

Improving Students Vocabulary Mastery By Using Miming Games Combined With Learning English Vocabulary Apps At The Eight Grade Of SMP N 1 Ngaringan

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Abstract.

Vocabulary is the most important language in the world. This quantitative study improving students' vocabulary mastery by using Miming games combined with learn English vocabulary Apps. This study was focused on the investigating improving students' vocabulary mastery in eight grade of students SMP N 1 Ngaringan. The purpose of this study was to find out the result of students' vocabulary mastery before and after using Miming games combined with Learn English Vocabulary Apps, to find out wheter was any significant difference of students' ability in their vocabulary mastery, to achieve the aim of this study, it used pre- experimental design. This study conducted at eight grade of SMP N 1 Ngaringan. The sample of this study was 27 students. The data was obtained from pre-test, post-test and documentation. The instrument of this study used multiple-choice and essay. Then the data was analyzed by using t-test formula in SPSS 25 program to find the result of the significant difference of students' vocabulary mastery before and after taught using Miming Games combined with Learn English Vocabulary APPS. The result of the pre-test showed still low, it was mean of pre-test score 64,74 the category is fair. The lowest of the score pre-test 40 and highest 88. The result of post-test, the mean of post test-score 82,37 the category good,the lowest of this score 68 and the highest 96. Based on this data, the writer concluded that improving students' vocabulary mastery by using miming games combined with english vocabulary Apps could improve students' vocabulary mastery.

Keywords: Improving, Miming Games, Learn English Vocabulary, Vocabulary Mastery.

Introduction

Vocabulary is one of the common building blocks that students must be masters well in their studies according to(Hadi et al., 2021). It the important to know what Vocabulary is, Vocabulary's meaning in language learning and teaching Vocabulary according to (Ermawati et al., 2019). When a learner decides to study English thoroughly, there are many materials that can be reached and mastered. When a learner decides to study English thoroughly, there are

The 3rd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 3(1), September, 2023

Online ISSN: 2807-8926

many materials that can be reached and mastered. However, for most learners, these materials are quickly forgotten. However, common obstacles such as understanding words that learners often hear disappear quickly according to (Putri, 2022). The problems that arise aren't really just the learner's fault. Learners fail to understand the essence of English learning because they choose and use less attractive learning methods or because learners' chosen methods are too monotonous and boring according to (Kinasih & Mulia, 2022). A broad vocabulary is essential to be effective and useful communication.

The writer should have a solution to teach Vocabulary easier and enjoy improving students' Vocabulary, so the writer gives the students learn Vocabulary using the miming game. Miming games explain that activities using the body to move and the expression of the face, such as pantomime, increase learning. This game is implemented in the classroom, where students imitate the word in front of the class, and other students try to guess what the student means.

The writer also uses the Application from mobile phones to support students learning. The students in this recognized Z generation prefer to study using ICT because the lessons of Reading and Vocabulary are integrated (Azli et al., 2018). So, the writer chooses Learning English Vocabulary Application because Learning English Vocabulary Application has several choices available to support students learning. This Application, in addition to providing Miscellaneous Vocabulary, also has a feature for Learn Complete. This feature provides all the Vocabulary and the picture that draws the means of Vocabulary, and it is easy and fun to learn by students or someone that wants to learn. Test and Test 2 feature gives the test to know how much one understands the topic. Listening and Listening are two features, and this feature provides pictures. It sounds to test how to know the pronunciation of the vocabulary, and there is a choice between true or false when listening to the sounds to choose the authentic sound.

This aim is to create teaching English to enjoy so students can remember the Vocabulary of English for a long time because the student is expected to be able to remember after they read, listen, speak, and practice in the classroom. It is also the solution to learning vocabulary because by using Applications, students can still study wherever they want, which has the benefit of learning Vocabulary everywhere and every time.

The following are the reasons for selecting this topic:

1. Vocabulary is the important aspect to improving English language such as foreign language.
2. Student's vocabulary is the basic of learning to be master of four skill in English lesson.
3. The writer interested with the challenge of making students quickly memorize vocabulary.

Statements of the problems:

1. To what extent is the vocabulary mastery of the eighth-grade students of SMP N 1 Ngaringan before being taught using Miming games combined with Learn English Vocabulary Apps?
2. To what extent is the vocabulary mastery of the eighth-grade students SMP N 1 Ngaringan after being taught using Miming games combined with Learn English Vocabulary Apps?
3. Is there a significant difference in students' vocabulary mastery skills before and after being taught using Miming games combined with Learn English Vocabulary Apps?

