



**THE USE OF MIME GAME TO IMPROVE STUDENT'S SPEAKING
ABILITY AT MADRASAH ALIYAH MUHAMMADIYAH 1 MEDAN**

THESIS

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By:

VIVI ALVIONITA DESIRIA SAGALA

NIM : 34.14.3.046

Advisor I

Advisor II

**Dr. H. Amiruddin MS. MA. MBA Ph.D Dr. Sholihatul Hamidah Dly, S.Ag. M.Hum
NIP.19550828 198603 1 008 NIP. 19750622 200312 2 002**

**DEPARTEMENT OF ENGLISH EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF
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Tarbiyah dan Keguruan UIN
Sumatera Utara
di
Medan

Assalamu 'alaikum Wr. Wb

Dengan Hormat,

Setelah membaca, meneliti, mengoreksi dan mengadakan perbaikan seperlunya terhadap skripsi saudara:

Nama : Vivi Alvionita Desiria Sagala

Nim : 34143046

Jurusan : Pendidikan Bahasa Inggris

**Judul Skripsi : The Use of Mime Game to Improve Students'
Speaking Ability at Madrasah Aliyah Muhammadiyah 1
Medan**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wa 'alaikumsalam Wr.Wb

Advisor I

Advisor II

Dr. H. Amiruddin MS. MA. MBA Ph.D Dr. Sholihatul Hamidah Dly, S.Ag. M.Hum
NIP.19550828 198603 1 008 NIP. 19750622 200312 2 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Vivi Alvionita Desiria Sagala

Nim : 34143046

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Mime Game to Improve Students'
Speaking Ability at Madrasah Aliyah 1 Medan**

Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

Demikian surat ini saya perbuat dengan sebenarnya.

Medan, 06 Juni 2018

Yang membuat

pernyataan

Vivi Alvionita Desiria Sagala

34143046

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ABSTRACT

VIVI ALVIONITA DESIRIA SAGALA. THE USE OF MIME GAME TO IMPROVE STUDENTS' SPEAKING ABILITY AT MADRASAH ALIYAH MUHAMMADIYAH 1 MEDAN.

Thesis, Medan: Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

This research was Classroom Action Research, aimed to improve the students' speaking ability by using mime game as media. The sample of this study was X-1 which consist of 26 students of MADRASAH ALIYAH MUHAMMADIYAH 1 MEDAN. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection. Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. Based on the data analysis, the result of research was indicated that there were improvement on the students' speaking ability at using mime game as media. It was proved by the data; the students' score in pre-test, the lowest score was 55 and the highest one was 78; the students' score in post-test I, the lowest score was 58 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 88. In the pre-test, there were 11.53% (3 of 26 students) who got score ≥ 75 . In the post-test I, there were 38.46% (10 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre- test to post- test I were 26.93%. In the post-test II, there were 76.92% (20 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 38.64%. Based on the data, it was concluded the student at mime game as media in improving speaking ability.

TABLE OF CONTENT

Approval Page	i
Validation Page	ii
Statement Page	iii
Acknowledgement	iv
Abstract.....	vii
Table of Contents	viii
List of Tables	x
List of Appendix.....	xi
Chapter I INTRODUCTION	1
A. Background of the Study	1
B. Statement of the Problem.....	5
C. Research Question	5
D. Purpose of the Study	5
E. The Significances the Study.....	5
F. Limitation of the Problem	6
Chapter II LITERATURE REVIEW	7
A. Review of Literature	7
1. Students' Speaking Ability	7
2. Speaking.....	8
a. Types of Spoken Language.....	9
b. The Aspects of Speaking.....	11
3. Game	14
a. Types of Game	15
4. Mime Game.....	17
a. Defenition of Mime Game	17
b. Procedure of Mime Game	19
c. The Advantages and The Disadvantages of Mime Game	20
B. Conceptual Framework	20
Chapter III RESEARCH METHODOLOGY	22
A. Research Design	22

B. Research Setting and Sample	25
C. Data Collection	27
D. Data Analysis	30
E. Research Procedure	31
F. Trustworthiness	35
Chapter IV FINDING AND DISCUSSION.....	36
A. Findings.....	36
B. Discussion	46
Chapter V CLOSING	48
A. Conclusion	48
B. Suggestion.....	48
Bibliography	50
Appendixes.....	52

