vocabulary Learning Interest in Control Class (pre-test)

From the histogram above shows that, the data was normal.

## 2. Description of Data After Using Mime Game

### a. Score of Post-test for Experimental Class

In post-test for experimental class, the researcher calculated the result that had been gotten from students' vocabulary learning interest (questionnaire). The researcher has calculated the students'

score in appendix 12. The score of post-test for experimental class can be seen in the following table:

**Table. 12**  
**The Score of Experimental Class in Post-test**

<b>Descriptive</b>	<b>Statistic</b>
Total score	2365
Highest score	85
Lowest score	56
Mean	77,2
Median	79,05
Modus	78,8
Range	31
Interval	5
Standard deviation	36.35
Variant	315.91

Based on the table 12, the total score of post-test for experimental class was 2365, mean was 77.2, standard deviation was 36.35, variant was 315.91, median was 79.05, range was 31, modus was 78.8, and interval class was 5. The researcher got the lowest score was 56 and highest score was 85. Next, the calculation of how to get it could be seen in appendix 13. Then the calculation of the frequency distribution of the students' score as follow:

**Table. 13**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	56-60	53	1	3.33%
2	71-75	73	4	13.33%
3	76-80	78	14	46.67%
4	81-85	83	9	30%
5	86-90	88	2	6.67%
	i=5		30	100%

From the table 13, the students' score in class interval between 56-60 was 1 students (3.33%), class interval between 71-75 was 4 students (13.33%), class interval between 76-80 was 14 students (46.67%) class interval between 81-85 was 9 students (30%) and the last class interval between 86-90 was 2 students (6.67%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

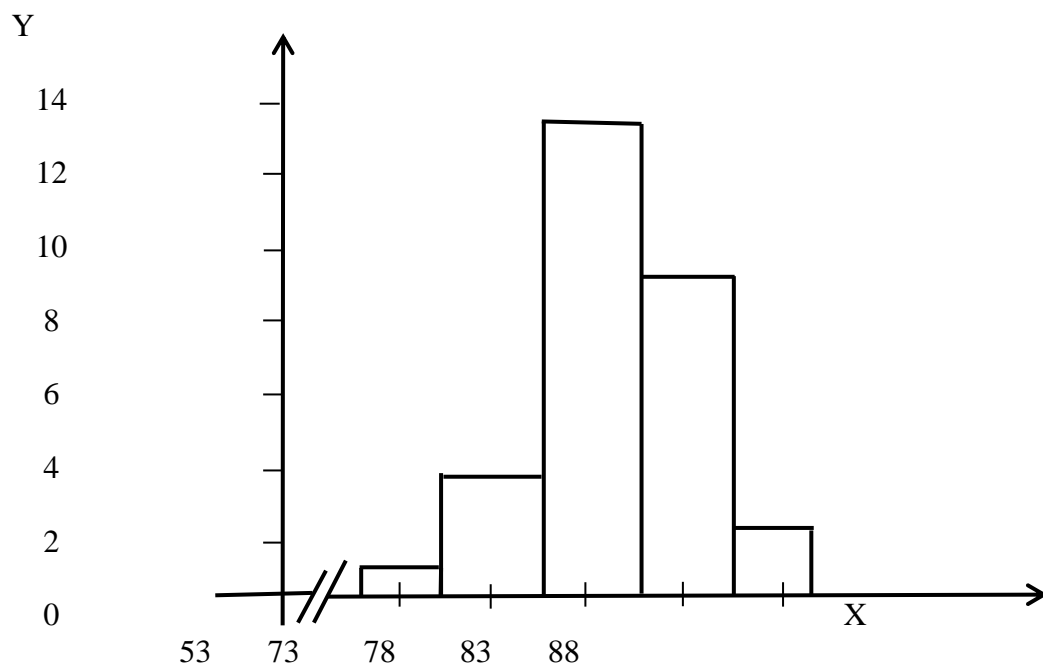


Figure 4: Description Data of Students' Vocabulary Learning Interest in Experiment Class (post-test)

From the histogram above shows that, the data was normal.



### b. The Post-test Score for Control Class

In post-test for control class, the researcher calculated the result that had been gotten by students' vocabulary learning interest (questionnaire). The researcher has calculated the students' score in appendix 12. The score of post-test for control class can be seen in the following table:

**Table. 14**  
**The Score of Control Class in Post-test**

<b>Descriptive</b>	<b>Statistic</b>
Total score	2258
Highest score	83
Lowest score	47
Mean	71.7
Median	90
Modus	75.66
Range	36
Interval	6
Standard deviation	14.4
Variant	37.51

Based on the table 14, the total score of post-test for control class was 2258, mean was 71.7, standard deviation was 14.4, variant was 37.51, median was 90, range was 36, modus was 75.66, interval class was 6. The researcher got the lowest score was 47 and highest score was 83. Next, the calculation of how to get it could be seen in appendix 13. Then the calculation of the frequency distribution of the students' score as follow:

**Table. 15**  
**Frequency Distribution of the Variables**

No	Interval	Mid Point	Frequency	Percentages
1	47-52	49.5	1	3.33%
2	65-70	67.5	1	3.33%
3	71-76	73.5	14	46.67%
4	77-82	79.5	12	40%
5	83-88	85.5	2	6.67%
	$i=5$		30	100%

From the table 15, the students' score in class interval between 47-52 was 1 student (3.33%), class interval between 65-70 was 1 student (3.33%), class interval between 71-76 was 14 student (46.67%) class interval between 77-82 was 12 students (40%) and the last class interval 83-88 was 2 students (6.67%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

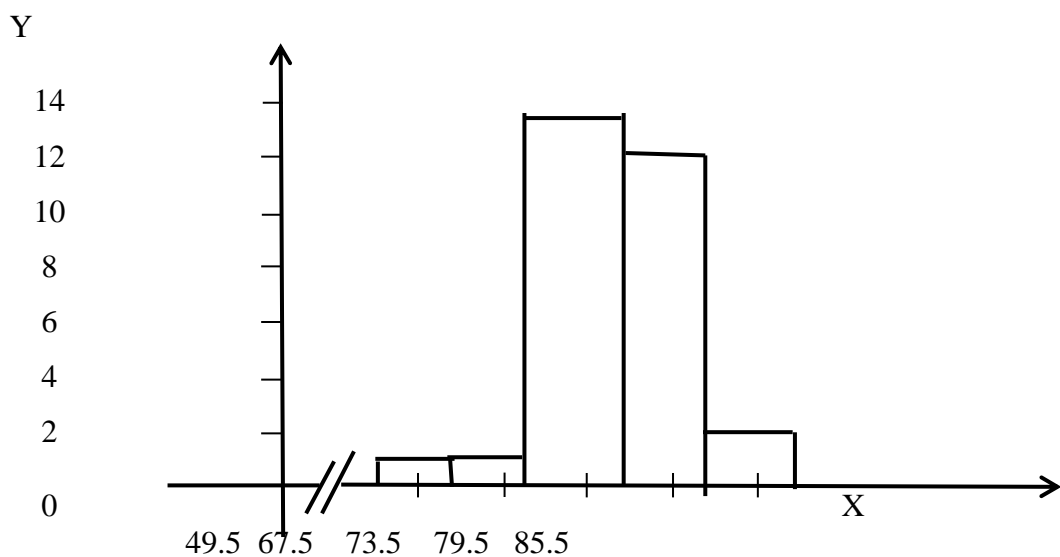


Figure 5: Description Data of Students' Vocabulary Learning Interest in Control Class (Post-test)

From the histogram above shows that, the data was normal.

