

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the findings which have been collected during research, hypothesis testing and discussion about the data of the research.

#### **A. Data Presentation and Research Finding**

In this research, the researcher wants to know the effectiveness of using Miming Game in teaching vocabulary on the students vocabulary mastery for the fourth grade students. To know the effectiveness of this technique, it can be seen from the significant different scores of the students' vocabulary mastery before and after being taught by using Miming Game. The presentation of the data is also to answer the research problems presented in chapter I.

To investigate students' vocabulary mastery before and after Miming Game as a teaching technique, the researcher conducted pretest and posttest. As previously mentioned, the researcher used vocabulary test as the instrument in collecting the data. The researcher conducted pre-test and post-test in one group of sample consist sixteen students of fourth grade students in SDN 01 Suwaluh.

Pre-test and post-test also were followed by 16 students. The researcher was given 50 minutes for administering pre-test and post-test. In pre-test and post-test the researcher given 30 questions. Pre-test and post-test were conducted on Monday, November 14<sup>th</sup> and Saturday, November 26<sup>th</sup> 2016.

### 1. Data Presentations of the Students' Score Before Being Taught by Using Miming Game

The pre-test was given by asking students to doing vocabulary test as the instrument in collecting the data. The number of questions gave were 30 and the test were in the forms of multiple choice, matching picture and arrange word. The test was done before treatment process by giving Miming Game in teaching vocabulary. This test was intended to know the students vocabulary mastery before the students got treatment. The data of the students' achievement before being taught by using Miming Game could be seen in the following table.

**Table 4.1 The Result Of Students' Vocabulary Score Before Using Miming Game**

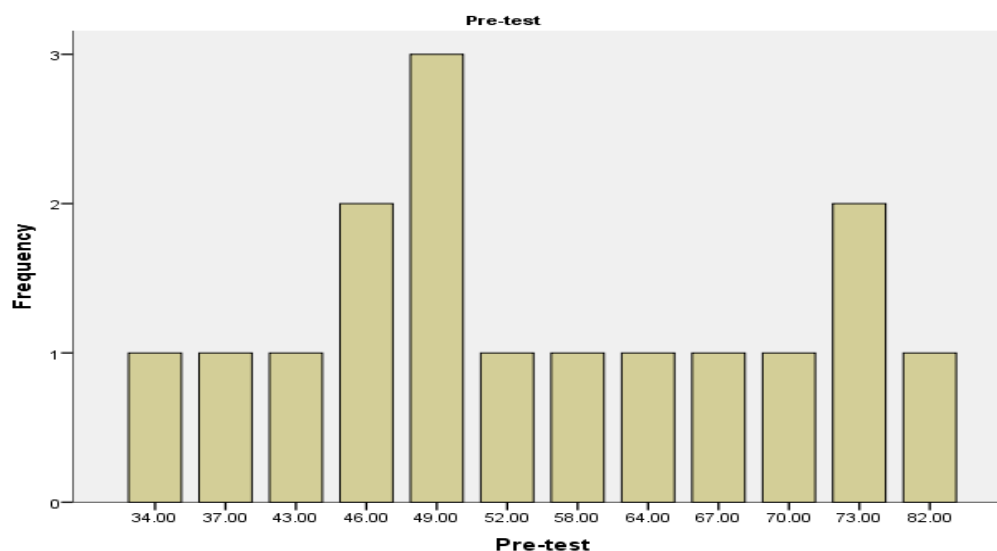
Number	Student	Pre-test
1	ARS	37
2	AHUY	73
3	CWS	43
4	DAP	64
5	GNF	73
6	ENA	49
7	FZ	58
8	IAT	46
9	MEBP	70
10	MPA	46
11	NA	49
12	NREP	52
13	PTS	34
14	RAV	67
15	SEBO	82
16	TSW	49

The students' score above then were computed by using SPSS. The result was shown in the Table below:

**Table 4.2 Frequency of Score in Pretest**

		<b>Pre-test</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34.00	1	6.3	6.3	6.3
	37.00	1	6.3	6.3	12.5
	43.00	1	6.3	6.3	18.8
	46.00	2	12.5	12.5	31.3
	49.00	3	18.8	18.8	50.0
	52.00	1	6.3	6.3	56.3
	58.00	1	6.3	6.3	62.5
	64.00	1	6.3	6.3	68.8
	67.00	1	6.3	6.3	75.0
	70.00	1	6.3	6.3	81.3
	73.00	2	12.5	12.5	93.8
	82.00	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

**Figure 4.1 The Percentage of Score in Pre-test**



Based on the table 4.2 and also figure 4.1 above it can be seen that, 1 student (6.3%) got 34, 1 student (6.3%) got 37, 1 student (6.3%) got 43, 2 student (12.5%) got 46, 3 students (18.8%) got 49, 1 students (6.3%) got 52, 1 student (6.3%) got 58, 1 students (6.3%) got 64, 1 students (6.3%) got 67, 1 students (6.3%) got 70, 2 students (12.5%) got 73 and 1 student (6.3%) got 82. This indicates that most of students are poor and get difficulty in vocabulary.