Objectives of the study:

1. To investigate students' vocabulary mastery before being taught Miming games combined with Learn English Vocabulary Apps.
2. To investigate students' Vocabulary after being taught Miming games combined with Learning English Vocabulary Apps.
3. To determine the significant difference in the student's vocabulary mastery before and after being taught Miming games combined with Learn English Vocabulary Apps.

Literature Review

Definition of Vocabulary

According to (M Said, 2021), Vocabulary is a list or collection of words with meaning. It is one of the essential components to developing sentences for communication knowledge and realizing skills. "Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce." Alqahtani in (M Said, 2021).

Vocabulary is divided into several parts, such as receptive knowledge, which includes the ability to recognize meaning and understand its meaning, and productive knowledge, (Lui, 2014). " Vocabulary is crucial to academic success, but this learning may be affected by some variables" according to (B. silvia, 2022).

A vocabulary is a collection of terms used by a language, organization, individual, industry or field of study. Because of the importance of the basics, beginners need a solid foundation according (Hamidah et al., 2022). There are several reasons why vocabulary matters Roles in Language : 1. Students Understand what the the teacher is teaching and when explain in the learning process. 2. Students will be able to use words correctly language and 3. Teacher and students understand each other they are discussing according to (Kusumaningrum et al., 2022).

Definition of teaching media

Learning media are all forms of physical equipment designed in a planned manner to convey information and build interaction, the equipment in question includes real objects, printed materials, visual, audio, audio-visual, multimedia and web according to (Yaumi, 2018).

Based on the explanation above, teaching media is a tool for the teacher to the student to transfer the material.

Teaching in English

English as an international language is suggested to be used as a means of instruction to make students able to communicate in English according to (Leo, 2013). Based on the explanation above, English as an international language is essential because it can help people communicate with people from different countries.

Learning English using the Miming game

Imitation game teaches Technology based on modern knowledge of how the human brain works work and the most effective way of learning. The design of this study was Action research in the classroom according to (Suraesa et al., n.d. 2019).

The way to do this game is that one person moves forward to demonstrate the word the teacher gave without being allowed to speak, and the others guess the word in question.

Miming games steps :

- a. Define the miming game rules.
- b. Prepare the paper that has written the word.
- c. Choose one of the students to demonstrate the word.
- d. Give to know the students to guess the words.
- e. Give the score of the students if they can answer true *Plays*.

Learn English Vocabulary APPS

Learn English Vocabulary is an application for a mobile phone. It is downloaded from Playstore. This APP has ranting a 4,8 and has downloaded 1 million users. This Application relies on 22 March 2017 and has been updated on 17 March 2022 according to

The 3rd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 3(1), September, 2023

Online ISSN: 2807-8926

(<https://play.google.com/store/apps/details?id=com.English.Vivoapp.Vocabulary>, n.d.). The features of this Application there are:

- 3000+ words with a picture
- 75+ learning topics and tests.
- Flashcards support each topic.
- Listening tasks.
- Multiple Language Support (German, Spanish, French, Russian, Turkish, and Arabic.
- Straightforward and Easy user interface navigation.
- No internet connection.

This Application is free to download, but the Application that has an advertisement According to (Sudarsono et al., 2019) for developing countries, the most appropriate technology mastery policy is to build absorption through technological transformation efforts in the sense of studying, adapting, and perhaps, improving the available technology that is addressed to gain a competitive advantage. Learning English Vocabulary is one of the technologies easier for students or Learn English Vocabulary Application. It is according to (<https://play.google.com/store/apps/details?id=com.English.Vivoapp.Vocabulary>, n.d.)

Method

The writer uses quantitative methods. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, random, data collection using research instruments, and data analysis are quantitative/statistical to test the hypotheses that have been set according to (Sugiyono, 2018).

In this study, the writer conducts a Pre-experimental design using one group. In this design, there are

Pre-test and post-test. The experiment when the pre-test has not got the treatment. Therefore, the result of the treatment is more accurate, because compare with the condition after given by treatment (post-test), according to (Sugiyono, 2018).

Observation

The writer will observe the learning process that was given by the English teacher. before giving the test to students the writer gives this observation to know ability the level of students' vocabulary. the writer will write the results of the observation on the sheet after getting the data.