## B. Hypothesis Test

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative ( $H_a$ ) of the research was “The is an Effect of Mime Game on Vocabulary Learning Interest at the VIII Grade Students of SMP N 2 Sorkam.” The result of t-test was as follow:

**Table. 16**  
**Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0.50	1.671	3.36	1.671

The test hypothesis have two criteria. First, if  $t_{count} < t_{table}$ ,  $H_0$  is rejected. Second, if  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on researcher calculation in pre-test, researcher found  $t_{count}$  0.50 while  $t_{table}$  1.671 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ . Cause  $t_{count} < t_{table}$  ( $0.50 < 1.671$ ), it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that  $t_{count}$  3.36 while  $t_{table}$  1.671 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ . Cause,  $t_{count} > t_{table}$  ( $3.36 > 1.671$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. Based on the

result of the data analysis, the researcher got the mean score of experimental class in pre-test was 75.8 and in post-test was 77.2. Then the mean score of control class in pre-test was 76 and in post-test was 71.7. The gain score was 5.7. The calculation can be seen on appendix 17.

### **C. Discussion**

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 75.8 and in post-test was 77.2. The prove was 1.4. Then the mean score of control class in pre-test was 76 and in post-test was 71.7. So, based on the calculation, it can be concluded that the improvement of experimental class was higher than control class. Automatically, Mime Game had the effect on Vocabulary Learning Interest.

Sustiyana Intan Arum Sari have done the same research on mime games, she used experimental research to improve vocabulary with result The experimental group got 87.72 and the control group got 75. The percentage of the students' improment in experimental group was 18.63%. however, there was less improvement in control group, the percentage was only 12.58%. the result of t-value in post test result obtained 3.89 and t-table was 1.997. means that t-value was higher than t-table.<sup>55</sup> So, it can be

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<sup>55</sup>Sari, "Miming Game As A Medium To Improve Students ' Vocabulary Mastery ( A Quasi Experimental Study of the Seventh Grade Students in Academic Year 2016 / 2017 ) Faculty Of Language And Arts," p. 36. <https://lib.Unnes.ac.id/30374/1/2201413088.pdf>

concluded that there is a significant improvement in vocabulary achievement between experimental group and control group.

The different research was also conducted by Annisa Nurul It is showed by the mean of pre-test 82.5, so that the improvement score is 18.5. the significant test formula value is calculated and consulted with table of t value 2.042 to 6.7.<sup>56</sup> it means, in teaching vocabulary by using mime game is affected to improvement of students' vocabulary.

More over also by Anita Nirmala Sari has the other research about interest she used correlation research, The result of correlation calculation by SPSS 16, it can be seen that the value of correlation is 0.548 which interpreted as positive correlation in moderate level.<sup>57</sup> It means that there is a correlation between students' interest in listening to English song and their vocabulary mastery

And Siti Rahmdhany in Siti Rahmdhany, It was reflected by the mean score of the students' interest level was 74.9% classified as high category.<sup>58</sup> It means that the level of students' interest was high because they were engaged, care, and had positive feeling in learning vocabulary through instagram.

The proofs show that Mime Game has given the effect to students' interest in learning vocabulary that has been done.

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<sup>56</sup>Annisa Nurul Fadillah, "The Use Of Mime Game In Improving Students' Vocabulary" (Pasundan University, 2015), P. 52, <http://repository.unpas.ac.id/id/eprint/13750>.

<sup>57</sup>Sari, "Correlation Between Students Interest In Listening English Songs And Their Vocabulary Mastery." <http://repository.fkip.unja.ac.id>.

<sup>58</sup>Siti Rahmdhany, "The Students Interest in Learning Vocabulary through Instagram at Fourth Semester of Uin Alauddin Makassar," *BMC Public Health* (Alauddin Makssar, 2017), [repositori.uin-alauddin.ac.id](http://repositori.uin-alauddin.ac.id).

#### **D. Limitation of the Research**

There were some aspect that could threat for this research as follow:

1. The researcher did not know the students' knowledge whether the students answer the question by their real answer, or they guest the answer, or they cheat their friends' answer.
2. The researcher did not know how concentrate and serious the students when they answered the test.
3. There were some students that were lack of serious to answer the Questionnaire in pre-test and post-test. It can be the threat of the research. So, the researcher cannot reach the validity of trust worthiness data

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using mime game, the mean score of pre-test for experimental class was 75.8 and the mean score of pre-test for control class was 76.
2. After using mime game, the mean score of experimental class was higher than after using mime game. The mean score of post-test for the experimental class was 77.2 and the mean score of post-test for control class taught by conventional strategy was 71.7.
3. The researcher found the research result of t-test where  $t_0$  was higher than  $t_c$  was 0.50 and  $t_t$  was 1.671 ( $0.50 < 1.671$ ). where  $t_{count} > t_{table}$  ( $3.36 > 1.671$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected It means that  $H_a$  was accepted, so there was a significant The Effect of Mime Game on Vocabulary Learning Interest at the VIII Grade Students of SMP N 2 Sorkam.

#### B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Mime Game in teaching, because this strategy can achieve the students vocabulary learning interest.
2. From the research result it is also as the information to the English teacher to use Mime Game as a reference in teaching Vocabulary Learning Interest to make learning process more active.
3. The researcher suggests to another researchers to use this strategy in solving another problems and find another factors that face by students in learning English process.



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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (EXPERIMENT CLASS)

Satuan pendidikan : SMP N 2 Sorkam  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII / 2  
Tema : Vocabulary (daily activities)  
Alokasi Waktu : 2 x 40 menit

#### A. Kompetensi Inti

1.	Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial, budaya, akademik, dan profesi;
2.	Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
3.	Berkomunikasi secara interpersonal, transaksional dan fungsional tentang aktifitas yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;
4.	Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsure kebahasaan secara akurat, berterima, dan lancar.

#### B. Kompetensi Dasar

3.7	Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan aktifitas sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.7	Kosa Kata
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan teks kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, dan benda.

4.7.2	Menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

### C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang kosa kata aktivitas sehari hari, tokoh, untuk tujuan membanggakan/mengenalkan/mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikutini:

#### 1. Fungsi Social

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- a. Tujuan dari kosa kata dan sederhana tentang aktivitas sehari hari yang berbeda,
- b. Fokus yang dibicarakan dalam masing-masing kata,
- c. Pembaca yang akan tertarik membaca masing-masing kata,
- d. Manfaat yang dapat dipetik dari masing-masing kata.

#### 2. Struktur Text

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- a. Nama atau macam aktivitas sehari hari yang terkait.
- b. Karakteristik fisik/psikis lainnya dari masing-masing aktivitas seharihari
- c. Kebiasaan/kegiatan yang menjadi penciri masing-masing aktivitas sehari hari,
- d. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing aktivitas.

### **3. Unsur Kebahasaan**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian binatang:

- a. Makna kata dan ungkapan tertentu (verb, naun, adverb, adjective)
- b. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll),
- c. Ucapan, tekanan kata, danintonasi yang benar,
- d. Ejaan dan tanda baca yang benar,
- e. Tulisan tangan yang benar.