This is a common finding considering that students only hear the teacher explanation without practicing one by one and memorize the new vocabularies so, the students not interest in learning vocabulary. The students seemed a bit difficult to know the meaning and spelling when they find new word. So, it could be indicated that students' achievement before being taught by using Miming Game are poor and low ability in vocabulary.

## 2. Data Presentations of the Students' Score After Being Taught by Using Miming Game

The post-test was given by asking students to do a vocabulary test as the instrument in collecting the data. The number of questions given were 30 and the test was in the forms of multiple choice, **matching picture** and arrange word. The test was done after the treatment process by giving Miming Game in teaching vocabulary. This test was intended to know the students' vocabulary mastery after the students got treatment. The data of the students' achievement after being taught by using Miming Game could be seen in the following table.

**Table 4.3 The Result Of Students' Vocabulary Score After Using Miming Game**

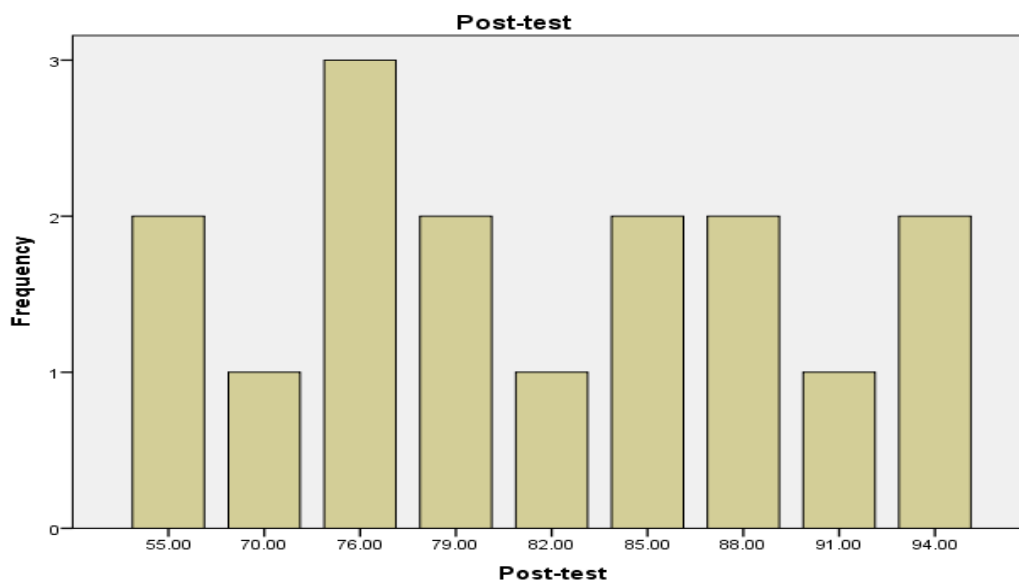
Number	Student	Post-test
1	ARS	55
2	AHUY	88
3	CWS	55
4	DAP	82
5	GNNF	76
6	ENA	76
7	FZ	79
8	IAT	85
9	MEBP	94
10	MPA	76
11	NA	79
12	NREP	70
13	PTS	88
14	RAV	91
15	SEBO	94
16	TSW	85

The students' score above then were computed by using SPSS. The result was shown in the Table below:

**Table 4.4 Frequency of Score in Post-test**

		Post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55.00	2	12.5	12.5	12.5
	70.00	1	6.3	6.3	18.8
	76.00	3	18.8	18.8	37.5
	79.00	2	12.5	12.5	50.0
	82.00	1	6.3	6.3	56.3
	85.00	2	12.5	12.5	68.8
	88.00	2	12.5	12.5	81.3
	91.00	1	6.3	6.3	87.5
	94.00	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

**Figure 4.2 The Percentage of Score in Post-test**



Then, after they got the treatment (using Miming Game), the students showed good improvement in vocabulary. As can be seen from the Table 4.4 and further explained by Figure 4.2, 2 students (12.5%) got 55, 1 student (6.3%) got 70, 3 students (18.8%) got 76, 2 students (12.5%) got 79, 1 student (6.3%) got 82, 2 students (12.5%) got 85, 2 students (12.5%) got 88, 1 student (6.3%) got 91, 2 students (12.5%) got 94.

