

**THE INFLUENCE OF PANTOMIME TOWARDS STUDENTS'
VOCABULARY AT THE FIRST SEMESTER OF
THE FIFTH GRADE IN SDN 5 JATI MULYO
IN ACADEMIC YEAR 2017/2018**



Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

THE INFLUENCE OF PANTOMIME GAME TOWARDS STUDENTS' VOCABULARY AT THE FIRST SEMESTER OF THE FIFTH GRADE OF SDN5 JATI MULYO IN THE ACADEMIC YEAR OF 2017/ 2018

**By
LENI HARTATI**

This thesis discussed the influence of pantomime game in teaching vocabulary. Vocabulary is one of the important things in learning English, especially in learning language skills. The objective of the research is to know whether there is a significant influence of pantomime game towards students' vocabulary. It is expected that the result of the study will provide a deeper understanding about the use of pantomime game for English teachers and for the readers.

The methodology of this research was quasi experimental design. The writer did three steps in conducting this research: pre-test, treatment, and post-test. the population of this research was the fifth grade of SDN 5 Jati Mulyo. The sample of this research was chosen by doing cluster random sampling technique. The sample consisted of two classes, one as a experimental class and another class as a control class. The treatments was held in three meetings 2x35 minutes for each meeting. The design used pre-test and post-test to find out students' vocabulary test. After giving the post-test, the writer analyzed the data by using independent samples test.

After passing normality and homogeneity test, it was found that the result of Mann-Whitney U was 0.000. This result was consulted to the score of the value significant generated Sig. (Pvalue) $< \alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. In other words, from this research it is known that pantomime game can improve the students' vocabulary. It can be concluded that there is a significant influence of pantomime game towards students' vocabulary.

Key words: Pantomime Game, Vocabulary, Quasi Experimental Design.



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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةَ مِنِّ لِسَانِي ﴿٢٧﴾

يَفْقَهُوا قَوْلِي ﴿٢٨﴾

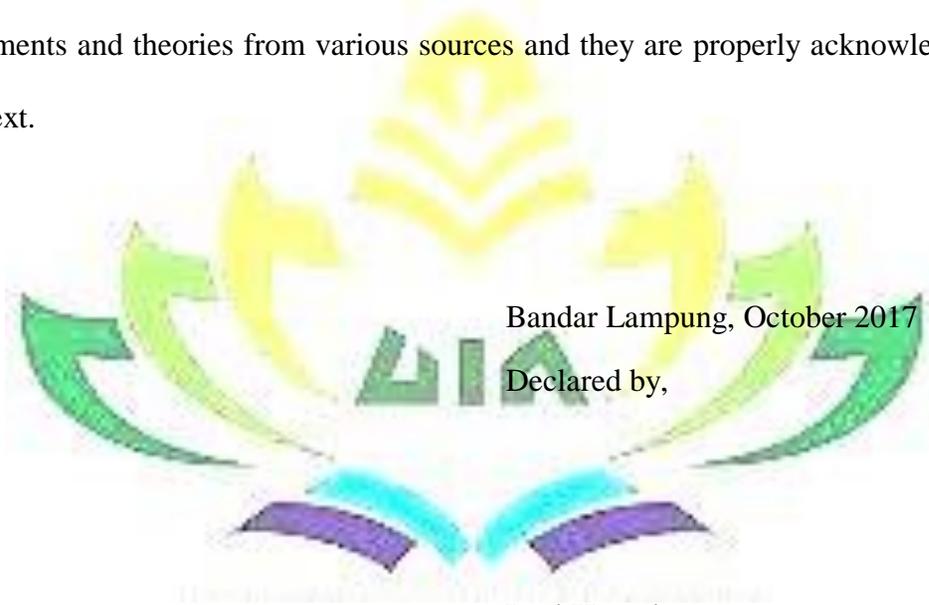
(Moses) said: “O my Lord! Expand me my breast, ease my task for me, and remove the impediment from my speech, so they may understand what I say.”

(QS. At – Taha: 25 – 28)¹

¹ King Fahd Holy Qur'an Printing complex, *The Holy Qur'an English Translation Of The Meaning And Commentary*, P. 883-884

DECLARATION

I hereby declare that the thesis entitled “The Influence of Pantomime towards Students’ Vocabulary at the Fifth Grade of SDN 5 Jati Mulyo in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.



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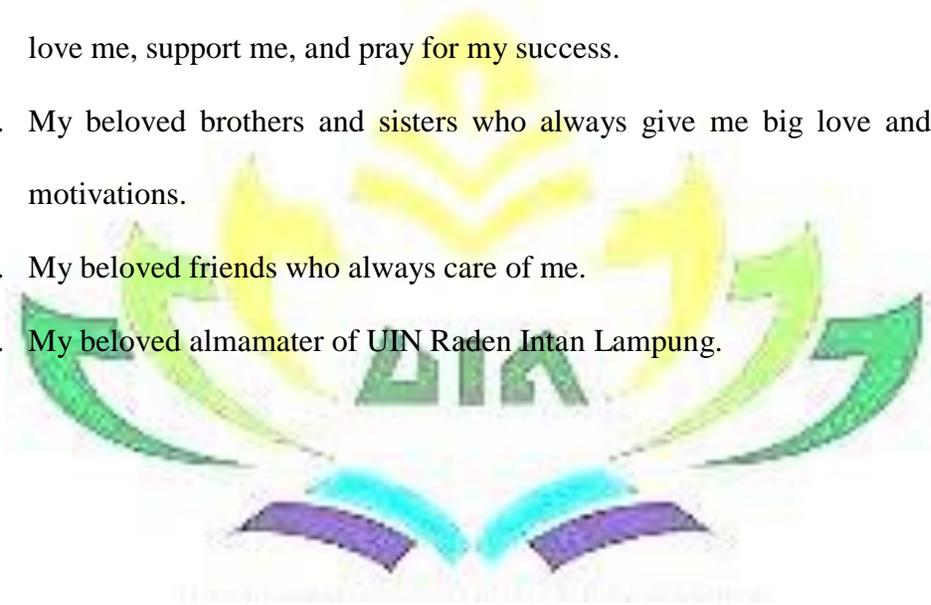
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DEDICATION

Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my deep heart, this thesis is dedicated to:

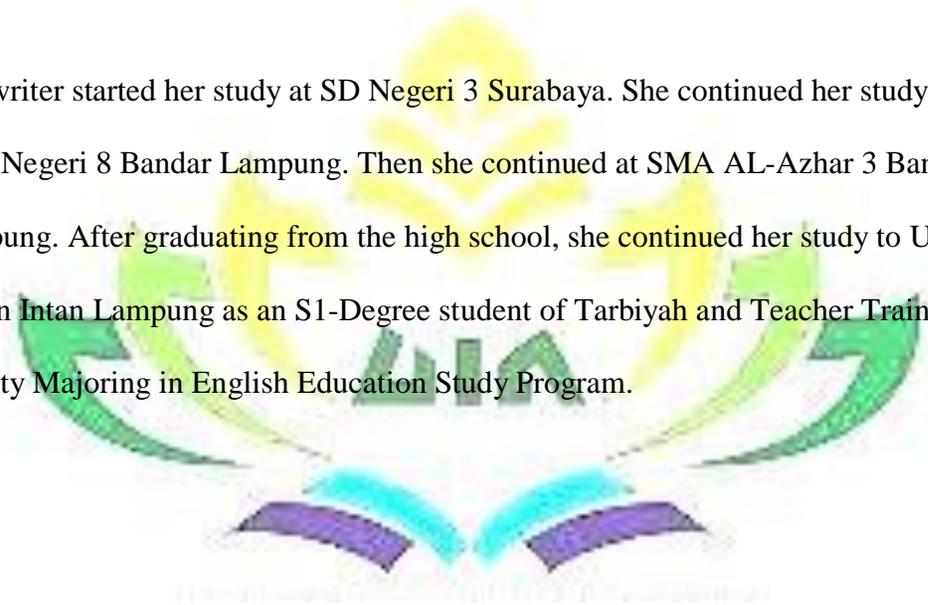
1. My beloved parents the late Mr. Matsuji and Ms. Rohadah who always love me, support me, and pray for my success.
2. My beloved brothers and sisters who always give me big love and big motivations.
3. My beloved friends who always care of me.
4. My beloved almamater of UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Leni Hartati. She was born in Bandar Lampung on December 18th, 1994. She is the eight child of eight children of Mr. Matsuji and Mrs. Rohadah. She has four brothers and three sisters.

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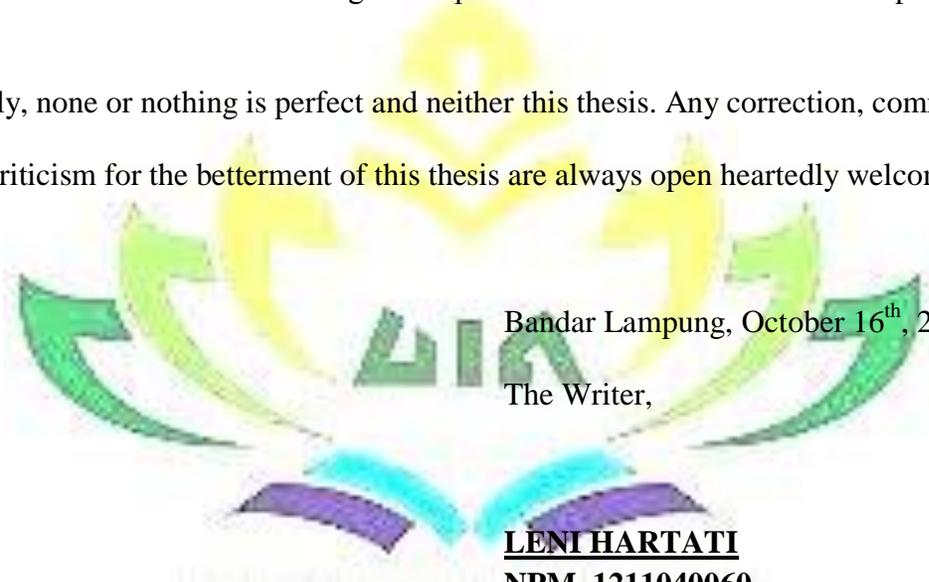
This thesis entitled “The Influence of Pantomime Game towards Students’ Vocabulary at the First Semester at the Fifth Grade of SDN 5 Jati Mulyo in the Academic Year of 2017/ 2018”. This thesis is presented to the English Education Study Program of The State Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

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6. All writers' friends of English Department of UIN Raden Intan Lampung.

Finally, none or nothing is perfect and neither this thesis. Any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.



Bandar Lampung, October 16th, 2017

The Writer,

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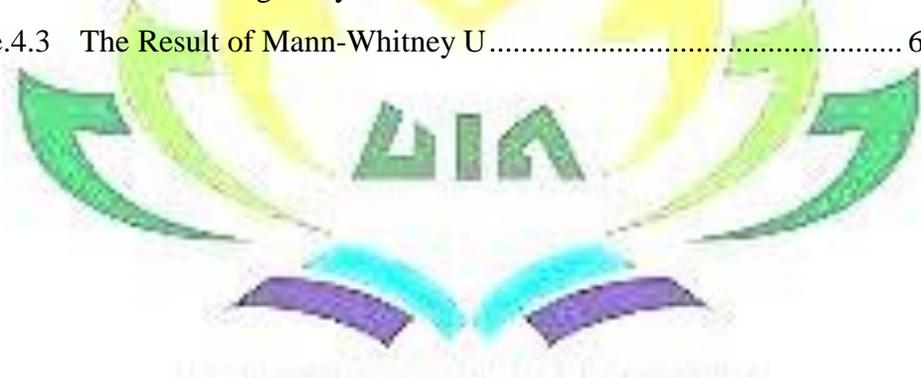
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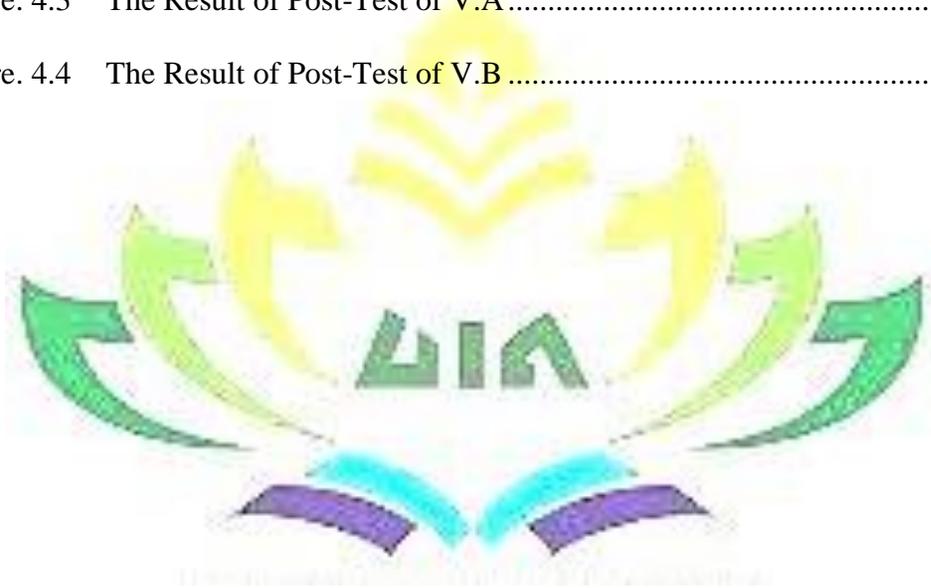
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CHAPTER I INTRODUCTION

A. Background of Problem

Language is the one important thing as a means of communication for human beings to do communication in sharing idea, feeling, emotion, and information to people both in spoken and written forms. According to Gelderen, language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes.² Based on the definition above the writer assumes that language is a media to share human's thought and feeling, by using language people can communicate each other to have an interaction in a social relationship.

One language that has been taught in many countries is English. English has been accepted as an International language that used in many countries, which are used by people all around the world to communicate with another country. Almost everything in the world uses English language, for examples many article, journal, book, newspaper is written by English. Another example, in every product, we can also found usage direction is written in English. In education system of Indonesia, now English has been included in the curriculum of Elementary School to University.

