The Chinese mime game in teaching vocabulary on EFL classroom

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Abstract: The objective of this research was to find out whether or not using Chinese mime game can develop the student vocabulary mastery. This research was designed by using the pre-experimental method. The population of the researcher was of MTs As'adiyah No 5 Ongkoe wajo and took the sample by using cluster sampling which the Seventh Grade of MTs As'adiyah No 5 Ongkoe Wajo. The data were collected using vocabulary tests applied in pre-test and post-test. The result of the data analysis showed that the mean score in pre-test 59.4 was lower than the mean score in post-test 85.2. T-table value with degree of freedom (df)= N-1=19-1=18 and the students for significant level 0.05 = 2.101. T-test value (25.45) was higher than the t-table value (2.101). It means that alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be concluded that using Chinese Mime Game can develop students' vocabulary mastery of Seventh Grade of MTs As'adiyah 5 Ongkoe wajo.

Keywords: Vocabulary Mastery and Chinese Mime Game

Introduction

Vocabulary is a very important factor in developing mastery of the four skills in learning English. Vocabulary is always a main element of language. Students are not able to master of language if they still lack vocabulary.

Vocabulary includes a collection of the words. Nevertheless, many people often ask us "how can speak English very well and smoothly?" There is an old saying "where there is a will there is away. People who do not have the strength to learn English, it was impossible he could dominate, difficulties encountered in the English language will seem easier if we have the will.

English vocabulary is one of the elements in teaching English in junior high school. Vocabulary is a basic competency that must be achieved by students in order to gain other competencies such as reading, writing, listening, and speaking. It is difficult to master other competencies without mastering and understanding vocabulary. Rivers in Nunan (1991: 117) argue that adequate vocabulary acquisition is essential for successful second-language use because without extensive vocabulary we will not be able to use the structures and functions we may have learned for understandable communication.

In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts that must be memorized. The teaching-learning process focuses on the teacher as a leading source of knowledge. As a result, students have problems understanding what academic concepts they usually get are abstract and lecture methods. Many students can serve both levels of memorization of teaching materials, but at the end of the teaching and learning process, they really do not understand at all. Actually memorizing the teaching materials takes place for a short time in memory and their knowledge is not a collection of facts to be memorized. Humans build Zahorik (1995) in DEPDIKNAS (2003) states knowledge. Knowledge is not a collection of facts, concepts, or laws waiting to be discovered. It is not something that exists without relying on the one who knows. Humans create or build knowledge as they strive to bring meaning to their experiences. Everything we know, we have made.

Based on this opinion, a learning process that focused on the teacher is no longer suitable. It was because our brain is continuously finding meaning and saving important cases, and learning process had to involve students in finding meaning. Teaching and learning process had to make it possible for the students to understand the meaning of their learning material.

Developing vocabulary is very important in helping people better understand their language. Idioms and slang are a big part of American culture that is important for Americans, as well as people of all ages who learn English as a second language (ESL), must use idiomatic expressions and slang.

Many people build their English vocabulary through a blend of methods by taking English classes, reading books, watching English movie, and studying English with English language software. In addition, without, vocabulary, we cannot increase our language skill such as speaking, reading, writing, etc., but with plenty of, vocabulary, we can master language skills.

Actually, there are many methods that can be used to develop vocabulary, but researchers use one method to improve students' skills in teaching English especially with the vocabulary is the game. Through the game, there are many advantages and effectiveness in learning vocabulary in various ways. Therefore, the role of the game in teaching and learning vocabulary cannot be denied.

There are many games that can improve the vocabulary of students, but here researchers make research on developing the vocabulary of students by using Chinese pantomime game, as some students are interested in playing games. Especially when they should not be allowed to make sounds and players must be gesturing by using facial expressions, body language or hand to describe something to them. Because this game uses a set of flash cards or flash cards with images and colors used by researchers to show vocabulary to students, it is easy to get students to know and remember vocabulary and this

method can make students more active in the learning process.

