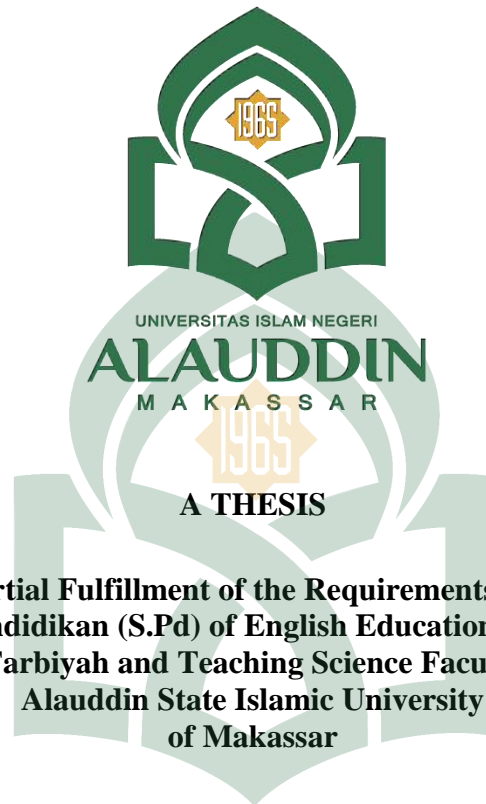# THE USE OF MIME GAME TOWARD STUDENTS' ACTION VERB ABILITY OF THE SECOND GRADE STUDENTS AT SMP YPLP PGRI 1 TAMALATE

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
of Makassar**

By:

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ALAUDDIN STATE ISLAMIC UNIVERSITY OF MAKASSAR
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PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudari, **Susilawati, NIM:20400115036**, Mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah dengan seksama meneliti dan mengoreksi skripsi yang bersangkutan dengan judul **"The Use of Mime Game Toward Students' Verb Action Mastery of The Second Grade Students at SMP YPLP PGRI 1 Tamalate"** memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diajukan ke sidang munaqasyah.

Demikian persetujuan ini diberikan untuk proses selanjutnya.

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PENGESAHAN SKRIPSI

Skripsi yang berjudul *"The Use of Mime Game toward Students' Action Verb Ability of the Second Grade Students at SMP YPLP PGRI 1 Tamalate"* Yang disusun oleh saudari **Susilawati** NIM: **20400115036,** Mahasiswi Jurusan Pendidikan Bahasa Inggris Pada Fakultas Tarbiyah dan Keguruan UIN Alauaddin Makassar, telah diuji dan dipertahankan dalam sidang *Munaqasyah* yang diselenggarakan pada hari Selasa, **17 September 2019 M,** bertepatan dengan **17 Muharram 1441 H** dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk mendapatkan gelar Sarjana Pendidikan (S.Pd), dengan beberapa perbaikan.

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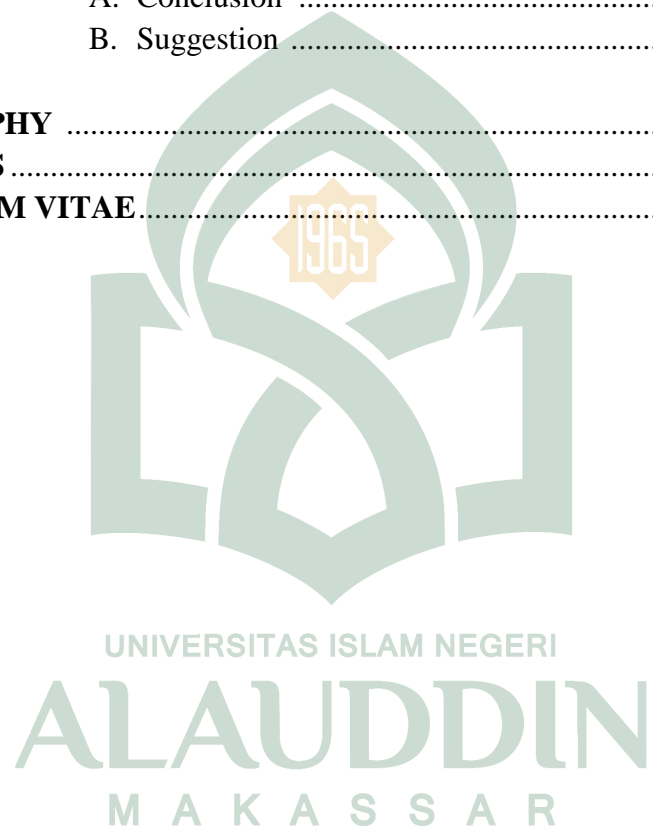Gowa,   2019

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ABSTRACT

Name	:	**Susilawati**
Reg. Number	:	**20400115036**
Department/faculty	:	**English Education/Tarbiyah and Teaching Science**
Title	:	***The Use of Mime Game Toward Students' Action Verb Ability of The Second Grade Students at SMP YPLP PGRI 1 Tamalate***
Consultant I	:	**Dr. H. Abd. Muis Said, M.Ed.**
Consultant II	:	**Muhammad Jabal An Nur, S.Pd., M.Pd.**

This research discussed about the implementation of Mime game in teaching Vocabulary especially for Action verb. The objective of the research was to find out whether or not the Mime game affect on the students' action verb ability development.

This research applied Quasi-experimental research. The Population of this research was the second grade students of SMP YPLP PGRI 1 Tamalate in academic year 2018/2019. The samples were VIII A and VIII B, which consisted of 32 students. This research use purposive sampling. The students were given a pre-test, then they were treated by applying *Mime game*, and finally, they were given a post-test. The data were collected through vocabulary test. The result of the data analysis show that there was difference between the students' score in pre-test and post-test. It was proved by the mean score in post-test which was higher than the mean score in the pre-test (**84.44>52.81**). Moreover, the result of test of significant analysis indicated that utilizing Mime game affected the students' action verb ability.

The result of Mime game is good, it is useful to improve the Students' action verb ability of the second grade students at SMP YPLP PGRI 1 Tamalate. It was proved by students' result before and after giving treatment, their scores increased and become good with the mean score of the students' pre-test of experimental group was 52.81 with standard deviation was 14.46 while of post-test score with mean score were 84.44 and standard deviation was 7.24 after the treatment, and also in control group the total score of the pre-test was 57.19 with standard deviation was 10.20 and the total score of the students' post- test was 71.56 and standard deviation was 9.08 the result achieve from both test, the pre-test and post-test were different.

Based on the result of the analysis, the researcher concluded that the use of mime game was effective toward students' action verb ability of the second grade students at SMP YPLP PGRI 1 Tamalate in academic year 2018/2019. This Mime game can be regarded as a potential material in teaching and learning process to motivate students' interest. The students remember faster when they are happy, relaxed and unthreatened, so that what they learned have a lasting effect on them. In short, mime game as method in teaching and learning process will be more effective. Therefore, the researcher suggested to the teachers to apply Mime game in teaching vocabulary as one technique that can be used in teach ing process.

CHAPTER I

INTRODUCTION

A. Background

English is important because it happens to be the most popular language in the time of globalization. Different cultures need to communicate with each other. Somehow English helps in this process. For example, there were so many elements in English such as vocabulary. Vocabulary is a smallest element in English that had to be mastered by students because without vocabulary we could not understand each other and we could not express our opinion, feeling and ideas. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention (Richard & Rodgers, 2014).

On the other hand, teaching vocabulary is very hard, because the teachers had to choose an appropriate ways in order to make the learning process effectively. So, the students enjoyed and relaxed learning vocabulary and they could master it. The researcher had done the observation through preliminary study at Class VIII A in SMP YPLP PGRI 1 Tamalate. Some students were found to have some difficulty in obtaining vocabulary especially in mastering action verb. In fact, many students have struggled and found some difficulties in the learning process. Students was lack of vocabulary because most of them are beginner students. In addition, they also feel bored during the learning process because the classroom atmosphere and the way their teacher teaches was not interesting. therefore, it was difficult for them to remember words in English while playing an important role in learning foreign languages.

Based on the observation, one of the ways the teacher applied to reduce students difficulties in acquiring vocabulary was by bringing a dictionary in English class. But it did not seem to solve the problem yet. Using their dictionary to seek every meaning of the words spent too much time. In other words, students need to master vocabulary well to enable students to speak or read. Therefore, the use of technique and media are required to allow students to participate in the learning process.

Game is a technique that includes Free Techniques in teaching English as a foreign language. Yolagildili and Arikan (2011) state that playing a game while learning will acquaint the students more with their environment. Using a game in the classroom will enhance students' learning process and interest. It gives them an enjoyable and fun situation in acquiring the words. Besides, Hidayanti (2010) claim that games can increase positive feelings and reduce anxiety as well as build learners' self-confidence because learners are not worried about getting a punishment or criticism when they make mistakes.

Some studies show that learning through play provides a successful education experience. Thornburry (2002) stated that creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can easily inhibit learning. Games have often been utilized to increase motivation and authentic communicative practices since games have been conceptualized as an enjoyable factor in language learning (Sorensen & Meyer, 2007). All the students

can actively participate in the teaching-learning process as they learn in pairs or individually in the game..

Be aware of the fact that the researcher would like to examines what can be done to overcome the problems that occur when learning vocabulary ability. The researcher chooses an instrument that is Mime Games to increase students vocabulary ability because mime games are extremely popular and with good reason. It is suitable for all levels since they do not always require a lot of languages, and it is a great way to revise or check students understanding of a new language they are inherently fun and silly. The questions then strongly motivate the researcher to make an effort to carry out an investigation in the area of applied linguistics entitled: *The Use Of Mime Game toward Students' Action Verb Ability of The Second Grade Students at SMP YPLP PGRI 1 Tamalate*. It is expected to useful for junior high school students especially for students who study English at junior high school of YPLP PGRI 1 Tamalate.

There have been some researches related to The Use Of Mime Game. for example, Purnama (2017), The purpose of her research was to improve students' vocabulary mastery by using Mime game. Ratmanida (2016), the purpose of her research was discussing the use of mime game, in teaching English vocabulary for young learners. And the difference between my research with previous researches is the vocabulary classification and the research takes place. in previous studies, the focus of their researches was on vocabulary in general, whereas in my research was more specific, which is just focuses on verb action.

B.   *Research Problem*

Is the mime game able to increase students vocabulary mastery on English action verb at SMP YPLP PGRI 1 Tamalate?

C.   *Research Objective*

To know if mime game can increase students vocabulary mastery on English action verb at SMP YPLP PGRI 1 Tamalate.

D.   *Research Significance*

1. Theoritical Significance

The result of this research is expected to give contribution in the teaching of action verb in vocabulary mastery.