This finding from the data shows that after accepting the treatment student's score significantly increased. The differences between the result of pre-test and the result of post-test show a significant progress. In pre-test, there was no student who get >82 (0%), while in post-test, the percentage of sample who got >82 increased by 70% (0%-70%). Moreover, the lowest score in post-test (55) is large than pre-test (34), and the highest score in post-test (94) is also larger than pre-test (82). In finding can be indicates that after using Miming

Game in teaching technique, the students' vocabulary mastery significantly increased it proven by the progress of students score from pre-test to post-test.

So, there are differences data presentations between before being taught by using Miming Game and after being taught by using Miming Game. The data present that the score after being taught by using Miming Game Miming Game better and higher than before using Miming Game.

After organizing the frequency and the percentage of score from pre-test and post-test, the means, the medians, the standard deviations, the minimum and the maximum of the vocabulary pre-test and post-test scores of the sample were calculated respectively by using IBM SPSS Statistics 22. Table 4.5 represents the result.

**Table 4.5 Descriptive Statistics for Pre-test and Post-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	16	34.00	82.00	55.7500	14.17745
Post-test	16	55.00	94.00	79.5625	11.80942
Valid N (listwise)	16				

In the Table 4.7 shows that, the mean of post-test scores (79.56) which is larger than the mean of pre-test scores (55.75). It indicates that on average, the use of Miming Game has effect in improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful progress.



## **B. Hypothesis Testing**

The hypothesis of this research is follow:

1. If T-test score is bigger than T-table (0.05%), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different score of the students' vocabulary mastery before and after being taught by using Miming Game for the fourth grade students of SDN 01 Suwaluh. The different is significant.

2. If T-test score is smaller than T-table, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significant different score of the students' vocabulary mastery before and after being taught by using Miming Game for the fourth grade students of SDN 01 Suwaluh. There is not significant.

To prove whether the used of Miming Game is effective to increase students' achievement in vocabulary and also to know whether the significant level is bigger or smaller than T-table (0.05%), the researcher analyzed the data by using Paired Sample Test in IBM SPSS statistics 22. And the result shows in the following table.

**Table 4.6 Paired Sample Test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-23.81250	12.31919	3.07980	-30.37693	-17.24807	-7.732	15	.000

According to the Table 4.6 above, we can see that  $t_{obtained}$  is -7.732. The way to test whether null hypothesis could be rejected was by comparing the result of  $t_{count}$  and  $t_{table}$ . If the result of  $t_{count}$  is bigger than  $t_{table}$  at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of  $t_{count}$  is smaller than  $t_{table}$ , the null hypothesis cannot be rejected. In consulting to  $t_{table}$ , the researcher needed to find out the degree of freedom. As can be seen in Table 4.5 that (Degree of freedom) is 15, the researcher consulted to the  $t_{table}$ , and at the level of significance 0.05, the value of  $t_{table}$  is  $\pm 2.131$ . Comparing to the value of  $t_{table}$ , the value of  $t_{count}$  is larger ( $-2.131 < -7.732$ ). Also, the way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). As Table 4.5 shows, the p-value is less than 0.05 ( $0.000 < 0.05$ ). Thus, there was enough evidence indicating that the null hypothesis could be rejected.

Because the  $t_{\text{count}}$  was bigger than  $t_{\text{table}}$  the alternative hypothesis ( $H_a$ ) saying that there is significant different score of the students' vocabulary mastery before and after being taught by using Miming Game for the fourth grade students of SDN 01 Suwaluh was accepted and the null hypothesis ( $H_0$ ) saying that there is no significant different score of the students' vocabulary mastery before and after being taught by using Miming Game for the fourth grade students of SDN 01 Suwaluh was rejected. It means that there was any significant different score before and after being taught by using miming Game on students' vocabulary mastery at the fourth grade students of SDN 01 Suwaluh. It could be concluded that Miming Game was effective used in teaching vocabulary.

### **C. Discussion**

The findings of this research were intended to answer the research problems stated in chapter I. The objectives of this research is to find out the students' achievement in vocabulary mastery on the fourth grade students at SDN 01 Suwaluh in the academic year of 2016/2017 before and after being taught by using Miming Game and to find out whether there is significant difference of students achievement in vocabulary mastery before and after being taught by using Miming Game.

To reach the objectives of the research, the researcher conducted some steps. The researcher used test as instrument of the research to get the data and the method of collected the data by using administering test. The steps to collect

the data there are administering pre-test, giving treatment for four times, and administering post-test in the last meeting in the class.