Especially the object of the research Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo, the researcher has observed and asked the English teacher about the condition of the student in studying English. According to the English teacher, the problem with the students is they still poor vocabulary mastery, so they can't develop their language skill such as speaking, listening, writing and reading.

Considering the explanation above, the researcher intended to do research entitled "Developing Student's Vocabulary Mastery by Using Chinese Mime Game of the seventh grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo".

Literature review

The previous related research findings

Park (2012) has reported entitle "Relationship between Motivation and Student's Activity on Educational Game" based on the data. The research results convinced that instructional games have positive effects on academic achievement. Game-based learning has aroused the attention and interest of educators, parents and gaming companies from all aspects, because of the educational potential embedded in the game; it opens and changes the view of digital games. The purpose of this study was to identify the effect of the level of educational game activity on the intrinsic motivation of learners. The results of this study, there is a significant difference in intrinsic motivation among learners who use the game at higher activity levels and learners at lower levels of activity in game-based learning. The intrinsic motivation of extroverted students 'increases more than that of introverted learners' in game-based learning.

Pearl (2012) has reported "Improving Vocabulary Instruction to Enhance Student Understanding and Literacy of Science" researchers designed to investigate whether spending more classroom time and instructor planning time in vocabulary teaching will lead to improved student learning, attitudes toward scientific vocabulary, and science literacy skills.

Efendi (2013) has reported entitled "The Use of Game to Improve Vocabulary Mastery" the researcher found that the students were highly motivated and enthusiastic in learning vocabulary through games. In addition, they looked to enjoy the teaching and learning process. The large numbers of students who tried to answer the question showed it. Besides that, the students had improvements in their activeness when the researcher implemented games in teaching vocabulary mastery.

Longhurst (2013) has reported entitled "The Benefits of Explicit Vocabulary Teaching in the EFL Classroom" based on the data, the researcher concluded that this research synthesis set out to identify what practical pedagogical methods of explicit vocabulary teaching are relevant to teaching EFL in a Swedish educational context within the framework of communicative language teaching. What affects how learners in the EFL classroom acquire vocabulary ensures that it is very difficult to pinpoint any specific theory or method which can be used to determine just how we acquire vocabulary in a foreign language, and therefore which methods may be relevant in any given classroom situation. Studies on the link between reading and vocabulary acquisition appear to far outnumber studies on the link between vocabulary acquisitions through other means.

Nasuka (2014) has reported entitled "The Effectiveness of Mind Mapping in Improving The Mastery of Malay Language of Dyslexic Children" the researchers found that mind mapping can help in improving the Malay language mastery of dyslexic children to the research aspect, that is the vocabulary and sentence in the essay. This is because, although the results have not reached a level of excellence, the researcher found the significant increase is on the content of essay writing. After using mind mapping, study subjects were more motivated and determined to produce vocabulary to expand the content of the essay. Thus, the amounts of their vocabulary were increase and sentence construction process in the essay also become easier.

Based on some previous, the researcher concluded that several methods in teaching vocabulary mastery to the students but in this case in selecting the method which can attack the students' attention that could be an important thing to use this method in teaching vocabulary mastery to students through using Chinese Mime game. In addition, it does not make the students bore; they can relax and have while learning.

Some Pertinent Idea

1.   The concepts of vocabulary
a.   Definition of vocabulary
Before talking so far about vocabulary, it is necessary to know the definition of vocabulary. In order to have a clear concept of vocabulary some definitions of vocabulary had given by different writers was be presented below:

Harmer (1991:159) states that one of the problems of vocabulary teaching is how to select a word to teach.

Hornby (1987:959) states that vocabulary is:
a) The total number of words that make up language.
b) The range of words knows to use by a person in a trade and profession.
c) The book is counting a list of words.

According to Websters (2003:1407) states that vocabulary is:
a) List of word and phrase, especially one arranged in alphabetical order and defined or translated.
b) All words of a language.
c) A sum or aggregate of the words used or understood by a particular person, class, or employ in some specialized field of knowledge.
d) The range of expressions at the person's disposal, especially in art.