2. Practical Significance

a. For students

This research is expected to help the students to increase their vocabulary ability on action verb and can make students more active in the class.

b. For teacher

The researcher hopes this English research can help the teacher to find new way in teaching English vocabulary. It is also expected to be useful for English teachers to provide an alternative solution to solve the problems in the teaching of vocabulary.

c. For the next researcher

This research is expected to give contribution to the other researchers as a reference for further studies on a similiar topic.

E.   *Research Scope*

The scope of this research focused on the use of mime game in teaching English vocabulary on action verb. The researcher conducted this research in the second grade students of SMP YPLP PGRI 1 Tamalate. The researcher used mime game as a teaching method within eight meetings. Before applying this teaching method, there was a pre-test and also post-test to know how mime game able to increase students vocabulary ability on action verb.

F.   *Operational Definition of Terms*

1. Action verb

   Action verb is a verb that expresses an action. When we run, jump, guess or remember, we are performing an action. Some of these actions are done with our bodies, like running or jumping, and some are done with our minds, like guessing or remembering. To write or talk about actions, we use action verbs. An action verb is a type of verb that describes physical or mental actions. Every sentence has a subject - the person, place, thing, or idea a sentence is about - and action verbs let you know what the subject of a sentence is doing.

2. Mime game

   Mime game is a game where one of the students come forward the class to demonstrate an action verb and then the other students try to mime what the verb it means. The types of guessing games are guessing pictures, guessing sentences, and guessing word. One type of guessing game is Mime game. According to Richard-Amato (2003) the way to increase and corroborate grammar's concept, guessing game can be an effective to be

applied. In guessing games, the students is given practice to communicate each other.

Mime game is the most appropriate guessing game that applied in classroom. The procedure in mime game is where one children come in front of the class then the teacher give his a secret word, phrase or sentence. After that, he has to mime it and his group or the whole class should guess what he really means (Pinter, 2006 and Doff, 2000).

When students are doing mime game and acting out to describe the secret word, phrase, or sentence, they are enthusiastic and feel enjoyable to take a part in the learning activity. Not only enjoyable but also they can communicate with the other in guessing the words. It becomes interest for the students because one student which have to mime the words, phrases, or sentence related to the learning material, while his friends do not know about that. In this part, the student which have to mime the words, phrases, or sentence, should use his imaginative skill in describing the word without saying anything to his friends in the time when he mimes.

The communication process occurs when the students acted in playing mime game. There are two forms of communication, verbal communication and non-verbal communication. Verbal communication is when learners interact by using the words which means they speak, read and write anything to interact each other. Whereas non-verbal communication is when learners interact by using body language such as the expression of face, body movement and hand gestures. It means the

student just have to pay attention or listen to their friend. In playing mime game, students have to communicate by non-verbal communication.

Based on all definitions above, Mime game is the most appropriate guessing game that applied in classroom. The most important function of implementing guessing games in teaching is to give practice in communication. Communication has two forms; verbal communication and non-verbal communication. In a Mime game, a learner has to communicate non-verbally.

CHAPTER II

LITERATURE REVIEW

A. *Literature Review*

In this section, the researcher presents a review of some related literature dealing with some related research findings and some pertinent ideas.

1. *Some Previous Related Research Findings*

There have been some researches related to The Use Of Mime Game toward Students' Action Verb Ability. Some of them are quoted below:

a. Purnama (2017), the researcher used Mime game in order to attract their interest to learn. The purpose of this research is to improve students' vocabulary mastery and interest by using Mime game to the Class VIIA students of SMPN 3 Sungai Raya.The method used in this research is Classroom Action Research which consists of Planning, Acting, Observing, and Reflecting.

b. Ratmanida (2016), In her research, she discusses the use of 'mime game' in teaching English vocabulary for young learners. To teach young learners, we must first understand their characteristics and needs. The fact is that young learners love to play. Therefore, learning through playing is the most appropriate way to teach them. One of them is to use the game called as "mime game". Teaching through "mime game" will be begun with classes will be formed into a half circle and then a student will be given a word. Furthermore, the chosen students will be in the middle class while giving

expression by using gesture and the other students try to guess the word in question. Young learners are also very fond of moving and imagining. By using "mime game", young learners will get moved by using their own way and imagine to guess a certain word. Basically, young learners will easily remember what they learn when they feel happy, comfortable, love, and enjoy what they do.

2. *Some Pertinent Ideas*

1. *The concept of vocabulary*

In this part the researcher tries to explain about the definition of vocabulary, types of vocabulary, part of vocabulary, function of vocabulary, teaching and learning vocabulary.

a. *Definition of vocabulary*

Vocabulary is a group of words that contains meaning while according to Muhbubah (2005) said that vocabulary as the concept and function word of language which are so thoroughly that become a part of a child's understanding speaking, reading and writing. Vocabulary is the word having meaning when heard or see even though not proceed by the individual himself to communicate with other.

According to Brown (2004) thatvocabulary is the content and function words of language which are learned through by that they become a part of the child's understanding, speaking, reading and writing. Second, vocabulary is words having meaning when hard or seen even though the individual produces it when communicating with others.

Richard and Rodgers (2014) said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention. According to Webster (2003) that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally grouchy. Also, Marsuni (2005) stated that vocabulary is ability to recognize individual letters that form a word. While Amiruddin(2004) said that vocabulary can be defined roughly as the words we teach in the foreign language". In this research, vocabulary is related in Brown (2004) stated that vocabulary is the content and function words of language which are learned through by that they become a part of the child's understanding, speaking, reading and writing. Second, vocabulary is words having meaning when hard or seen even though the individual produces it when communicating with others.

Good (2002) defines vocabulary as content and function word of language which are learned so thoroughly so that become part of child" understanding, speaking, and later reading and writing vocabulary. It also means words having been heard or seen even though not produced by individual himself to communicate with others.

b. *Types of vocabulary*

Harmer (1991) distinguishes two types of vocabulary, there are:

1. Active vocabulary, it refers to vocabulary that students have been taught are learned and them expected to be able to use

2. Passive vocabulary, it refers to vocabulary they may not be able to produce.

Good (2005) divided vocabulary into four parts, namely:

1.   Oral vocabulary consists of word actively used in speech that comes readily to the tongue of the one's conservation.

2.   Writing vocabulary is stock of words that comes readily to one's finger vocabulary. It commonly used in writing.

3.   Listening vocabulary is stock of words, which a person can understand when hear it.

4.   Reading vocabulary is the words where the people can recognize   when they find it in written material.

Schail (2004) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.

2. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.

3. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

According to Linguist Leggett (2001) pointed out, there are two types of vocabulary:

1. Passive or recognition vocabulary, which is made up the words, one recognizes in the context of reading material but he does not actually use himself.

2. Active vocabulary which consists of working words is used daily in writing and speaking.

Donoqhgue (1999) divided vocabulary into four types, those are:

1. Listening or hearing vocabulary, it refers to the words a person understand when he hears them.

2. Speaking vocabulary includes the words a person uses in expressing himself orally.

3. Reading vocabulary, embraces the words that person understand when he sees them in printing or in writing.

4. Writing vocabulary is chronologically acquired last and only includes the words a person uses or can in writing composition.

Schail (2004) stated that every persons has three types of vocabulary as follows:

1. Active vocabulary

The words customarily use in speaking and probably runs from 5000   to 10000 words.

2. Reserve vocabulary

The words we know but rarely use in speaking, we use them in writing.

3. Passive vocabulary

The words we recognize vaguely, but are not sure of the meaning, and never use them neither in speaking and writing.

In addition, Page and Thomas (1971) divided vocabulary into four kinds, namely:

a. Oral vocabulary, consist of words actively in speech. They are the words that come readily to the tongue in conversation, the more often the person utters a word, the more readily it will come to his tongue.

b. Writing vocabulary, consist of the words that come readily to one finger vocabulary.

c. Listening vocabulary is the stock of words to which one responds with meaning.

d. Reading vocabulary is the stock of words to one responds with and which are understood in the writing of others.

c. *Parts of vocabulary*

Vocabulary includes of three parts, they are:

1. Verb is a word which can be used with subject to form basic of close sentence. Verb is words express action of states of being and verbs are action word, the more action can note, the more power full they are.

2. Noun, to determine a noun, first remember that a noun is a person, place, thing or idea.

3. Adjective, very simply adjective modify nouns. This means that they may modify any verb, adjective are divided into categories as a way of understanding their purpose.

d. *Function of vocabulary*

Gains and Redman (2000) concluded that by learning vocabulary, the learners' can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget (2001) stated that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this

research the researcher can be cocluded that function of vocabulary is the students can be recognize all the words in writing, comprehend the context of reading and can remind and use them speaking and writing.

e. Teaching and Learning vocabulary

Teaching and learning vocabulary is not a simple way. The teacher's ability to recognize the students' competence and characteristic is needed.

1. Teaching vocabulary

Teaching English vocabulary to children is not the same to the adult, so the material taught to the students should be suitable with their level of ages.Good (2005) points out that teaching 1) narrowly the act of instructing in an educational instruction, instructing 2) broadly the act of providing activities materials and guidance that facilitate learning in either or non-formal.

2. Learning vocabulary

Allen (1999) classified the technique learning vocabulary as follows:

a) In the beginner class

The teachers present the meaning of vocabulary through pictures, real object, explanation and definition in simple English by using the words that students already know.

b) Vocabulary in intermediate class

To show the meaning of new words, the teacher explain by using simple sentences in English picture can also be used at intermediate level in several helpful ways.

c) Principle in teaching and learning vocabulary

According to Allen (1999), there are two major aims advanced classes. First, to prepared the students to the kinds of English used by native speaker. Second, help to students become independent on their own learning. Therefore, in explaining the unfamiliar words, the teacher don't merely simplify the sentences they use but they are sometimes required more sophisticated sentences construction as usually used by the native speakers of English. Later on, the students develop their vocabulary by using various ways based on their preference.

f. The students need to know about vocabulary

Harmer (1991) explained that there are four aspect of vocabulary that the students need to know about. The four aspects are word meaning, word use, word information and word grammar.

1. Word meaning

One word may have than one meaning. The meaning of the word depends on the context in which that word occurs. Therefore, in the teaching of vocabulary, word taught to the students should be presented in variety of context to show various meanings.

2. Word use

The meaning of the word can be changed. Stretcher or limited by how it is used and this is something that the students need to know about. In relation to the word use, Harmer (1991) stated that students need to recognize such thing, such as word collocation that is which words go with each other. For instance, word "wrist", but it cannot collocate with the word "head". So we have such a

collection as "sprain head". On the contrary, the word "ache" can collocation with "head" as in "headache", but it cannot get such a collection as "wrist ache".

3. Word formation

Word formation refers to word form and hoe they formed. Some words are noun, some words are adjectives, some words are verbs, etc. The students need to know about how to form adjective from noun to adjectives, how to form verb to nouns, or form adjectives and etc. For example, beauty (noun) changed to beautiful (adjective), or beautiful (verb).