Pre-test

The writer will be given a pre-test before giving the treatment. It does take the data on how far knowledge of students' Vocabulary Mastery before getting the teach uses Miming Games combined with Learn English Vocabulary Application.

Treatment

The writer gives the treatment after giving the pre-test. For this treatment, the writer will give two meetings. In the first treatment, the writer will explain how to use the Learn Vocabulary Application to study and explains every menu in the Application. The writer chooses the topic from the application to learn together using the application. In the second treatment, the writer will invite the students to play while learning. The writer explains about the games after that play together using the vocabulary topic from the Application. This has the purpose of to adding improve the memories of students of vocabulary and also gives the students the confidence to say or guess the vocabulary in front of their friends.

Post-test

The writer gives the post-test after giving the treatment. It has the purpose to know about the ability of students and get the data result after giving the treatment, the result of the post-test will compare with the result of a pre-test.

Documentation

Documentation is the support result of this study, also as evidence of this study. The documentation data collected by the data that has been collected from this study:

Techniques for Analyzing Data

After data was collected by the writer. The result of the test will be analyzed by the writer. The data were processed by using statistical analysis. The test is as follows :

1. Scoring Pre-Test

The writer gave a pre-test to determine the score of students' vocabulary by using students multiple choice and essay question to become benchmark before the writer give the treatment for the students.

2. The Categories of Student's Score

The categories fixed by the writer, are as follows:

Table 1. Student's Categories Score

Predicate	Grade	Score
A	Excellent	85-100
B	Good	70-84
C	Fair	60-69
D	Poor	69-50
E	Fail	below 50

After knowing the student's categories' scores, the writer concluded the mean of the student's scores. After getting the mean scores of students, the writer categorized the student's scores based on the table categories of students' scores above.

3. The Calculating the t-test

The t-test has the purpose is to examine the hypothesis, the writer uses the SPSS Statistic 25 to calculate. After finding the result of the t-test and t-table, the writer decides the results based on this basic decision-making:

If $t_{test} \geq t_{table}$, H_a is accepted and H_o is rejected

If $t_{test} \leq t_{table}$, H_a is rejected and H_o is accepted

Finding and Discussion

The writer gives the explanation about research finding and discussion. the detailed of explanation in this part as follows :

Findings

1. The Result of Students Vocabulary Mastery of the Eight Grade of Students' of SMP N 1 Ngaringan Before Being Taught Using Miming Games Combined with English Vocabulary Apps

After the pre-test was given, according 4.2, Several students got the lowest and highest scores, where the lowest score was 40 and 88 the highest score, the mean value from this test getting 64,74. Concerning the score above, obtained from the pre-test. overall the score from the pre-test did not meet expectation. After that, the researcher explained that were strategies in vocabulary. One of which

The 3rd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 3(1), September, 2023

Online ISSN: 2807-8926

was a strategy to improve students vocabulary is Miming games combined with English Vocabulary Apps. The writer explained this method to the students, the students easily to improve vocabulary after giving the material related to method using Miming Games combined with Learn English Vocabulary APPS.

2. The Result of Students Vocabulary Mastery of the Eight Grade Students of Students' of SMP N 1 Ngaringan After Being Taught Using Miming Games Combined with English Vocabulary Apps

After the post test was given, according the table 4.3, several the students got the lowest and the highest scores, where the lowest score was 68 and 96 becomes the highest of the pos test score, the mean of this post-test got 82,37. The result of the table showed if the improving vocabulary using Miming games combined with Learn English Vocabulary Apps easier to improve students' vocabulary. Learning vocabulary mastery using Miming games combined with Learn English Vocabulary App was effective to improve students' vocabulary. The overall score is good because students get better scores than their pre-test.

3. The Significant Differences of Students' Vocabulary Mastery of the Second Grade of SMP N 1 Ngaringan Before Taught Using Miming Games Combined With English Vocabulary Apps.