Based on the above statement, the writer concludes that vocabulary is concluded that all the words that a person knows or uses in a particular language when they are speaking, listening, reading, and writing. By analyzing the definition above, the writer can make a conclusion about the meaning of vocabulary. Vocabulary is the words used by a person or other entities to communicate each other in all area with use a language user's knowledge of words.

b. Types of vocabulary

According to Harmer (1991:52), there are two types of vocabulary. They are:

a) Active vocabulary refers to vocabulary that students have learned and which they are expected to be able to use.

Example: Before, Also, in other that.

b) Passive vocabulary refers to words, which students will recognize when they meet,but they will probably not be able to produce.

Example: come on, do not forget, and don't cry.

According to Richards (1985:97), Vocabulary is a set of lexemes including single words, compound words,and idioms.

Based on some author about the type of vocabulary above, the researcher makes the conclusion that vocabulary is the most frequent to use and know or understand when we meet them because vocabulary is just a word list of the word,but also it appears in phrase or expressions than we do not know the real meaning exactly.

c. Kinds of vocabulary

Vocabulary is all the words in a language, all the words used by a group or an individual, an alphabetical list of the words used in a book often includes their translation or definition. There are four kinds of vocabulary; they are as follows:

a) Oral vocabulary consists of words actively used in speech.

b) Writing vocabulary is words that come readily to one's finger vocabulary.

c) Listening vocabulary is the stock of the words to which one responded with the meaning and understood in the speaking of others.

Reading vocabulary is the words one response in writing of others.

d. The importance of a vocabulary

a) An extensive vocabulary helps expression and communication.

b) The size of the vocabulary has been directly related to reading comprehension.

c) Linguistic vocabulary identical to the vocabulary of thought.

d) Others based on his vocabulary can judge a person.

e. Why is vocabulary so essential?

Vocabulary is critical to success for many reasons:

a) In reading comprehension can be improved when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.

b) Word is the currency of communication. A robust vocabulary improves all areas of communication; listening, speaking, reading, and writing.

How many times have you asked your students or your own children to "use your words"? When children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

The researcher concluded that the importance of vocabulary role in learning a foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the students will be limited, and consequently, they will find difficulties in learning the skills of the language. Therefore, schools have a responsibility to teach vocabulary to their students.

f. Vocabulary of development

Vocabulary will be developing in many ways such as by speaking, reading, writing, and listening. Always the students will find some challenging words and they not understand what the passage means. We can help them by asking them to guess the unfamiliar words. Technique for guessing the vocabulary from the grammatical structure, pronunciation, and punctuating and using a natural redundancy of surrounding words.

Harmer explains that four aspects of the vocabulary of the students need to know about they are word use, word formation,and word grammar:

a) Word meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word meaning frequently stretched through the use of metaphor and idiom. We know that the word "hiss" for example, describe the noise that snakes make it is also governed by a collection that which words go with each other.

b) Word use

What a word means can be change stretched or limited by how it uses this is something students need to know about. We often use words only in certain social and topical contexts. What we say governed by the style and register we are in.

c) Word formation

Words can change their shape and their grammatical value too. Students need to know fact about word formation and how to twist words to fit the different grammatical context. It means knowing how words are written and spoken and knowing how they can change their form. Word formation refers to word from,and they are formed word are nouns, some words are adjective, some words are a verb, act.

g. *The general principles in selecting vocabulary*

One of the problems of vocabulary learning is how to select what word to teach. Harmer presented criteria, which are rather more scientists have used in the selection of vocabulary they are:

a) Frequency

In teaching and learning vocabulary, words that are most commonly used are the ones we should teach first.

b) Coverage

In teaching and learning vocabulary, words are more useful if it has one very specific meaning,so the argument goes.

c) Word formation

Words can change their shape and their grammatical value, too students need to know facts about word formation and how twist words to fit the different grammatical context. Word formation means understanding how words are written and spoken and understanding how they can change their form.

d) Word grammar

Just a word change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns.