²Elly van Gelderen, *A History of the English Language*, (Amsterdam / Philadelphia: John Benjamins Publishing Company, 2006), p.1

The purpose of teaching English covers four language skills; listening, speaking, writing and reading. In addition, to master those skills, students also have to know the language component; vocabulary, pronunciation and grammar. In this case, the writer discussed about vocabulary. English is complex, all components in English very influence the ability of someone in mastering English. One of them is vocabulary. Vocabulary is important to mastering English.

Learning English cannot be separated from learning vocabulary also. According to Penny, vocabulary can be defined, roughly, as the words we teach in the foreign language.³ Besides vocabulary is the knowledge of meanings of words.⁴ It means that vocabulary is the words that have meanings in foreign language. Vocabulary also can be defined as collection of words that is learned in the foreign language and each of that words have meaning.

Vocabulary is important for every language skills and language components to supports the students to express their ideas, feelings, and thought and share information through communicating with others. Nist said that words are tools of our trade: word we use in reading, writing, listening, and speaking.⁵ Without mastering vocabulary, it seems impossible to mastering other language skills and

³Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 2009), p.60

⁴Elfrieda H. Hiebert and Michael L. Kamil, *Teach and Learning Vocabulary*, (London: Erlbaum Associates, Publishers, 2005), p.3

⁵Sherrie L. Nist and Carole Mohr, *Improving Vocabulary Skills*, (New Jersey: Townsend Press, 2002), p.1

language components. For instance, if someone has a good structure, it cannot guarantee to be master in English without mastering vocabulary also.

Although vocabulary is the important one in learning English, many students get the difficulties in learning vocabulary. This situation also occurs at students at fifth grade in SDN 5 Jati Mulyo. After the writer did a preliminary research, the writer got data of the students' vocabulary score was given by Mrs.Wulan, S.Pd, English teacher at fifth grade in SDN 5 Jati Mulyo. From the data, the writer found that more than 50% of student at fifth grade did not pass the minimum score that the teacher expected. It is drawn in table 1.

Table 1
Students' Vocabulary Score

No.	KKM	The number of students			Percentage
		A	B	C	
1.	≥ 65	14	15	22	45,94%
2.	<65	23	22	15	54,05%
		37	37	37	
Total		111			100%

Source: Document of students' vocabulary score at fifth grade in SDN 5 Jati Mulyo

From the table above, the writer concluded that 54% of students at fifth grade did not pass the standard score yet. The teacher also said that some students got the difficulties in vocabulary mastery. There were many factors that make students got difficulties in vocabulary. Based on the interview with students in SDN 5 Jati Mulyo, some of them said that the teacher used uninteresting technique, they lack

of vocabulary, and they think English is a difficult subject, so students feel bored and hesitate to learn English especially vocabulary.

Based on that reason, the writer suggests for the teacher to find out the applicable technique to create a situation which motivates students to consider that learning English is interesting and fun, especially in vocabulary. In order, there are some techniques or methods that can be used to solve these problems, but in this case, the writer uses Pantomime to increase students' vocabulary.

Pantomime is a game to learning English, especially vocabulary. Pantomime is a word from the Greek *pantomimos*, meaning a play in which the performers express themselves by mute gestures, often to the accompaniment of music.⁶ Pantomime is kind of games in which child is learning through playing a role and movements in teaching process, this will not only curb the child's boredom and augments his interest, but also expedites his learning.⁷ Therefore, pantomime is game that motivates students to make a play and performance to express something without use their voice or only use their mute gesture. In the pantomime, the students only use gesture, facial expression, and body language.

⁶Chris Major, *Pantomonium*, (New York: Pantomonium Productions Inc, 2007), p.12

⁷Rahmanian, Mojtaba, et al, *Dramatic Arts and Pantomime as a Unique Supplementary Methodology to Teaching English to Children under Age of 5*, (Singapore: IACSIT Press, 2012), vol.30

According to Prihantoro, the purpose of pantomime is to make the students able to describe a pantomime with a sentence orally or by written text.⁸ Based on the previous research of Rahmanian, using this game has had many satisfactory and agreeable consequences in long-term learning of the children. Being able to teach a wider range of words and terms with much higher assurance of guaranteed learning is the unique feature of this method.⁹ Pantomime is a game that is intended to describe something to say. This game motivates students to guess and speak words as many as possible. The students have to guess and describe the words that will be given by the teacher. So, the students will increase their vocabulary because pantomime is able to teach a wider range of words.

Pantomime is good to motivate students to increase their vocabulary because students find the interesting game that can motivate them to learn English and they feel joy to be active in the class. When they act Pantomime, they will be active and try to guess what the words that will be presented by their friends. Then, when they try to guess the word in pantomime, they will mention many words to get a correct answer. Thus, they can increase their vocabulary conscious or subconscious. The important thing is firstly the students want to try to be active in the class. Then the condition in the class will be interesting and fun. Based on

⁸Agung Prihantoro, *100 Games for Teaching English*, (Yogyakarta: Pustaka Pelajar, 2014), p.139

⁹Mojtaba Rahmanian, *Op.Cit*

explanations above, from this learning technique, the writer assumed that pantomime could solve the students' problem in learning English, especially in vocabulary.

Therefore, the writer entitled the research as follows: The Influence of Pantomime towards Students' Vocabulary at the First Semester of the Fifth Grade of SDN 5 Jati Mulyo in Academic Year 2017/2018.

B. Identification of Problem

Based on background of problem above, the writer identified the problem as follows:

1. Students' vocabulary mastery is still low.
2. Students think English is a difficult subject, especially in vocabulary because they are difficult to get the meaning of words.
3. The teacher use uninteresting technique in teaching vocabulary.

C. Limitation of Problem

In this research, the writer focused this research on the influence of pantomime towards students' vocabulary, especially in noun mastery about proper noun.

D. Formulation of Problem

Based on the background above, the writer formulated the problem as follows: is there any significant influence of pantomime towards students' vocabulary?

E. Objective of the research

The purpose of this research is to know whether there is a significant influence of using pantomime towards students' vocabulary at the first semester of the fifth grade of SDN 5 Jati Mulyo in academic year 2017/2018.

F. Use of the Research

The uses of the research are:

1. Theoretically, to give the information on the research about the influence of using pantomime towards students' vocabulary.
2. Practically
 - a. For the teacher : this research is to help the teacher to apply an interesting technique for teaching English, especially vocabulary.
 - b. For the students : this research is to motivate the students of SDN 5 Jati Mulyo to increase their vocabulary
 - c. For the school : this research is to give a chance for school to modify the methodology in teaching and learning process, especially in English.

G. Scope of the Research

The writer determines the scopes of the research as follows:

1. Subject of the Research

The subject of the research was the students at the first semester of the fifth grade of SDN 5 Jati Mulyo.

2. Object of the Research

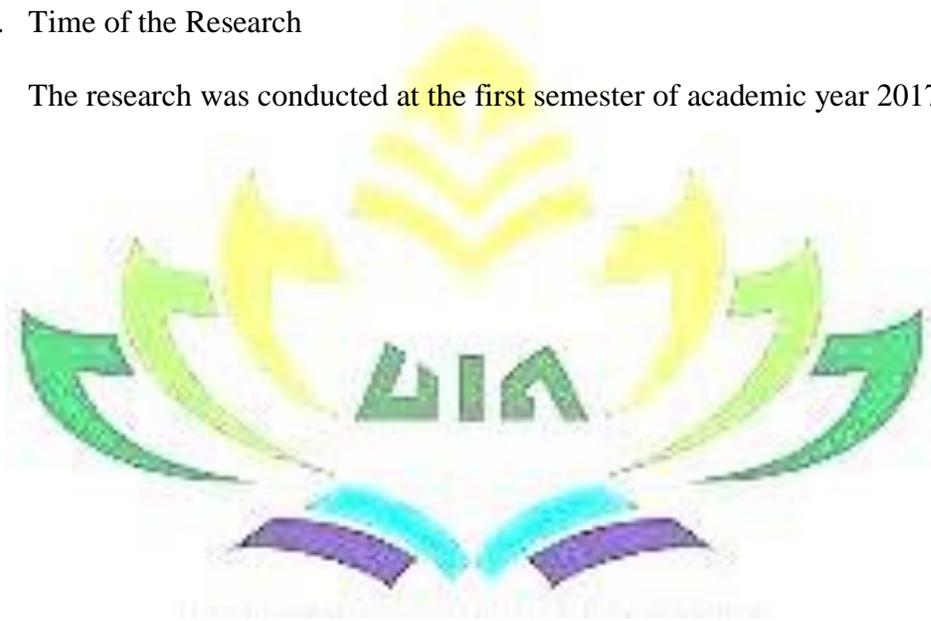
Based on the identification above, the writer focuses her research on the influence of pantomime towards students' vocabulary.

3. Place of the Research

The research was conducted in SDN 5 Jati Mulyo

4. Time of the Research

The research was conducted at the first semester of academic year 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

English is an international language. In Indonesia, English includes in one of foreign language. In Indonesia English is learned only at schools and people do not speak the language in the society.¹⁰ It means that English is really foreign language in Indonesia, in Indonesia people do not use English in the society, it is limited only in learning process. As well as a foreign language in Indonesia, English has been included in the curriculum of Elementary School to University. English is the important language that have to be learned. By learning a foreign language we see our own in perspective, we recognize that there are other ways of saying things, other ways of thinking, other patterns of emphasis.¹¹ It means that teaching and learning foreign language is important because there are many advantages when someone learning English.

These days English is viewed as a language which gives you access to the world.

Some people want to study at prestigious English-speaking universities; some

¹⁰Bambang Setyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2007), p.21

¹¹Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, (USA and Canada: Routledge Routledge & Kegan Paul Ltd, 2003), p.10

want a high flying career with international connections.¹² It can be concluded that English as a foreign language gives us access to hold the world. As we know today, we could find English everywhere and everytime in our life. Many products have been written in English; newspapers, books, literatures, or magazines have been written in English also, and there are televisions and radio programs have been spoken in English. There are English in every side of human life including in teaching and learning process.

In teaching English, there are important factors that can influence the success of process teaching and learning. They are curriculum, materials, technique or method, role of teacher and student. Beside it, teacher has an important role in teaching and learning process.

The process of teaching a foreign language is a complex one: as with many other subjects, it has necessarily to be broken down into components for purposes of study. Part I presents three such components: the teaching acts of (1) presenting and explaining new material; (2) providing practice; and (3) testing.¹³ As an instructor, teachers also should be able to give explanations and instructions effectively. It makes students more understand about the materials that was delivered by the teacher. Teachers also have to provide practice to stimulate or

¹²Michelle Maxom,*Teaching English as a Foreign Language For Dummies*, (England: A John Wiley and Sons, Ltd, Publication, 2009), p.9

¹³Penny Ur,*A Course in Language Teaching*, (New York: Cambridge University Press, 2009), p.10

motivate the students to be active in the class. Then, the teachers also have to be able to make a test to measure how far the students' knowledge about the material.

In conclusion, in teaching a foreign language teacher should be able to present and explain a new material clearly and effectively, teacher should be able to provide practice that can interest the students to enjoy in learning process, and teacher should be able to make a test to measure how far the students' comprehend about the lesson. So, the students can more understand about the material and enjoy to learning a foreign language.

2. Vocabulary

a. Definition of vocabulary

Learning English cannot be separated from language component, including vocabulary. Vocabulary is one of the important things in learning English, especially in learning language skills. Vocabulary cannot be separated from them because without mastery in vocabulary, people cannot say and do anything.

Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.¹⁴ In addition, Hiebert defines vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral

¹⁴Elfrieda H. Hiebert and Michael L. Kamil, *Teach and Learning Vocabulary*, (London: Erlbaum Associates, Publishers, 2005), p.95

and print.¹⁵ Wallace said that vocabulary is the vital element of language.¹⁶ So, vocabulary is all the words that a person knows and uses in a language that have meanings. Vocabulary is words that come in two forms: oral and print.

Vocabulary is important to building knowledge of language skills such as, listening, speaking, writing and reading. A realistic target for children learning a foreign language might be around 500 words a year, given good learning conditions.¹⁷ Based on interview with Mrs. Wulandari, she said that target of students vocabulary mastery for elementary school is about 400-500 words. She said that it would be difficult when students is given many words. Mc Carthyal so support, who says that to speak and write English in normal situations, you need at least 1-2000 words.¹⁸ It means that, vocabulary is the important one to build and increase language skills and another language component. Because, words are important to build speaking and writing.

One of the language skills is reading. Vocabulary can increase in reading comprehension, as Hiebert said that words represent complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of

¹⁵ *Ibid*, p.3

¹⁶ Wallace, Michael J, *Teaching Vocabulary*, (London: Heineman Education Book, 1988), P.9

¹⁷ *Ibid*, P.75

¹⁸ Michael Mc Carthy, O'dell Felicity, *English Vocabulary in use*, (Jakarta: Erlangga, 2001),

texts.¹⁹ In addition, Nist said that vocabulary is a basic part of reading comprehension. Simply put, if you do not know enough words, you are going to have trouble understanding what you read.²⁰ So, vocabulary is an important thing for reading comprehension and for understanding of other words in the sentence and paragraph of the texts. If you do not know enough words in the text, you cannot understand the meaning of the text.

Grammar also the important one in learning English but without mastery vocabulary, it seems difficult to mastery grammar. Thornbury states that without grammar very little can be conveyed without vocabulary nothing can be conveyed.²¹ In addition, Cameron states that vocabulary learning can serve as a stepping stone to learning and using grammar.²² It means that, grammar is important to be learned but vocabulary is also the important one. Moreover, vocabulary is basic to develop knowledge of grammar. Without mastery vocabulary, it seems impossible to mastery grammar because in learning grammar, someone also have to understand about the words. So, it makes someone learning grammar easily.

¹⁹Elfrieda H. Hiebert, *Op.Cit*, p.1

²⁰Sherrie L. Nist, *Op.Cit*, p.1

²¹Scott Thornbury,*How to Teach vocabulary*, (London: Longman, 2002), p.13

²²Lynne Cameron, *Teaching Language to young Learner*, (Cambridge: Cambridge University Press, 2001), p.72

Thornbury classifies word into eight classes, they are : Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Determiner.²³ According to Kridalaksana vocabulary represent: (1) Language component claiming all information about meaning and word usage 2) vocabulary mastery of the speaker or writer of a language.²⁴ Vocabulary can be presenting or explaining in all kind of activities. In this research, the writer focuses on vocabulary which classified into noun vocabulary (occupations, animals, sports).