The form of data is students result (score) from pre-test and post-test. Then, the researcher analyzed the data by using paired sample t-test on SPSS 22.00. The output of paired sample statistic showed that the mean score of pre-test was 55.7500 and the mean score of post-test was 79.5625. It can be indicated that the vocabulary mastery of the student had been increased after getting the treatment by using miming Game. On the output of paired sample test shown that the score of  $t_{\text{count}}$  was 7.732 with the df 15, the score of level significance is 0.000 and the score of  $t_{\text{table}}$  for standard significant 5% (0.05) and df 15 is 2.131. Based the result of the data, the researcher knew that  $t_{\text{count}}$  higher than  $t_{\text{table}}$  ( $7.732 > 2.131$ ) it means that null hypothesis ( $H_0$ ) was rejected, alternative hypothesis ( $H_a$ ) was accepted, and the level of significance less than 0.05 ( $0.000 < 0.05$ ) it means that the null hypothesis ( $H_0$ ) was rejected, alternative hypothesis ( $H_a$ ) was accepted. Based on the result it can be concluded that there was any significant difference of the students' vocabulary mastery before and after being taught by using Miming Game.

From the result of data analysis above, strategies can be used to teach in increasing vocabulary mastery of the students like Miming Game. According to Tao Tan (2008:560) miming game is a game that uses our body to describe the word. Miming Game actually one of the techniques that most effective in helping my students achieve this level of enjoyment is one in which they do not have to speak-pantomime. Mime requires a person to use body language, facial

expressions, and gestures to convey meaning. Mime activities can be successfully incorporated into a variety of language lessons as the examples below illustrate. So, the researcher applied miming game to teach vocabulary in the elementary school. This Miming Game strategy can be used effectively in the classroom to increase vocabulary mastery of students at elementary school.

This finding supported by two previous studies that used Miming Game in teaching vocabulary. In the first previous study is *Improving Students' Vocabulary by Using Miming Game at Fourth Grade of MI Baiturrohman Suwaluh*. The researcher used classroom action research (CAR) with conducting two cycles (Jamalina: 2016). From other previous study also showed that the use of Miming Game also effective to improve students' vocabulary. The title *Using Mime Game for Teaching Vocabulary for Seventh Grade Students of Junior High School 1 Bandar Batang in the Academic Year 2013/2014*. This study is focused in improving students vocabulary by using mime game (Fisafarina: 2014).

Based on the findings in the research, the result of post-test showed that Miming Game is very effective toward in teaching and learning vocabulary. According to Jamalina (2016) the use of Miming Game in teaching and learning process was effective. It can be seen that all of students more enthuseastic and attractive. Especially for students who were passive in the class, it gave them motivation to learn more. During the research the researcher could also see some advantages of using Miming Game for the students learning there are; the students looked enjoy, focus in vocabulary, students more interesting and fun

with the game, students also more active and easy for them to memorize the word by using game than without using game.. So, the students' vocabulary mastery after being taught by using Miming Game was increased.

Besides the proof gotten from the statistical calculation, during research the researcher could also see some advantages of using Miming Game for students learning. During the research, the students looked focus, interest and easily understand the material about vocabulary because the researcher as a teacher used Miming Game as strategy and flashcard as media to teaching vocabulary. By using Miming Game students were interested to join teaching leaning process in the classroom. So the score of students after being taught by using Miming Game was increase. This finding was in line of theory from Lamda (2012), The benefits of studying the art of mime are manifold.It can enable those who are shy or have limited language skills to express themselves through movement and body language. This freedom builds self-confidence and enhances communication skills. It also provides learners with the opportunity to develop skills, which support the delivery of dramatic text, and to increase their knowledge of the performance process.

The other finding from this research was students' motivation. During the research, the students were motivated in joining the class. It can be seen from the students who were enthusiastic to join and play Miming Game. The increasing motivation of the students can be increase the vocabulary mastery from the students that be seen from the score of after being taught by using Miming Game. This finding was appropriate with the theory from Suyanto (2010:17) explaining

that the young learner prefers studying by game because it makes students motivated to study English. In addition, according to Saricoban and Metin (2000) play and competition that are provided by games enhances the motivation of students had high motivation to follow the teaching learning process and it makes students success in mastering lesson from the teacher.

Based on explanation above, teaching English by using Miming Game is good in increasing vocabulary mastery on elementary students. From the result of data analysis, there was any significant different score of students in vocabulary before and after they are taught by using Miming Game. It can be concluded that the using Miming Game was effective in teaching vocabulary .