### **D. Tujuan Pembelajaran**

Setelah melewati proses pembelajaran yang menerapkan 5M:

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan aktivitas, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait aktivitas.
3. Siswa menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait aktivitas orang, benda dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

### **E. Materi Pembelajaran**

1. Aktivitas sehari hari

### **F. Metode Pembelajaran**

- Mime game strategy

### **G. Alat dan Sumber Pembelajaran**

1. Alat : papantulis, kertas A4, spidol, bolpoin.
2. Sumber : buku-buku relevan, internet.

### **H. Metode Pembelajaran**

- Mime game strategy

### I. Alat dan Sumber Pembelajaran

Alat : papantulis, kertas A4, spidol, bolpoin.

Sumber : buku-buku relevan, internet.

### J. Langkah-langkah Kegiatan Pembelajaran

Teacher's activities	Procedures	Students' activities
D. Pre- Teaching		
6. Teacher open the class by greeting and prepare the students to pray before learn.		3. Students listen to the teacher. 4. Students answer the teacher's greeting and pray before learn.
7. Teacher check the students attendance list.		3. Students listen to the teacher. 4. Students state the attendance by saying present.
8. Teacher ask the students about the last material and relate it with the new material.		5. Students answer the teacher questions and the last material.
9. Teacher tell about the new material.		3. Students listen carefully to the teacher. 4. Students add some notes from the teacher.
10. The teacher divides the students into group.	1. Divide the students into groups.	3. Students pay attention to the teacher explanation.
E. While- Teaching		
1. The teacher prepare the words in the box	4. Reveal the list of words to the	1. Students pay



	students.	attention to the teacher. 2. Students remain the words
6. The teacher instructs the students to make line	3.. Each group take turn to mime.	1. Students make line from the teacher instruct. 2. Students guess the picture start from leader.
7. A teacher will present how to be describer and all the students will take a role as the guessers. And take the card and start to mime	8. The member of the group must identify the action by guessing the correct word.	1. Students listen to the teacher explanation and remaind the role of mime game 2. The students identify the action by guessing the correct word.
F. Post- Teaching		
3. Teacher ask the students about their understanding about the material.	3. Feedback	4. Students answer the teacher's question and tell their problem.
5. The teacher might conclude or summarize the lesson by himsel or together with the students.		4. Listen the teacher.
6. Teacher closes the teaching- learning activity.		5. Students give the greeting to the teacher.

### K. Penilaian

1. Teknik : Test
2. Bentuk : Penilaian proses
3. Instrumen : Tes jawab singkat dan lembar pengamatan
4. Pedoman Penilaian

## Rubrik Penilaian

<b>Indicator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk instrumen</b>	<b>Instrument soal</b>
Mengidentifikasi gerakan atau aktifitas seseorang	Test tulisan	Angket	Memilih jawaban yang sesuai dengan petunjuk soal
Mengidentifikasi gerakan atau aktifitas seseorang			

Padangsidempuan, juni 2021

Mengetahui

Guru Mata Pelajaran

Peneliti

Ifwan Nainggolan, S.Pd.Sri Wahyuni Marpaung  
Reg. No. 1620300036

## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (CONTROL CLASS)

Satuan pendidikan : SMP N 2 Sorkam  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII / 2  
 Tema : Vocabulary (aktivitas sehari hari)  
 Alokasi Waktu : 2 x 40 menit

#### L. Kompetensi Inti

1.	Menunjukkan perilaku yang berteriman dalam lingkungan personal, sosia budaya, akademik, dan profesi;
2.	Mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari;
3.	Berkomunikasi secara interpersonal, transaksional dan fungsional tentang aktifitas dan sifat yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat;
4.	Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsure kebahasaan secara akurat, berterima, dan lancer.

#### M. Kompetensi Dasar

3.7	Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskrip lisan dan tulis dengan member dan meminta informasi terkait dengan aktivitas, sangat pendek dan sederhana, sesuaidengan kontek spenggunannya.
4.7	Kosa Kata
4.7.1	Menangkap makna secara kontekstual terkait fungsisosial, struktur teks dan unsure kebahasaan teks kosa kata lisan dantulis, sangat pendek dan

	sedehana, terkait orang, dan benda.
4.7.2	Menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait orang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

#### **N. Indikator Pencapaian Kompetensi**

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang kosa aktivitas, tokoh, untuk tujuan membanggakan/mengenalkan/mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikutini:

#### **4. Fungsi Social**

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- e. Tujuan dari kosa kata dan sederhana tentang aktivitas yang berbeda,
- f. Fokus yang dibicarakan dalam masing-masing kata,
- g. Pembaca yang akan tertarik membaca masing-masing kata,
- h. Manfaat yang dapat dipetik dari masing-masing kata.

#### **5. Struktur Text**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- e. Nama ktifitas, dan sifat yang terkait.
- f. Karakteristik fisik/psikis lainnya dari masing-masing aktivitas
- g. Kebiasaan/kegiatan yang menjadi penciri masing-masing aktivitas,
- h. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing aktivitas.

#### **6. Unsur Kebahasaan**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian aktivitas:

- f. Makna kata dan ungkapan tertentu (verb, naun, adverb, adjective)
- g. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll),
- h. Ucapan, tekanan kata, danintonasi yang benar,
- i. Ejaan dan tanda baca yang benar,
- j. Tulisan tangan yang benar.

### O. Tujuan Pembelajaran

Setelah melewati proses pembelajaran yang menerapkan 5M:

4. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan aktivitas, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
5. Siswa menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsure kebahasaan kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait aktivitas.
6. Siswa menyusun kosa kata lisan dan tulis, sangat pendek dan sederhana, terkait aktivitas orang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

### P. Materi Pembelajaran

2. Verb (kata kerja)

### Q. Metode Pembelajaran

- Teacher strategy

### R. Alat dan Sumber Pembelajaran

- S. Alat : papantulis, kertas A4, spidol, bolpoin.
- T. Sumber : buku-buku relevan, internet.

### U. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures	Students' Activity
<b>Pre-Teaching</b>		
1 Teacher comes to the class by saying salam.		1 Students answer salam together.
2 Teacher asks students to pray before starting the lesson.		2 Students pray on their belief.
3 Teacher checks students' attendance and prepare the lesson.		3 Students listen and raise their hand depend on their attendance
4 Teacher mentions the goal of study.		4 Students listen to the goal of study.
5 Teacher involves the		5 Students brainstorm

<p>lesson to the students in brainstorming activity related to the topic. Teacher asks students about the ideas by using brainstorming to know students background knowledge.</p>		<p>some examples related to the topic.</p>
<b>While Teaching</b>		
<ol style="list-style-type: none"> <li>1. The teacher explain what is verb</li> <li>2. The teacher ask the students about verb</li> <li>3. The teacher explain verb or daily activities</li> <li>4. The teacher give the example of each verb or daily activities</li> </ol>		<ol style="list-style-type: none"> <li>1. The students listening to the teacher's explanation</li> </ol>
<ol style="list-style-type: none"> <li>1. The teacher ask the students to give the example about verb</li> <li>2. The teacher ask the students to write the example in the task book</li> </ol>		<ol style="list-style-type: none"> <li>1. The students write the task that the teacher has given</li> </ol>
<b>Post Teaching</b>		
<ol style="list-style-type: none"> <li>1. The teacher gives the score for each group</li> <li>2. The teacher gives feedback to the students</li> <li>3. The teacher gives the evaluation</li> <li>4. The teacher gives the conclusion</li> </ol>	<ol style="list-style-type: none"> <li>9. The group that got highest score will be winner.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students give some comment or responding</li> </ol>