Going from the theories above, the writer concludes that vocabulary is an important thing or one of steps to mastery in language skill and language component. Without mastery vocabulary, a person cannot understand the meaning of words although they have good knowledge in language skills and have good structures.

b. Aspects of Vocabulary

Harmer states that there are four basic aspects that students need to know to learn new vocabulary items²⁵:

- a. Word Meaning : Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggest~ or rather that words are different connotations, often

²³Scott Thornbury, *Op.Cit*, p.3

²⁴KridalaksanaHarimurti, *Kamus Linguistik*, (Jakarta: PT. Gramedia Pustaka, 2008), P. 142

²⁵Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 1991), p.19

depending on the context they occur in.²⁶ The one problem in learning vocabulary is about meaning. It is one of the difficult in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts.²⁷ One of the difficulties when learning vocabulary is meaning. One word in English has several meaning, so it can be difficulties to learn English if someone do not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings.²⁸ Accordingly, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a misunderstanding or misinterpretation. For example: He looks so blue because he get a low score today. “Blue” in this sentence does not mean a kind of color, but it means expressing of sad.

- b. Word use: Word do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses.²⁹ It means that, words that somebody says. It sometimes contains expression and

²⁶*Ibid*, p.19

²⁷Elfrieda H. Hiebert, *Op.Cit*, p.103

²⁸Jeremy Harmer, *Op.Cit*, p.18

²⁹*Ibid*, p.19

interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pour or splash water. So, we can interpret something depend on the context of the sentence itself.

- c. Word combinations: Words can be combined in a sentence, they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.³⁰ It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.
- d. Word Grammar: The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Example: Mr. Budi is a postman. He sends the letters everyday.

Another expert explains about vocabulary aspect in different form, as Thornbury states that there is several vocabulary aspects that is important to be learned, they are:

- a. Word classes: Word classes divide the words into different roles. That words include in grammatical words or function words that are generally

³⁰*Ibid*, p.20

prepositions, conjunctions, determiners, and pronoun.³¹ Another one is content words that are carry a high information, such as noun, verb, adjective, and adverb.

- i. Word families: A word family comprises the base word plus its inflexions and its common derivatives.³² A word family based on the same base or root and including prefixes and suffixes, for example: the word “play” is a base or root that has prefixes and affixes also.

Player :er is suffixes

Replay : re is prefixes

- ii. Word formations: In the word formations, affixation is one of way to form new words. Another one is compounding, compounding is combining of two words or more dependent word.³³ For example: second-hand (secondhand), dish-washer (dishwasher), and wild-flower (wildflower).

- iii. Multi-Word Units: even when words are not joined to form compounds, we have seen that groups of more than word, such as (bits and pieces, do up, look for) can function as a meaningful unit with a fixed or semi-fixed form.³⁴ It means that, in word unit is not only to learn about words but also about the

³¹Scott Thornbury, *Op.Cit*, p. 3

³²*Ibid*, p.3

³³*Ibid*, p.5

³⁴*Ibid*, p.6

idiomatic and phrasal verb to build a new vocabulary. Example: a lot of, looking for, in the other hand, etc.

Based on the theories above, the writer concludes that both of the theories have the similar explanation, word units from Thornbury has similar explanation with word combination from Harmer, but it is better to learn about word meaning, word use, word combination for teaching a young learner especially students of fifth grade, it is achievable for students of fifth grade because the students of fifth grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar yet. So, 3 aspects of Harmer to teach vocabulary to students of fifth grade is more suitable.

3. Concept of Noun

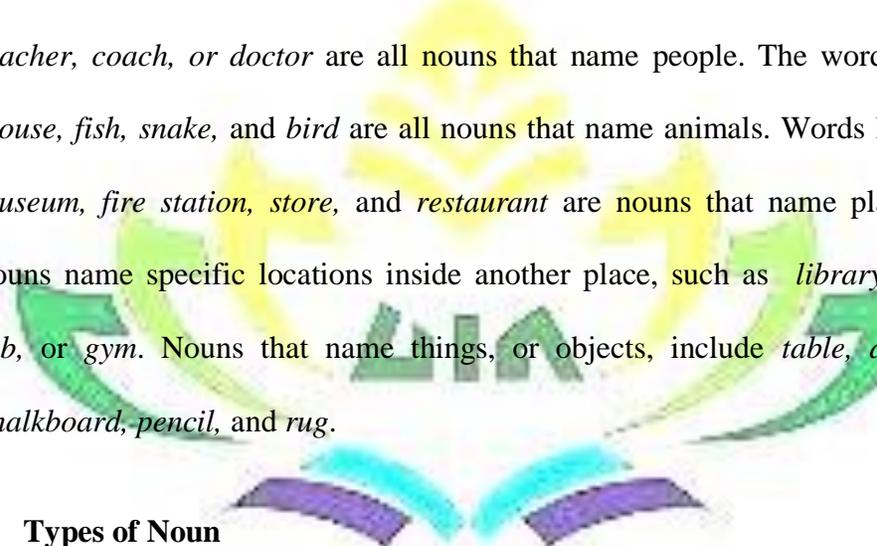
a. Definition of Noun

Noun is part of speech that can be seen, tasted, smelt, touch, and heard. Noun is also a concept or idea, such as, love, peace, hate, and justice. Ehrlich states that noun is the name of person, place, thing, quality, activity, concept, or condition.³⁵

In traditionally, Nordquist defines noun as the part of speech (or word class) that names or identifies a person, place, thing, quality or activity.³⁶

³⁵ Eugene Ehrlich And Daniel Murphy, *Schaum's Outlines of English Grammar*, (Second Ed.), (New York: MC Graw Hill, 1991), p. 17.

³⁶Richard Nordquist, *Noun Glossary of Grammatical and Rhetorical Terms*, <http://www.grammar.about.com/od/mo/g/nounterm.htm>, accessed on May 28, 2015, at 09.30pm.

A decorative graphic featuring a yellow sun at the top, green trees in the middle, and an open book with purple and blue pages at the bottom. The graphic is centered behind the text.

From definitions above, it can be said that noun is a word which is used to name or identify a person, thing, and idea. All names of all things, such as *people, cities, towns, counties, states, countries, buildings, monuments, rivers, mountains, lakes, oceans, streams, natural disasters, books, plays, magazines, articles, songs, works of art etc.* are noun. For example, the words *man, woman, boy, girl, teacher, coach, or doctor* are all nouns that name people. The words *dog, cat, mouse, fish, snake, and bird* are all nouns that name animals. Words like *school, museum, fire station, store, and restaurant* are nouns that name places. Some nouns name specific locations inside another place, such as *library, computer lab, or gym*. Nouns that name things, or objects, include *table, desk, chair, chalkboard, pencil, and rug*.

b. Types of Noun

Noun can be classified in two types. According to Lester, they are: Countable noun and Uncountable noun. Countable noun means that we can make the noun plural and use number words with the noun. Using the noun *cat*, for example: the *cats* are in the park. We can also use number words with *cat*: *one cat, two cats, three cats*, and so on. Most nouns that refer to concrete objects are countable nouns.

However, noun that refer to abstractions and nouns that are used to label things that occur in undifferentiated masses (as opposed to individual persons, places, or things) are often uncountable noun. The terms uncountable noun means that we

cannot count these nouns with number words or make them plural. For example, the abstract noun *luck* cannot be counted: we cannot say *one luck, two lucks, three lucks*, and so on.³⁷ In summary, the words that can be counted refer to the countable noun and the words that cannot be counted refer to the uncountable noun.

Gucker classifies noun in three types, those are;³⁸

a. Proper Noun

The name of a particular person, place, or thing is called a proper noun. The first letter of such a word is capitalized. Capitalize people's names, names of political and geographical places, names of particular buildings or streets or events, languages, nationalities, or religions. Such as, *North America, Irishman, American Indian, Roman Catholic, Indonesia* etc.

b. Plural Noun

- 1) Most nouns add *s* to form the plural: *tool, tools; subject, subjects*.
- 2) Nouns ending in *s, x, z, sh,* and *ch*, add *es* to form the plural; otherwise they would be unpronounceable: *loss, losses; tax, taxes; church, churches*.
- 3) Some nouns ending in *o* preceded by a consonant, add *es* to form the plural: *echo, echoes; hero, heroes; potato, potatoes*. But some such nouns, particularly musical terms form the Italian, take only *s*: *piano, pianos; cello,*

³⁷ Mark Lester, *English Grammar Drills*, (New York: McGraw Hill, 2009), p. 4.

³⁸ Gucker, *Op. Cit*, p. 43.

cellos; soprano, sopranos; and words ending in o preceded by a vowel take s: cameo, cameos; folio, folios; radio, radios.

- 4) Some nouns ending in *f* or *fe* change the *f* to *v* and add *es* (or *s* if there is already an *e*) to form the plural: *calf, calves; half, halves; knife, knives.*
- 5) But other nouns ending in *f* or *fe* are regular: *belief, beliefs; safe, safes.*
- 6) Noun ending in *y* preceded by a consonant change the *y* to *i* and add *es* to form the plural: *army, armies; fly, flies; lady, ladies.*
- 7) But noun ending in *y* preceded by a vowel are regular: *toy, toys; donkey, donkeys.*
- 8) Special plural: No change (*sheep, sheep; deer, deer; fish, fish*), Internal changes (*foot, feet; tooth, teeth; mouse, mice; man, men*) and adding *en*(*ox, oxen; child, children*).

c. Possessive Noun

The term possessive for English nouns is sometimes misleading, but it is the term in common use. The possessive form may show ownership, but it often conveys other ideas. For example, *the woman's hat, Helen's ambition, her aunt's death.*

Based on Ehrlich and Murphy, nouns are classified as proper nouns or common nouns. A proper noun is the name of a specific person, place, or thing and a common noun is the name used for any unspecified member of a class of persons,

places, things, qualities, or concepts.³⁹ Proper noun is more specific than common noun. For example, *flower* is common noun and the proper noun of flowers is *tulip, jasmine, rose etc*

Abstract nouns are words that name things that not concrete. It is supported by Frank states that a concrete noun is a word for a physical object that can be perceived by the senses, such as, see, smell, taste, hear or touch. An abstract noun is word for a concept. It is an idea that exists in minds only. *Qualities, relationships, theories, conditions, and states of being* are examples of the types of things abstract nouns define.⁴⁰

From classification of noun above, it can be concluded that there are nine types of noun. Types of noun based on it can be count and can not be count, they are; Countable Noun and Uncountable Noun. Types of noun based on number, they are; Singular and Plural Noun. Types of noun based on form, they are; Abstract Noun and Concrete Noun also Possessive Noun that show ownership. In this case, for teaching young learners especially students of the fifth grade, the writer limits the material of noun only about concrete noun.

4. Teaching Vocabulary for Young Learners

Teaching is one of all the other professions are made possible to work as a teacher in elementary to university. Vocabulary is the important thing, besides many

³⁹ Ehrlich and Murphy, *Op.Cit*, p. 25.

⁴⁰ Frank, *Loc. Cit*.

factors in learning English. It seems impossible to master English well without mastering vocabulary. Vocabulary has always had a great influence to process in teaching and learning English.

The important factor that can influence the successful of process teaching and learning is teacher. Teacher is a true model in the school. As facilitator, instructor, guider, and motivator, teacher should understand what the students' need. According to Maxom, from the moment a student turns up at the reception area of your school or makes contact with you directly, she expects you to understand that she has a lack in her ability and that communicating in English is beyond her level and presents a problem.⁴¹ From that statement, it can be concluded that teacher should be able to understand the students' feeling or students' need. Teacher should be able to motivate students when they have a problem. A good thing when teacher able to build a closer relationship with students, so students do not feel hesitate and awkward with the teacher.

In teaching and learning vocabulary, the important thing to make a joy situation in the class, the teachers should make something more different and more creative. Students need to be motivated, be supported, and be given a chance to increase their ability in learning English, especially vocabulary. Harmer said that there are three elements that can help students learn effectively. Moreover, the teachers can explore the interesting situation in the class. They are:

⁴¹Michelle Maxom, *Op.Cit*, p.28

1. Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions.⁴² Teachers can engage students' interest through interesting activities and materials. Those are games depend on their age and type, music, discussions, stimulation pictures, dramatic stories, and funny stories. Teachers should be pay attention to the instruction that will be given for students, teachers should ask the students about the topic before they gives the activities or the materials. For examples in learning vocabulary, before teachers give the new words, they give the pictures about occupations then the teachers ask students to guess what the occupations are. Thus, the students feel interest to learn about vocabulary and enjoy the activity. Moreover, the teachers can deliver materials clearly.
2. Study: study activities are those where the students are asked to focus in on language (or information) and how it is constructed.⁴³ When the students start to study, it means that they do the activity in learning process. Students can study in variety styles. They can study in a group that can motivate them to work as a solid team. They also can study individually to stimulate them to work optimally.
3. Activate: this element describes exercise and activities which are design to get students using language as freely and 'communicatively' as they can.⁴⁴ The teachers can use the activate exercise to make students more active in the

⁴²Jeremi Harmer, *How to Teach English*, (England: Longman, 2002), p.25

⁴³*Ibid*,p.25

⁴⁴*Ibid*, p.26

class. For examples, they will be active when they get a role-play, they can designing advertisement, make a procedural activity, debates, discussions, guessing picture, story-telling, and many others exercises that can increase students' activity. Those activities also can increase students' vocabulary, because there are many new words that students achieve in those activities.

Three very important sources of interest for children in the classroom are pictures, stories and games: the first being obviously mainly a visual stimulus; the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement.⁴⁵ That statement similar as Broughton, the love of repetition, common to all young children, is a feature of their natural games, stories and groups which is usefully applied to learning English. Therefore games like 'What time is it, Mr Wolf?' and songs of the 'Old MacDonald' variety are ideal.⁴⁶ It is better to teach young learner, teachers use three very important sources that can attract the students in learning English, especially vocabulary. Moreover, teaching vocabulary to young learner also have to give the repetition at least more than twice, thus can make the students more understand and memorize the words easily.