4. Word grammar

Word grammar refers to such things as the way is used grammatically. In English, for instance, some verbs are used with "to" walk to, want to, but some other verbs are used without "to" can, way, etc. English verbs have tenses such as verb "want" may change to wanted, "speak" may change to spoke, or spoken. The students need to know when they are using properly.

g. *Verb Action*

An action verb is a verb that expresses physical or mental action. The action verb tells us what the subject of our clause or sentence is doing-physically or mentally. Example of Verb Action:

Drive	Kick	Paint	Play	Listen	Walk	Hit

Jump	Change	Knock	Punch	Sing	Catch	Sit
Stand	Run	Work	Write	Swim	Grow	Pull

h. *Mime Game*

According to Cameron (2001), mime game is a guessing game with mime activity in teaching word or sentence. 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 are inherently fun and silly. According to Goleman (1996), 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, therefore teacher has to create a conductive and pleasurable atmosphere, so that what they learned have a lasting effect on them (Hartani, 2012).

This game uses many gestures to act or mime the word out and the others should guess what it is. This game makes them show their own ability, their imagination, and their way of thinking and learning. It allows them to express and act freely and comfortably. That atmosphere of learning made the students be able to cooperate, trust, respect each other, and become responsible to their learning.

Talking about mime game, the implementation in teaching and learning language has several advantages. According to Firdausi (2015), Mime game encouraged students to interact and communicate. It builds students' social

interaction whether it is team work or their confident. Hartani (2012) also added some advantages of mime game that the students got closer through playing mime game. Through well-planned organization, mime game helps the students repeat and drilling their memory to remember the words and pronounce it correctly. It also helps the teacher to not speak too much. The competitiveness builds by this game enhance students' motivation.

In addition, according to Pinter (2006), mime game reduces the stress in the classroom. They can teach and learn in relaxing atmosphere. The students' can explore their imagination freely. By performing mime game to the front, it reduces their fear and shyness of making mistake. In brief, 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.

Mime game had been conducted by Firdausi (2015) and Hartani (2012) who concluded that Mime game is effective to teach English. Mime game build students' participation, confidence and good cooperation. In addition, Hidayati (2010) also conducted the same research with the findings that mime game can improve students' English Grammar. Therefore, those researchers supported the technique used in this study by which the students can improve their vocabulary mastery, the differences from them were on the materials and the skill used in the research.

The rule 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. The procedure of mime game based on Wright et al (2006) 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.

There are about 30 words that put on the bottle. So, each group got different words. The groups that give the correct answer received 3 points and the other group that successfully identify the action receive 2 points. Talking about mime game, the implementation in teaching and learning language has several advantages. According to Firdausi (2015), Mime game encouraged students to interact and communicate. It builds students' social interaction whether it is team work or their confident. Hartani (2012) also adds some advantages of mime game that the students got closer through playing mime game. Through well-planned organization, mime game helps the students repeat and drilling their memory to remember the words and pronounce it correctly. It also helps the teacher to not speak too much. The competitiveness builds by this game enhance students' motivation.

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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.

Some of the advantages above would be an attractive point for mime game. However, there is a slight lack in mime game. Based on Wright et al (2006), if mime game not well-organized, it could create a messy class. The students became uncontrollable. But on the contrary, if the students did not confidence, it could make the atmosphere of the class in silent mode. In addition, it could take more time than how it should be. Therefore, it can cause some students did not have their turn. Whereas, mime game here used to assess the improvement of each student.

Despite these shortcomings that can lead to imperfections, the teacher can fix it with a well-preparation beforehand. The teacher should give a clear explanation related to the game. The teacher can also minimize the time by dividing the students into groups. Hence, those disadvantages can be minimized.

B.   *Theoretical Framework*

As mentioned above, students should master vocabulary especially action verb. Vocabulary is one of the basic elements in mastering English, because if students cannot master the vocabulary, they automatically will not obtain the four skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the

teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastering vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve the students' vocabulary mastery on action verb, including using mime game or guessing game in teaching vocabulary.

The types of guessing games are guessing pictures, guessing sentences, and guessing word. One type of guessing game is Mime game. According to Richard-Amato (2003) the way to increase and corroborate grammar's concept, guessing game can be an effective to be applied. In guessing games, the student is given practice to communicate each other.

Mime game is the most appropriate guessing game that applied in classroom. The procedure in mime game is where one children come in front of the class then the teacher give his a secret word, phrase or sentence. After that, he has to mime it and his group or the whole class should guess what he really means (Pinter, 2006 and Doff, 2000).

When students are doing mime game and acting out to describe the secret word, phrase, or sentence, they are enthusiastic and feel enjoyable to take a part in the learning activity. Not only enjoyable but also they can communicate with

the other in guessing the words. It becomes interest for the students because one student which have to mime the words, phrases, or sentence related to the learning material, while his friends do not know about that. In this part, the student which have to mime the words, phrases, or sentence, should use his imaginative skill in describing the word without saying anything to his friends in the time when he mimes.

The communication process occurs when the students acted in playing mime game. There are two forms of communication, verbal communication and non-verbal communication. Verbal communication is when learners interact by using the words which means they speak, read and write anything to interact each other. Whereas non-verbal communication is when learners interact by using body language such as the expression of face, body movement and hand gestures. It means the student just have to pay attention or listen to their friend. In playing mime game, students have to communicate by non-verbal communication.

Based on all definitions above, Mime game is the most appropriate guessing game that applied in classroom. The most important function of implementing guessing games in teaching is to give practice in communication. Communication has two forms; verbal communication and non-verbal communication. In a Mime game, a learner has to communicate non-verbally.

From the discussion above, the researcher proposed that mime game in teaching vocabulary in English language can increase students' vocabulary mastery.

C. *Hypothesis*

Based on the theories above, this research states the two hypotheses namely:

Hypothesis one tests the different significant of the students'reading comprehension of experimental class. The statement of the hypothesis as follows:

H_1 : Mime Game can increase the students' action verb ability at the second year students of SMP YPLP PGRI 1 Tamalate.

H_0 : Mime game cannot increase the students' action verb ability at the second year students of SMP YPLP PGRI 1 Tamalate.
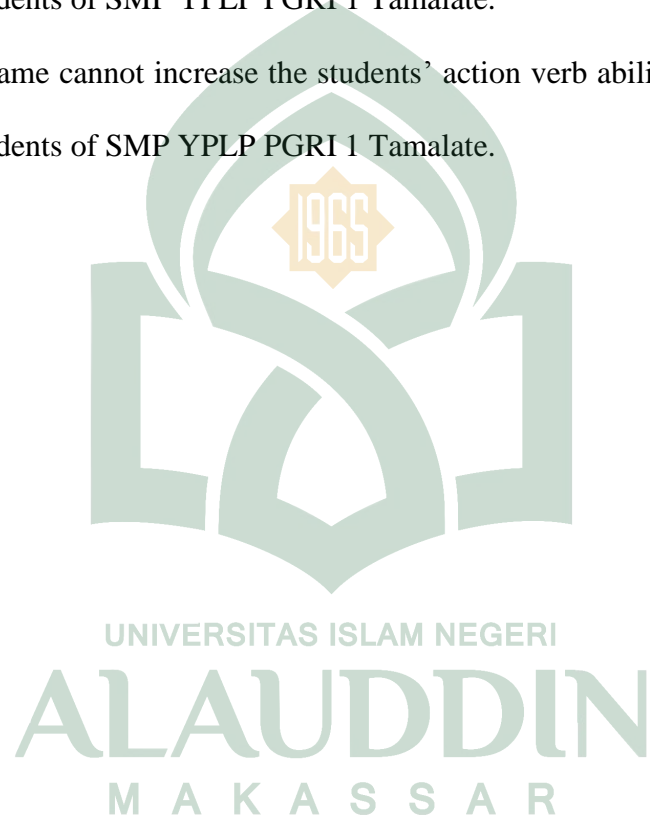
CHAPTER III

RESEARCH METHOD

A. *Research Method*

1. Research Design

The method to be used in this research is quasi experimental research. According to Arikunto (2010) Quasi-experimental research designs, like experimental design, test causal hypotheses. In both experimental and quasi experimental designs, the program is viewed as an 'intervention' in which a treatment-comprising the elements of a program being evaluated is tested for how well it achieves its objectives, as measured by a pre-specified set of indicators.

Also, Quasi-experimental research is used in situations where it is not feasible or practical to use a true experimental design because the individual subjects are already in intact groups (e.g. organization, departments, classrooms, schools, institutions). In this situation, it is often impossible to randomly assign individual subjects to experimental and control groups. This design involved one group which is pre-tested (**O1**), exposed to a treatment (**X**), and post-tested (**O2**). Analyzing the result of pre-test and post-test can see the influence of treatment. The observation is done twice; before and after treatment. The observation that is done before the experiment is called pretest and observation after the experiment is called the post-test. The design can be presented as follows:

| Pre-Test (O_1) | → | Treatment X | → | Post-Test (O_2) |
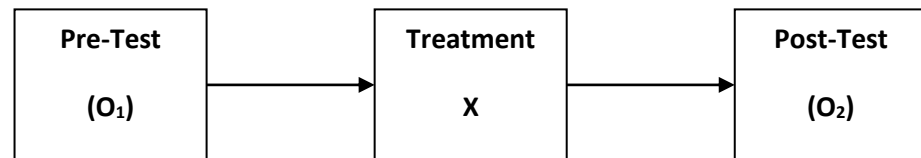
Figure 1. Research Design

(Gay, 2006)

The design is illustrated as follow:

a. Apply O_1 is pre-test that is given before the teaching or the treatment. The purpose is to know the students' mean score in verb action mastery.

b. Apply X is considered as treatment given. The teaching vocabulary verb action mastery by using Mime Game.

c. Apply O_2 is post-test given after having the treatment. Post test to measure the students' mean score of verb action mastery after application of treatment X.

d. Compare O_1 and O_2 to determine the students' changed score of pre-test and post-test.

2. Research Variable

In the experiment research, there are two variables that will be manipulated by the researcher. They are independent variable (X) and dependent variable (Y). Independent variable is a factor which is manipulated by the writer to determine the relationship between the

phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable.

a.   Independent variable

The independent variable (X) in this research is the use of mime game in teaching action verb ability or the method used in teaching and learning process.

b.   Dependent Variable

The dependent variable (Y) is the achievement of the students of the second year at SMP YPLP PGRI 1 Tamalate.

B. *Population and Sample*

1. Population

Population is the group of interest to the researcher; to the group which is she or he would like the result of study to be generalize able (Gay, 2006). In this study, the population or the subjects of research are the second year students at SMP YPLP PGRI 1 Tamalate in the academic year of 2018/2019. The number of the population is 32 students. They are divided into VIII A and VIII B.

The choice of the subjects of the study was based on the following considerations:

a. The researcher has taught in this school before. Therefore, the researcher was familiar with students' characteristic. This condition will help the researcher in doing the research.

b. The students need an interesting and enjoyable teaching method in learning English in general and specifically in verb action mastery.