LIST OF TABLE

Table	Title	Page
3.1	Population and Sample.....	26
4.1	The Students' Speaking Pre-Test Score	37
4.2	The Students' Speaking Post-Test I Score	39
4.3	The Students' Speaking Post-Test II Score	41
4.4	The Comparison of Students' Scores in Speaking.....	43
4.5	The Percentage of Students' Speaking Ability	44

LIST OF APPENDIX

Appendix	Title	Page
1	Lesson Plan	52
2	Instrument of Evaluation.....	67
3	Key of The Answer	70
4	The Students' Answer	73
5	Observation Sheet	76
6	Interview Sheet.....	78
7	Diary Notes	81
8	Documentation	83

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a process of guidance given by adults to children growing to achieve optimum development so that the child reaches adulthood. Definition of education is not just to be in the know understand sheer but by then trying to run the process based on what is stated in terms of education. We too often see a variety of real events that tarnished the good name of the school may be one reason is because they did not control the value of what is interpreted in the words of education itself.

The objective of teaching English is to enable the students to achieve the four skills of language, namely listening, speaking, reading, and writing. It is expected that after relatively enough time of studying, the students will achieve the ability in listening, speaking, writing, reading English.

Generally, people who learn something new face difficulties, they make some mistakes and errors in using it is natural part for the students in learning a second language. It is a part of process. It is really a problem, but it is not unsolved problem.

A teacher is the most important factor and foremost, because the teacher responsible for the physical and spiritual development of students, especially in schools, to reach maturity learners so that he became a man who knows his duties as a human being. The teacher is a professional educator with a primary task of

educating, teaching, guiding, directing, train, assess, and evaluate students in formal education. The teacher have to using a variety of strategies that fit the circumstances the class he teaches, so the lesson went well and fun . The good teacher will produce a generation of brilliant.

The teachers are required to be more creative in teaching in the classroom, the teacher must be careful in choosing media, methods and strategies suitable to be applied into the learning materials because. With the right strategy can stimulate students 'willingness to learn and spark students' ability to learn the skills that exist in the four subjects especially English speaking.

The strategy is an overall approach with regard to the implementation of the idea, planning, and execution of an activity within a certain time. Inside there is a good strategy team coordination, have themes, identifying the contributing factors in accordance with the principles of the implementation of the idea of a rational, efficient in funding, and have the tactics to achieve goals effectively. The strategy is also an effort to gain success and success in achieving its objectives. In the world of education strategies can be interpreted as a plan, method, or series of activities designed to achieve a particular educational goal.

The reality in schools showed that every student has the potential and advantages which variation, while as teachers often assume all students in some classes had the same ability, resulting in less attention and understand the background of the emotions, encouragement, motivation and ability of individuals and their adjustment subject matter, tasks, so that the strategies needed is to meet and serve the needs of the student. All strategies have drawbacks and

disadvantages of each. There is no best strategy there is only how a teacher is able to see the condition of their students to implement teaching strategies best suited to their students.

Learning requires a lot of energy, because we are in direct contact with the brain. Many students are bored, sleepy and lazy when teaching and learning process. A teacher should be alert in the face of such a situation. Strategies help students develop positive expectations for success. Therefore a teacher should think carefully what strategy is suitable for use in the learning process. Teachers must have extensive knowledge, good conduct, creative, innovative and able to adjust a suitable strategy for the subjects to be taught. With the hope of learning process will run fun , not boring and lessons can be understood by all students.

In this occasion, the author conducted research on their speaking ability. As one of the basic skills of English, speaking has an important role in language learning process. Millions of people around the world today want to improve their command of English. They want to be able to master English at a high accuracy and fluency. In order to supports students' needs in learning English, many different ways of a learning process such as through formal and informal instructions are available.

In speaking activities, there are two reasons why speaking skill is difficult for the students. First, the cause is the students are lack of motivations in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. Whereas, teaching English as a foreign

language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill.