In conclusion, teaching vocabulary to young learner especially to fifth grades of elementary school uses 3 aspects. That are; word use, word meaning, and word

⁴⁵Penny Ur, *Op.Cit*, p.288

⁴⁶Geoffrey Broughton, *Op.Cit*, p.170

combination, these aspects is suitable because the teachers should not give many words or vocabulary list for students. It can be difficult for students to memorize many new words. It is better to give them about 8 or 10 words, so they can be easy to memorize that words. In addition, teaching vocabulary to young learner can be made more various and creative.

Teachers can use important sources that can interest the young learners in the classroom such as pictures, stories and games. Young learners love story, game, and picture. In teaching vocabulary, teachers can combine those sources with the materials in lesson to get the best result. Pantomime is one of the games that can motivate the students enjoy to learn vocabulary. It makes students interest with the lesson that will be delivered by the teachers. In pantomime game, the teacher provides pictures to attract the students' attention and to make the students understand the words clearly.

5. Differences of Approach, Method and Technique

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.⁴⁷ Approach is how to start learning, How to manage learning activities and attitude of students so that students do learning process actively and get the result optimally. People use the term approach to

⁴⁷ Jack C.Richards and Theodore S. Rodgers, *The nature of approaches and method in language teaching*, Cambridge University Press, Cambridge, 1987, p.35.

refer to theories about the nature of language and language learning which are the source of the way things are done in the classroom and which provide the reasons for doing them. For example, before teacher will teach in the class, the first should approach to students to know situation of the class, condition and characteristic of students. What is the nature of education? What is the role of the teacher, the student, the administration, the parents? After find the answer, a teacher easily to know what the method is appropriate for teaching student.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.⁴⁸

Method is the practical realisation of an approach. the originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful and some model of syllabus organisation.⁴⁹ Many method have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Others methods, such as Total Physical Response method and the audio lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and them the method was

⁴⁸*Ibid.*

⁴⁹ Jeremy Harmer, *Op.Cit*, p.62.

improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).⁵⁰

Method is a way something is done. Perhaps used for routine tasks. For example, after the teacher do approach, the teacher decided that method to appropriate in teaching learning vocabulary in elementary school is Total Physical Response (TPR) method because the students will understand more toward new material by using direct example or responses and this method this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students. Do you follow the textbooks and curricula to the letter with everything? This is not really a question of 'what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you? Method is based on the teacher's passion and the teacher's ability in doing method.

Technique is implementational that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.⁵¹ Technique is how does the teacher in teaching learning process. Learning techniques is determined based on the method

⁵⁰Bambang Setyadi, *Op.Cit*, p.6

⁵¹*ibid.*

used and the method is based on the approach used. From the statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

Based on the theory above, techniques not only include the presentation of the materials but also the repetition of material used. Technique is a procedure or skill for completing a specific task. According to Maritza, games is considered a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment.⁵² From the explanation above, the writer conclude that games is including in a technique in teaching and learning process, because in a game there

⁵²Maritza *et al*, *Interactive Games in Teaching and Learning Process of Foreign Language*, (Teoria y Praxis: 2007), p.50

is a procedure, trick or stratagem in teaching and learning process that can motivate the student. So, in this case pantomime is a game that including in the technique for teaching and learning process.

6. Game

Harmer states that games which are designed to provoke communicate between students frequently depend on an information gap. Game is competition among player, which the children can learn to play to get information, make creative, motivation and make student interested. Not talking about classroom where children spend all their time sitting still in rows or talking only to the teacher. Because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle-like activity, in making things, in drawing things, in games, in physical movement or in songs.⁵³

Teaching learning process by using game would seem easier. Because game can be applied to all student level from children to adult students. Calin Petters and News Valls said that game has education value which beyond the foreign language lesson. They teach children about natural of cooperative, since the require a great variety of strategies.⁵⁴ It means that teaching learning process using game can motivate student to think and make the student active in learning

⁵³ Harmer, *Op Cit*, P.272

⁵⁴ Petter Collin and Valls News, *Language Game for Young Learner*, United Kingdom, P.1

since it is done not individually. A game is kinds of teaching aids that can be apply to a class, it is an activity that will give fun to the students.

Beside, game should have competitive for example in playing game the group of students not only but enjoy but also complete which each other. Each group tries to be the winner in this worry student's team work harder to win the competition. The game has three important roles in teaching of English, first, it reinforces vocabulary the students have had. Second, it will enrich students' vocabulary. Third, it is a source of relaxation after long series lesson students need a change to avoid boredom and monotonous teaching.⁵⁵ In conclusion, games is a tool in teaching and learning process, games make teacher easier to present the materials. Games also can create a good situation in the classroom, where the students paid more attention to the lesson.

7. Pantomime Game

a. Definition of Pantomime

Interesting strategies or techniques is important to support students to learn English. Many students are not interested to learn English because they think that English is boring and difficult. So they feel hesitate and unmotivated with English. The one of the technique that can motivate students to learn English, especially vocabulary is a game. In this research, the writer uses Pantomime.

⁵⁵*Ibid.*

Pantomime is a word from the Greek *pantomîmos*, meaning a play in which the performers express themselves by mute gestures, often to the accompaniment of music. *Panto* is a prefix meaning “all” from the Greek word *pant* and *mime* is a suffix meaning “imitator, mime” from the Greek word *-mîmos*.⁵⁶ Mimed activities emphasize movement, actions and physical responses rather than dialogues or thoughts.⁵⁷ Pantomime is art of acting without word or art of silence that imitate something and emphasize movements, actions, and gestures.

Pantomimes are based on folk stories or fairy tales like Cinderella, Jack and the Beanstalk or Snow White and the Seven Dwarves. The performance, include songs or music.⁵⁸ The origin of pantomime is a form of entertainment in the most of cities throughout the United Kingdom. It generally performed during the Christmas. Pantomime also generally based on a popular fairytale, like snow White, Cinderella or Alladin. Today, pantomime has become a game in teaching and learning process.

Pantomime is kind of games in which child is learning through playing a role and movements in teaching process, this will not only curb the child’s boredom and

⁵⁶Chris Major, *Pantomonium*, (New York: Pantomonium Productions Inc, 2007), p.12

⁵⁷Shibani Banerjee, *Learn and Unlearn: Drama as an Effective Tool in Teaching English Language and Communication*, (January-March, 2014), International Journal of English Language & Translation Studies, Volume: 2, Issue: 1

⁵⁸*Pantomimes*, Available: <http://www.bbclearningenglish.com>

augments his interest, but also expedites his learning.⁵⁹ Pantomime is the extended use of mime technique in telling a story. Other definition might include “acting without words”.⁶⁰ So, pantomime is game that asked students to guess the words without use their voice or only use their mute gestures and sometimes it is learned through playing a role and movements.

Pantomime is a game that purposed to describe something to say. According to Prihantoro, the purpose of pantomime is students able to describe a pantomime with a sentence orally or by written text.⁶¹ Teaching through playing pantomime can be quite effective because - being so much fun - it parallels with children’s nature of learning and shares all the qualities that a child needs in order to learn most effectively.⁶² The writer concludes that the pantomime is game used to get opportunity to speak. This game motivates students to guess and speak a vocabulary as many actions as possible. Teaching through pantomime is quite effective, fun, and shares all the qualities that a child needs in order to learn most effectively.

In conclusion, pantomime is an interesting game that can increase the students’ vocabulary achievement. Pantomime is a play which the students express their

⁵⁹Mojtaba Rahmanian, et al, *Dramatic Arts and Pantomime as a Unique Supplementary Methodology to Teaching English to Children under Age of 5*, (Singapore: IACSIT Press,2012), vol.30

⁶⁰Glencoe, *Language Art (Exploring theatre)*, (McGraw-Hill Education, 2010), p.272

⁶¹Agung Prihantoro, *100 Games for Teaching English* (Yogyakarta: Pustaka Pelajar, 2014), p.139

⁶²Mojtaba Rahmanian, *Op.Cit*

ideas by mute gestures. Pantomime asks students to act without voice or silence. In pantomime, the students only use facial expression, gesture, and body language. Moreover, the purpose of pantomime is students able to describe or guess the words orally or by written text.

b. Procedures of Using Pantomime

- 1) Teacher prepares the materials.
- 2) Teacher divides students into several (4) groups.
- 3) Teacher gives pictures that will be delivered by students as pantomimes.
- 4) The teacher asks each group from the fourth of group to prepare pantomimes. One group shows at least five pantomimes.
- 5) The teacher asks one of member of first group (leader) to show their pantomime in front of other groups.
- 6) The teacher asks the second, the third, and the fourth group to guess what pantomime that showed by the first group, moreover they have to speak up by using English.
- 7) The teacher asks the second, the third and the fourth group to show their turn.
- 8) The teacher explain all of words that made by the students.⁶³

From the explanation above, the writer conclude that pantomime provides an opportunity for students to deliver their ideas with another students. Provides oral language development for students and the students can deliver their opinion in

⁶³*Ibid*, p.139

front of the class. The students get opportunity to get up out of their chairs and talk with another partner. So, the students are actively engaged in the activity and can build their vocabulary when they guess many words. Pantomime also is a motivating way for students. Pantomime makes teaching learning process became more interesting and makes the students practice in memorizing vocabulary and acquiring a good pronunciation.

B. Frame of Thinking

The mastery of vocabulary in English is a priority for many second-language or foreign-language learners. Vocabulary is important to mastery language skills such as, speaking, listening, writing, and reading. Vocabulary is also important to learn grammatical. Without mastery vocabulary, it seems difficult to mastery all of them, because vocabulary is a vital thing to build the comprehensive in learning English.

Nowadays, in the school we can see that most of English teachers use traditional technique. Meanwhile, an English teacher should be able to guide the students to learn English, especially in vocabulary. Therefore, the teachers should have a kind of interesting technique to make students comfort and enjoy in learning vocabulary. In this case, based on the theories that has been mentioned above the writer optimized that by using Pantomime students will learn vocabulary better than before.

Pantomime is one of interesting technique that the students ever seen after a long time they have been given traditional technique. Pantomime will motivate students to guess and make a pantomime about vocabulary that has been given by the teacher. When the students guess the word that was presented by their friends, they have to think about the vocabulary that is suitable to guess that words. Exactly, they will mention many words to guess that words correctly. Thus, the students can increase their vocabulary mastery consciously or unconsciously. In the other wish, this game will be more effective in learning English, especially in vocabulary.

C. The Hypothesis

Based on the frame theory and theoretical assumption that were elaborated previously, the writer formulated the hypothesis are:

H_o : There is no significant influence of pantomime towards students' vocabulary mastery.

H_a : There is a significant influence of pantomime towards students' vocabulary mastery.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research is experimental study of quantitative research about the influence of pantomime towards students' vocabulary. Lodico et.al, state that experimental research, which comes out of the framework of scientific realism, is thought by many to be the only type of research that results in findings that suggest causal relationships.⁶⁴ In this research, the writer wants to find out the influence pantomime towards students' vocabulary. Is there any causal relationship between pantomime and vocabulary? The writer definitely knows that there is framework scientific realism in this research. That is a problem that happened to students in SDN 5 Jati Mulyo, exactly in their vocabulary.

Most experimental studies have at least two groups, often referred to as the *experimental* and *control* groups. In an experimental study, the researcher randomly selects and randomly assigns participants to groups.⁶⁵ In this research, the writer used two classes. One of them was control class and the other class was experimental class. The writer chose those classes randomly. In the experimental class, the writer taught vocabulary by using pantomime. In the control class, the

⁶⁴Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Methods in Educational Research : from theory to practice* (United States of America: Jossey-Bass A Wiley Imprint, 2010), p.228

⁶⁵*Ibid*, p.228

writer taught by using translation technique. This technique has been used by English teacher in SDN 5 Jati Mulyo to teach English, especially in vocabulary. Based on the interview with Mrs. Angga Wulandari, S.Pd, she said that technique that has been taught by the teacher in SDN 5 Jati Mulyo for teaching vocabulary is translation technique.

In this research, the writer conducted the pretest to know students' vocabulary before the writer gave the treatment. A pretest measures whether the experimental and control groups are starting out equal.⁶⁶ Pre-test had be used to a check of whether there are preexisting differences between those classes in abilities or other characteristics. It means that, if there are preexisting differences, then the treatment would not be able influence significantly.

After conducted the treatment to control class and experimental class, the writer conducted the posttest. This posttest was given to measure the progress that made by students in both of two classes. After finding out the result, the writer compared the result both of them to make sure whether pantomime could give the significant influence to students' vocabulary or not.

⁶⁶*Ibid*, p.236

According to description above, the writer illustrates the research design as follows:

Table. 3.1
Randomized Subjects Pre-Test Post-Test Control Group Design

Group	Pre-Test	Independent Variable	Post-Test
Experimental	Y_1	X	Y_2
Control	Y_1	O	Y_2

Notes:

Experimental : The first group (experimental class)

Control : The second group (control class)

Y_1 : Pre-Test

Y_2 : Post-Test

X : Treatments by using Climbing Grammar Mountain game

O : Treatments by using Drill Technique.⁶⁷

B. Variable of the Research

A variable is a characteristic or attribute that varies!⁶⁸ Arikunto states that variable is the object of research or a central in the research.⁶⁹ In the other hand, variable is situation, number or quantity that can vary or be varied.

⁶⁷Donald Ary, Lucy Chanser Jacob, and Cris Sorensen, *Introduction to Research in Education* (8th Ed), (Wadsworth: Cengage Learning, 2006), p. 316.

The variables of the research are:

1. The independent variable is using Pantomime (X)
2. The dependent variable is the students' vocabulary (Y)

C. Operational Definition of Variable

Operational definition that specifies how the variables will be measured.⁷⁰ In the other hand, operational definition of variable helps to clarify exactly how the concept is being measured or used in a study or reasearch.

The operational definition of variable of this research as follows:

1. Pantomime is a game or technique that important to support students to learn vocabulary. Pantomime is game which asked students to guess words or pictures without use their voice or only use their mute gestures.
2. The students' vocabulary is their ability to comprehend and use the properties of words in English, including word meaning, word use, and word combinations. It is indicated by the score achieved from the test given.