2. Sample

Sample of this research was 32 students in second grade from 2 class. These samples was chosen by using purposive sampling techniques and the researcher choose all of students in two classes as a sample. One class for controlled class and one for experimental class. Researcher takes purposive sampling as a technique in this research because all of students have been chosen by the teacher.

C. Research Instrument

The researcher was use a test in her research as an instrument for collecting data. Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. The purposes of the test are to know students' vocabulary ability on action verb after teaching and learning vocabulary ability by using Mime games as teaching material. Two kinds of test, pre-test, and post-test gave to the students as participants. The test that was conducted before giving treatment namely pre-test. This test aims to find out about the students' prior knowledge. Post-test will be conducted after giving treatment, and this test aims to find out the students' achievement.In this research, the researcher used fill in the blank. Students are asked to select the one alternative that best completes the statement or answers the questions.

D. Data Collection Procedure

The procedure in collection data was present in chronological order as follows:

a) Pre-test: the students was given a test. The form of the test is multiple choice and essay. The researcher was distribute the test to the students and ask them to work it individually.

b) Treatment: after giving pre-test, the students was get treatment. This process was conducted for eight meetings. Each meeting the researcher was use mime game as teaching material but before that the resercher was explained about vocabulary action verb.

c) Post-test: after giving treatment, the post-test was conducted to find out the value of treatment whether or not the result of the post test is better than the result of pre-test. In post-test, the researcher distributed the test which the same as the test in pre- test. This test intends to find out wether or not there was an improvement in vocabulary action verb.

E. Data Analysis Technique

The data collect through the test was analyzed by using pre-experimental method. The researcher employs the formula as follows:

The data were obtained through the pre-test and post-test. The researcher used the procedures as follow:

1. Scoring the students' correct answer of pre-test and post-test by using the following formula :

$$\text{Score} = \frac{\text{Students' score}}{\text{Maximum score}} \times 100$$

2. Scoring category of the students' pre-test and post-test by using scoring rubric items as follow

No	Scale	Classification
1.	91 – 100	Very Good
2.	76– 89	Good
3.	61 – 75	Fair
4.	51 – 60	Poor
5.	Less than 50	Very Poor

PusatKurikulum (2006)

3. The formula used in calculating the mean score of the students' answers:

$$X = \frac{\sum X}{N}$$

Where:

X   = Mean score

∑X   = Sum of all scores

N   = Total number of the respondents

Arikunto(2010)

4. Finding out the standard deviation of the students pre-test and post-test by applying this formula:

1. $SD =$

$$SD = \sqrt{\dfrac{SS}{n-1}} \quad \text{Where SS} = \sum X^2 - \dfrac{(\sum X)^2}{n}$$

Where:

SD = Standard deviation

SS = the sum of square

N = Total number of the subjects

$\sum X^2$ = The sum of all square; each score is squared and all the

squares are added up

$(\sum X)^2$ = The square of the sum; all the scores are added up and the

sum is square total.

Arikunto (2010)

5. The formula used in finding out the difference between students'

score in pretest and post-test is:

$$t = \dfrac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\dfrac{SS1+SS2}{n1+n2-2}\right)\left(\dfrac{1}{n1} + \dfrac{1}{n2}\right)}}$$

Where:

T = Test of significance

$\bar{x}_1$ = Mean score of experimental group

$\bar{x}_5$ = Mean score of control group

SS_1 = Sum square of experimental group

SS_2 = Sum square of control group

n_1 = Number of students of experimental group

n_2 = Number of students of control group

Where:

$$SS1 = \sum x1^2 - \frac{(\sum X1)^2}{n1}$$

$$SS2 = \sum x2^2 - \frac{(\sum X2)^2}{n2}$$

Arikunto (2006)

The formula explained about the significant between the pre-test and the post-test. The aim of the formula was to answer the question of the problem statement, to know whether Mime game method effective or not in improving action verb ability at the second year students at SMP YPLP PGRI 1 Tamalate.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and the discussions of the findings. In this chapter, the researcher analyzed the data consist of the result of pre-test and post-test either in experimental class or control class.

Moreover, in this chapter, the researcher analyzed the data obtained from the students pre-test and post-test. The data consisted of the result of the pre-test and post-test. The pre-test was intended to know the ability of the students' action verb ability before giving treatments, while the post-test was intended to find out whether there was any improvement or not of the students' action verb ability after having several treatments through mime game.

A. *Findings*

The findings of the research were based on the results of the data analysis. The data was from a test. The test consists of pre-test and post-test. The pre-test was given to find out the students' ability in action verb ability before treatment, and the post-test was given to find out the improvement of the students' action verb ability after giving the treatment.

1. The Classification of the Students' Pre-Test and Post-Test Score in Experimental Class.

The following table shows the distribution of frequency and percentage final score of students' action verb ability of the second grade students at SMP YPLP PGRI 1 Tamalate in pre-test and post-test of experimental class.

Before the treatment, the researcher conducted the pre-test. The result of the pre-test was acquired to know the students' level in action verb ability. All students' result can be seen inthe data in table 1.

Table 1
The rate percentage of score experimental class in the pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 –100	-	-
2	Good	76 –89	-	-
3	Fair	61 – 75	1	6.25%
4	Poor	51 – 60	7	43.75%
5	Very poor	Less than 50	8	50%
		TOTAL	16	100%

After treatment, the researcher conducted the post-test. All students' result could be seen into the data in table 2.

Table 2
The rate percentage of score experimental class in the post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	6	37.5%
2	Good	76 – 89	6	37.5%
3	Fair	61 – 75	4	25%
4	Poor	51 – 60	-	-
5	Very poor	Less than 50	-	-
		TOTAL	16	100%

Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

2. The Classification of the Students' Pre-Test and Post-Test Score in Control Class.

Table 3
The rate percentage of score control class in the pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	-	-
2	Good	76 – 89	-	-
3	Fair	61 – 75	5	31.25%
4	Poor	51 – 60	4	25%
5	Very poor	Less than 50	7	43.75%
		TOTAL	16	100%

Table 3 above shows the rate percentage of the score of control class in the pre-test from 16 students, none of the students got score more than 80. This indicates that the rate percentage of score control class in the pre-test was low.

Table 4
The rate percentage of score control class in the post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	-	-
2	Good	76 – 89	4	25%
3	Fair	61 – 75	9	56.25%
4	Poor	51 – 60	3	18.75%
5	Very poor	Less than 50	-	-
		TOTAL	16	100%

While the rate percentage of the score of control class in the post-test from the 16 students as table 4 above shows, none of the students was got very good score which score more than 90 and less than 50. Based on the table 3 and 4, it can be concluded that the rate percentage in the post-test was greater than the rate percentage in the pre-test.

3.   The Mean Score and Standard Deviation of the students' Experimental and Control Group

After calculating the results of the students' pre-test and post-test from the experimental group and the control group, the mean score and standard deviation of their scores presented in Table 5. Mean score is the arithmetic average of a set of given numbers. The mean score or average is calculated for measuring the actual average value of the data.

The mean score of the students' pre-test of experimental group which shown from the table was 49,2 with standard deviation was 5,38. The mean score of the students' pre-test of control group which shown from the table was 44,46 with standard deviation was 11,24.

The mean score of the students' post-test of the experimental group which shown from the table was 78,39 with standard deviation was 5,58. The mean score of students' post-test of control group which shown from the table was 70,71 with standard deviation was 8,46. It revealed that the mean score and standard deviation of pre-test and post-test of experiment group and control group were different which obtained from the students.

Based on the data that researcher have said before, it could be concluded that the students' ability of experimental group in verb action mastery was higher than the control group.

Table 5
The Mean Score and the Standard Deviation of Experimental and Control Group of the Students' Pre-test and Post-test.

Types	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	52.81	83.44	14.46	7.24
Control	57.19	71.56	10.80	9.08

Then, the total score of students' pre-test of experimental group was 52.81 Meanwhile, the total score of the students' post-test was 83.44 and the total score of the students' pre-test of control group was 57.19 and the total score of the students' post-test of control group was 71.56. The results achieved from both tests, the pre-test and the post-test, were different.

Based on the result above, the researcher has considered mime game could be one of the effective ways to improve the students' action verb ability. It based on the mean score of experimental group's post-test was higher than control group.

4.   Hypothesis Testing the Difference Significant Between the Experimental and Control Group

Although, the mean score increased after treatment but the hypothesis in Chapter II must be tasted again with the statistical calculation. The statements of the hypothesis are:

(Ho)   : the use of mime game cannot increase the students' action verb ability of the second grade students at SMP YPLP PGRI 1 Tamalate.

The statistical formula is: Ho = $\overline{X_1} - \overline{X_2} = 0$ or $\overline{X_1} - \overline{X_2}$.

(H1)   : the use of mime game can increase the students' action verb ability of the second grade students at SMP YPLP PGRI 1 Tamalate.

. The statistical formula is: H1 = $\overline{X_1} - \overline{X_2} > 0$ or $\overline{X_1} - \overline{X_2}$.

To know whether the mean score of the experimental group and the control group was statistically different, the t-test applied with the level significance (P)=0.05 and the degree of freedom (df) = n-2, where n1 = 16 and n2=16 and the total observations are thirty two students. The result of t-test after calculation can be seen the following table 6.

Table 6
The Result of t-test calculation

>>Variable	t-test Value	t-table Value
>$X_1 - X_2$	**4.168**	**2.131**

The table 6 indicates that value of the t-test was 4.168. It was higher than the value of the t-table was 2.131 with significant level (P) = 0.05 and (df) = 30,

then the value of t-table was 2.131 while the value of t-test (4.16 > 2.131). It means that hypothesis was accepted.

B. *Discussion*

Based on findings above, using mime game method was good for students' of SMP YPLP PGRI 1 Tamalate because it is seen from the difference of the value between the t-test and the t-table. The result of the test proved that it is obtainable to use a mime game method to increase the students' action verb mastery at the the second grade students of SMP YPLP PGRI 1 Tamalate was good. Because there is an improvement of the students' action verb ability after giving the treatment.

The students' mean score of the Experimental class was 83.44 and the students' mean score of the Controlled class was 71.56. It meant the gap of the students' score of the Experimental and Controlled class was 11.88. The explanation of the gap between the two classes indicates that the Experimental class shows high improvement than the Controlled class.

To sum up, based on the result of this study, which shown the students' scores were much higher after the treatment in Experimental class using mime game. The use of mime game was good toward the students' action verb ability. Besides, improving the students' score, the implementation of mime game got positive responses from students in their teaching-learning process of action verb mastery. This was surely increase the students' action verb mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first deals with the conclusions of the findings, and the second part deals with suggestions.