## V. Penilaian

Teknik : Test

Bentuk : Penilaian proses

Instrumen : Tes jawab singkat dan lembar pengamatan

Pedoman Penilaian

Rubrik Penilaian

<b>Indicator pencapaian kompetensi</b>	<b>Teknik penilaian</b>	<b>Bentuk instrumen</b>	<b>Instrument soal</b>
Mengidentifikasi verb atau kata kerja	Test tulisan	Angket	Memilih jawaban yang sesuai dengan petunjuk soal
Mengidentifikasi habitat, makanan, verb atau kata kerja			

Padangsidempuan, Juni 2021

Mengetahui

Guru Mata Pelajaran

Peneliti

Ifwan Nainggolan, S.Pd.

Sri Wahyuni Marpaung  
Reg. No. 1620300036

### Appendix 3

#### ANGKET TENTANG PENGARUH MINAT BELAJAR VOCABULARY SISWA KELAS VIII SMP N 2 SORKAM

##### PRE-TEST

NAMA :

KELAS :

HARI/TANGGAL :

Petunjuk pengisian

1. Baca dan pahami setiap pernyataan dengan baik
2. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek”(√) pada kolom yang tersedia

Keterangan pilihan jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu Ragu

TS : Tidak Setuju

STS: Sangat Tidak Setuju

No	Pernyataan	STS	TS	RR	S	SS
1	Saya senang belajar arti kosa kata tentang aktivitas sehari hari karena yang ditanyakan tersedia di kamus					
2	Saya senang belajar arti kosa kata tentang aktivitas sehari hari karena materinya menarik					
3	Saya ikut serta belajar kosa kata tentang aktivitas sehari hari karena suasana belajarnya nyaman					
4	Saya ikut berperan belajar arti kosa kata tentang aktivitas sehari hari karena guru terampil menjelaskan					
5	Saya kurang tertarik mengetahui arti kosa kata tentang aktivitas sehari hari walaupun guru menjelaskan menggunakan media					
6	Saya terlibat belajar arti kosa kata tentang aktivitas sehari hari karena					



	dorongan keluarga					
7	Saya melibatkan diri mempelajari arti kosa kata tentang aktivitas sehari hari karena ingin dapat simpati guru					
8	Saya terancam memperagakan kosa kata tentang aktivitas sehari hari karena tidak menyukai pergerakan					
9	Saya ikut serta memperagakan kosa kata tentang aktivitas sehari hari karena menggunakan alat praktek					
10	Saya ikut serta memperagakan kosa kata tentang aktivitas sehari hari karena ajakan guru					
11	Saya memperhatikan keterampilan guru saat sedang memperagakan kosa kata tentang aktivitas sehari hari					
12	Saya terpaksa mempraktekkan kosa kata tentang aktivitas sehari hari karena ingin lebih unggul dari teman					
13	Saya melibatkan diri mempraktekkan kosa kata tentang aktivitas sehari hari karena adanya alat praktek					
14	Saya terlibat mempraktekkan kosa kata tentang aktivitas sehari hari karena adanya kebijakan guru					
15	Saya senang mengucapkan kosa kata tentang aktivitas sehari hari karena bercita cita pandai bahasa inggris					
16	Saya bertekad melafalkan kosa kata tentang aktivitas sehari hari supaya dapat nilai dari guru					
17	Saya tertarik mengucapkan kosa kata tentang aktivitas sehari hari karena materinya mudah untuk di ucapkan					
18	Saya memperhatikan pengucapan guru tentang kosa kata tentang aktivitas sehari hari supaya saya bisa berbicara seperti guru					
19	Saya memperhatikan bagaimana cara pengucapan kosa kata tentang aktivitas sehari hari karena hampir semua teman pandai bahasa inggris					
20	Saya terlibat melafalkan kosa kata tentang aktivitas sehari hari karena ingin orang tua bangga					

21	Saya terlibat melafalkan kosa kata tentang aktivitas sehari karena di ajari guru dengan sabar					
22	Saya memperhatikan gerakan sesuai dengan kosa kata aktivitas sehari hari karena guru menjelaskan dengan gerakan					
23	Saya terdorong untuk mengucapkan kosa kata aktivitas sehari hari dikarenakan bahan berinteraksi					
24	Saya terus berusaha melakukan gerakan kosa kata aktivitas sehari hari karena nyaman tanpa beban					
25	Saya terus berusaha mengetahui arti kosa kata aktivitas sehari hari karena tidak dilarang menggunakan kamus					
26	Saya tertarik memahami arti kosa kata aktivitas sehari hari karena menggunakan media belajar					
27	Saya senang mengucapkan kosa kata aktivitas sehari hari karena guru fasih dalam penyampaian					
28	Saya mau terlibat mengetahui arti kosa kata tentang aktivitas sehari hari karena proses belajarnya menyenangkan					
29	Saya memperhatikan cara pelafalan kosa kata tentang aktivitas sehari hari karena guru sabar mengulangi pengucapan					
30	Saya betul betul tertarik menggerakkan kosa kata aktivitas sehari hari karena belajar secara individu					

Validator  
Maret 2021

Padangsidempuan,

Angket/Peneliti

Pembuat

Drs. H. Agus Salim Daulay, M.Ag  
NIP. 19561 121 198603 1 002

Sri Wahyuni Marpaung  
NIM.16 203 00036

**Appendix 4****ANGKET TENTANG PENGARUH MIME GAME TERHADAP MINAT  
BELAJAR SISWA KELAS VIII SMP N 2 SORKAM****POST-TEST**

NAMA :

KELAS :

HARI/TANGGAL :

Petunjuk pengisian

1. Baca dan pahami setiap pernyataan dengan baik
2. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda “Cek”(√) pada kolom yang tersedia

Keterangan pilihan jawaban:

SS : Sangat Setuju

S : Setuju

RR : Ragu Ragu

TS : Tidak Setuju

STS: Sangat Tidak Setuju

No	Pernyataan	STS	TS	RR	S	SS
1	Saya senang belajar arti kosa kata tentang “aktivitas sehari hari” (gambar menonton) dengan mime game karena yang dinyatakan tersedia di kamus					
2	Dengan mime game membuat Saya senang belajar arti kosa kata tentang “aktivitas sehari hari” (gambar menyapu) karena materinya menarik					
3	Saya ikut serta belajar kosa kata tentang “aktivitas sehari hari” (gambar sholat) dengan mime game karena suasana belajarnya nyaman					
4	Saya ikut berperan belajar arti kosa kata tentang “aktivitas sehari hari” (gambar mandi) karena guru terampil menggunakan mime game					