D. Population, Sample, and Sampling Technique

1. Population

According to Arikunto, population is the total number of students' research.⁷¹ In other words, population is the group or subject of research which can be target of

⁶⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2010), p.96

⁶⁹Marguerite G. Lodico, *Op.Cit*, p.24

⁷⁰*Ibid*, p.25

the research. Population in this research was all students at the fifth grade of SDN 5 Jati Mulyo in academic year 2017/2018 which consist 111 students in three classes.

2. Sample

For the sample of research, the writer took sample from population's research. Setiyadi states that sample of research is individual group that represent all individuals as a part of target groups.⁷² Lodico states that while a sample is selected from a larger population through random selection. A sample is a smaller version of the population.⁷³ So, in this research, the writer took two classes from fifth grade of SDN 5 Jati Mulyo.

3. Sampling technique

In sampling technique, the writer used cluster random sampling technique to take the sample from population because the population are classes and homogenous. It was based on the preliminary research. Based on the interview with Mrs. Angga Wulandari, S.Pd, she said that there are three classes in fifth grade, they are V.A, V.B, and V.C. All of the students in the third class have the same ability and characteristic. So, the writer could use cluster random sampling to take the sample from population

⁷¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2010), p.102

⁷²Ag.Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.39

⁷³Marguerite G. Lodico, *Op.Cit*, p.25

In the other hand, random selection is a procedure in which each and every member of a population has an equal and independent chance of being selected for a sample.⁷⁴ The writer took random the sampling by shake all of names of each classes. First, the writer wrote all of names of each classes in small piece of paper. They were V.A for the first paper, V.B for the second paper, and V.C for the third paper. Then, those papers were rolled and put into an empty glass. After that, the writer shake it and takes two rolls paper. The first paper was experimental class and the second paper was control class.

E. Data Collecting Technique

In collecting the data, the writer will use the test:

1. Pre-test

Pre-test was conducted to know the students' vocabulary before the treatment.

2. Post-test

Post-test was conducted to know students' vocabulary after they were taught by using pantomime and to know whether there is significant influence of pantomime towards students' vocabulary.

⁷⁴*Ibid*, p.25

F. Instrument of the Research

Instrument is a tool that used by the writer to collect the data. In the other hand, instrument is instruments or measurement tools for an experimental study.⁷⁵ The instrument of this research was vocabulary test. The vocabulary test was given to know the students' vocabulary with word meaning, word use and word combinations. In this research, the type of vocabulary test was multiple-choice test. The specification of test for pretest and posttest are as follows:

Table 3.2
The Specification of Try Out Test for Pretest and Posttest

Subject	Odd	Even	Total	Distribution	
				Odd	Even
Word Meaning	9	9	18	1, 7, 13, 19, 25, 31, 37, 43, 49	2, 8, 14, 20, 26, 32, 38, 44, 50
Word Use	8	8	16	3, 9, 15, 21, 27, 33, 39, 45	4, 10, 16, 22, 28, 34, 40, 46
Word Combinations	8	8	16	5, 11, 17, 23, 29, 35, 41, 47	6, 12, 18, 24, 30, 36, 42, 48
Total	25	25	50	25	25
	50			50	

Based on the table above, it could be concluded that the try out test consists of 50 items. It consists 18 items for word meaning, 16 items for word use, and 16 items for word combination. In word meaning, they are 1, 7, 13, 19, 25, 31, 37, 43, 49 for odd questions, meanwhile for even questions they are 2, 8, 14, 20, 26, 32, 38, 44, 50. In word use they are 3, 9, 15, 21, 27, 33, 39, 45 for odd questions, for even

⁷⁵*Ibid*, p.233

questions they are 4, 10, 16, 22, 28, 34, 40, 46. In word combinations, they are 5, 11, 17, 23, 29, 34, 41, 47 for odd question, for even questions they are 6, 12, 18, 24, 30, 36, 42, 48.

Table 3.3
The Specification of Pretest

Subject	Odd	Even	Total	Distribution	
				Odd	Even
Word Meaning	7	5	12	1, 7, 13, 15, 21, 27, 33	4, 10, 20, 26, 32
Word Use	5	6	11	5, 8, 11, 17, 23	2, 10, 14, 16, 22, 28
Word Combination	6	4	10	3, 9, 19, 25, 29, 31	12, 18, 24, 30
				18	15
	33		33	33	

Based on the table above, it could be concluded that the pretest consists of 33 items. It consists 12 items for word meaning, 11 items for word use, and 10 items for word combination. In word meaning, they are 1, 7, 13, 15, 21, 27, 33 for odd questions, meanwhile for even questions they are 4, 10, 20, 26, 32. In word use they are 5, 8, 11, 17, 23 for odd questions, for even questions they are 2, 10, 14, 16, 22, 28. In word combinations, they are 3, 9, 19, 25, 29, 31 for odd question, for even questions they are 12, 18, 24, 30.

Table 3.4
The Specification of Posttest

Subject	Odd	Even	Total	Distribution	
				Odd	Even
Word Meaning	6	3	9	1, 7, 13, 19, 23, 33	2, 8, 30
Word Use	8	7	15	3, 9, 15, 21, 25, 27, 29, 31	4, 10, 14, 16, 20, 24, 28
Word Combination	3	6	9	5, 11, 17	6, 12, 18, 22, 26, 32
				17	16
	33		33	33	

Based on the table above, it could be concluded that the posttest consists of 33 items. It consists 9 items for word meaning, 15 items for word use, and 9 items for word combination. In word meaning, they are for 1, 7, 13, 19, 23, 33 odd questions, meanwhile for even questions they are 2, 8, 30. In word use they are 3, 9, 15, 21, 25, 27, 29, 31 for odd questions, for even questions they are 4, 10, 14, 16, 20, 24, 28. In word combinations, they are 5, 11, 17 for odd question, for even questions they are 6, 12, 18, 22, 26, 32.

G. Scoring System

Before getting the score, the writer determined the procedures that be used in scoring the students work. The scores of pre-test and post-test were calculated by using the following formula:

$$s = \frac{r}{n} 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items⁷⁶

H. Validity and Reliability

1. Validity of test

According to Brown, Validity is extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of assessment.⁷⁷ In other words, the test must measure what must be measured. For the example, a researcher measures students' vocabulary using test. It is not valid if a researcher measures students' vocabulary mastery by using interview, or questioner.

In this research, the test considers by several aspects to measure validity of test, they were:

a. Content validity

According to Setiyadi, content validity associated with all the test items contained in a measuring instrument.⁷⁸ To get the content validity, the test adapted with the students' book. The test was determined according to the material that teaches to

⁷⁶Suharsimi Arikunto, *Op. Cit*, p.271

⁷⁷H. Douglas Brown, *Language Assessment principles and Classroom practice*, (San Francisco State University: Longman, San Francisco, California), p.22

⁷⁸Ag. Bambang Setiyadi, *Op. Cit*, p. 22.

the students. It means that the test have content validity since the test is a good representation of material studied in classroom. In this step, the writer adapted 50 items in multiple choice test from the students book.

b. Construct validity

Construct validity is a second category of validity that the teacher must be aware of in considering language test. It means that the items should really show whether they have mastered the vocabulary or not. The test items should measure the students' vocabulary. An instrument can be called valid when it can measure what is wanted. To measure the validity of the instrument, the writer used construct validity. Based on the result, there were 33 items that validated.

c. Internal validity

After scoring the try-out test, item analysis is carried out to find out the effectiveness of the items. In internal validity, the writer was done the item analysis. Item analysis discussed two main things. They are item difficulties and discriminating power.

1) Item difficulties

The item difficulties estimate how students are able to answer the test item correct or not. If most of students are able to answer the item correctly, it means that the item is too easy. If the items are too easy or difficult, the item should be revised. In this research, the writer used *Anates* to calculate the data obtained from the try-out to find out the item difficulty of each items.

2) Discriminating power

The item discrimination analysis indicates that the items discriminate able students from less able students. In this research, the writer used *Anates* to calculate the data obtained from the try-out to find out the item discrimination of each items. Based on the result, there were 33 items that dicriminated.

2. Reliability of the Test

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test score are. Cresswell states that reliability means the scores from an instrument are stable and consistent.⁷⁹ A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample.

Reliable test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of the test. Consider the following possibilities fluctuations in the students in scoring, in test administration and in the test itself. In this research, the writer used *Anates* to calculate the reliability of the test. Based on *Anates*, the result of reliability test of pre-test was 0.89 and post-test was 0.88.

⁷⁹John W Creswell, *Educational Research* (4th Edition), (Lincoln: University of Nebaska, 2008), p. 159.

I. Research Procedures

To conduct this research, the writer will use three steps. They were:

1. Planning

Before applying the research, the writer made some plans to conduct the application well. There were some steps that have been planned by the writer. The steps were:

a. Chose the topic

As with other research methods, the experimental research bases the topic selection on personal interest, experience, and an initial review of the literature.⁸⁰

In this research, the writer used Pantomime game to increase students' vocabulary.

b. Determined the participants or the subjects

After select the topic, the writer determined the participants or subjects of the research. Then, the writer chose the first semester of the fifth grade in SDN 5 Jati Mulyo in academic year 2017/2018

c. Administering try-out

The writer prepared a kind of test (called try-out) that was given to the students. The researcher prepared try out test for pre-test and post-test, each consists of 50 items. The try-out test was given to a class, out of sample. Then the researcher evaluated the test items to get good item that gave in pre-test and post-test.

⁸⁰Marguerite G. Lodico, *Op.Cit*, p.231

d. Preparing the pre-test

The writer prepared the pre-test. The test was created and evaluated by the writer before it was given to the students. The test was multiple choices that have 4 options of answer (A, B, C, and D).

e. Preparing the post-test

After conducted the pre-test. The writer prepared the post-test to measure the progress of the students' vocabulary. The test was multiple choices that have 4 options of answer (A, B, C, and D).

2. Application

After planed the research, the writer applied the research procedures as describe before. So, there were steps to conduct the research.

a. In the first meeting, the writer gave try-out.

This test was multiple choices that consist of 50 items. This test was given to the class out of sample of the research.

b. On the second meeting, the writer gave pre-test

This test was multiple-choice that consist 33 items of questions with 4 items of answers (A, B, C, and D). This test was given for experimental class and control class. It would be examined its validity and reliability. It means that only the valid and reliable items that would be used in this test.

c. On the third meeting, the writer applied the treatment in each classes

After giving the pre-test, the writer conducted the treatment in control class and experimental class. In the control class, the writer taught vocabulary using translation technique. Meanwhile, the writer used pantomime to teach vocabulary in experimental class. The writer taught pantomime three times on different times with the different topic on each time. For the third meeting, the writer taught vocabulary by using pantomime with the topic about occupations.

- d. On the fourth meeting, the writer taught vocabulary by using pantomime with the different topic. The topic that have been taught was about animals.
- e. On the fifth meeting, the writer still taught vocabulary by using pantomime with another topic. The topic was about sports.
- f. In the last meeting, the writer gave post-test to the student. The test was still multiple-choice which had been determined by validity and reliability analysis. In other words, the students was given the test only by valid and reliable test items.

3. Reporting

The last step in this research is reporting. There were steps which would be reported. The steps are as follows:

- a. Analyzing the data that already received from pre-test and post-test
- b. Reporting the findings

J. Data Analysis

To analyze the data, the writer used parametric statistic. In the parametric statistics, there are assumptions which must be fulfilled, they are; normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significances test, such as analysis of variance and least squares regression are widely used by writer in many disciplines, including, statistics parametric test to produce accurate result, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. Normality Test

The writer used normality test to know whether the data have a normal distributed or not.⁸¹ In this study the writer used statistical computation by using SPSS (Statistical Package for Social Science) for normality of test.

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for acceptance of the normality test is as follows:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

⁸¹Ag. Bambang Setiyadi, *Op. Cit*, p. 169.

b. Homogeneity Test

After the normality test, the writer determined the homogeneity of the test. homogeneity test used to know whether the data experimental class and control class are homogeneous or not. In this study, the writer used statistical computation by using SPSS (Statistical Package for Social Science) for homogeneity of test. The test of homogeneity employed Levene's Test.

The hypotheses are:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

Ha : there is a significant influence of pantomime towards students' vocabulary.

Ho : there is no significant influence of pantomime towards students' vocabulary.

While the criteria of acceptance for the hypothesis is as follows:

Ho is accepted if Sig (Pvalue) $> \alpha = 0.05$

Ha is accepted if Sig (Pvalue) $< \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

The research conducted in SDN 5 Jati Mulyo on September 25th, 2017. Before conducted the research, firstly the writer asked the permission to the headmaster and the English teacher at the school. After had the permission, the writer conducted through the following steps;

- a. Determining the subjects of the research are the students at the first semester of the fifth grade of SDN 5 Jati Mulyo.
- b. Determining the sample of research by used cluster random sampling.
- c. Designing the vocabulary test, which was multiple-choice test that consisted 50 items with four options a, b, c, and d.
- d. Holding the try-out test to know the reliability of the test and validity of the test, it gave to the students out of the research sample
- e. Holding pre-test in order to know the students' vocabulary before the treatment
- f. Analyzing the data of pre-test
- g. Giving the treatment to the sample of the research that was context clues activities implemented in teaching and learning vocabulary by using pantomime.
- h. Holding post-test in order to know the students' vocabulary after the treatment

- i. Analyzing the data of post-test. The data was analyzed by using statistical formula of SPSS (Statistical Package for social Science).
- j. Testing the hypothesis and made the conclusion.
- k. Reporting the result of the research.

B. Result of the Research

1. Data Description

a. Result of Pre-Test

The witer conducted pre-test in order to see students' vocabulary before the treatment. The scores of the students' vocabulary that were tested in pre-test can be seen in Figure 1 and 3.