A. *Conclusions*

Based on the findings and discussion, the researcher puts forward conclusion as follows:

The result ofmime game was good and effective to enhancethe students' verb action master of second grade students at SMP YPLP PGRI 1 Tamalate. It was proved by students' result before and after giving the treatment, their scores increased and become good with the mean scoreof the students' pre-test of experimental group was 52.81 with standard deviation was 14.46 while of post-test which had goodscore with mean score were 83.44 and standard deviation was 7.24 after the treatment, and also in control group the total score of pre-test 57.19 with standard deviation was 10.80 and the total score of the students' post-test was 71.56 and standard deviation was 9.08. the result achieve from both tests, the pre-test and post-test were different.

The researcher found that there was a difference between experimental group and control group. The significance difference result of students was 4.168 (t-test) and the level of significance (P) = 0.05 and (df:n-2) = 32 − 2 = 30, where n1 = 16 and n2 = 16. The value of t-table was 2.131 while the value of t-test (4.168 > 2.009). It means the hypothesis was accepted. In other words, Mime game could enhance the students' verb action mastery.

B. *Suggestion*

Some suggestions are proposed as follows:

1. English teachers should applied creative technique in the classroom for teaching vocabulary, so it is advisable to the teachers to implement mime game as one of alternative technique in teaching vocabulary especially verb action.

2. It is suggested that the teachers use mime game as one of many alternatives method in improving students' verb action mastery.

3. The English teacher should be more creative to choose method or strategy in teaching vocabulary especiallyverb action, arrange the learning environment and become the best facilitator in learning English.

4. For the next researchers who want to use mime game, it would be better if the next researcher is conducted in a longer period and more students.

5. The last suggestion that should be done by the teacher is evaluation.

Finally, the researcher realizes that there are still many shortages in his thesis, so the researcher expects the criticism and suggestion for the improvements. Thus, the researcher also hopes this thesis can be meaningful for the teacher of English as well as students and further researchers.

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APPENDICES

APPENDIX I

The Students' Attendance List
(Experimental Class)

NO	STUDENTS' NAME	1	2	3	4	5	6
1	MUH.ALDI	✓	✓	✓	✓	✓	✓
2	ABELIA AGATA	✓	✓	✓	✓	✓	✓
3	ALDI	✓	✓	✓	✓	✓	✓
4	ANASTASIA RESKI R	✓	✓	✓	✓	✓	✓
5	FADILA	✓	✓	✓	✓	✓	✓
6	FERI KURNIAWAN	✓	✓	✓	✓	✓	✓
7	IBRAHIM	✓	✓	✓	✓	✓	✓
8	LUKMANUL HAKIM	✓	✓	✓	✓	✓	✓
9	MUH. AGIL	✓	✓	✓	✓	✓	✓
10	MUH. ERLAN	✓	✓	✓	✓	✓	✓
11	MUH. FATLI SAYUTI	✓	✓	✓	✓	✓	✓
12	MUH. IRFAN	✓	✓	✓	✓	✓	✓
13	MUH. JUNAID ZAINUDDIN	✓	✓	✓	✓	✓	✓
14	MUH. RIDWAN	✓	✓	✓	✓	✓	✓
15	MUH. ROIHAN	✓	✓	✓	✓	✓	✓
16	MUH. SALEH	✓	✓	✓	✓	✓	✓

The Researcher

Susilawati
20400115036

The Students' Attendance List
(Controlled Class)

NO	STUDENTS' NAME	1	2	3	4	5	6
1	MUHAMMAD RIFALDI	✓	✓	✓	✓	✓	✓
2	MUTIARA	✓	✓	✓	✓	✓	✓
3	NUR ALAM	✓	✓	✓	✓	✓	✓
4	NUR ANNISA	✓	✓	✓	✓	✓	✓
5	NUR HIKMA TAKBIR	✓	✓	✓	✓	✓	✓
6	NURAISAH	✓	✓	✓	✓	✓	✓
7	PUTRI SITA NURSABILA	✓	✓	✓	✓	✓	✓
8	RAHMAN DANI. R	✓	✓	✓	✓	✓	✓
9	RAIHAN SAPUTRA WARADA	✓	✓	✓	✓	✓	✓
10	SITI NUR HALIZAH. S	✓	✓	✓	✓	✓	✓
11	SITTI AMUNARWATI	✓	✓	✓	✓	✓	✓
12	ST. RACHMAWATI	✓	✓	✓	✓	✓	✓
13	SUSILO DARMAWANSYAH	✓	✓	✓	✓	✓	✓
14	VERI FERDIANSYAH	✓	✓	✓	✓	✓	✓
15	NATALI SURA'	✓	✓	✓	✓	✓	✓
16	MUH. ANUGRAH	✓	✓	✓	✓	✓	✓

The Researcher

Susilawati
20400115036

APPENDIX II

Score of Students' Pre-test and Post-Test in Experimental Class (VIII A)

No.	Students	Pre-test	Post-test	X_1^2	X_2^2
1	MUH.ALDI	50	75	2500	5625
2	ABELIA AGATA	60	90	3600	8100
3	ALDI	40	75	1600	5625
4	ANASTASIA RESKI R	65	95	4225	9025
5	FADILA	60	85	3600	7225
6	FERI KURNIAWAN	50	90	2500	8100
7	IBRAHIM	40	70	1600	4900
8	LUKMANUL HAKIM	55	90	3025	8100
9	MUH. AGIL	50	80	2500	6400
10	MUH. ERLAN	60	80	3600	6400
11	MUH. FATLI SAYUTI	60	90	3600	8100
12	MUH. IRFAN	50	85	2500	7225
13	MUH. JUNAID ZAINUDDIN	60	75	3600	5625
14	MUH. RIDWAN	40	80	1600	6400
15	MUH. ROIHAN	45	85	2025	7225
16	MUH. SALEH	60	90	3600	8100
	Total Score	**845**	**1335**	**45.675**	**112.175**
	Mean Score	**52,81**	**83,44**	**2.854,69**	**7.010,94**

APPENDIX III

Score of Students' Pre-test dan Post-Test in Controlled Class (VIII B)

No.	Students	Pre-test	Post-test	X_1^2	X_2^2
1	MUHAMMAD RIFALDI	50	65	2500	4225
2	MUTIARA	60	75	3600	5625
3	NUR ALAM	45	70	2025	4900
4	NUR ANNISA	70	85	4900	7225
5	NUR HIKMA TAKBIR	65	80	4225	6400
6	NURAISAH	60	70	3600	4900
7	PUTRI SITA NURSABILA	75	85	5625	7225
8	RAHMAN DANI. R	55	60	3025	3600
9	RAIHAN SAPUTRA WARADA	50	70	2500	4900
10	SITI NUR HALIZAH. S	65	70	4225	4900
11	SITTI AMUNARWATI	50	70	2500	4900
12	ST. RACHMAWATI	40	55	1600	3025
13	SUSILO DARMAWANSYAH	50	70	2500	4900
14	VERI FERDIANSYAH	45	60	2025	3600
15	NATALI SURA'	75	85	5625	7225
16	MUH. ANUGRAH	60	75	3600	5625
	Total Score	**915**	**1145**	**54.075**	**83.175**
	Means Score	**57,19**	**71,56**	**3.379,69**	**5.198,44**

APPENDIX IV

The mean score of experimental and controlled class

A. Experimental class

   1. Pre-test

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

$$\bar{x} = \frac{845}{16}$$

$$\bar{x} = 52.81$$

   2. Post-test

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

$$\bar{x} = \frac{1335}{16}$$

$$\bar{x} = 83.44$$

B. Controlled class

   1. Pre-test

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

$$\bar{x} = \frac{915}{16}$$

$$\bar{x} = 57.19$$

   2. Post-test

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

$$\bar{x} = \frac{1145}{16}$$

$$\bar{x} = 71.56$$
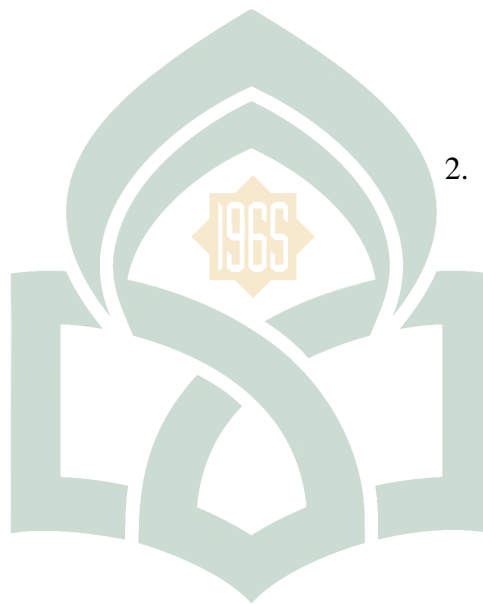
APPENDIX V

Standard deviation of Experimental and Controlled class

A. Experiment Class

1. Pre-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1{}^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 45675 - \frac{(825)^2}{16}$$

$$SS_1 = 45675 - \frac{680625}{16}$$

$$SS_1 = 45675 - 42539,06$$

$$SS_1 = \mathbf{3135.94}$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{3135.94}{16-1}}$$

$$SD = \sqrt{\frac{3135.94}{15}}$$

$$SD = \sqrt{209.06}$$

2. Post-Test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1{}^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 112175 - \frac{(1330)^2}{16}$$

$$SS_1 = 112175 - \frac{1782225}{16}$$

$$SS_1 = 112175 - 111389.06$$

$$SS_1 = \mathbf{785.94}$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{785.94}{16-1}}$$

$$SD = \sqrt{\frac{785.94}{15}}$$

$$SD = \sqrt{52.40}$$

$$SD = 14.46 \qquad\qquad\qquad SD = 7.24$$

B. Controlled Class

1. Pre-Test   **2. Post-Test**

$$\textbf{SD} = \sqrt{\frac{SS_2}{n-1}} \qquad\qquad \textbf{SD} = \sqrt{\frac{SS_2}{n-1}}$$

Where, $SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n}$ Where, $SS_2 = \sum X_2{}^2 - \frac{(\sum X_2)^2}{n}$

$$SS_2 = 54075 - \frac{(915)^2}{16} \qquad SS_2 = 83175 - \frac{(1145)^2}{16}$$

$$SS_2 = 54075 - \frac{837225}{16} \qquad SS_2 = 83175 - \frac{13110255}{16}$$

$$SS_2 = 54075 - 52326.56 \qquad SS_2 = 83175 - 81939.06$$

$$\textbf{SS}_2 = \textbf{1748.44} \qquad\qquad \textbf{SS}_2 = \textbf{1235.94}$$

$$SD = \sqrt{\frac{SS_2}{n-1}} \qquad\qquad SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{1748.44}{16-1}} \qquad\qquad SD = \sqrt{\frac{1235.94}{16-1}}$$

$$SD = \sqrt{\frac{1748.44}{15}} \qquad\qquad SD = \sqrt{\frac{1235.94}{15}}$$

$$SD = \sqrt{116.56} \qquad\qquad SD = \sqrt{82.40}$$

$$SD = 10.80 \qquad\qquad\qquad SD = 9.08$$

APPENDIX VI

The Significance Different

$X_1 = 83.44$ $SS_1 = 785.94$

$X_2 = 71,56$ $SS_2 = 1235.94$

1. **t-Test**

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\dfrac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