5	Saya kurang tertarik mengetahui arti kosa kata tentang “aktivitas sehari hari” (gambar melompat) dengan mime game walaupun guru menjelaskannya menggunakan media					
6	Saya terlibat belajar arti kosa kata tentang “aktivitas sehari hari” (gambar berjalan) dengan mime game karena dorongan keluarga					
7	Saya melibatkan diri mempelajari arti kosa kata tentang “aktivitas sehari hari” (gambar menonton) dengan mime game karena ingin dapat simpati guru					
8	mime game membuat Saya senang memperagakan kosa kata tentang “aktivitas sehari hari” (gambar menyapu) karena bosan mendengar penjelasan					
9	Saya terancam memperagakan kosa kata tentang “aktivitas sehari hari” (gambar sholat) dengan mime game karena kurang menyukai pergerakan					
10	Melalui mime game Saya ikut serta memperagakan kosa kata tentang “aktivitas sehari hari” (gambar mandi) karena menggunakan alat praktek					
11	Mime game membuat Saya terpaksa ikut memperagakan kosa kata tentang “aktivitas sehari hari” (gambar minum) karena disuruh guru					
12	Saya memperhatikan keterampilan guru menggunakan mime game saat sedang memperagakan kosa kata tentang “aktivitas sehari hari” (gambar makan)					
13	Saya terlibat mempraktekkan kosa kata tentang “aktivitas sehari hari” (gambar tidur) dengan mime game karena ingin lebih unggul dari teman					
14	Saya melibatkan diri mempraktekkan kosa kata tentang “aktivitas sehari hari” (gambar berjalan)					

	dengan mime game karena adanya alat praktek					
15	mime game membuat Saya terlibat mempraktekkan kosa kata tentang “aktivitas sehari hari” (gambar berlari) karena adanya kebijakan guru					
16	Saya senang mengucapkan kosa kata tentang “aktivitas sehari hari” (gambar sholat) dengan mime game karena bercita cita pandai bahasa inggris					
17	Saya bertekad melafalkan kosa kata tentang “aktivitas sehari hari” (gambar mandi) dengan mime game supaya dapat nilai dari guru					
18	Saya tertarik mengucapkan kosa kata tentang “aktivitas sehari hari” (gambar menyapu) dengan mime game karena materinya mudah untuk di ucapkan					
19	Saya memperhatikan pengucapan guru tentang kosa kata tentang “aktivitas sehari hari” (gambar makan) dengan mime game supaya saya bisa berbicara seperti guru					
20	Saya memperhatikan bagaimana cara pengucapan kosa kata tentang “aktivitas sehari hari” (gambar tidur) dengan mime game karena hampir semua teman pandai bahasa inggris					
21	Saya terlibat melafalkan kosa kata tentang “aktivitas sehari hari” (gambar berlari) dengan mime game karena di ajari guru dengan sabar					
22	Saya memperhatikan gerakan sesuai dengan kosa kata “aktivitas sehari hari” (gambar berlari) melalui mime game karena guru menjelaskan dengan gerakan					
23	Saya terdorong untuk mengucapkan kosa kata “aktivitas sehari hari” (gambar berjalan) dengan					

	mime game					
24	Saya terus berusaha melakukan gerakan kosa kata “aktivitas sehari” (gambar tidur) hari dengan mime game					
25	Saya terus berusaha mengetahui arti kosa kata “aktivitas sehari hari” (gambar makan) dengan mime game karena tidak dilarang menggunakan kamus					
26	Saya tertarik memahami arti kosa kata “aktivitas sehari hari” (gambar menyapu) karena menggunakan media belajar melalui mime game					
27	Saya senang mengucapkan kosa kata “aktivitas sehari hari” (gambar sholat) karena guru fasih dalam penyampaian melalui mime game					
28	Saya mau terlibat mengetahui arti kosa kata tentang “aktivitas sehari hari” (gambar menonton) dengan mime game karena proses belajarnya menyenangkan					
29	Saya memperhatikan cara pelafalan kosa kata tentang “aktivitas sehari hari” (gambar mandi) dengan mime game karena guru sabar mengulangi pengucapan					
30	Saya betul betul tertarik menggerakkan kosa kata “aktivitas sehari hari” (gambar makan) karena belajar secara individu melalui mime game					

Validator

Padangsidempuan, Maret 2021

Pembuat Angket/Peneliti

Drs. H. Agus Salim Daulay, M.Ag  
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**Appendix 10****RESULT OF NORMALITY TEST IN PRE TEST****RESULT OF THE NORMALITY TEST OF VIII-1 IN PRE-TEST**

1. The score of pre test of Experiment class from low score to high score

46	71	73	73	75	77
65	72	73	74	76	77
68	73	73	74	77	77
69	73	73	75	77	77
70	73	73	75	77	79

2. High score = 79

Low score = 46

Range = high score – low score

$$= 79 - 46$$

$$= 33$$

3. Total of class =  $1 + 3.3 \log (n)$   
 $= 1 + 3.3 \log (30)$   
 $= 1 + 3.3 (1.47)$   
 $= 1 + 4.85$   
 $= 5.85$   
 $= 6$

4. Length of classes =  $\frac{\text{range}}{\text{many class}}$   
 $= \frac{33}{6}$   
 $= 5.5$   
 $= 5$

## 5. Mean

Interval class	F	M	X	FX	X <sup>2</sup>	FX <sup>2</sup>
46 – 50	1	48	+5	5	25	25
51 – 55	0	53	+4	0	16	0
56 - 60	0	58	+3	0	9	0
61 – 65	1	63	+2	2	4	4
66 – 70	3	68	+1	3	1	9
71 – 75	16	73	0	16	0	256
76 -80	9	78	-1	-9	1	81
I = 5	30			17		375

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 73 + 5 \left( \frac{17}{30} \right)$$

$$= 73 + 5 (0.56)$$

$$= 73 + 2.8$$

$$= 75.8$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx^1}{n} \right)^2}$$

$$= 5 \sqrt{\frac{375}{30} - \left( \frac{17}{30} \right)^2}$$

$$= 5 \sqrt{12.5 - (0.56)^2}$$

$$= 5 \sqrt{12.5 - 0.31}$$

$$= 5 \sqrt{12.19}$$

$$= 5 \times 3.49$$



= 17.45

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	$F_e$	$F_o$	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
46 - 50	50.5	- 1.94	0.4738	0.02	0.6	1	0.4	0.66
51 - 55	55.5	- 1.65	0.4505	0.03	0.9	0	-0.9	-1
56 - 60	60.5	- 1.37	0.4147	0.05	1.5	0	-1.5	-1
61 - 65	65.5	- 1.08	0.3599	0.07	2.1	1	-1.1	-5.23
66 - 70	70.5	-0.79	0.2852	0.09	2.7	3	0.3	0.11
71 - 75	75.5	-0.51	0.1950	0.10	3	16	13	4.33
76 - 80	80.5	-0.22	0.0871	-0.38	-11.4	9	20.4	-1.78
							$X^2$	-3.91

Based on the table above, the researcher found that  $x^2_{\text{count}} = - 3.91$  while  $x^2_{\text{table}} = 7.815$  because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $-3,91 < 7.815$ ) with degree of freedom (dk) =  $6-3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-1 class (pre-test) is normal.