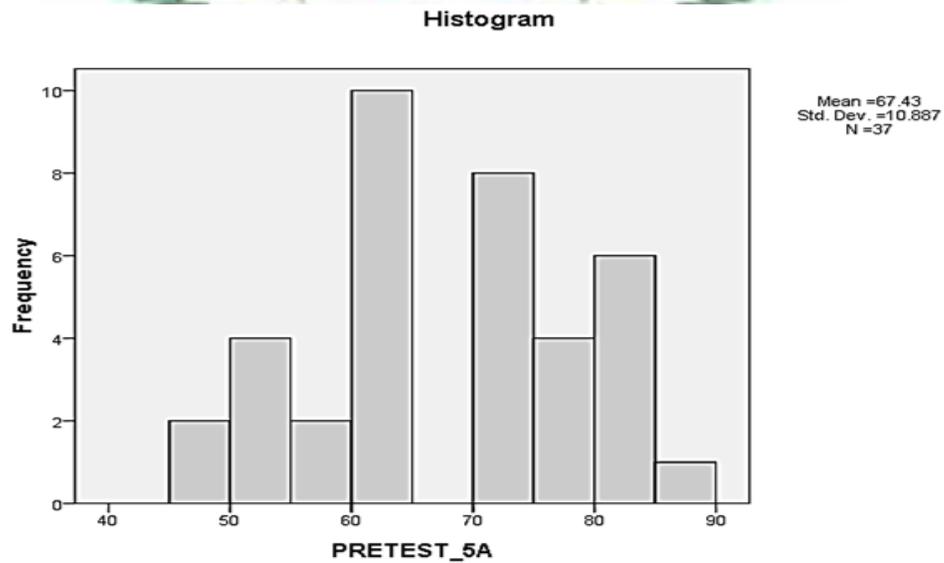


Figure. 4.1
The Result of Pre-Test of V.A

Based on the figure. 1 that the mean of pre-test in experimental class was 67.43, deviation standard = 10.887, N = 37, median = 67.27, mode = 70.00, variance = 118.530, minimum score = 45, maximum score = 88.

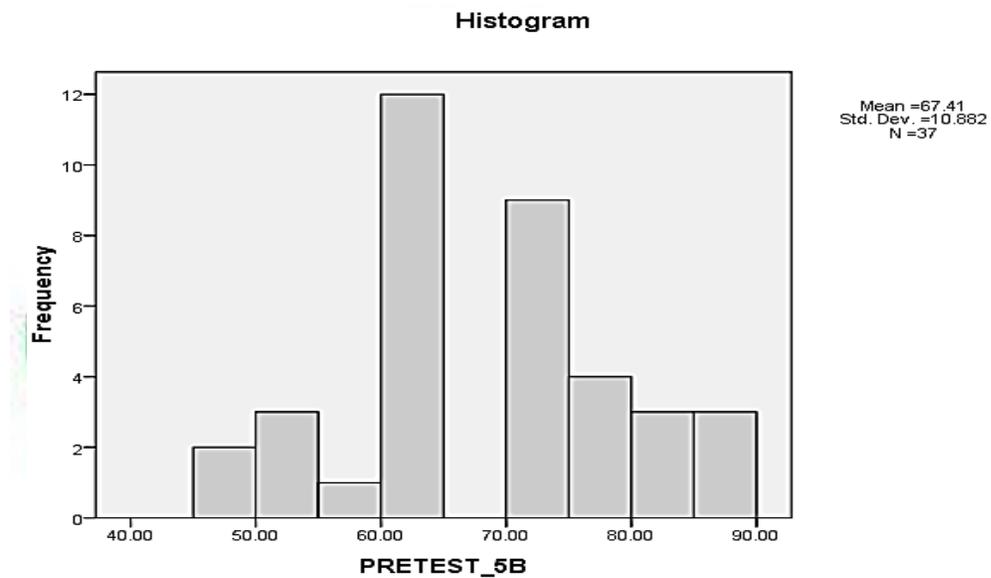


Figure. 4.2
The Result of Pre-Test of V.B

Based on the figure. 2 that the mean of pre-test in control class was 67.41, deviation standard = 10.882, N = 37, median = 70.00, mode = 61.00, variance = 118.414, minimum score = 45, maximum score = 88.

b. Result of Post-Test

The writer also conducted post-test in order to know students' vocabulary after treatment. The scores of the students' vocabulary that were tested in post-test can be seen at figure 3 and 4.

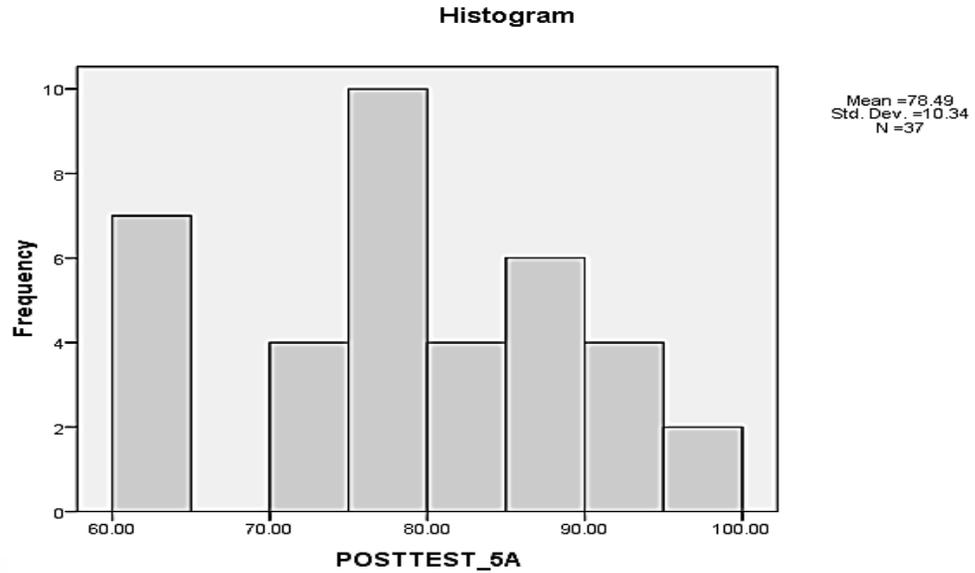


Figure. 4.3
The Result of Post-Test of V.A

Based on the figure. 3 that the mean of post-test in experimental class was 78.49, deviation standard = 10.34, N = 37, median = 77.8, mode = 76.00, variance = 106.923, minimum score = 61, maximum score = 97.

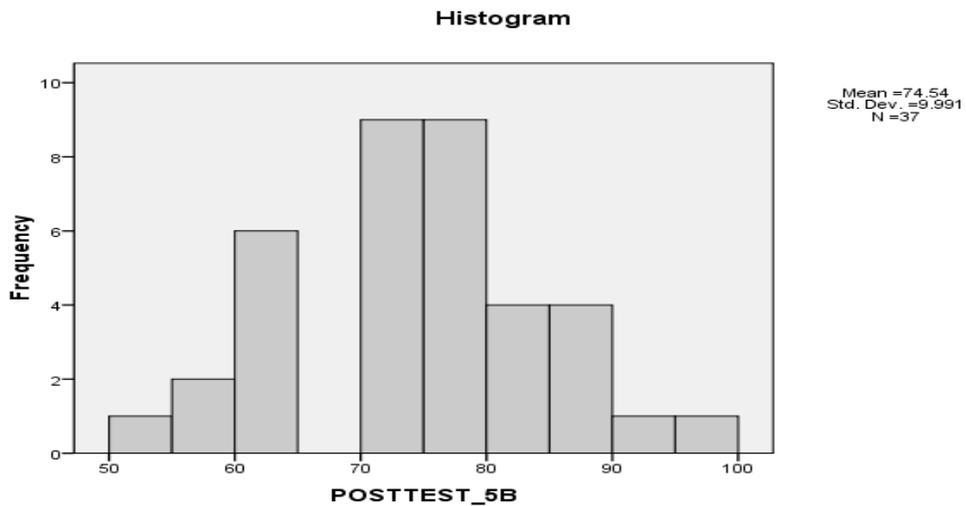


Figure. 4.4
The Result of Post-Test of V.B

Based on the figure. 4 that the mean of post-test in control class was 74.54, deviation standard = 9.991, N = 37, median = 76.00, mode = 73, variance = 99.811, minimum score = 54, maximum score = 97.

C. Gain Score

The writer got gain score from post test score – pre test score.gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that post-test score was higher than pre-test score, a negative gain score indicates that the post-test score was less than pre-test. (See appendix 15)

D. Result of Data Analysis

1. Fulfillment of the Assumptions

a. Result of Normality Test

The writer did normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follows:

H_0 is accepted if Sig (Pvalue) > $\alpha = 0.05$

H_a is accepted if Sig (Pvalue) < $\alpha = 0.05$

Table 4.1
The Normality Test of Experimental and Control Class

		Tests of Normality					
TEHNI		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
K		Statistic	df	Sig.	Statistic	df	Sig.
SCORE	1	.181	37	.004	.910	37	.006
	2	.163	37	.014	.897	37	.002

a. Lilliefors Significance Correction

Based on the table. , it can be seen that Sig (Pvalue) for experimental class was 0.006 and Sig (Pvalue) for control class was 0.002 and $\alpha = 0.05$. It means that Sig (Pvalue) $< \alpha$ and H_a is accepted. The conclusion is the data are not normal distribution. It is calculated based on the gain of the experimental and control class.

b. The Result of Homogeneity Test

The writer did this homogeneity test to know whether the data is homogeneity or not. The writer used Levene Test using SPSS 16.00. the hypotheses for the homogeneity test are formulated as follows:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

While the criteria for the homogeneity test are as follows:

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table. 4.2
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
SCORE Based on Mean	2.308	1	72	.133
Based on Median	2.000	1	72	.162
Based on Median and with adjusted df	2.000	1	63.524	.162
Based on trimmed mean	2.325	1	72	.132

Based on the table, it can be seen that Sig (Pvalue) based on mean was 2.308, and $\alpha = 0.05$. It means that $\text{Sig (Pvalue)} > \alpha$ H_0 is accepted. The conclusion is that the data has same variance or homogeneous. It is calculated based on the gain of the experimental and control class.

c. The Result of Hypothetical Test

After the writer knew that the data is not normal but homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

H_0 : There is no influence of using pantomime towards students' vocabulary at the first semester of the fifth grade at SDN 5 Jati Mulyo in the academic year of 2017/ 2018

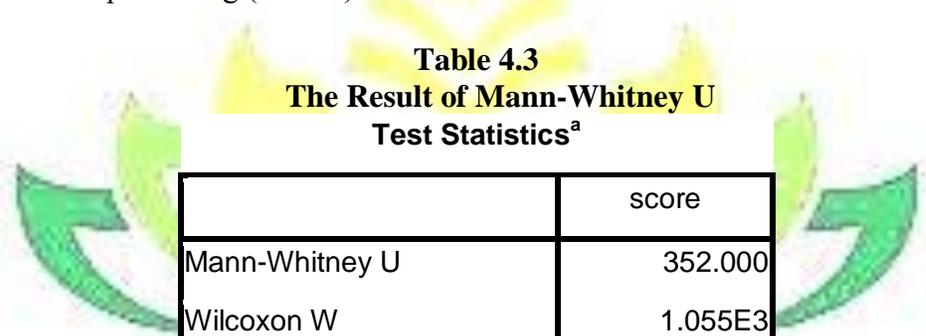
Ha : There is a influence of pantomime towards students' vocabulary at the first semester of the fifth gradeat SDN 5 Jati Mulyo in the academic year of 2017/2018

While the criteria for acceptance and rejection of the hypotheses are:

Ho is accepted if Sig (Pvalue) $> \alpha = 0.05$

Ha is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table 4.3
The Result of Mann-Whitney U
Test Statistics^a



	score
Mann-Whitney U	352.000
Wilcoxon W	1.055E3
Z	-3.647
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: tehnik

Based on the results obtained in the mann-whitney u in Table 6, that the value of significant generated Sig. (Pvalue) = 0.000 $< \alpha = 0.05$. So, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was a significant influence of using pantomime towards students' vocabulary at the first semester of the fifth gradeat SDN 5 Jati Mulyo in the academic year of 2017/2018.

E. Discussion

In this research there are three components that are tested to know the students' vocabulary, including word meaning, word use, and word combinations with the topics about occupations, animals, and sports. Based on the finding research, there was so much increase of students vocabulary after the treatments. It happened because through pantomime game the students tried the new technique in learning vocabulary. In pantomime game the students felt enjoy and enthusiastic to learn English, especially vocabulary although there were some problems that happened during the implementation of pantomime game.

Pretest was conducted to know the students' vocabulary mastery before the treatment. The test was multiple-choice which had been determined by validity test. In other words, the students was given the test only by valid test. From 50 items, there are only 33 valid items that became the pretest. The test consist of word meaning, word use, and word combination with the topics about occupations, animals, and sport.

Based on the mean of students' score that analyzed by SPSS 16. The mean of students' pretest score from the experimental class was 67,43, meanwhile from the control class was 67,41 (see figure 4.1 and 4.2). It can be conclude that the mean of experimental class was higher than the mean of control class.

In this research, the writer gave three times for the treatment and began on Oktober, 2017. The writer found that all activities could run well. All students paid attention to teacher seriously while presenting the lesson. The students did not seem to be the teacher seriously while presenting the lesson. The students did not seem to be worried and nervous anymore and they participated the class well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

In the first treatment the students looked nervous. The writer asked to the students what vocabulary is. Some students knew vocabulary but they were still confused. So the writer gave explanation about vocabulary and its types for making easy the students to understand about vocabulary. In the first treatment the writer taught the students with the topic about occupations. Then the writer introduced pantomime game. Then the writer explained to the students what pantomime game itself.

Firstly, the writer prepared the pictures about the topics. And then the writer divided the students into 4 teams. The writer gave the pictures to each groups that would be delivered by the students as pantomimes. Then, the writer asked each groups for discussed about the pictures and prepared the pantomimes. After that, the writer asked a leader of group to show their pantomime and asked other groups for guess the pantomime. The writer asked another groups for show their

turn. The last, the writer explained all of words that was mentioned by the students.

In the second treatment was better than the first. In this meeting the writer gave the same treatment to the students. Before start the lesson, the writer tried to review about vocabulary that they had learned in previous meeting. In the second treatment the writer focused on the topic about animals. Then the writer reminded about the procedure of pantomime. Before applying this treatment the writer explained the material first.