2. *The concepts of the game*
a. *Definition of game*

Given that communication is the ultimate goal of learning a language, then acquiring, remembering, and meaningfully using newly learned words is an important part of learning a foreign language. Students who learn a foreign language - most of the time - tend to forget or misuse new words. This (forget and misuse) because many of the most important factors are:

a) Words are not stored properly in the mind of the student.

b) They are not adequately trained.

c) They are not related to the experience and interests of the students themselves.

Among the many ways to make learning more effective, I highly recommend the game.To improve our vocabulary requires a lot of methods to use. One of them is game. The definition of a game is an activity that you must have fun with. Games can make students focus more on learning because they do not feel that they are being forced to learn.

In the Oxford advanced learner dictionary, it is mentioned that the game is an opportunity / skill game, ball game, the sort. Game playing is an activity that shares a least two of the basic elements of play: both are meant to be fund and provide a context for fantasy experience. Rules inform players about the rules they will play, the limits and expectations for behavior, and how the game work.

Games can lower anxiety, thus making the acquisition of input more likely they are highly motivating and entertaining, and they can give shy students more opportunity to experiences within a foreign language which are not always possible typical lesson. The game can be media that will provide many advantages for teacher and the students either.

b. *The use of game*

The use of game is attracting the student to the learn English because it is fun making them want to have an experiment, discover and interact with their environment other useful for games are:

a) Games add variation to the lesson and increase motivation by providing a plausible incentive to use the target language. For many children between and twelve years old, especially the youngest, language learning will not be key motivating factor. Games can provide this stimulus.

b) The game context makes the foreign language immediately useful to the children. It brings the

target language to life. The games make the reason for speaking even to reluctant children.

c) Through playing games, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

d) Even shy students can participate positively.

c. Advantages of games

Learning a language is a difficult task that can sometimes be frustrating. It takes constant effort to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

a) The game brings relaxation and fun to students, so help them learn and retain new words more easily.

b) Games usually involve friendly competition, and they keep learners interested.

c) Vocabulary games bring real-world context into the classroom and improve students' use of English in a flexible and communicative way.

d) The game is very motivating, and they give students more opportunities to express their opinions and feelings.

The game adds redirection to regular class activities, "breaking ice," but they are also to spark new ideas.

Nahliah states that "there are many advantages to using games," Game is a welcome break from the usual routine of language classes:

a) They are motivating and challenging.

b) Learning the language takes a lot of effort.

c) The game helps students to create and support learning efforts.

d) The game provides language training in various speaking, writing, listening and reading skills.

e) They encourage students to interact and communicate.

f) They create meaningful contexts for language use.

g) Vocabulary games bring real world context into the classroom and increase students' use

of English in a flexible, meaningful and communicative way.

h) They are motivating and challenging.

i) Learning the language takes a lot of effort.

j) The game helps students to create and support learning efforts.

k) The game provides language training in various speaking, writing, listening and reading skills.

l) They encourage students to interact and communicate.

m) They create meaningful contexts for language use.

n) Vocabulary games bring real-world context into the classroom and improve students' use of English in a flexible, meaningful, and communicative way.

o) Games usually involve friendly competition, and they keep students interested in learning the language.

p) Games can help them (learner) to learn and hang on to new word easier.

d. Aims of using games in teaching vocabulary

The game is like any other activity, and when planning it, the teacher needs to consider what the goal is. Some examples of goals and objectives when using games in teaching vocabulary are:

a) Present new vocabulary items.

b) Review vocabulary from previous lessons.

c) Check what students know before teaching new vocabulary items.

d) Practice new vocabulary items that have just been presented.

e) As a warmer at the beginning of the lesson.

f) As a filler at the end the lesson.