Based on the researcher's observation, in Madrasah Aliyah Muhammadiyah 1 Medan, Mandala by Pass street no. 140 North Sumatra, one of the most important thing that has to be mastered by the students is the ability to speak. There are still many students who are difficult to speak English. There are some problems faced by such students, a lack of understanding of students about the English language, which is less supportive environment students to use the English language, a lack of vocabulary of the students, lack of instructional media and learning strategies that are monotonous.

In this case, the researcher limit the problems on "The Use of Mime Game to Improve Students' Speaking Ability of Tenth Grade of Madrasah Aliyah Muhammadiyah 1 Medan."

B. Statement of the Problem

Based on the above background , the statement of problem in this research is student are not able to speak English.

C. Research Question

Based on the background and restricting of the above problems, the research question of the problem in this study is how does the students' speaking ability improve by using mime game?

D. Purpose of the Study

Based on the problem above the purpose of research taken is to describe whether mime game can improve students' speaking ability of tenth grade students at Madrasah Aliyah Muhammadiyah 1 Medan

E. The Significances of Study

1. The results of this study can contribute knowledge for English teacher to teach speaking to students, especially the use of mime game to improve students' speaking ability
2. This research is expected to provide input so that students always maximize the learning motivation that will be assist in improving students' speaking ability.
3. This research is useful for researcher to find knowledge about the use of mime game to improve students' speaking ability.

F. Limitation of the Problem

Based on the background and the identification of the above problems, the boundary problem in this study are:

1. The media used is mime game.
2. The skill is speaking skill.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

A theoreticals (or conceptual) definition is an abstract concept that defines a term in an academic discipline. Without a falsifiable operational definition, conceptual definitions assume both knowledge and acceptance of the theories that it depends on. A hypothetical construct may serve as a theoretical definition, as can a stipulative definition.

A researcher is based on the existing theories in the field of science. In this way, the theoretical framework is aimed at giving concepts applies in this research. These concepts will lead to a better analysis of the given theories because they help the researcher limits the scope of the problem.

1. Students' Speaking Ability

Ability is the terms of the observable behaviors that are of interest in a particular learning context.¹ Bloom's taxonomy is divided into three large domains; the cognition, the affection, and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge, comprehension, application, analysis, synthetic, and evaluation. Affection is changing of behavior that affects someone lies to do something. There are acceptance, sign, with the acceptance by using their sense and responds. Psychomotor is the skill to do something ready to do it based on physic and emotion, self-control and become a habit.

¹ Glenn Flucher, *Testing Second Language Speaking*, (Oxford: Oxford University Press, 2003), page.18.

In this study, the students' achievement concern in speaking. So the students' speaking achievement is about the accomplishing goals of teaching and learning of speaking especially by effort, skill, courage, etc. that can be observed by seeing the students' performance in using English.

2. Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways.

Speaking is fundamentally an instrumental act.² Speakers talk in order to have some effect on their listeners. Speakers use language to communicate their ideas. Most speaking involves interaction with one or more participants. In interaction, it is not only verbal communication but also paralinguistic elements of speech such as pronunciation (stress, intonation, and pitch), vocabulary, structure, fluency and gesture.

Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers.³ Then, speaking is the informal interchange of thoughts and information by spoken words. It means that speaking is a tool to transfer information other.⁴

Speaking has a tight connection to life and human activities. As a communication tool, common people use speaking skill in their entire life to

² Clark, *Psychology and Language*, (New York: Harcourt Bath, 1997), page. 25.

³Greene,S, *Communicating Naturally in s Second Langage*, (New York: Cambridge University, 1963), page. 91.

⁴Dobson,F, *Communication in The Class*, (New York: Longman, 1983), page. 17.

communicate each other. It is one of four skills which important to be completed when people learning a language beside listening, reading, and writing.

a. Types of Spoken Language

Types of spoken were divided into two parts; monologue and dialogue.⁵

1) Monologues

When one speaker uses spoken language for any length of time, as in speechless, readings, news broadcasts, and the like, the hearer have to process long stretches of speech without interruption.

2) Dialogues

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose was to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors produced conversations with more assumptions, implications, and other meanings hidden between the lines.

From both types of spoken, this study used dialogues. The students played guessing games, they interacted one to another. One person or one team gave the clues and other students guessed, in other words this games need two or more player as speaker.