## 6. Median

Interval class	F	Fk
46 – 50	1	1
51 – 55	0	1
56 – 60	0	1
61 – 65	1	2
66 – 70	3	5
71 – 75	16	21
76 - 80	9	30

Position of Me in the interval of classes is number 4, that:

$$Bb : 70,5$$

$$Fk : 5$$

$$fm : 16$$

$$i : 5$$

$$n : 30$$

$$1/2n : 15$$

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 70.5 + 5 \left[ \frac{30/2 - 5}{16} \right]$$

$$Me = 70.5 + 5 \left[ \frac{15 - 5}{16} \right]$$

$$Me = 70.5 + 5 \left[ \frac{10}{16} \right]$$

$$Me = 70.5 + 5 (0.62)$$

$$Me = 70.5 + 3.1$$

$$\text{Me} = 73.6$$

### 7. Modus

Interval class	F	Fk
46 - 50	1	1
51 - 55	0	1
56 - 60	0	1
61 - 65	1	2
66 - 70	3	5
71 - 75	16	21
76 - 80	9	30

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 70,5$$

$$d_1 = 13$$

$$d_2 = 7$$

$$i = 5$$

So,

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$\text{Mo} = 70,5 + \frac{13}{13+7} 5$$

$$\text{Mo} = 70,5 + \frac{13}{20} 5$$

$$\text{Mo} = 70.5 + (0.65)5$$

$$\text{Mo} = 70.5 + 3.25$$

$$\text{Mo} = 73.75$$

## RESULT OF NORMALITY TEST IN PRE TEST

### RESULT OF THE NORMALITY TEST OF VIII-2 IN PRE-TEST

1. The score of pre test of Control class from low score to high score

51	67	71	75	75	77
59	68	73	75	75	79
59	71	73	75	75	79
63	71	73	75	75	79
66	71	74	75	76	79

2. High score = 79

Low score = 51

Range = high score – low score

$$= 79 - 51$$

$$= 28$$

3. Total of class =  $1 + 3.3 \log (n)$   
 =  $1 + 3.3 \log (30)$   
 =  $1 + 3.3 (1.47)$   
 =  $1 + 4.85$   
 =  $5.85$   
 = 6

4. Length of classes =  $\frac{\text{range}}{\text{many class}}$   
 =  $\frac{28}{6}$   
 = 4.6  
 = 5

## 5. Mean

Interval class	F	M	X	FX	X <sup>2</sup>	FX <sup>2</sup>
51 – 55	1	53	+4	4	16	16
56 – 60	2	58	+3	6	9	36
61 - 65	1	63	+2	2	4	4
66 – 70	3	68	+1	12	1	144
71 – 75	17	73	0	0	0	0
76 – 80	6	78	-1	-6	1	36
I = 5	30			18		236

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 73 + 5 \left( \frac{18}{30} \right)$$

$$= 73 + 5 (0.6)$$

$$= 73 + 3$$

$$= 76$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx^1}{n} \right)^2}$$

$$= 5 \sqrt{\frac{236}{30} - \left( \frac{18}{30} \right)^2}$$

$$= 5 \sqrt{7.86 - (0.6)^2}$$

$$= 5 \sqrt{7.86 - 0.36}$$

$$= 5 \sqrt{7.5}$$

$$= 5 \times 2.73$$

$$= 13.65$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	$F_e$	$F_o$	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
51 – 55	55.5	- 1.68	0.4535	0.04	1.2	1	-0.2	-0.16
56 – 60	60.5	- 1.31	0.4049	0.07	2.1	2	-0.1	-0.04
61 – 65	65.5	- 0.95	0.3289	0.10	3	1	-2	-0.66
66 – 70	70.5	- 0.58	0.2190	0.13	3.9	3	-0.9	-0.23
71 – 75	75.5	-0.21	0.0832	0.02	0.6	17	16.4	0.96
76 – 80	80.5	0.14	0.0557	-0.39	-11.7	6	17.7	-1.46
$X^2$								-1.59

Based on the table above, the researcher found that  $x^2_{\text{count}} = - 1.59$  while  $x^2_{\text{table}} = 7.815$  because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $-1.59 < 7.815$ ) with degree of freedom (dk) =  $6-3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-2 class (pre-test) is normal.

## 6. Median

Interval class	F	Fk
51 – 55	1	1
56 – 60	2	3
61 – 65	1	4
66 – 70	3	7
71 – 75	17	24
76 – 80	6	30

Position of Me in the interval of classes is number 4, that:

$$Bb : 70,5$$

$$Fk : 7$$

$$fm : 17$$

$$i : 5$$

$$n : 30$$

$$1/2n : 15$$

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 70.5 + 5 \left[ \frac{30/2 - 7}{17} \right]$$

$$Me = 70.5 + 5 \left[ \frac{15 - 7}{17} \right]$$

$$Me = 70.5 + 5 \left[ \frac{8}{17} \right]$$

$$Me = 70.5 + 5 (0.47)$$

$$Me = 70.5 + 2.35$$

$$Me = 72.85$$

## 7. Modus

Interval class	F	Fk
51 – 55	1	1
56 – 60	2	3
61 – 65	1	4
66 – 70	3	7
71 – 75	17	24
76 – 80	6	30

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$L = 70,5$$

$$d_1 = 14$$

$$d_2 = 11$$

$$i = 5$$

So,

$$Mo = L + \frac{d_1}{d_1+d_2} i$$

$$Mo = 70,5 + \frac{14}{14+11} 5$$

$$Mo = 70,5 + \frac{14}{25} 5$$

$$Mo = 70.5 + (0.56)5$$

$$Mo = 70.5 + 2.8$$

$$Mo = 73.3$$



## Appendix 11

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class

sample and variant of the second class as control class sample are use

homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

Name	Pre Test	X <sup>2</sup>
AT	46	2.115
AGH	65	4.225
BCH	68	4.624
DASH	69	4.761
DAS	70	4.900
ES	71	5.041
FZ	72	5.184
HP	73	5.329
IDS	73	5.329
JS	73	5.329
KS	73	5.329
LP	73	5.329
LRP	73	5.329
ISG	73	5.329

MS	73	5.329
NAP	73	5.329
R	74	5.476
RMH	74	5.476
RT	75	5.625
RJS	75	5.625
RMH	75	5.625
RB	76	5.776
S	77	5.929
SAH	77	5.929
SSH	77	5.929
SS	77	5.929
TH	77	5.929
TH	77	5.929
USS	77	5.929
YTM	79	6.241
Total score	2185	160.158

$$n = 30$$

$$\sum x_i = 2185$$

$$\sum x_i^2 = 160.158$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(160.158) - (2185)^2}{30(30-1)} \\
 &= \frac{4804740 - 4774225}{870}
 \end{aligned}$$

$$= \frac{30515}{870}$$

$$S^2 = 35.07$$

Name	Pre test	X <sup>2</sup>
A	51	2.601
AYS	59	3.481
ADSS	59	3.481
AH	63	3.969
AS	66	4.356
AA	67	4.489
AS	68	4.624
AS	71	5.041
BP	71	5.041
CP	71	5.041
D	71	5.041
DKS	73	5.329
DPS	73	5.329
ESS	73	5.329
E	74	5.476
FL	75	5.625
HP	75	5.625
HSS	75	5.625
KS	75	5.625
LWH	75	5.625