Thus we can see that the game is the essence of vocabulary teaching and not just an activity to fill in strange moments when teachers and students are nothing better to do.

e. How to choose a game

The role of the game in teaching and learning vocabulary can not be denied. However, to achieve maximum results from vocabulary games, it is important that matching games be selected. Every time a game has to be done, the number of students, the level of proficiency, the cultural context, the time, the learning topic, and the classroom setting are factors to be reckoned with.

f. When to use the game

This game is often used as a short warm-up activity or when there is time left at the end of the lesson. The game should not be considered a marginal activity that fills strange moments when teachers and classrooms have nothing better to do. The game should be the core of foreign language teaching. Rixon suggests, "Games be used at all stages of the lesson, provided that they are suitable and carefully chosen."

Based on the above definition, the researchers concluded that Learning vocabulary through the game is one effective and interesting way that can be applied in any class. In this paper, I suggest that games are used not only for the sheer pleasure but more importantly, for presentations, exercises, and vocabulary reviews that are useful for enhancing the communicative competence of learners.

3. The concept of Chinese Mime Game
a. Definition of Chinese Mime Game
Before the researcher defines the definition of mime game, it is going to be classified "mime" from some sources.

According to the Webster's comprehensive dictionary of the English language that mime is a mimic play or farce or the dialog for this: a dramatic representation, akin to a comedy, mimicking real person or events; a favorite amusement among the Greeks and Romans. Mime (verb) is

(1) 1 [with object] use only gesture and movement to act out (a play or role): (as adjective mimed) a mimed play[no object]: they've even mimed in a restaurant hallconveyor represent (an action, idea, or emotion) by using only gesture and movement: Eddie mimed an attack of nausea

(2) 2 [no object] pretend to sing or play an instrument as a recording is being played: singers on television often mime to pre-recorded tape tracks.

Miming is used in almost every English class, if only as warmer or when a teacher tries to explain or get the language. However, positive elements awaken people with movement, making them aware of the use of movements for communication, easy activities for students who have difficulty speaking, etc. Can be incorporated into all kinds of other parts of the class as well.

Principally, Chinese mime is similar to Chinese whisper game. In Chinese game, it just uses mime or gesture in conveying something to players. To begin this game, we have to divide into two groups. These two groups must set their positions and turn around their body in the wall. Every student of groups standing up at the front must turn around his/her body to his/her member at the back. Therefore, two students of two groups are as a leader for their group, while non-leaders stay at the back.

During the game, not all players must be allowed to make a voice. Call the two leaders being with you. Then, you must give gesture with using facial expression, body language, or hand to describe something to them. Then, each leader goes to their groups. Each leader will clap the second players' shoulder and give gesture in related with what you have just given. The second player (P2) will tell the third player (P3) till the mime is accepted by the last player (Px). The last player (Px) should show the gesture that he /she accepts in front of the class and tell orally what he/she thinks about the mime. At the end of the game, the leader (P1) will show the right mime or gesture,and all of the teams discuss thing that wants to be conveyed by the gesture.

b. *The procedures of Chinese Mime game*, as follow;
1. Teacher gives mime to the leader (P1).
2. Leader (P1) claps the second player's shoulder (P2) and gives mime.
3. The second player (P2) claps the third player's shoulder (P3) and gives mime.
4. The last player (Px) shows the mime in front of the class.
5. Leader (P1) shows the right mime in front of the class.
6. The team discusses the meaning of mime.
    This game would be focused on vocabularies about occupations (Noun), emotions (Adjective) and daily activity (verb) by using picture cards.