In speaking, there is a process of communication, which conveys message from a speaker to a listener. A speaker has to encode the message from a speaker to a listener. Then, a speaker has to encode the massage and a listener has to

⁵ Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education Limitation, 2001), page. 269-271.

decode or interpret the message which contains information. Encoding is the process of conveying the message of information to listener while decoding is the process of receiving information given by the speaker.

The process of encoding and decoding exist between speaker and listener that encoding means translating ideas, feelings and intentions into a message of message, while decoding means to talk about the stimuli that have been received and interpreting their meaning, or internal response to message. It means that the speaker and listener need to understand each other.⁶

Allah swt. says:

QS. An Nisa ayat 63

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

*“Those men-Allah knows what is in their hearts; so keep clear of them,
But amonish them. And speak to them a word to reach their very souls”.⁷*

QS. Al Ahzab ayat 32

يٰۤاَيُّهَا النَّبِيُّ لَسْتُنَّ كَآحِدٍ مِّنَ النِّسَاءِ ؕ اِنَّ اَتَّقِيْنَ فَلَا تَخْضَعْنَ بِالْقَوْلِ فَيَطْمَعَ الَّذِي فِي قَلْبِهٖ

مَرَضٌ وَقُلْنَ قَوْلًا مَّعْرُوفًا ﴿٣٢﴾

⁶Johnson, *The Process of Enconding and Decoding Exiat between Speaking and Listening*, (London: Longman, 1982), page. 128.

⁷ Abdullah Yusuf Ali, *The meaning of The Holy Qur'an*, (USA: Amana Publications, 2004), page.204.

*"Consorts of the Prophet, you are not like any (other) of the women, if you do fear (Allah), Be not too complaisant of speech, lest one. In whose heart is a disease should be moved with desire: but speak you a speech (that is) just"*⁸

So in this case we as human beings should have a good talk to anyone. States that understanding of the spoken language cannot simply be left to take care of itself, while a higher proportion of class time is needed to develop the ability of the students to speak. It means that in developing students speaking ability.⁹

b. The Aspects of Speaking

There are some aspects of speaking ability that the students should consider in speaking and in order to measure the speaking ability there are some elements that should have got attention: *accent, grammar, vocabulary, fluency, and comprehension*.¹⁰

1. Accent

The lowest level of knowledge a speaker draws on is that of pronunciation. Normally, the way people pronounce individual words, and the sounds that they are composed of, is not something that involves conscious choices. Words are stored along with their pronunciation and don't need to be reconstituted from scratch each time they are used. Pronunciation still obviously influence by L1 though clearly intelligible. In this case, the students which are able to pronounce correctly will be marked has a 'foreign accent'. Here we understand that to see the accent of a speaker is the same as to see his pronunciation.

⁸Ibid, page. 1066.

⁹Byre, D, *English Teaching Perspective*, (London: Longman, 1976), page. 10.

¹⁰Richard Jhonstone, *Communicative Interaction: a guide for language teachers*, (London: Center for Information on Language Teaching and Research, 1989.).

One area of pronunciation, however, where significant choices are available to speakers is in intonation. Intonation serves both to separate the stream of speech into blocks of information (called tone units) and to mark information within these units as being significant.

2. Grammar

Grammar is the system of a language. Since spontaneous speech is produced in clause-length rather than sentence length ones, a sentences grammar will be of limited usefulness for speaking. It is sentence grammar, however, that has always been the main focus of language teaching. Learners are taught to manipulate relatively lengthy and complex constructions that are more typical of written than off spoken language.

Most of foreign learners are afraid to speak up whenever they do not know about the grammar. They think that English grammar is very complicated, especially for those whose their structure language is very simple, like Indonesia which it does not have verb changing or tenses.

3. Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention.¹¹ Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.¹² A spoken word is a sound or sequence of sounds, which communicate an idea to mind of another person. In order to communicate those 'ideas' precisely, a speaker should express them with precise words rather than general words.

¹¹ Harmer, op.cit, page. 4.

¹² Thornbury, *How to Teach Vocabulary 5th Edition*, (Essex: Pearson Education Limited, 2002), page.13.

Since words communicate ideas, precise words communicate idea precisely. It means that the larger one's vocabulary, the less risk of misunderstanding. For example:

I'm sorry for I have to be leaving you this time.

