

**TEACHING VOCABULARY BY USING MIMES METHOD TO THE
SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4
PALEMBANG**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
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THESIS

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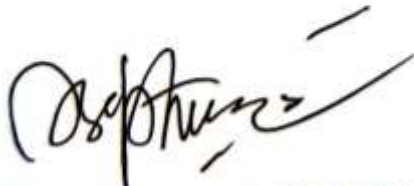
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Nurika Sari

MOTTO AND DEDICATION

Motto:

"Who's doing good though for seed dzarah, He would see the reward"

(QS. AL Zalzalah)

Dedication:

- ❖ *My beloved parents, Tarwadi and Periem who always help me in everything. Thank you so much for the endless love, pray, and financial support. I believe something beautiful that I feel, is your prayer that God has granted.*
- ❖ *My great advisors, Dr. Tri Rospitawati, M.Pd., and Dian Septarini S.Pd., M.Pd.,*
thanks for everything that you give to me, thanks for your knowledge, your suggestions, support, help and many others.
- ❖ *My beloved Sister, Rastiana, All of you are my sister ever in my life. Thank you for everything that you give me since I stayed in our home.*
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- ❖ *My especial one thank you for always support me, thank you for always being there for me to be the best helper, and support to accompany me to complete my Sarjana degree.*
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- ❖ *My dear friend Eka, belanop, Fitri Yanti and Safitri. Thank you for your support and friendship, Hopefully this friendship is always special until anytime.*
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ABSTRACT

Sari Nurika.2020.Teaching Teaching Vocabulary By Using Mimes Method To The Seventh Grade Students of SMP Muhammadiyah 4 Palembang,Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang, Advisors: (I)Dr.Tri Rositasari, M.Pd., (II) Dian Septarini S.Pd., M.Pd.,

Key words: Using Mimes, Vocabulary

This study entitled "*Teaching Teaching Vocabulary By Using Mimes Method To The Seventh Grade Students of SMP Muhammadiyah 4 Palembang*". The Problem of this study it is effective to teach *Vocabulary by Mimes* to the *Seventh Grade Students of SMP Muhammadiyah 4 Palembang?*". the objective of this study was to find out whether or not it is effective to *teach Vocabulary by Mimes* to the *Seventh Grade Students of SMP Muhammadiyah 4 Palembang*. this method was used a quasy-experimental design. The population of this study was all the *seventh* Grade Students of *SMP Muhammadiyah 4 Palembang* in the academic 2018-2019, consisted of 192 students from six classes, The samples were 64 students which were divided into two groups; experimental group and control group. The instrument used to collect the data were the pre-test and post-test. the data was written test which is multiple choice it consisted 25 questions. The data were analyzed by using by using SPSS Software 21. the data obtained were analyzed by t-test. use Paired Samples t-Test and Independent sample t-Test. the result of data analysis revealed that t-obtained was 5.681 with the critical value 1.671, at the significance level of 5% and df 62. Since t-obtained was higher than critical value, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that was effective to teach *Vocabulary by Mimes* to the *Seventh Grade Students of SMP Muhammadiyah 4 Palembang*.

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Palembang, February 2020

The researcher

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, (6) the hypotheses.

1.1 Background of the study

According to Brown (2017), language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort formal instruction. (p.16) Language is important for communication, express thought, ideas, or feeling.

According to Sulaiman (2017), teaching English as a foreign language is not the same as teaching English as a second language (p.9). There are components of material that should be thought to the students of Junior High School. They are grammar vocabulary, spelling, and pronunciation. The purpose of teaching English is that the students should have the ability in skills namely listening, reading, speaking, and writing skills. The students were able to understand what they said and expression ideas successfully due to sufficient knowledge of mastery of language aspects such as grammar and vocabulary. They can write well because they know grammar and have sufficient vocabulary, pronunciation, and spelling. They have to increase the vocabulary by reading, one of the factors is the poor mastery of vocabulary knowledge is because the students are not interested to learn vocabulary. The teacher is monotonous in explains, therefore the students are lack of stock

of the words. The students who have little knowledge of vocabulary would face some difficulties to understand the written language and oral language.

Teaching is the series of a way in the transfer and receives the knowledge by doing some activities inside the room. It handles by the teacher and followed by the students who had a particular reason. According to Brown (200), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. (p.8) The purpose of English teaching at Junior High School is developing language skills like reading, writing, listening and speaking. One of the main components in English teaching and learning process is vocabulary.