The picture would be used to occupations (Noun), such as;
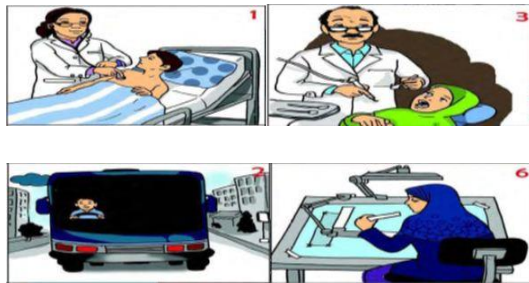
The picture will be used to emotions, such as;
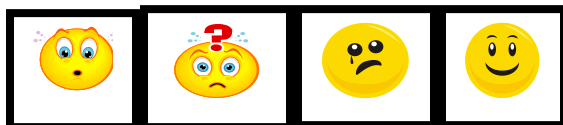
The picture will be used to verbs, such as;

Method

The research Design and variable

1. Design of the research

The design of this research used pre-experimental with one group pre-test, treatment,and post-test design to know the student's ability in vocabulary (Gay et al., 2006: 257).

Table 1.: Research design

Group	Pre-test	Treatment	Post-test
N	O_1	X	O_2

(Gay, 2006:257).

Where:

N : Sample
O_1 : Pre-test
O_2 : Post-test
X : The treatment

2. Variable of the research

There are two variables in this research are:

1) Independent variable (X): Teaching English Vocabulary Mastery by using Chinese Mime Game.
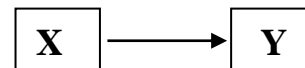2) Dependent variable (Y): The students' vocabulary Mastery.

Figure 3.1 Variable Design

The operational definition of variables

1. Chinese Mime Game

Chinese mime is similar to Chinese whisper game. In Chinese game, it just uses mime or gesture in conveying something to players.

2. Vocabulary Mastery

Vocabulary mastery means the ability of the students to know, remember, and understand the vocabulary about noun especially occupations, verb (daily activity) and adjective (emotions).

Population and sample

1. Population

The population of the research was at Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo in academic year 2014/2015. The students were spread in three classes of class VII. The total number of population is 57 students.

Table 2.Thestudent's population of VII grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo in academic year 2014/2015

No	Class	Sex		Total
		Male	Female	
1	VII. 1	10	9	19

2	VII. 2	11	8	19
3	VII. 3	11	8	19
	Total	**32**	**25**	**57**

2. *Sample*

Based on the population above, to get valid data, the researcher used Cluster Sampling technique that one class of the Seventh Grade at Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo. The researcher selects VII. 1 consist of 19 students. Therefore, the number of samples that would be used by the researcher is 19 students.

The instrument of the research

The instrument in this research that would be used is a test or written test as the instruments that consist of multiple choices (ten numbers), matching the word with picture (ten number)and complete the sentence (ten numbers). This test would be applied to the pre-test and post-test.

The procedure for collecting data

The procedure of collecting data would be divided some steps as follow:

1. *Observation Technique*

   The researcher observed the student's vocabulary ability in the class. It is essential for the researcher to know the student's ability before giving the treatment.

2. *Experimental Technique*

a. *Pre-test*

Before giving the treatment, the researcher gave pre-test by using multiple choices, matching test and complete the sentence to the students.

b. *Treatment*

The researcher gave treatment for three times confusing it two hours. The researcher used Chinese Mime Game by using some media such as a piece of paper, picture card, etc.

The steps of treatment from the first meeting until the last meeting as follows:

1) *First meeting*

a) The researcher opened the class by greeting and prays before the study.

b) The researcher gave motivation/information to the students before providing the material.

c) The researcher showed the picture card about occupations (Noun),and the researcher asks the students about the picture cards.

d) The researcher introduced the students to Chinese Mime Game by using picture cards.

e) The researcher would be divided the students for work in groups of 4 or 5 people.

f) The researcher checked out for clarification to make sure that all of the students understand the aim of the activity.

g) The researcher explained to the students what will have to do with the activity or game and ask students to start doing their activity with each group.

h) The researcher closed the meeting with word wisdom, videos motivation, song, etc.