I can't go with you for I've already have another appointment.

The word for actually has several meanings but since he only knew that it means untuk, he can not understand the sentences while in this case, for means karena.

4. Fluency

A fluent listener is able to make meanings from a flow of continuous sound even when this is partly above the threshold of comprehension. A fluent speaker can keep going, both when interact with other speakers and when monologue. Fillmore looks at fluency as the ability to fill time of talking most productive. He will pronounce words needed for communication purpose. The speed of rendering is distinctive. When the speaker wastes time or delaying his speech, he is said to be unproductive. Thus, one's fluency can be measured in the efficiency of time. So, the definition of fluency is derived as 'the ability of an individual to speak without undue hesitation.

5. Comprehension

Comprehension is the act or the fact of grasping the meaning, nature, or importance of something.¹³ It also the act of understanding ; understanding means the recognition of a general rule or principle or pattern.

¹³<https://www.ahdictionary.com/word/search.html?q=Comprehension&submit.x=38&submit.y=26>, in 05/03/2018 at 10:38 a.m

This is more likely if there are several instances of the item that is being targeted for learning, so that the pattern or rule can be more easily perceived. It means that what the listener hears and understands from a speaker is to show his comprehension. In other way , the listener takes in the sounds uttered by a speaker and uses them to construct interpretation of what they think the speaker intended to convey. As a conclusions, comprehension is the ability to listen, to understand and to speak intended.

3. Game

Nowdays, game has been developed especially in teaching learning process. Game is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others.¹⁴ Competition against others is not an essential ingredient of games, but challenge often is. In selection and describing our games we have tried to minimize challenge, where everyone feels inspired t ‘have a go’ and do their best. Competition may be stimulating for some, but it can also be destructive, making players anxious, with loser categorizing themselves as ‘no good’ and the winners categorizing themselves as ‘very good’. Neither of these things may be true, and neither helps learning.

Games is used to encourage learners to explore the target language. Using game in teaching also has some functions as it is called as “serious fun.”¹⁵ By doing game in classroom the teacher asked students to learn and at the same time also enjoy themselves.

¹⁴ Wrigth, A, Batteridge, D. And Buckby, M, *Games for Language Learning Third Edition*, (Cambridge: Cambridge University Press, 2006), page.1.

¹⁵ Halfield, Jill, *Beginner’s Communication Games*, (New York: Longman, 1999), page. 8.

Game is an important part of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in language learning process their purpose is to reinforce what has already been taught. In the course of a game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing games that they do not realize they are practicing language.

a. Types of Game

The games make use of a variety of techniques, variety being important in language teaching. There are some types of games:

1. Information gap games

In information gap games, Player 1 has access to some information not held by Player 2. Player 2 must acquire this information to complete a task successfully. This type of game may be one-sided or reciprocal, where both players have information which they must pool to solve a common problem. The games may be played in pairs or small groups, where all members of group have some information.

2. Mime Game

Mime games are familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be. The most popular guessing game is mime game.

3. Search games

Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a

chart or picture or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

4. Matching games

Matching games are based on a different principle, but also involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding cards or picture, or a pairwork or small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle.

5. Labelling games

Labeling games involve matching labels to items in a picture.

6. Exchanging games

Exchanging games are based on the 'barter' principle. Players have certain articles, cards or ideas which they wish to exchange which is satisfactory to both sides.

7. Exchanging and collecting games

Exchanging and collecting games are an extension of this. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging articles or cards at random, or as a card game on the „rammy“ principle.

8. Board games and card games

Board games and card games are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get

rid of the cards first, or to build up a story. The cards and squares on the board are used as stimuli to provoke a communication exchange.¹⁶

All the above activities may include elements of role-play or of simulation. In role play games, players are given the name and some characteristics of a fictional character. These are not role plays in the true sense, as the role-play element is always subordinate to the use of language. The outcome of a game is 'closed', once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways.

Based on all explanations above, there are eight types of game. There are information gap games, guessing games, search games, matching games, labelling games, exchanging games, exchanging and collecting games, and the last board games and card games. All activities may include of role-play or simulation.