LOPS	75	5.625
NKH	75	5.625
RY	75	5.625
RT	75	5.625
RHHG	76	5.776
R	77	5.929
SMG	79	6.241
VLT	79	6.241
YP	79	6.241
YCMKS	79	6.241
Total score	2154	155.922

$$n = 30$$

$$\sum x_i = 2154$$

$$\sum x_i^2 = 155.922$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(155.922) - (2154)^2}{30(30-1)} \\
 &= \frac{4677660 - 4639716}{870} \\
 &= \frac{37944}{870}
 \end{aligned}$$

$$S^2 = 43.61$$

The formula was used to test hypothesis was:

$$\begin{aligned}
 & 1. \text{ VIII-1 and VIII-2:} \\
 F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\
 F &= \frac{43.61}{35.07} \\
 &= 1.24
 \end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1.24$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 30$ ;  $dk=30-1=29$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 4.18$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $1.24 < 4.18$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

**Appendix 13****RESULT OF NORMALITY TEST IN POST TEST****RESULT OF THE NORMALITY TEST OF VIII-1 IN POST-TEST**

8. The score of post test of Experiment class from low score to high score

56	76	79	79	81	83
72	76	79	80	82	84
73	77	79	80	82	85
75	77	79	80	82	86
75	78	79	81	83	87

9. High score = 87

Low score = 56

Range = high score – low score

$$= 87 - 56$$

$$= 31$$

10. Total of class =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

11. Length of classes =  $\frac{\text{range}}{\text{many class}}$

$$= \frac{31}{6}$$

$$= 5$$

## 12. Mean

Interval class	F	M	X	FX	X <sup>2</sup>	FX <sup>2</sup>
56 – 60	1	53	+4	4	16	16
61 – 65	0	63	+3	0	9	0
66 - 70	0	68	+2	0	4	0
71 – 75	4	73	+1	4	1	16
76 – 80	14	78	0	0	0	0
81 – 85	9	83	-1	-9	1	81
86 -90	2	88	-2	-4	2	16
I = 5	30			-5		159

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 78 + 5 \left(\frac{-5}{30}\right)$$

$$= 78 + 5 (-0.16)$$

$$= 78 + -0.8$$

$$= 77.2$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n}\right)^2}$$

$$= 5 \sqrt{\frac{159}{30} - \left(\frac{-5}{30}\right)^2}$$

$$= 5 \sqrt{5.3 - (-0.16)^2}$$

$$= 5 \sqrt{5.3 - 0.02}$$

$$= 5 \sqrt{5.298}$$

$$= 5 \times 7.27$$

$$= 36.35$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	$F_e$	$F_o$	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
56 - 60	60.5	- 0.66	0.2454	0.09	2.7	1	-1.7	-0.62
61 - 65	65.5	- 0.39	0.1517	0.05	1.5	0	-1.5	-1
66 - 70	70.5	- 0.25	0.0987	0.05	1.5	0	-1.5	-1
71 - 75	75.5	- 0.11	0.0438	0.03	0.9	4	3.1	3.44
76 - 80	80.5	0.02	0.0080	-0.05	-1.5	14	15.5	-10.33
81 - 85	85.5	0.15	0.0596	-0.05	-1.5	9	10.9	-7.26
86 - 88	88.5	0.29	0.1141	-0.13	-3.9	2	5.9	-1.51
$X^2$								-18.28

Based on the table above, the researcher found that  $x^2_{\text{count}} = -18.28$  while  $x^2_{\text{table}} = 7.815$  because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $-18.28 < 7.815$ ) with degree of freedom (dk) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-1 class (post-test) is normal.



## 13. Median

Interval class	F	Fk
56 – 60	1	1
61 – 65	0	1
66 – 70	0	1
71 – 75	4	5
76 – 80	14	19
81 – 85	9	28
86 - 88	2	30

Position of Me in the interval of classes is number 4, that:

$$Bb : 75,5$$

$$Fk : 5$$

$$fm : 14$$

$$i : 5$$

$$n : 30$$

$$1/2n : 15$$

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 75.5 + 5 \left[ \frac{30/2 - 5}{14} \right]$$

$$Me = 75.5 + 5 \left[ \frac{15 - 5}{14} \right]$$

$$Me = 75.5 + 5 \left[ \frac{10}{14} \right]$$

$$Me = 75.5 + 5 (0.71)$$

$$Me = 75.5 + 3.55$$

$$Me = 79.05$$

## 14. Modus

Interval class	F	Fk
56 - 60	1	1
61 - 65	0	1
66 - 70	0	1
71 - 75	4	5
76 - 80	14	19
81 - 85	9	28
86 - 88	2	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 75,5$$

$$d_1 = 10$$

$$d_2 = 2$$

$$i = 5$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 75,5 + \frac{10}{10+2} 5$$

$$Mo = 75,5 + \frac{10}{12} 5$$

$$Mo = 75,5 + (0.83)5$$

$$Mo = 75,5 + 4.15$$

$$Mo = 79.65$$

## RESULT OF NORMALITY TEST IN POST TEST

### RESULT OF THE NORMALITY TEST OF VIII-2 IN POST-TEST

1. The score of post test of Control class from low score to high score

47	73	75	76	77	79
69	73	75	77	78	79
73	74	75	77	78	79
73	74	75	77	79	83
73	75	76	77	79	83

2. High score = 83

Low score = 47

Range = high score – low score

$$= 83 - 47$$

$$= 36$$

3. Total of class =  $1 + 3.3 \log (n)$   
 =  $1 + 3.3 \log (30)$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.85$$

$$= 5.85$$

$$= 6$$

4. Length of classes =  $\frac{\text{range}}{\text{many class}}$

$$= \frac{36}{6}$$

$$= 6$$

$$= 5$$

## 5. Mean

Interval class	F	M	X	FX	X <sup>2</sup>	FX <sup>2</sup>
47 – 52	1	49.5	+4	4	16	16
53 – 58	0	55.5	+3	0	9	0
59 - 64	0	64.5	+2	0	4	0
65 – 70	1	67.5	+1	1	1	1
71 – 76	14	73.5	0	0	0	0
77 – 82	12	79.5	-1	-12	1	144
83 - 88	2	85.5	-2	-4	4	16
I = 6	30			-11		177

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 73.5 + 6 \left( \frac{-11}{30} \right) \\
 &= 73.5 + 5 (-0.36) \\
 &= 73.5 + -1.8 \\
 &= 71.7
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx^1}{n} \right)^2} \\
 &= 6 \sqrt{\frac{177}{30} - \left( \frac{-11}{30} \right)^2} \\
 &= 6 \sqrt{5.9 - (-0.36)^2} \\
 &= 6 \sqrt{5.9 - 0.12} \\
 &= 6 \sqrt{5.78} \\
 &= 6 \times 2.40 \\
 &= 14.4
 \end{aligned}$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	$F_e$	$F_o$	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
47 - 52	52.5	- 1.51	0.4345	0.07	2.1	1	-1.1	-0.52
53 - 58	58.5	- 1.1	0.3643	0.11	3.3	0	-3.3	-1
59 - 64	64.5	- 0.68	0.2517	0.14	4.2	0	-4.2	-1
65 - 70	70.5	- 0.26	0.1026	0.04	1.2	1	-0.2	-0.16
71 - 76	76.5	0.15	0.0596	-0.15	-4.5	14	18.5	-4.11
77 - 82	82.5	0.56	0.2123	-0.12	3.-6	12	15.6	-4.33
83 - 88	88.5	0.98	0.3365	-0.09	-2.7	2	4.7	-1.74
$X^2$								-12.86

Based on the table above, the researcher found that  $x^2_{\text{count}} = -12.86$  while  $x^2_{\text{table}} = 7.815$  because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $-12.86 < 7.815$ ) with degree of freedom (dk) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-2 class (post-test) is normal.