2) *Second meeting*

a) The researcher opened the class by greeting and prays before the study.

b) The researcher gave motivation/information to the students before giving the material.

c) The researcher reviewed the student's vocabulary about occupations on the first meeting by using picture card.

d) The researcher showed the picture card about emotions (adjective),and the researcher asked the students about the picture cards.

e) The researcher would be divided the students for work in groups of 4 or 5 people.

f) The researcher checked out for clarification to make sure that all of the students understand the aim of the activity.

g) The researcher explained to the students what would have to do with the activity or game and ask students to start doing their activity with each group.

h) The researcher closed the meeting with word wisdom, videos motivation, song, etc.

3) *Third meeting*

a) The researcher opened the class by greeting and prays before the study.

b) The researcher gave motivation/information to the students before providing the material.

c) The researcher reviewed the student's vocabulary about emotions (adjective) on the second meeting by using picture card.

d) The researcher showed the picture card about the daily activity (verb),and the researcher asks the students about the picture cards.
e) The researcher would be divided the students for work in groups of 4 or 5 people.
f) The researcher checked out for clarification to make sure that all of the students understand the aim of the activity.
g) The researcher explained to the students what will have to do with the activity or game and ask students to start doing their activity with each group.
h) The researcher closed the meeting with word wisdom, videos motivation, song, etc.

c. Post-test

In the last meeting, the researcher gave the post-test to the students after the treatment. It aims to measure the students' development in their vocabulary mastery by using mime game. The content of the post-test is the same with the pre-test.

The technique of data analysis

The data collected through the test analyze quantitatively. This quantitative analysis employs statically calculating to the hypothesis. Some formulas would be applied in this research to process the data follows:

a. Explain score of an item of the test.
　1. Score of multiple-choice
　　　- correct　1 = 1
　　　- incorrect　1 = 0

　2. A score of matching the picture with the suitable word
　　　- correct　1 = 1
　　　- incorrect 1 = 0
　3. Score of complete the sentences

　　　- correct　1 = 1

　　　- incorrect 1　=　0

b. Scoring the student's correct answer of pre-test and post-test by using this formula:

$$Score = \frac{Student's\,correct\,answer}{Total\,number\,of\,item} \times 100$$

c. Classifying the students' score into the following criteria:

Table 3. scoring classification of vocabulary

No.	Classification	Score
1.	Very Good	86 – 100
2.	Good	71 – 85
3.	Average	56 – 70
4.	Poor	41 – 55
5.	Very Poor	0 – 40

(Depdiknas, 2006: 38)

a. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for Windows evaluation version.
b. Criteria for testing hypothesis

To test the hypothesis, the researcher will obtain t-test at the level of significance $\alpha = 0.05$ or nonindependent sample. The degrees of freedom (df) in (N-1). So, (19-1 = 18). For $\alpha = 0.05$ and df = (18) the table is (2.101).

The criteria of the testing hypothesis are:

1) If t-table > t-test, H_0 was accepted, H_1 was rejected. It means that cannot develop the student's vocabulary mastery.
2) If t-table < t-test, H_0 was rejected, H_1 was accepted. It means that can develop the student's vocabulary mastery.

Finding and discussion

Findings

Table 4.The frequency of a percentage of the result of pre-test and post-test

Score	Classification	Pre-test F	Pre-test %	Post-test F	Post-test %
86-100	Excellent	-	-	11	57.9
71-85	Good	3	15.8	8	42.1
56-70	Fair	9	47.4	-	-

41-55	Poor	7	36.8	-	-
≤40	Very poor	-	-	-	-
	TOTAL	19	100	19	100

The table above shows that there were not students that could be classified as excellent classification. 3(15.8%) as good classification, 9 (47.4%) as fair classification, 7 (36.8%) as poor classification. It means that the mastery of vocabulary was still low for them. So it was concluded that they were not motivated and interested in learning English especially in memorizing vocabulary.

The table above points out that after giving the treatment, there was 11 (57.9%) as excellent classification, 8 (42.1%) as good classification. It means after learning vocabulary by using Chinese mime game, the vocabulary achievement of the seventh grade of the students of Madrasah Tsanawiyah As'adiyah No. 5Ongkoe have improved. It proved in the result of post-test there were 11 students got an excellent classification and eight students got good classification.