2. $$t = \frac{83.44 - 71.56}{\sqrt{\left(\dfrac{785.94 + 1235.94}{16 + 16 - 2}\right)\left(\dfrac{1}{16} + \dfrac{1}{16}\right)}}$$
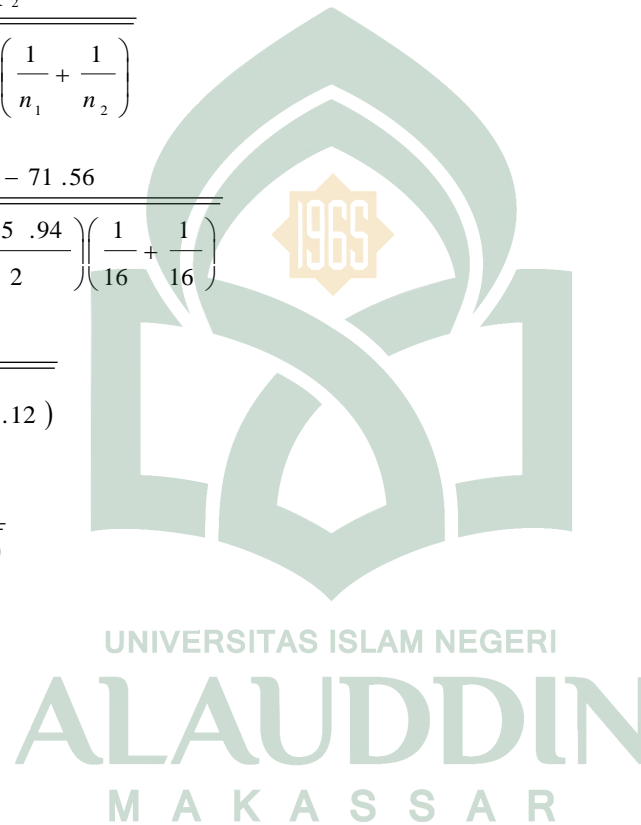
3. $$t = \frac{11.88}{\sqrt{\left(\dfrac{2021.88}{30}\right)(0.12)}}$$

4. $$t = \frac{11.88}{\sqrt{(67.40)(0.12)}}$$

$$t = \frac{11.88}{\sqrt{8.09}}$$

$$t = \frac{11.88}{2.85}$$

$t_{Hitung} = \mathbf{4.168}$

5. **t-Table**

For level of significance (D) = 0,05

Degree of freedom (df) = $(N_1 + N_2)$ -2 = $(16 + 16) - 2 = 30$

t – Table = 2.131

APPENDIX VII

The Distribution of T-Table

Df	P			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
50	1,676	2,009	2,678	3,496
60	1,671	2,000	2,660	3,460
80	1,664	1,990	2,639	3,416

APPENDIX VIII

LESSON PLAN OF MATERIAL

A. Identity

Theme   : First treatment

Subject   : English

Skill   : Vocabulary

Group   : Experimental class

Duration   : 2 x 40 minutes

1. General instructional object :

The students will be able to understand about verb related to the materials.

2. Specific instructional object :

From this activity, the students are expected to be able to:

a) Know the definition of verb

b) Know the kinds of verb

3. Teaching material : Verb

- Verb adalah kata yang menunjukkan suatu tindakan, kejadian, keadaan, ataupun sikap seperti cook (memasak), read (membaca), write (menulis), happen (terjadi), exist (ada/ hidup), atau agree (setuju), blame (menyalahkan). Verb selalu menunjukkan perbuatan yang dilakukan oleh subjek dalam kalimat. Ciri- ciri verb yang paling mudah kita amati adalah ia menjadi predikat dalam suatu kalimat.

- Jenis-jenis verb:

    - Transitive dan Intransitive Verb

    Transitive verb adalah kata kerja yang diikuti direct object yang menerima aksi dari subject, sementara **I**ntransitive verb tidak karena aksi yang dilakukan *subject* memang tidak melibatkan *direct object*.

Contoh Transitive dan Intransitive Verb

Transitive verb	**Intransitive verb**
• Bring • buy • hit • send • want	• arrive • come • listen • sneeze • work

Contoh Kalimat Transitive dan Intransitive Verb

1	He **sent** me a postcard. (Dia mengirimi saya kartu pos.)
2	Cheryl often **sneezes** while cleaning house. (Cheryl sering bersin-bersin ketika membersihkan rumah.)

- Regular dan Irregular Verb

Regular verb adalah kata kerja yang mayoritas bentuk *past tense* (verb-2) dan *past participle* (verb-3) didapat dengan menambahkan *suffix* -ed atau -d pada base form(bentuk dasar kata kerja). Berbeda dengan *regular verb*, bentuk *past tense* dan *past participle* irregular verb lebih bervariasi.

Contoh Regular dan Irregular Verb

irregular verb	**regular verb**
• Arrive • help • live • put • walk	• come • meet • run • sing • taste

Contoh Kalimat Regular dan Irregular Verb

1	The item **arrived** late. (Barang tersebut tiba terlambat.) **regular: arrive – arrived – arrived**
2	They **came** late. (Mereka siswa datang terlambat.) **irregular: come – came – come**

b. Teaching Procedure :

a. Introduction/ Opening

1) Greeting/recognizing.

2) The researcher checks the students' attendance list.

3) The researcher gives motivation to the students.

b. Presentation/ activity

1) The researcher explains about verb.

2) The researcher introduces the material to the students, the material was kinds of verb.

3) The researcher explains the kinds of verb.

4) The researcher writes some examples of verb.

5) The researcher asks the students to write down all materials in their books.

6) After that, the researcher discuss the material with the students.

c. Closing

1) The researcher gives a chance to the students to give question if some of them still confuse with the material.

2) The researcher gives conclusion about the material today

3) The researcher gives homework to the students.

4) The researcher closes the meeting by saying hamdalah together.

a. Instructional resource :

The material come from : Dasar-Dasar Penguasaan Bahasa Inggris melalui Your Basic vocabulary written by Azhar Arsyad, Fitrah Book and internet.

    b. Evaluation :

a) Procedure : The researcher did evaluation based on the students' activity inside of classroom.

b) Evaluation instrument

    Oral test   : Memorizing the vocabularies

    Written test   : Giving a test

LESSON PLAN

B. Identity

Theme   : Second treatment

Subject   : English

Skill   : Vocabulary

Group   : Experimental class

Duration   : 2 x 40 minutes

1. General instructional object :

The students will be able to understand about kinds of verbs which has been learnt in the class.

2. Specific instructional object :

From this activity, the students are expected to be able to:

a) Know kinds of verb

3. Teaching material : vocabulary

a. Action dan Stative Verb

Action verb adalah kata kerja untuk menyatakan bahwa *subject* sedang melakukan suatu aksi atau untuk menyatakan bahwa sesuatu terjadi, sementara Stative verb tidak untuk menyatakan aksi melainkan untuk menyatakan kondisi yang tidak berubah atau cenderung tidak berubah. Contoh Action dan Stative Verb

action verb	**stative verb**
• Eat • listen • play • study • walk	• have • love • prefer • seem • owe

Contoh Kalimat Action dan Stative Verb

1	They **walked** hand in hand. (Mereka berjalan bergandengan.) **action**

| 2 | I **prefer** tea to coffee.
(Saya lebih suka teh daripada kopi.) **stative** |

4. Teaching Procedure :

   a. Introduction/ Opening

     1) Greeting/recognizing .

     2) The researcher checks the students' attendance list.

     3) The researcher gives motivation to the students.

     4) The researcher asks the students to collect their homework.

   b. Presentation/ activity

     1) The researcher checks the understanding of students with ask some of them about material that has been leant.

     2) The researcher explain about action verb and stative verb.

     3) The researcher asks the students to write down the definition of action and stative verb.

     4) The researcher give the students a test.

     5) The researcher asks the students to answer the question.

     6) The researcher asks the students to collect their assignment.

   c. Closing

     1) The researcher gives a chance to the students to give question if some of them still confuse with the material.

     2) The researcher gives conclusion about the material today.

     3) The researcher closes the meeting by saying hamdalah together.

5. Instructional resource :

   The material come from : TOP Grammar and Internet.

6. Evaluation :

   a) Procedure : The researcher did evaluation based on the students' activity in the classroom.

   b) Evaluation instrument

   Written test   : Give a test

LESSON PLAN

Theme   : Third treatment

Subject   : English

Skill   : Vocabulary

Group   : Experimental class

Duration   : 2 x 40 minutes

1. **General instructional object :**

    The students will be able to understand about Action verb and
    kinds of action verb.

2. **Specific instructional object :**

    From this activity, the students are expected to be able to:

    a. Know the definition and function of Action verb

    b. Know the kinds of action verb

3. **Teaching material : Action Verb**

Pengertian Action Verb

    Verb atau kata kerja berfungsi untuk menjelaskan kegiatan atau
aktivitas yang dilakukan oleh seseorang sebagai subjek. Kegiatan atau
aktivitas tersebut dijelaskan dengan kata kerja yang disebut dengan Action
Verb. Sesuai dengan namanya yaitu Action Verb, kata kerja ini
menerangkan aktivitas, kegiatan, atau aksi yang dilakukan oleh subjek
yang dapat kiat dengar atau lihat.

Contoh Action Verb

• Eat

• Sleep

• Pray

• Swim

• Study

• Watch

• Wash

• Run

• Walk

• Climb

Jenis dan Contoh Action Verb

Action Verb memiliki beberapa jenis yang akan dijelaskan sebagai berikut:

1. Action Verb yang menunjukkan kegiatan atau aktivitas

Contoh Kata Kerja: study, sleep, walk, run, play, read, swim, eat, work, dan sebagainya

Contoh Kalimat:

▪ The new girl in my neighborhood always reads a novel in a cafe near my house.
(Anak perempuan baru yang berada di lingkunganku selalu membaca novel di kafe yang berada dekat dengan rumahku)

▪ My brother swam with his friends in one of the famous swimming pools in my city last week.
(Kakakku berenang dengan teman – temannya di salah satu kolam renang terkenal di kotaku minggu lalu)

2. Action Verb yang menunjukkan proses

Contoh Kata Kerja: grow, widen, change, develop, lighten, darken, melt, dan sebagainya.

Contoh Kalimat:

• My cousin has grown to be a big handsome guy now.
(Sepupu saya telah tumbuh menjadi seorang lelaki besar yang tampan sekarang)

• The city where I live in has developed into a modern city with many high buildings and so many highways.