Firstly, the writer prepared the pictures about the topics. And then the writer divided the students into 4 teams. The writer gave the pictures to each groups that would be delivered by the students as pantomimes. Then, the writer asked each groups for discussed about the pictures and prepared the pantomimes. After that, the writer asked a leader of group to show their pantomime and asked other groups for guess the pantomime. The writer asked another groups for show their turn. The last, the writer explained all of words that was mentioned by the students.

In the third treatment was better than before, because the students were familiar in teaching learning process through pantomime. In this meeting the writer gave the same treatment to the students. Before start the lesson, the writer tried to review about vocabulary that they learned in previous meeting and asked them to

mention some of words about the topics before. In the third treatment the writer focused on the topic about sport. Then the writer reminded about the procedure of pantomime.

Firstly, the writer prepared the pictures about the topics. And then the writer divided the students into 4 teams. The writer gave the pictures to each groups that would be delivered by the students as pantomimes. Then, the writer asked each groups for discussed about the pictures and prepared the pantomimes. After that, the writer asked a leader of group to show their pantomime and asked other groups for guess the pantomime. The writer asked another groups for show their turn. The last, the writer explained all of words that was mentioned by the students.

After applied the treatments, the writer conducted the posttest. Posttest was conducted to know the students' vocabulary mastery after the treatment. The test was multiple-choice which had been determined by validity test. In other words, the students was given the test only by valid test. From 50 items, there are only 33 valid items that became the posttest. The test consist of word meaning, word use, and word combination with the topics about occupations, animals, and sport.

Based on the mean of students' score that analyzed by SPSS 16. The mean of students' posttest score from the experimental class was 78,49, meanwhile from the control class was 74,54 (see figure 4.3 and 4.4). It can be conclude that the mean of experimental class was higher than the mean of control class.

In general, the teaching and learning process ran well because the students cooperated well throughout third treatments. Through pantomime the students can more active in the class because pantomime is an interesting game that can motivate students to learn English especially vocabulary. In applying the treatments, the students seem so much fun because they provided many pictures to make them more understand about the topic. Then, they did not look nervous anymore but they looked so much fun. Overall, the writer found that all activities could run well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

Based on the data and testing of hypothesis, the result of calculation by SPSS version 16.00 found that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that using pantomime in teaching and learning vocabulary could improve and get better result that using translation technique.

According to Rahmanian, pantomime can improves the attention to the other students and enthusiasm for learning in the child. This will also help the child to boost up his motivation and interest for learning and participation in class. Pantomime plays can be as an alternative if teachers want to have a consistent method engaging all aspects which shares and considers most of children's traits and would obviate the present learning

processes.⁸² Therefore, in this case the writer would like to say that using pantomime is one off good way in motivating the students for learning English, especially vocabulary. So, it can be said that there is a significant influence of pantomime towards students' vocabulary at the first semester of the fifth grade of SDN 5 Jati Mulyo in the academic year of 2017/2018.



⁸² Mojtaba Rahmadian, et al, *Dramatic Arts and Pantomime as a Unique Supplementary Methodology to Teaching English*, (Singapore: IACSIT Press, 2012) p.2

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in SDN 5 Jati Mulyo in 2017/ 2018 academic year, the writer might draw conclusions as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using pantomime towards students' vocabulary at the fifth grade of SDN 5 Jati Mulyo in 2017/ 20178 academic year. The significant influence can be seen from Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

By using pantomime, the students become more focus to follow the learning process. Furthermore, pantomime game could help the students to provide the interesting material of vocabulary, and implement vocabulary in group with interesting and enganging manner. In other words, pantomime has influence on the students' vocabulary at the first semester of the fifth grade of SDN 5 Jati Mulyo in 2017/ 2018 academic year.

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. For the Teacher

- a. Pantomime game as an alternative technique of the teaching process is a good way to be applied in the fifth grade to improve students' vocabulary, since the students not only translate many words but also making them more understand and active in learning process.
- b. The English teacher should be able to choose the appropriate technique according to the skill and materials that are going to teach to the students for make an interesting and enjoyable situation in teaching and learning process.
- c. The teacher should give motivation to the students in order they to do several practices for learning vocabulary in real situations.

2. For the Students

- a. The students must be active in doing exercise especially vocabulary exercise.
- b. The students should learn harder and more seriously in learning English in order to develop and increase their ability.
- c. The students should practice to use English in their daily activity.
- d. The students also should have motivation to learn English in order to move their English ability.

e. The students should not be lazy to open the dictionary when they hard to get the meaning of words because it can be a good habit when they want to try practice harder.

3. For the Researcher

a. In this research the treatments were done in three meetings. Other writers can spend more time in giving the treatments to the students, so that they can get enough exercise.

b. In this research, the writer used pantomime game to help the students of elementary school, especially in vocabulary. Other writers can use pantomime for junior or senior high school or other school level.

c. In this research, the writer used pantomime for teaching vocabulary, other writer can use pantomime game for teaching another skills.

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Appendix 1

Interview Guideline for the Teacher

1. Ada berapa kelas pada kelas V?
2. Apakah ibu yang mengajar semua kelas V atau ada guru lain yang mengajar?
3. Di kelas V apakah ada kelas akselerasi atau kelas unggulan?
4. Teknik atau metode apa yang ibu pakai dalam mengajar bahasa inggris?
5. Apakah ibu selalu menggunakan teknik tersebut dalam mengajar?
6. Bagaimana prosedur teknik yang ibu pakai?
7. Apakah ada permasalahan dalam proses belajar mengajar?
8. Bagaimana dengan vocabulary siswa?
9. Apakah ibu menemukan kesulitan dalam mengajar vocabulary?
10. Apakah ibu biasa mengajar vocabulary menggunakan game?

Appendix 2

Transcript of Interview with the Teacher

1. Di kelas V ada tiga kelas, yaitu kelas V.A, V.B, dan V.C.
2. Ya saya yang mengajar semua siswa kelas V, tiga-tiga kelas tersebut saya yang mengajar karna tidak ada guru lain yang mengajar di kelas V.
3. Tidak ada kelas unggulan atau kelas akselerasi. Semua kemampuan masing-masing kelas sama rata. Lagipula karna kelas nya sedikit jadi tidak ada yang terlalu menonjol kemampuannya. Tidak ada kelas yang kemampuannya rendah atau bagus. Semua punya kemampuan yang sama.
4. Biasanya saya menggunakan metode *translating* dan saya juga memeberikan hafalan 10 kosakata kepada siswa setiap minggunya. Akan tetapi hafalan tersebut di jadikan pekerjaan rumah, sehingga mereka tidak menghafalkan kosa kata tersebut di kelas.
5. Ya, saya selalu menggunakan metode tersebut.
6. Pertama saya membuka kelas dengan memeberikan pertanyaan yang berkaitan dengan materi yang akan dipelajari pada hari tersebut. Setelah mereka tahu apa materi yang akan dipelajari, saya mulai menjelaskan apa yang akan dibahas pada hari itu. Setelah mereka menerima materi, saya menanyakan kosa kata yang sulit dan kami bahas bersama dan mengartikannya ke dalam bahasa Indonesia agar siswa lebih paham.

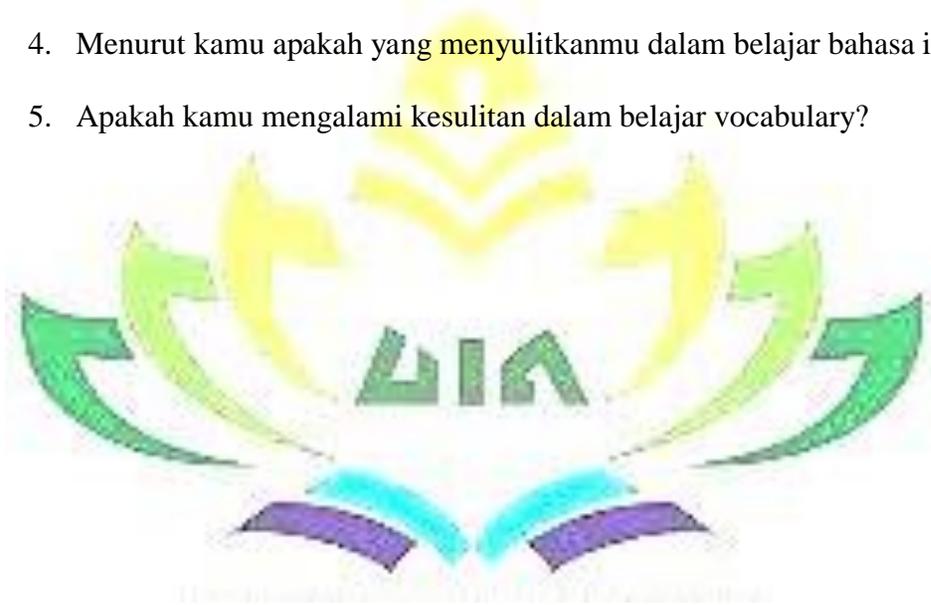
Setelah itu saya beri PR untuk siswa, biasanya hafalan kosakata bahasa inggris beserta artinya.

7. Sedikit, karna bahasa inggris merupakan bahasa asing, jadi siswa mempunyai kesulitan menerima materi yang diajarkan. Terkadang guru juga harus banyak mengulang untuk menjelaskan agar siswa mengerti benar dengan materi tersebut.
8. Kosa kata bahasa inggris siswa masih kurang memadai meskipun sudah diberikan hafalan setiap minggu, mungkin karena mereka susah mengeja kosa kata bahasa inggris, sehingga banyak yang mereka belum paham.
9. Iya sedikit sulit, karena mereka kurang tertarik dengan bahasa inggris, mungkin karena mereka menganggap bahasa inggris itu sulit. Tidak jarang mereka juga mengeluh karna kesulitan menghafal kosakata bahasa inggris.
10. Tidak. Saya belum pernah mengajar menggunakan game. Biasanya saya lebih sering mengajar mereka menggunakan lagu bahasa inggris yang familiar saja, tapi kalau game belum pernah.

Appendix 3

Interview Guideline for the Students

1. Apakah kamu suka belajar bahasa inggris?
2. Bagaimana cara ibu Angga dalam mengajar bahasa inggris?
3. Bagaimana perasaan kamu ketika gurumu sedang mengajar?
4. Menurut kamu apakah yang menyulitkanmu dalam belajar bahasa inggris?
5. Apakah kamu mengalami kesulitan dalam belajar vocabulary?



Appendix 4

Transcript of Interview with the Students

(Dita Dewi Santi)

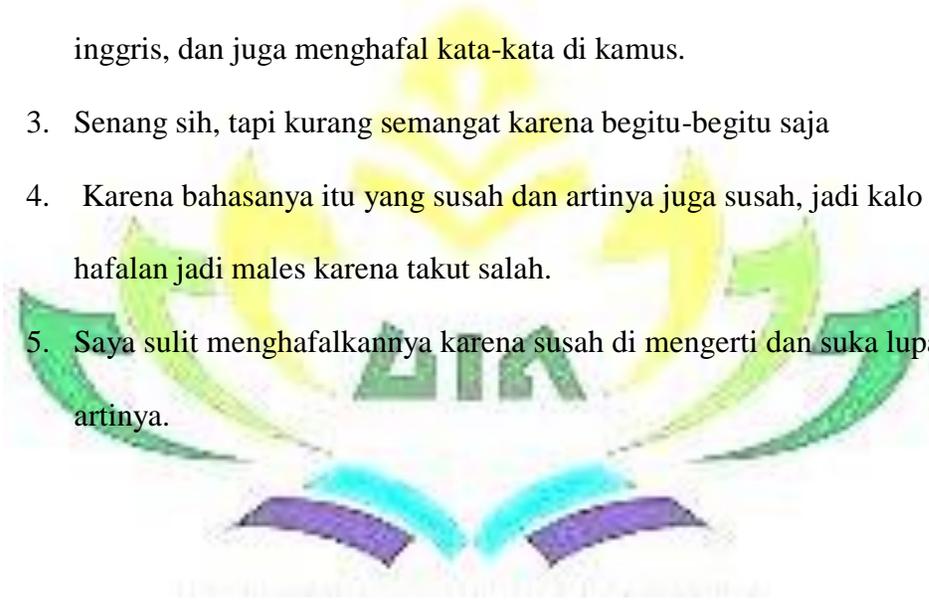
1. Saya suka bahasa inggris, tapi bahasa inggris itu susah dipelajari
2. Mrs. Angga selalu meminta kami untuk menghafal kata-kata bahasa inggris dan disuruh mengartikannya.
3. Ya saya merasa bosan, karena saya kurang mengerti.
4. Menghafal itu yang sulit, soalnya susah ngomongnya. Jadi kadang takut salah-salah.
5. Iya, saya tidak mengerti vocabulary, terkadang artinya pun lupa.

(Safrida)

1. Saya tidak terlalu suka belajar bahasa inggris.
2. Mrs. Angga kadang meminta kami menyanyikan lagu bahasa inggris, tiap minggu juga kami harus menyetor hafalan.
3. Kurang senang, karna kurang paham dan membosankan.
4. Semuanya sulit, bahasanya susah di ucapkan jadi saya kurang tertarik.
5. Vocabulary saya kurang paham, karena susah menghafal nya apalagi artinya terkadang membingungkan.

(Rifqi Taris)

1. Saya suka bahasa inggris, tetapi sedikit sulit menurut saya.
2. Kadang kami disuruh mencatat, kemudian menyanyikan lagu bahasa inggris, dan juga menghafal kata-kata di kamus.
3. Senang sih, tapi kurang semangat karena begitu-begitu saja
4. Karena bahasanya itu yang susah dan artinya juga susah, jadi kalo disuruh hafalan jadi males karena takut salah.
5. Saya sulit menghafalkannya karena susah di mengerti dan suka lupa artinya.



Appendix 5

PRETEST BEFORE VALIDITY

Mata pelajaran : Bahasa Inggris

Kelas : V (Lima)

Waktu : 60 menit

Choose the correct answer a, b, c, and d !