So it was concluded that they could improve their vocabulary after joining treatment in Chinese mime game, because they were enthusiastic, enjoy and motivated to learn English especially in memorizing and practicing the vocabulary.

Table 5.The mean score and standard deviation of the students

No	Test	Mean score	Standard deviation
1	Pre-test	59.4	8.0
2	Post-test	85.2	6.1

From the data on the table above, it describes that the score obtained by the students was different. The result of post-test is better than the result of the pre-test. It is provided by the mean score of post-test (85.2) is higher than the mean score of pre-test (59.4). The data

indicate that after giving treatment by using Chinese mime, the students' score obtained increase.

The result of computation of t-test and t-table value
The result of t-test and t-table value is tabulated as follows:

Table 6. The result of t_{test} and t_{tabel} value

T-Test value	T-table value
25.45	**2.101**

The data on the table above shows that the result of t_{test} value (25.45) was higher than the t_{tabel} value (2.101), with N-1 (19-1) = 18

Discussion

After giving treatment for three times , there were improvements in the students score from pre-test to post-test. The mean score of the students, pre-test (59.4) was smaller than the mean score of post-test (85.2). The result of the data analysis of the students was describing that the vocabulary after using Chinese mime game had developed of the second year student of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe.

English vocabulary is one of the elements in teaching English in junior high school. Vocabulary is a basic competency that must be achieved by students to gain other competencies such as reading, writing, listening, and speaking. It is difficult to master other competencies without mastering and understanding vocabulary.

Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because,without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Aninda Nasuka (2014) has reported entitled "The Effectiveness of Mind Mapping in Improving The Mastery of Malay Language of Dyslexic Children" the researchers found that mind mapping can help in improving the Malay language mastery of dyslexic children to the research aspect, that is the vocabulary and sentence in the essay. This is because, although the results have not reached a level of excellence, the researcher found the

significant increase is on the content of essay writing. After using Chinese mime game, study subjects were more motivated and determined to produce vocabulary to expand the content of the essay. Thus, the amounts of their vocabulary were increase and sentence construction process in the essay also become easier.

Based on the students' result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. The result of the t-test value (25.45) was greater than the t-table value (2.101). So, that the null hypothesis (H0) of the result was rejected and the alternative hypothesis (H1) was accepted. It means that using Chinese mime game was effective to develop the students' vocabulary.

Conclusion and suggestion

Conclusion
Based on the result of data analysis by using t-test statistical procedure and how the students developed their vocabulary, the researcher comes to conclusion that developing students' vocabulary mastery by using Chinese Mime Game of the Seventh Grade of Madrasah Tsanawiyah As'adiyah No. 5 Ongkoe Wajo.
It was proved by mean score obtained from their pre-test only (59.4) and post-test (85.2). After the students were given treatment by using Chinese mime game in teaching vocabulary of the Seventh Grade of Madrasah Tsanawiyah As'adiyah No. 5Ongkoe Wajo was significantly developed. The result of the data analysis t-test (25.45) is higher than t-table (2.101). Therefore, it can be concluded that the using Chinese mime game can develop students' vocabulary mastery.

Suggestion
The researcher would like to make the suggestion based on the research was doing as follows:
1. For the teacher
a. In teaching English especially vocabulary, the teacher must be creative in strategies in the classroom and apply some techniques in English which is suitable with students' condition so that, the students are not bored, sleepy and lazy following the materials.
b. The English teacher should know what strategies and method that they have to choose in comprehend the vocabulary material of English because it was very effectivetodeveloping students' vocabulary.
c. The English teacher has to be given game by using Chinese mime game.
d. The English teacher should give high motivation to the students in learning English especially vocabulary so that they can develop their vocabulary.
2. For the other researcher:
a. This thesiswas hoped to be materials information for the next researcher.
b. This thesis could give new reference to arrange a curriculum.

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