According to Alqahtani (2015), vocabulary is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. (p.22). Teaching vocabulary is very important to enable the students to understand the reading passage, without the students cannot express their feelings.

Based on the researcher's experience when following practice program (PPL) at SMP Muhammadiyah 4 Palembang, the researcher found some problems in learning vocabulary, the students sometimes had difficulties in learning vocabulary. They did not know the meaning of a new word because the students' vocabularies were very limited. Besides the students sometimes difficulty in pronunciation and the meaning understanding of the words.

Based on diagram statistic the ability to the reading students in the south Sumatra , From the reading we can see many vocabularies we get, often we know the way the teacher teaches monotonous. Therefore, it made the students bored and did not interested in the learning process. This condition made students did not understand the meaning of words that the teacher said and they would mostly found the difficulties on how to enrich their vocabulary meaning. there are many techniques that a teacher can use to teach vocabulary. One of them by mimes method. if the researcher in teaching vocabulary will use mimes because it is can help the researcher easy to teach the students. Mimes method is a good strategy to improve students' ability in English vocabulary. Lamdini cited in Sari (2014) mime is the are of silent communication, although it is both silent and noisy these days. (p.2).

According to Dancers and Demons (2008), mime is the imitation of someone's words and gestures or the imitation. (p.103). Teaching vocabulary with mime can help develop a student's power of imagination and observation and can also be quite simple. There are a lot of ways to improve student's motivation and ability to learn English especially vocabulary such as mimes method for seventh-grade students. It is a really helpful technique in teaching vocabulary and can be used to increase a student's vocabulary. It is also a fun way that motivates the student's interest in learning English. especially for the seventh grade SMP Muhammadiyah 4 Palembang

Based on the background mentioned above, it was assumed that mimes are a nice method to develop students' vocabulary. mime is an excellent approach to teaching

vocabulary to English language learners. The researcher would guide the students in understanding the usage of some expression to optimize the English language learner's potential learning, especially for seventh-grade students SMP Muhammadiyah 4 Palembang. Besides, the researcher would give some pictures to illustrate the meanings of the words.

The researcher would try to introduce some of the expressions to the students. example: said, angry sadness, afraid nervous, disappointed, worried, boring, happy, love, smile, relax, disgust, confused, glum, hate, shock, dazed, sick, mock thinking deeply. Based on the reason above, the researcher would like to carry out the study under the title "Teaching Vocabulary by Using Mimes Method to the Seventh-Grade Students of SMP Muhammadiyah 4 Palembang.

1. The problem of the study

Based on the researcher's experience when conducting Teacher Training Program or Praktek Pengalaman Lapangan (PPL) at SMP Muhammadiyah 4 Palembang, the problem of the study dealt with the students' difficulties in developing their vocabulary, the teachers did not explain more specific about the lesson and did not teach the vocabulary efficiently so the students did not know to develop their vocabulary.

2. Limitation of the problem

Limitation of the problem focus on the problem was limited in teaching

vocabulary By Using Mimes Method To The Seventh Grade Students of SMP Muhammadiyah 4 Palembang. The mimes, which have been investigated were angry, sadness, afraid nervous, disappointed, worried, boring, happy, love, smile, relax, disgust, confusion, hate, shock, dazed, sick, mock thinking deeply.

3. Formulation of the problem

The problem of this study was formulated as follows, “ is it effective to teach vocabulary by using mimes method to the seventh grade students of SMP Muhammadiyah 4 Palembang?.

4. Objective of the study

The objective of the study was to find out whether effective or not to Teaching vocabulary by using mimes method to the seventh grade students of SMP Muhammadiyah 4 Palembang.

5. Significance of the study

This study was significant for the following parties, as follows:

1. To the teachers of English

The teachers could understand more about the problem of English teaching, especially how to teach English vocabulary.

2. To students

Indirectly, the result of this study would help the Students of Junior High School of SMP Muhammadiyah 4 Palembang in developing their

vocabulary mastery.

3. To the researcher

The other researcher's knowledge and experience would enlarge and explain their vocabulary especially about mimes.

6. Hypotheses of the study

According to Frankel and Wallen (2012), hypothesis is simply put a prediction of the possible outcomes of study.(p45). The research proposed two hypotheses in this study. There were alternative hypotheses (Ha) and the null hypothesis (Ho).

- a) Alternative Hypotheses (Ha): It is effective to teach Vocabulary by using the mimes method.
- b) The null hypothesis (Ho): It is not effective to teach vocabulary by using the mimes method.

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