## 6. Median

Interval class	F	Fk
47 – 52	1	1
53 – 58	0	1
59 – 64	0	1
65 – 70	1	2
71 – 76	14	16
77 – 82	12	28
83 - 88	2	30

Position of Me in the interval of classes is number 4, that:

$$Bb : 70,5$$

$$Fk : 2$$

$$fm : 14$$

$$i : 6$$

$$n : 30$$

$$1/2n : 15$$

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 70.5 + 6 \left[ \frac{30/2 - 2}{4} \right]$$

$$Me = 70.5 + 6 \left[ \frac{15 - 2}{4} \right]$$

$$Me = 70.5 + 6 \left[ \frac{13}{4} \right]$$

$$Me = 70.5 + 6 (3.25)$$

$$Me = 70.5 + 19.5$$

$$Me = 90$$

### 7. Modus

Interval class	F	Fk
47 - 52	1	1
53 - 58	0	1
59 - 64	0	1
65 - 70	1	2
71 - 76	14	16
77 - 82	12	28
83 - 88	2	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 70,5$$

$$d_1 = 13$$

$$d_2 = 2$$

$$i = 6$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 70,5 + \frac{13}{13+2} 6$$

$$Mo = 70,5 + \frac{13}{15} 6$$

$$Mo = 70.5 + (0.86)6$$

$$Mo = 70.5 + 5.16$$

$$Mo = 75.66$$

## Appendix 14

### HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

Name	Post-test	X2
AT	56	3.136
AGH	72	5.184
BCH	73	5.329
DASH	75	5.625
DAS	75	5.625
ES	76	5.776
FZ	76	5.776
HP	77	5.929
IDS	77	5.929
JS	78	6.084
KS	79	6.241
LP	79	6.241
LRP	79	6.241
ISG	79	6.241
MS	79	6.241
NAP	79	6.241
R	80	6.400
RMH	80	6.400
RT	80	6.400
RJS	81	6.561
RMH	81	6.561



RB	82	6.724
S	82	6.724
SAH	82	6.724
SSH	83	6.889
SS	83	6.889
TH	84	7.056
TH	85	7.225
USS	86	7.396
YTM	87	7.569
Total score	2365	187.357

$$n = 30$$

$$\sum x_i = 2365$$

$$\sum x_i^2 = 187357$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(187357) - (2365)^2}{30(30-1)} \\
 &= \frac{5620710 - 5593225}{870} \\
 &= \frac{27485}{870}
 \end{aligned}$$

$$S^2 = 315.91$$

Name	Post-test	x <sup>2</sup>
A	47	2.209
AYS	69	4.761
ADSS	73	5.329
AH	73	5.329
AS	73	5.329
AA	73	5.329
AS	73	5.329
AS	74	5.476
BP	74	5.476
CP	75	5.625
D	75	5.625
DKS	75	5.625
DPS	75	5.625
ESS	75	5.625
E	76	5.776
FL	76	5.776
HP	77	5.929
HSS	77	5.929
KS	77	5.929
LWH	77	5.929
LOPS	77	5.929
NKH	78	6.084
RY	78	6.084
RT	79	6.241
RHHG	79	6.241
R	79	6.241
SMG	79	6.241
VLT	79	6.241
YP	83	6.889
YCMKS	83	6.889
Total score	2258	171.040

$$n = 30$$

$$\sum x_i = 2258$$

$$\sum x_i^2 = 171040$$

So,

$$\begin{aligned} S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\ &= \frac{30(2258) - (171040)^2}{30(30-1)} \\ &= \frac{5131200 - 5098564}{870} \\ &= \frac{32636}{870} \end{aligned}$$

$$S^2 = 37.51$$

The formula was used to test hypothesis was:

1. VIII-1 and VIII-2:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{315.91}{37.51}$$

$$= 8.42$$

After doing the calculation, researcher found that  $F_{\text{count}} = 8.42$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 30$ ;  $dk=30-1=29$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 4.18$ , cause  $F_{\text{count}} < F_{\text{table}}$  ( $8.42 < 4.18$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.

## Appendix 15

### T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{73.6 - 72.85}{\sqrt{\left(\frac{(30 - 1)35.07 + (30 - 1)43.61}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{73.6 - 72.85}{\sqrt{\left(\frac{(29)35.07 + (29)43.61}{58}\right) (0,03 + 0,03)}}$$

$$t = \frac{73.6 - 72.85}{\sqrt{\left(\frac{1,017.03 + 1.264.69}{58}\right) (0,06)}}$$

$$t = \frac{73.6 - 72.85}{\sqrt{\left(\frac{2.281.72}{58}\right) (0,06)}}$$

$$t = \frac{73.6 - 72.85}{\sqrt{(39.34)(0,06)}}$$

$$t = \frac{0.78}{\sqrt{2.3604}}$$

$$t = \frac{0.78}{1.53}$$

$$t = 0.50$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 0.50$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ , researcher found that  $t_{\text{table}} = 1.671$  cause  $t_{\text{count}} < t_{\text{table}}$  ( $0.50 < 1.671$ ). So,  $H_a$  was rejected, it means that there is no difference in average between experimental class and control class in pre-test.

## Appendix 16

### T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{90 - 79.05}{\sqrt{\left(\frac{(30 - 1)37.31 + (30 - 1)315.91}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{90 - 79.05}{\sqrt{\left(\frac{(29)37.31 + (29)315.91}{58}\right) (0,03 + 0,03)}}$$

$$t = \frac{90 - 79.05}{\sqrt{\left(\frac{1.08199 + 9.161.39}{58}\right) (0,06)}}$$

$$t = \frac{90 - 79.05}{\sqrt{\left(\frac{10.243.38}{58}\right) (0,06)}}$$

$$t = \frac{90 - 79.05}{\sqrt{(176.61)(0,06)}}$$

$$t = \frac{10.95}{\sqrt{10.5966}}$$

$$t = \frac{10.95}{3.25}$$

$$t = 3.36$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 3.36$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ , researcher found that  $t_{\text{table}} = 1.671$  cause  $t_{\text{count}} > t_{\text{table}}$  ( $3.36 > 1.671$ ). So,  $H_a$  was accepted, it means that there was a difference average

between experimental class and control class in post test. It can be conclude that there was the significant The Effect of Mime Game on Vocabulary Learning Interest at the VIII Grade Students of SMP N 2 Sorkam.

**Appendix 17****GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS**

<b>Class</b>	<b>Pre-test score</b>	<b>Post-test score</b>	<b>Enchancement</b>	<b>Gain Score</b>
Experimental	75.8	77.2	1.4	5.7
Control	76	71.7	-4.3	

## RESEARCH DOCUMENTATION



**Explain about the material**



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**Asking the students about the material****Divided the students into groups****Practicing the game**



**Practicing the game**



**Practicing the game**



**Answering the questionnaire****Answering the questionnaire**