(Kota dimana saya tinggal telah berkembang menjadi sebuah kota yang modern dengan banyak gedung tinggi dan jalan raya yang sangat banyak)

- He changes into someone kind and smart now.
  (Dia berubah menjadi seseorang yang baik dan pintar sekarang)

- The little tree in front of my house is growing bigger.
  (Pohon kecil di depan rumah saya tumbuh menjadi besar)

3. Action Verb yang menunjukkan kegiatan sementara (momentary action)

Contoh Kata Kerja: knock, hit, jump, dan sebagainya.

Contoh Kalimat:

- The man knocked the door before he entered the house.
  (Pria itu mengetuk pintu sebelum ia masuk ke dalam rumah)
- My little brother jumps over the little rock on his way home.
  (Adik saya melompati batu kecil di jalan pulang)

4. **Teaching Procedure :**
   a. **Introduction/ Opening (10 Menit)**
      - Greeting/recognizing .
      - The researcher checks the students' attendance list.
      - The researcher gives motivation to the students.
   b. **Presentation/ activity (^60 Menit)**
      - The researcher checks the understanding of students with ask some of them about material that has been learnt.
      - The researcher explains the definition of action verb and kinds of verb action.
      - The researcher asks the students to write down the definition and kinds of action verb on their book.
      - The researcher giving the students a paper that consist of action verb and pictures.

- The researcher teaches the students how to use action verb by using Mime game.

c. Closing (10 Menit)

- The researcher gives a chance to the students to give question if some of them still confuse with the material.
- The researcher gives conclusion about the material today.
- The researcher closes the meeting by saying hamdalah together.

5. Instructional resource :

The material come from : TOP Grammar and internet.

6. Evaluation :

Procedure : The researcher did evaluation based on the students' activity in the classroom.

LESSON PLAN

Theme : Fourth treatment

Subject : English

Skill   : Vocabulary

Group : Experimental class

Duration : 2 x 40 minutes

1. General instructional object :

   The students will be able to understand about Action verb and kinds of action verb.

2. Specific instructional object :

From this activity, the students are expected to be able to:

a. Know the definition and function of Action verb

b. Know the kinds of action verb

3. Teaching material : Action Verb

Pengertian Action Verb

   Verb atau kata kerja berfungsi untuk menjelaskan kegiatan atau aktivitas yang dilakukan oleh seseorang sebagai subjek. Kegiatan atau aktivitas tersebut dijelaskan dengan kata kerja yang disebut dengan Action Verb. Sesuai dengan namanya yaitu Action Verb, kata kerja ini menerangkan aktivitas, kegiatan, atau aksi yang dilakukan oleh subjek yang dapat kiat dengar atau lihat.

Contoh Action Verb

• Eat

• Sleep

• Pray

• Swim

• Study

• Watch

• Wash

• Run

• Walk

• Climb

Jenis dan Contoh Action Verb

Action Verb memiliki beberapa jenis yang akan dijelaskan sebagai berikut:

1. Action Verb yang menunjukkan kegiatan atau aktivitas

 Contoh Kata Kerja: study, sleep, walk, run, play, read, swim, eat, work, dan sebagainya

Contoh Kalimat:

▪ The new girl in my neighborhood always reads a novel in a cafe near my house.
(Anak perempuan baru yang berada di lingkunganku selalu membaca novel di kafe yang berada dekat dengan rumahku)

▪ My brother swam with his friends in one of the famous swimming pools in my city last week.
(Kakakku berenang dengan teman – temannya di salah satu kolam renang terkenal di kotaku minggu lalu)

2. Action Verb yang menunjukkan proses

Contoh Kata Kerja: grow, widen, change, develop, lighten, darken, melt, dan sebagainya.

Contoh Kalimat:

• My cousin has grown to be a big handsome guy now.
(Sepupu saya telah tumbuh menjadi seorang lelaki besar yang tampan sekarang)

• The city where I live in has developed into a modern city with many high buildings and so many highways.

(Kota dimana saya tinggal telah berkembang menjadi sebuah kota yang modern dengan banyak gedung tinggi dan jalan raya yang sangat banyak)

- He changes into someone kind and smart now.
  (Dia berubah menjadi seseorang yang baik dan pintar sekarang)

- The little tree in front of my house is growing bigger.
  (Pohon kecil di depan rumah saya tumbuh menjadi besar)

3. Action Verb yang menunjukkan kegiatan sementara (momentary action)

Contoh Kata Kerja: knock, hit, jump, dan sebagainya.

Contoh Kalimat:

- The man knocked the door before he entered the house.
  (Pria itu mengetuk pintu sebelum ia masuk ke dalam rumah)
- My little brother jumps over the little rock on his way home.
  (Adik saya melompati batu kecil di jalan pulang)

   4. Teaching Procedure :
   a. Introduction/ Opening (10 Menit)
   - Greeting/recognizing .
   - The researcher checks the students' attendance list.
   - The researcher gives motivation to the students.

   b. Presentation/ activity (^60 Menit)
   - The researcher checks the understanding of students with ask some of them about material that has been learnt.
   - The researcher explains the definition of action verb and kinds of verb action.
   - The researcher asks the students to write down the definition and kinds of action verb on their book.
   - The researcher giving the students a paper that consist of action verb and pictures.

- The researcher teaches the students how to use action verb by using Mime game.

c. Closing (10 Menit)

- The researcher gives a chance to the students to give question if some of them still confuse with the material.
- The researcher gives conclusion about the material today.
- The researcher closes the meeting by saying hamdalah together.

5. Instructional resource :

The material come from : TOP Grammar and internet.

6. Evaluation :

Procedure : The researcher did evaluation based on the students' activity in the classroom.

LESSON PLAN

Theme   : Fifth treatment

Subject   : English

Skill   : Vocabulary

Group   : Experimental class

Duration   : 2 x 40 minutes

1. **General instructional object :**

   The students will be able to understand about Action verb and kinds of action verb.

2. **Specific instructional object :**

   From this activity, the students are expected to be able to:

   a. Know the definition and function of Action verb

   b. Know the kinds of action verb

3. **Teaching material : Action Verb**

Pengertian Action Verb

   Verb atau kata kerja berfungsi untuk menjelaskan kegiatan atau aktivitas yang dilakukan oleh seseorang sebagai subjek. Kegiatan atau aktivitas tersebut dijelaskan dengan kata kerja yang disebut dengan Action Verb. Sesuai dengan namanya yaitu Action Verb, kata kerja ini menerangkan aktivitas, kegiatan, atau aksi yang dilakukan oleh subjek yang dapat kiat dengar atau lihat.

Contoh Action Verb

• Eat

• Sleep

• Pray

• Swim

• Study

• Watch

• Wash

• Run

• Walk

• Climb

Jenis dan Contoh Action Verb

Action Verb memiliki beberapa jenis yang akan dijelaskan sebagai berikut:

1. Action Verb yang menunjukkan kegiatan atau aktivitas

Contoh Kata Kerja: study, sleep, walk, run, play, read, swim, eat, work, dan sebagainya

Contoh Kalimat:

- The new girl in my neighborhood always reads a novel in a cafe near my house.
  (Anak perempuan baru yang berada di lingkunganku selalu membaca novel di kafe yang berada dekat dengan rumahku)

- My brother swam with his friends in one of the famous swimming pools in my city last week.
  (Kakakku berenang dengan teman – temannya di salah satu kolam renang terkenal di kotaku minggu lalu)

2. Action Verb yang menunjukkan proses

Contoh Kata Kerja: grow, widen, change, develop, lighten, darken, melt, dan sebagainya.

Contoh Kalimat:

- My cousin has grown to be a big handsome guy now.
  (Sepupu saya telah tumbuh menjadi seorang lelaki besar yang tampan sekarang)

- The city where I live in has developed into a modern city with many high buildings and so many highways.

(Kota dimana saya tinggal telah berkembang menjadi sebuah kota yang modern dengan banyak gedung tinggi dan jalan raya yang sangat banyak)

- He changes into someone kind and smart now.
  (Dia berubah menjadi seseorang yang baik dan pintar sekarang)

- The little tree in front of my house is growing bigger.
  (Pohon kecil di depan rumah saya tumbuh menjadi besar)

3. Action Verb yang menunjukkan kegiatan sementara (momentary action)

Contoh Kata Kerja: knock, hit, jump, dan sebagainya.

Contoh Kalimat:

- The man knocked the door before he entered the house.
  (Pria itu mengetuk pintu sebelum ia masuk ke dalam rumah)
- My little brother jumps over the little rock on his way home.
  (Adik saya melompati batu kecil di jalan pulang)

4. Teaching Procedure :
   a. Introduction/ Opening (10 Menit)
   - Greeting/recognizing .
   - The researcher checks the students' attendance list.
   - The researcher gives motivation to the students.

   b. Presentation/ activity (^60 Menit)
   - The researcher checks the understanding of students with ask some of them about material that has been learnt.
   - The researcher explains the definition of action verb and kinds of verb action.
   - The researcher asks the students to write down the definition and kinds of action verb on their book.
   - The researcher giving the students a paper that consist of action verb and pictures.

- The researcher teaches the students how to use action verb by using Mime game.

c. Closing (10 Menit)

- The researcher gives a chance to the students to give question if some of them still confuse with the material.
- The researcher gives conclusion about the material today.
- The researcher closes the meeting by saying hamdalah together.

5. Instructional resource :

The material come from : TOP Grammar and internet.

6. Evaluation :

Procedure : The researcher did evaluation based on the students' activity in the classroom.

LESSON PLAN

Theme   : Sixth treatment

Subject   : English

Skill   : Vocabulary

Group   : Experimental class

Duration   : 2 x 40 minutes

1. **General instructional object :**

   The students will be able to understand about Action verb and kinds of action verb.

2. **Specific instructional object :**

   From this activity, the students are expected to be able to:

   a. Know the definition and function of Action verb

   b. Know the kinds of action verb

3. **Teaching material : Action Verb**

Pengertian Action Verb

   Verb atau kata kerja berfungsi untuk menjelaskan kegiatan atau aktivitas yang dilakukan oleh seseorang sebagai subjek. Kegiatan atau aktivitas tersebut dijelaskan dengan kata kerja yang disebut dengan Action Verb. Sesuai dengan namanya yaitu Action Verb, kata kerja ini menerangkan aktivitas, kegiatan, atau aksi yang dilakukan oleh subjek yang dapat kiat dengar atau lihat.