4. Mime Game

a. Defenition of Mime Game

Mime game is using bodies to convey the meaning of an action or an expression which the others have to guess. Mime uses the creative instrument everyone has our body, we all can use our bodies to express our ideas and feelings, including those of us who don't speak English well, or who have trouble reading.¹⁷

¹⁶Halfield, Jill, loc. cit.

¹⁷Lambdin,Jef, Study Guide for a Mime Residency, Accessed on <http://www.teachingandlearningenglish.com.>, on 19th February 2018 at 11.44 WIB.

Definition of mime as the technique of telling something using only expression and gesture and no words.¹⁸ Mime game is the most appropriate guessing game that applied in classroom. The procedure in mime game is where one children come in front of the class then the teacher give his a secret word, phrase or sentence.¹⁹ After that, he has to mime it and his group or the whole class should guess what he really means.

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

The communication process occurs when the students acted in playing mime game. There are two forms of communication, verbal communication and non-verbal communication. Verbal communication is when learners interact by using the words which means they speak, read and write anything to interact each other.

¹⁸Hornby, AS, Oxford Advanced Learners' Dictionary, (Oxford: Oxford University Press, 1995), page.739.

¹⁹ Annisa Nurul Fadillah, *The Use of Mime Game to Improving Students' Vocabulary at the 7th Grade of SMPN 36 Bandung*, (Bandung: Unpublised S1 Thesis, 2013), page. 22.

Whereas non-verbal communication is when learners interact by using body language such as the expression of face, body movement and hand gestures. It means the student just have to pay attention or listen to their friend. In playing mime game, students have to communicate by non-verbal communication.

Based on all definitions above mime game is the most appropriate guessing game that applied in classroom as the technique of telling something by using bodies to convey the meaning of an action or an expression which the others have to guess.

b. Procedure of Mime game

Mime game can define as express something using gesture or body language, facial expression and action without speaking to communicate. There are many variations of mime games. One way of playing mime game goes like below:

1. Divide the students into several teams.
2. Every teams should have a leader to show the characteristics of the word or phrase
3. The leader only giving one clue about the word or phrase. For example, the word about animal or thing.
4. The leader have to show the charactristics of the word by his or her gesture or body language without words.
5. Member of group have to discuss and guess what the leaders' show about the characteristic from the word.
6. When the leader have finished to show about the word, member of the group try to guess what it was.

c. The Advantages and Disadvantages of Mime Game

There are some advantages and disadvantages of mime game. The advantages are mime game can invite the students to be active in teaching and learning in the classroom without any pressures. This technique can make a good atmosphere in the classroom. The situation in this class is fun and effective, this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson.

The disadvantages of mime game is the teacher has a problem in managing the class. Playing this game sometimes resulted noisiness that can make the students out of control and disturb other classes, but the noisiness can be reduced by managing the class well.

B. Conceptual Framework

Teaching is an activity which is done as formal or non-formal by the teachers. Therefore, the strategy of teaching will influence the students' achievement in learning process, especially in speaking skill. Students should able to speak English fluently as one of components language procedure skill.

Teacher's teaching method plays an important role in teaching learning process, because the outcome of learning itself is much influenced by the teacher learning method.

Based on the literature review, there are four language skills; listening, speaking, reading and writing. Speaking is commonly making someone understands, also speaking is the second skills that need to comprehend by the people chronologically in their life. Speaking is one of the languages that should

be achieved by the learners of English, because speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well, in this case the students' motivation and interest are very needed to make the process of their understanding more easily.

Speaking is one of two productive skills employs people in communicating daily. As a human, we learn how to speak at least one language. Speaking achievement is a goal in which we can fully able to speak effectively through social interactions because the main aim of speaking is communication.

Based on the theories explained previously and the background of the research, a conceptual framework is constructed on the description of the difficulties of speaking in English for the students. This conceptual framework is aimed at focusing this research on the problem concerned.