The writer presents the data in tabular form and calculates the scores using the SPSS program, showing the classification of the students' vocabulary mastery scores after the test, the mean scores and the standard deviations of the students. The results are presented in the table below:

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test student	64.74	27	14.381	2.768
	Post test student	82.37	27	10.001	1.925

The mean value on the pre-test is 64.74, include in the proper classification. The pre-test was given a vocabulary in the multiple choice and essay in the experimental class without using Miming Games Combined with English Vocabulary APPS for the meetings. In the third day, the writer explained to the students about improve vocabulary using Miming games combined with Learn English Vocabulary APPS. The writer invited the students to learning Learn English Vocabulary APPS together, After that the writer gave the students Miming games with students. The last day, the writer gave the post – test to measure vocabulary mastery ability after being taught using Miming Games combined with Learn English Vocabulary APPS by giving students multiple choice and Essay questions, As a result of the learning process according to table 4.6, the means of the score on the post-test was 82.37. it was the result from using Miming games Combined with English Vocabulary APPS. The writer found that the students vocabulary significantly improved from pre-test to post-test on vocabulary learning strategy using Miming Games Combined with Learn English Vocabulary APPS.

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre test student & Post test student	27	.625	.000

The 3rd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature (ALLURE)

Vol. 3(1), September, 2023

Online ISSN: 2807-8926

The result of learning process is, if the hypothesis is less than <0.50 is accepted and more than >0.05 is rejected to assess whether there is a relationship between the pre-test and post-test that the writer has done. the writer processed data from SPSS 25, where the correlation result between the pre-test and post-test were $.000$. the correlation between the pre-test and post-test result is accepted because they less than <0.05 .

Table 4. Paired Samples Test

Pair	Pre test student - Post test student	Mean	Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	Lower	Upper			
1	-	11.273	2.170	-22.089	-13.170	-	26	.000	
	0	17.630				8.126			

D

The learning process results refer to the hypothesis when less than <0.05 is accepted, and if more than >0.05 is rejected, the result is < 0.00 accepted. The value that the presenter has calculated through SPSS 25 is this Miming Games Combined with Learn English Vocabulary Apps can be away to add improve students vocabulary. Based on the result of the paired sample test which states that this method can increase value of Improving Students vocabulary.

Discussion

This study discussed three issues. the first to students vocabulary mastery when taught before using Miming games combined with Learn English Vocabulary APPS, the second students vocabulary mastery when taught with Miming games combined with Learn English Vocabulary APPS, the third a significant difference in students' vocabulary mastery skill before and after being taught using Miming games combined with Learn English Vocabulary APPS.

The first, finding about students' vocabulary mastery before being taught using Miming games combined with Learn English Vocabulary APPS. The writer gave the questions to the students (pre-test) before the witer give the treatment or teaching using the method, the result presented that the students' vocabulary mastery was fair, the mean of pre test was 64,74. A part of the students confused about the question and sometimes asked the writer to help them to answer the question of the pre-test.

The second finding, students' vocabulary mastery after being taught using Miming games combined with Learn English Vocabulary APPS, before gave the post test the writer gave the students threatment, the students interested, the first the writer and the students learned about the material in the Learn English Vocabulary APPS, after that the writer gave the Miming Games to improve the vocabulary and the students was enjoyed with the games. Than the writer gave the students post test, the result of this post test was good, and the mean of the post test was 82,37.

The last third, this study shows the significant different of students' vocabulary before and after taught using Miming games combined with Learn English Vocabulary APPS. Students' english vocabulary mastery before being taught this method is Fair, students' english vocabulary mastery after being taught this method is good. It is can be alternative learning to teach vocabulary in the class.

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Vol. 3(1), September, 2023

Online ISSN: 2807-8926

Conclusion

1. The scores result of first grade students of SMP N 1 Ngaringan before applying English vocabulary is found that the highest score is 88 and the lowest score is 40 on students' pre-test scores. The mean of pre-test is 64,74 , which means the category of student grades before applying Miming games combined with Learn English Vocabulary APPS is fair.
2. The scores result of students at first grade of SMP N 1 Ngaringan after applying Miming games combined with Learn English Vocabulary APPS is indicated that the highest score is 96 and the lowest score is 68. The mean of post-test is 82,37. which means the category of student grades after applying Miming games combined with learning English Vocabulary APPS is good.
3. The significant differences on students' English vocabulary mastery who are taught before and after applying Miming games combined with Learn English Vocabulary APPS before getting the treatment the students' get low score, after the students got the treatment, they got the high score, it presented if there was significant between pre-test and post-test.

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**The 3rd Undergraduate Conference on Applied Linguistics,
Linguistics, and Literature (ALLURE)**

Vol. 3(1), September, 2023

Online ISSN: 2807-8926

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