Contoh Action Verb

• Eat

• Sleep

• Pray

• Swim

• Study

• Watch

• Wash

• Run

• Walk

• Climb

Jenis dan Contoh Action Verb

Action Verb memiliki beberapa jenis yang akan dijelaskan sebagai berikut:

1. Action Verb yang menunjukkan kegiatan atau aktivitas

Contoh Kata Kerja: study, sleep, walk, run, play, read, swim, eat, work, dan sebagainya

Contoh Kalimat:

▪ The new girl in my neighborhood always reads a novel in a cafe near my house.
(Anak perempuan baru yang berada di lingkunganku selalu membaca novel di kafe yang berada dekat dengan rumahku)

▪ My brother swam with his friends in one of the famous swimming pools in my city last week.
(Kakakku berenang dengan teman – temannya di salah satu kolam renang terkenal di kotaku minggu lalu)

2. Action Verb yang menunjukkan proses

Contoh Kata Kerja: grow, widen, change, develop, lighten, darken, melt, dan sebagainya.

Contoh Kalimat:

• My cousin has grown to be a big handsome guy now.
(Sepupu saya telah tumbuh menjadi seorang lelaki besar yang tampan sekarang)

• The city where I live in has developed into a modern city with many high buildings and so many highways.

(Kota dimana saya tinggal telah berkembang menjadi sebuah kota yang modern dengan banyak gedung tinggi dan jalan raya yang sangat banyak)

- He changes into someone kind and smart now.
  (Dia berubah menjadi seseorang yang baik dan pintar sekarang)

- The little tree in front of my house is growing bigger.
  (Pohon kecil di depan rumah saya tumbuh menjadi besar)

3. Action Verb yang menunjukkan kegiatan sementara (momentary action)

Contoh Kata Kerja: knock, hit, jump, dan sebagainya.

Contoh Kalimat:

- The man knocked the door before he entered the house.
  (Pria itu mengetuk pintu sebelum ia masuk ke dalam rumah)
- My little brother jumps over the little rock on his way home.
  (Adik saya melompati batu kecil di jalan pulang)

4. Teaching Procedure :
   a. Introduction/ Opening (10 Menit)
   - Greeting/recognizing .
   - The researcher checks the students' attendance list.
   - The researcher gives motivation to the students.

   b. Presentation/ activity (^60 Menit)
   - The researcher checks the understanding of students with ask some of them about material that has been learnt.
   - The researcher explains the definition of action verb and kinds of verb action.
   - The researcher asks the students to write down the definition and kinds of action verb on their book.
   - The researcher giving the students a paper that consist of action verb and pictures.

- The researcher teaches the students how to use action verb by using Mime game.

c. Closing (10 Menit)

- The researcher gives a chance to the students to give question if some of them still confuse with the material.
- The researcher gives conclusion about the material today.
- The researcher closes the meeting by saying hamdalah together.

5. Instructional resource :

The material come from : TOP Grammar and internet.

6. Evaluation :

Procedure : The researcher did evaluation based on the students' activity in the classroom.

LESSON PLAN

Theme   : Seventh treatment

Subject   : English

Skill   : Vocabulary

Group   : Experimental class

Duration   : 2 x 40 minutes

1. General instructional object :

The students will be able to understand about Action verb and kinds of action verb.

2. Specific instructional object :

From this activity, the students are expected to be able to:

a. Know the definition and function of Action verb

b. Know the kinds of action verb

3. Teaching material : Action Verb

Pengertian Action Verb

Verb atau kata kerja berfungsi untuk menjelaskan kegiatan atau aktivitas yang dilakukan oleh seseorang sebagai subjek. Kegiatan atau aktivitas tersebut dijelaskan dengan kata kerja yang disebut dengan Action Verb. Sesuai dengan namanya yaitu Action Verb, kata kerja ini menerangkan aktivitas, kegiatan, atau aksi yang dilakukan oleh subjek yang dapat kiat dengar atau lihat.

Contoh Action Verb

• Eat

• Sleep

• Pray

• Swim

• Study

• Watch

• Wash

• Run

• Walk

• Climb

Jenis dan Contoh Action Verb

Action Verb memiliki beberapa jenis yang akan dijelaskan sebagai berikut:

1. Action Verb yang menunjukkan kegiatan atau aktivitas

 Contoh Kata Kerja: study, sleep, walk, run, play, read, swim, eat, work, dan sebagainya

Contoh Kalimat:

- The new girl in my neighborhood always reads a novel in a cafe near my house.
  (Anak perempuan baru yang berada di lingkunganku selalu membaca novel di kafe yang berada dekat dengan rumahku)

- My brother swam with his friends in one of the famous swimming pools in my city last week.
  (Kakakku berenang dengan teman – temannya di salah satu kolam renang terkenal di kotaku minggu lalu)

2. Action Verb yang menunjukkan proses

Contoh Kata Kerja: grow, widen, change, develop, lighten, darken, melt, dan sebagainya.

Contoh Kalimat:

- My cousin has grown to be a big handsome guy now.
  (Sepupu saya telah tumbuh menjadi seorang lelaki besar yang tampan sekarang)

- The city where I live in has developed into a modern city with many high buildings and so many highways.

(Kota dimana saya tinggal telah berkembang menjadi sebuah kota yang modern dengan banyak gedung tinggi dan jalan raya yang sangat banyak)

- He changes into someone kind and smart now.
  (Dia berubah menjadi seseorang yang baik dan pintar sekarang)

- The little tree in front of my house is growing bigger.
  (Pohon kecil di depan rumah saya tumbuh menjadi besar)

3. Action Verb yang menunjukkan kegiatan sementara (momentary action)

Contoh Kata Kerja: knock, hit, jump, dan sebagainya.

Contoh Kalimat:

- The man knocked the door before he entered the house.
  (Pria itu mengetuk pintu sebelum ia masuk ke dalam rumah)
- My little brother jumps over the little rock on his way home.
  (Adik saya melompati batu kecil di jalan pulang)

4. Teaching Procedure :

   a. Introduction/ Opening (10 Menit)
   - Greeting/recognizing .
   - The researcher checks the students' attendance list.
   - The researcher gives motivation to the students.

   b. Presentation/ activity (^60 Menit)
   - The researcher checks the understanding of students with ask some of them about material that has been learnt.
   - The researcher explains the definition of action verb and kinds of verb action.
   - The researcher asks the students to write down the definition and kinds of action verb on their book.
   - The researcher giving the students a paper that consist of action verb and pictures.

- The researcher teaches the students how to use action verb by using Mime game.

c. Closing (10 Menit)

- The researcher gives a chance to the students to give question if some of them still confuse with the material.
- The researcher gives conclusion about the material today.
- The researcher closes the meeting by saying hamdalah together.

5. Instructional resource :

The material come from : TOP Grammar and internet.

6. Evaluation :

Procedure : The researcher did evaluation based on the students' activity in the classroom.

APPENDIX XI

PRE-TEST

Nama   :
Mata Pelajaran   :
Kelas/Semester   :

PETUNJUK MENGERJAKAN!

1. Tuliskan identitas dan kelas pada lembar jawab yang tersedia.
2. Untuk soal pilihan ganda. Beri tanda (x) pada huruf a, b, c, dan d pada lembar jawab sebagai jawaban yang dianggap benar.
3. Apabila jawaban yang dipilih ternyata salah dan anda ingin mengganti maka berilah tanda (=) pada huruf yang telah disilang dan diberi tanda (x) pada huruf lain yang dianggap benar.

    Contoh: a   b̶   c   d   diganti   a   b   c̶   d

4. Untuk soal essay. Tuliskan
5.   Apabila terdapat ketidakjelasan dalam soal tanyakan pada pengawas.
6. Setelah semua pertanyaan selesai dijawab serahkan lembar jawaban kepada pengawas.
7. Selamat mengerjakan!

Choose the correct answer!

1. My sister ………… home after school yesterday.
  a. Slept   c. walked
  b. felt   d. swam

2. Julian said to his girlfriend that he wanted to ………. her to a park with his new car.
  a. walked   c. touched
  b. Drove   d. left

3. The flowers in my yard are …………….. and they will blossom soon.
  a. Changing   c. grow
  b. change   d. growing

4. My father asks me to have a picnic with him tomorrow, so today I am going to ……… some fruits in the market to make fruit salad.
  a. buy   c. peel
  b. cut   d. sell

5. My mother and I will …………. my grandmother and ……………. her some of her favorite cookies.
  a. go, visit   c. bring, visit
  b. visit, sell   d. visit, bring

Fill in the blank with the match answer!   *Answer!*

1. I .... alone in this street.   a. Walk

2. This plant should .... fast.   b. Eat

3. There is someone .... my room.   c. Hit

4. Will you .... with me?   d. Jump

5. They .... me with a stick.   e. Knock

6. I can .... a song very well.   f. Read

7. I like to .... a book in the library.   g. Sing

8. I am .... to the music.   h. Write

9. My sister like to .... a poem.   i. Listening

10. He .... the ball very hard.   j. Kicked

11. There is someone .... a stone at me.   k. Throws

12. My mother teach me how to .... fried chicken.   l. Call

13. I like to .... pizza.   m. Grow

14. I have to .... my mom today.   n. Cook

15. My brother is good at .... a car.   o. Driving

APPENDIX X

POST-TEST

Name   :

Class   :

Fill in the blank with the correct words!

Billy (1)…. out of his bed Friday morning. He (2)…. to the kitchen (3)…. at the top of his lungs. "Billy, you sure sound happy this morning!" (4)…. Billy's mother. "I am!" (5)…. as he sat at the breakfast table. He (6)…. his food as fast as he could. Then he (7)…. out the door and (8)…. on the school bus. When the bus (9)…. up in front of the school Billy was still (10)…., when it was time for the class, David (11)….., "You better stop (12)….. You'll get into trouble." But Billy (13)….. another song and (14)….. on. The teacher , Mrs. Grump, was (15)….. about nouns and verbs when Billy (16)….. his tenth song of the day. Billy's classmates (17)…. and then (18)….. out loud, but Billy kept right on singing. Mrs. Grump, however, wasn't singing at all. She (19)…. a note to Billy's parents and you know what they decide? No listening to his IPod for two whole days! So Billy (20)…. to sing only in the shower, in choir, outdoors, or with his friends. Just about anywhere but in the classroom!

Jumped	Whispered
Ran	Singing
Singing	Picked
Said	Continued
Replied	Talking
Gobbled	Started
Raced	Giggled
Jumped	Laughed
Pulled	Wrote
Sinking	Learned

DOCUMENTATION (APPENDIX X)

CURRICULUM VITAE

The writer, **Susilawati** was born in Lenangguar, 3rdAugust 1995, West Nusa Tenggara. She is the fourth children of seven children of the couple of **Janaria** and **Sumiatun.** A woman who is called by Susi started her education at SDN 1 Lenangguar, Sumbawa Besar. After She finished in Elementary school, She continued her study in SMP Negeri 1 Lenangguar. After it, she continue her study in SMKN 1 Lenangguar. After graduated in 2013, she choose and registered at Alauddin State Islamic University of Makassar. She was student of Tarbiyah and Teaching Science Faculty, English Education Department in academic year 2015. Now she was finished her thesis under the title "*The Use of Mime Game towards Student's Action Verb Ability of The Second Grade Students at SMP YPLP PGRI 1 Tamalate".*