1. What is the meaning of Butterfly?
a. Singa b. Laba-laba c. Kupu-kupu d. Kucing
2. What is the meaning of “Gajah” in English?
a. Giraffe b. Fish c. Snake d. Elephant
3. There are many..... in the zoo
a. animals b. woods c. papers d. ants
4. This animal eats fish. It is a
a. cat b. monkey c. horse d. duck
5. Randi and Doni swimming the...
a. Uncle’s garden b. bedroom c. fish aquarium d. swimming pool
6. My brother isplayer. He can dribble a ball.
a. football b. basketball c. badminton d. volleyball
7. What is the meaning of “monyet” in English?
a. Dog b. Cat c. Monkey d. Koala
8. My uncle is a police, what the police is....
a. dokter b. pilot c. guru d. polisi

9. Budi : What is your Hobby Budi??

Andi : My hobby is i always play it in the field with my friends.

a. swimming

b. excersing the karate

c. playing football

d. fishing



10. Lionel Messi is a football player. He need for playing it.
a. basket b. ball c. net d. shuttlecock
11. It is kinds of animal, except...
a. cute cat b. blue bird c. red apple d. wild lion
12. Bambang Pamungkas isplayer
a. Football b. Basketball c. Volleyball d. Badminton
13. Widi sedang menari di sanggar. What it the meaning of “menari” in English?
a. playing b. dancing c. singing d. smiling
14. What is the meaning of “Swimming” in bahasa?
a. Berjoget b. Berlari c. Berenang d. Karate
15. My Father has some.....in the aquarium.
a. Deer b. Fish c. Ducks d. Cats
16. The ... can produce milk.
a. Elephant b. Rabbit c. snake d. Cow
17. The....gives the letter from my grandmother for me.
a. Postman b. fireman c. old farmer d. policeman
18. Roni likes sing a song. Who is he?
a. He is a ballerina dancer c. He is a postman
b. He is afireman d. He is a pop singer
19. What is the meaning of “pemain basket”?
a. volleyball player c. badminton player
b. basketball player d. football player

20. This animal eats grass. It is a sheep. What is the meaning of “sheep” in bahasa?
a. monyet b. domba c. kucing d. ikan
21. We keep this animal in the aquarium. It is a
a. fish b. Horse c. cat d. buffalo
22. Horse eats
a. Meat b. fish c. Flower d. Grass
23. Mr. david is a He has many corns in his farm.
a. policeman b. Corn farmer c. postman d. English teacher
24. Mr. Parman is.... He always control the condition of my school.
a. School guard b. math teacher c. businessman d. fireman
25. I see a snake at the zoo. What is the meaning of “snake”?
a. ular b.jam c. bangku d. ayam
26. Lion doesn't eat grass. it eats meat. What is the meaning of “lion”?
a. singa b.ikan c. daging d. ular
27. The ... has long neck.
a. Camel b. Elephant c. Giraffe d. Horse
28. Who keeps your teeth both clean and white?
a. Librarian b. Dentist c. Doctor d. Soldier
29. He always sends the letter. He is...
a. policewoman b. math teacher c. pop singer d. Postman
30. My father is He has many businesses
a. photographer b. shopkeeper c. businessman d. postman
31. Rudi adalah seorang pelukis. What is the meaning of “pelukis” in English?
a. painter b. tailor c. artist d. singer

32. Rani is a nurse. What is the meaning of “nurse”?
a. dokter b. perawat c. polisi d. supir
33. The ... stands in the crossroad to regulate the traffic
a. Waitress b. Pilot c. Doctor d. Police
34. Vani works in the clinic. She helps the doctor treat the patient. She is a
a. Student b. nurse c. Secretary d. Stewardess
35. The postman put the letter in my...
a. post office b. piggy bank c. letter box d. pencil box
36. Rina likes dancing. She want to be a...
a. ballerina dancer b. fireman c. policewoman d. pop singer
37. Ayahku adalah seorang koki. What is the meaning of “koki” in English?
a. Builder b. Pilot c. Singer d. Chef
38. What is the meaning of “Lawyer” in bahasa?
a. Guru b. Pengacara c. Penyanyi d. Koki
39. If we want to have a haircut, we go to a
a. Butcher b. Doctor c. chef d. Barber
40. Mr. Fandi is a ... , he is teaching English.
a. School guard b. Student c. Teacher d. Librarian
41. Rani plays badminton very well because she has a new...
a. Player b. Friend c. Instructor d. Singer
42. I have a.... It can fly so high.
a. Parrot bird b. grey rabbit c. angora cat d. black dog
43. What is the meaning of “Kodok”?

- a. Hen b. Bird c. Fish d. Frog

44. What is the meaning of “Ilmuwan” in English?

- a. Singer b. Scientist c. Lawyer d. Tailor

45. Roni is my brother. He likes take pictures because he is a...

- a. postman b. doctor c. photographer d. teacher

46. My Hobby is playing badminton, i need.....for playing it.

- a. Ball b. Pan c. basket d. Shuttlecock

47. My father works to send the letter, he is a..

- a. policeman b. fireman c. postman d. businessman

48. My uncle is a...He can jump very high to shoot a ball.

- a. Policewoman b. fireman c. basketball player d. postman

49. My mother is a nurse. She help the doctor in the hospital.

What the meaning of nurse?

- a. Dokter b. Perawat c. Pelukis d. Satpam

50. What is the meaning of “Running” in bahasa?

- a. Menari b. Berenang c. Berlari d. Pergi

Appendix 6

The Answer Key of Pretest Before Validity

- | | |
|-------|-------|
| 1. C | 40. C |
| 2. D | 41. C |
| 3. A | 42. A |
| 4. A | 43. D |
| 5. D | 44. B |
| 6. B | 45. C |
| 7. C | 46. D |
| 8. D | 47. C |
| 9. C | 48. C |
| 10. B | 49. B |
| 11. C | 50. C |
| 12. A | |
| 13. B | |
| 14. C | |
| 15. B | |
| 16. D | |
| 17. A | |
| 18. D | |
| 19. B | |
| 20. B | |
| 21. A | |
| 22. D | |
| 23. B | |
| 24. A | |
| 25. A | |
| 26. A | |
| 27. C | |
| 28. B | |
| 29. D | |
| 30. C | |
| 31. A | |
| 32. B | |
| 33. D | |
| 34. B | |
| 35. C | |
| 36. A | |
| 37. D | |
| 38. B | |
| 39. D | |



58. What is the meaning of “Ilmuwan” in English?
 b. Singer b. Scientist c. Lawyer d. Tailor
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 b. cute cat b. blue bird c. red apple d. wild lion
92. Bambang Pamungkas isplayer
 b. Football b. Basketball c. Volleyball d. Badminton
93. What is the meaning of “monyet” in English?
 b. Dog b. Cat c. Monkey d. Koala
94. My uncle is a police, what the police is....
 a. dokter b. pilot c. guru d. polisi
95. There are many..... in the zoo
 b. animals b. woods c. papers d. ants
96. This animal eats fish. It is a
 b. cat b. monkey c. horse d. duck
97. Randi and Doni swimming the...
 b. Uncle’s garden b. bedroom c. fish aquarium d. swimming pool
98. My brother isplayer. He can dribble a ball.
 a. football b. basketball c. badminton d. volleyball
99. What is the meaning of Butterfly?
 b. Singa b. Laba-laba c. Kupu-kupu d. Kucing
100. What is the meaning of “Gajah” in English?
 b. Giraffe b. Fish c. Snake d. Elephant

Appendix 9

Anates of Pre-Test Validity

REKAP ANALISIS BUTIR

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Rata2= 38.92

Simpang Baku= 7.78

KorelasiXY= 0.80

Reliabilitas Tes= 0.89

Butir Soal= 50

Jumlah Subyek= 37

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	0.00	Sangat Mudah	0.107	-
2	2	80.00	Sedang	0.553	Sangat Signifikan
3	3	10.00	Sangat Mudah	0.231	-
4	4	80.00	Sedang	0.542	Sangat Signifikan
5	5	10.00	Sangat Mudah	0.262	-
6	6	70.00	Mudah	0.581	Sangat Signifikan
7	7	10.00	Sangat Mudah	0.242	-
8	8	70.00	Sedang	0.597	Sangat Signifikan
9	9	20.00	Sangat Mudah	0.326	Signifikan
10	10	80.00	Sangat Mudah	0.571	Sangat Signifikan
11	11	10.00	Sangat Mudah	0.242	-
12	12	10.00	Sangat Mudah	0.150	-
13	13	0.00	Sangat Mudah	0.155	-
14	14	20.00	Sangat Mudah	0.309	Signifikan
15	15	20.00	Sangat Mudah	0.281	Signifikan
16	16	10.00	Sangat Mudah	0.194	-
17	17	10.00	Sangat Mudah	0.231	-
18	18	80.00	Sedang	0.666	Sangat Signifikan
19	19	10.00	Sangat Mudah	0.153	-
20	20	90.00	Sedang	0.752	Sangat Signifikan
21	21	20.00	Sangat Mudah	0.268	-
22	22	60.00	Mudah	0.481	Sangat Signifikan
23	23	10.00	Sangat Mudah	0.194	-
24	24	30.00	Sangat Mudah	0.295	Signifikan
25	25	20.00	Sangat Mudah	0.309	Signifikan

26	26	10.00	Sangat Mudah	0.030	-
27	27	10.00	Sangat Mudah	0.194	-
28	28	30.00	Sangat Mudah	0.371	Sangat Signifikan
29	29	10.00	Sangat Mudah	0.184	-
30	30	10.00	Sangat Mudah	0.153	-
31	31	10.00	Sangat Mudah	0.194	-
32	32	30.00	Sangat Mudah	0.326	Signifikan
33	33	20.00	Sangat Mudah	0.309	Signifikan
34	34	20.00	Mudah	0.282	Signifikan
35	35	40.00	Sangat Mudah	0.460	Sangat Signifikan
36	36	80.00	Sedang	0.669	Sangat Signifikan
37	37	90.00	Sedang	0.730	Sangat Signifikan
38	38	10.00	Sangat Mudah	0.453	Sangat Signifikan
39	39	60.00	Sedang	0.529	Sangat Signifikan
40	40	40.00	Sedang	0.486	Sangat Signifikan
41	41	80.00	Sedang	0.561	Sangat Signifikan
42	42	30.00	Mudah	0.306	Signifikan
43	43	90.00	Sedang	0.713	Sangat Signifikan
44	44	30.00	Sedang	0.369	Sangat Signifikan
45	45	90.00	Sedang	0.677	Sangat Signifikan
46	46	50.00	Sedang	0.370	Sangat Signifikan
47	47	90.00	Sedang	0.677	Sangat Signifikan
48	48	40.00	Sedang	0.280	Signifikan
49	49	90.00	Sedang	0.726	Sangat Signifikan
50	50	40.00	Sedang	0.479	Sangat Signifikan

Appendix 10

Anates of Post-Test Validity

REKAP ANALISIS BUTIR

=====

Rata2= 38.95

Simpang Baku= 7.76

KorelasiXY= 0.78

ReliabilitasTes= 0.88

ButirSoal= 50

JumlahSubyek= 37

Namaberkas: G:\POST TEST ANATES BLM FIX.ANA

Btr Baru	BtrAsli	D.Pembeda(%)	T. Kesukara	Korelasi	Sign. Korelasi
1	1	80.00	Sedang	0.684	Sangat Signifikan
2	2	50.00	Sedang	0.483	Sangat Signifikan
3	3	80.00	Sedang	0.668	Sangat Signifikan
4	4	50.00	Sedang	0.395	Sangat Signifikan
5	5	70.00	Sedang	0.584	Sangat Signifikan
6	6	50.00	Sedang	0.328	Signifikan
7	7	80.00	Sedang	0.712	Sangat Signifikan
8	8	40.00	Sedang	0.372	Sangat Signifikan
9	9	60.00	Sedang	0.533	Sangat Signifikan
10	10	40.00	Sedang	0.469	Sangat Signifikan
11	11	70.00	Sedang	0.559	Sangat Signifikan
12	12	40.00	Mudah	0.331	Signifikan
13	13	90.00	Sedang	0.728	Sangat Signifikan
14	14	20.00	Sangat Mudah	0.435	Sangat Signifikan
15	15	20.00	Sangat Mudah	0.357	Signifikan
16	16	20.00	Mudah	0.284	Signifikan
17	17	40.00	Sangat Mudah	0.428	Sangat Signifikan
18	18	70.00	Sedang	0.665	Sangat Signifikan
19	19	10.00	SangatMudah	0.155	-
20	20	30.00	Sangat Mudah	0.328	Signifikan
21	21	10.00	Sangat Mudah	0.195	-
22	22	30.00	Sangat Mudah	0.373	Sangat Signifikan
23	23	10.00	Sangat Mudah	0.186	-
24	24	10.00	Sangat Mudah	0.155	-

25	25	10.00	Sangat Mudah	0.195	-
26	26	10.00	Sangat Mudah	0.032	-
27	27	20.00	Sangat Mudah	0.270	-
28	28	50.00	Mudah	0.475	Sangat Signifikan
29	29	10.00	Sangat Mudah	0.195	-
30	30	30.00	Sangat Mudah	0.297	Signifikan
31	31	20.00	Sangat Mudah	0.311	Signifikan
32	32	80.00	Sedang	0.750	Sangat Signifikan
33	33	30.00	Sangat Mudah	0.283	Signifikan
34	34	10.00	Sangat Mudah	0.195	-
35	35	20.00	Sangat Mudah	0.233	-
36	36	70.00	Sedang	0.663	Sangat Signifikan
37	37	10.00	Sangat Mudah	0.157	-
38	38	20.00	Sangat Mudah	0.311	Signifikan
39	39	30.00	Sangat Mudah	0.339	Signifikan
40	40	70.00	Sangat Mudah	0.569	Sangat Signifikan
41	41	20.00	Sangat Mudah	0.264	-
42	42	20.00	Sangat Mudah	0.192	-
43	43	10.00	Sangat Mudah	0.201	-
44	44	60.00	Sedang	0.594	Sangat Signifikan
45	45	20.00	Sangat Mudah	0.233	-
46	46	70.00	Sedang	0.538	Sangat Signifikan
47	47	20.00	Sangat Mudah	0.264	-
48	48	70.00	Mudah	0.584	Sangat Signifikan
49	49	10.00	Sangat Mudah	0.108	-
50	50	70.00	Sedang	0.550	Sangat Signifikan