Mime game can help students to improve their speaking skill and achievement. The issue had been supported from its goal. Mime game can make the students develop their words or sentence when they have to guess and to be enjoy and fun to learning in writing. In addition, students' creative thinking is not fully limited in sentences pattern . Mime game in speaking can develop their ideas and thoughts and eventually deliver their messages through their saying orally. From the explanation above, the teacher uses mime game to teach speaking. It can be assumed that mime game is effective technique to teach speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research use Classroom Action Research. The expert defines about Classroom Action Research, Action Research is basically way of reflecting on your teaching (or teacher training, or management of an English department, or whatever you doing ELT). It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice will be.²⁰

Classroom Action Research is a variety of contextual learning class research conducted by teachers to solve problems faced by the teacher learning, improving quality and learning outcomes and try things - new things in order to improve the quality of teaching and learning outcomes.

Classroom Action Research has its own characteristics that differentiate with di kelas other research, among other things, namely: the issues raised is the problem faced by teachers in the classroom and their action (action) to correct certain teaching and learning process in the classroom.²¹

²⁰ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Rajagrafindo Persada, 2014), page. 4.

²¹ Suharsini Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), page. 109.

From the explanation above the researcher make a conclusion that strategy of teaching is depend on reflection done by the researcher. It is done by systematically to collecting data and then practice and analyze everyday.

In this research the researcher used participants Classroom Action Research (CAR), one study participant said as CAR is when the person who will carry out the study presented should be directly involved in the research process from the beginning until the results of research in the form of a report. Thus, since research planing researchers always involved, researchers subsequently monitor, criticize, and collect data, and then analyze the data and report the results ended with the research.

(CAR participation can also be done at the school. Only, here researchers are required involvement directly and continuously from the beginning until the end of the study).²²

In this research the research use Model Kemmis dan McTaggar. Model Kemmis and McTaggar is development of the model introduced by Kurt Lewin. Kemmis and McTaggart has four main components namely: planning, action, observing, and reflecting.²³

Here are the explanations about four phases:

1. Planning phase

A planning phase is done after identifying and diagnosing students' speaking problem occur in the class proven by observing and interviewing;

²² [Http://akhmadsudrajat.wordpress.com/2008/03/21/ Penelitian- tindakan kelas- part ii](http://akhmadsudrajat.wordpress.com/2008/03/21/Penelitian-tindakan-kelas-part-ii), in 05/3/2018 at 11:14 a.m

²³ [Http.staff.uny.ac.id/sites/default/files/tmp/1.PMM Makalah MAN & UNY. Pdf](http://staff.uny.ac.id/sites/default/files/tmp/1.PMM%20Makalah%20MAN%20&%20UNY.Pdf). in 05/3/2018 at 16: 00 pm

furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning was formed into lesson planning based on the current used syllabus. The lesson plan was prepared to be implemented in tenth grade students of Madrasah Aliyah Muhammadiyah 1 Medan. It mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

2. Acting Phase

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others.²⁴

In this phase, it begins the process of going more deeply into the issue being researched, it takes two weeks within two cycles in which each cycle consists of two meetings in action. The acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.²⁵

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward

²⁴ Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), page. 39.

²⁵ Suharsini Arikunto, op. cit, page. 21-23.

implementation of the action using field note or unstructured observation sheet. The researcher observes the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It was about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post- test.

4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before, it is done based on data that have been collected to hold evaluation for completing the net cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

B. Research Setting and Sample

a. Research Place

Class Action Research conducted in Madrasah Aliyah Muhammadiyah 1 Medan, particularly the students of class X Madrasah Aliyah Muhammadiyah 1 Medan.

b. Time Research

When the study is the time it takes researchers in implementing CAR (Class Action Research). The research was conducted in the second semester, the school year 2017/2018

There are some considerations why the writer chosen this school as the location of the research, such as:

1. The school was easy to reach for the purpose of the data collection
2. The school has a strategic place
3. The school welcomed the research that aimed to improve the teaching learning quality.

c. Sample of Research

Table 3.1.
Population and Sample

Class	Student
X-1	26
X-2	27
Total	53

The subject of the study is all students of the tenth grades of Madrasah Muhammadiyah 01 Medan in the school year of 2017/2018. The number of the students consists of 2 classes, that are X-1 which consists of 26 students, and X-2 which consists of 27 students. So, the number of subject is 53 students.

The subject of this research is the second semester students of the tenth grades (X-1) of 2017/2018 in academic year. In the class, there are 26 students. For the male, there are 14 students and the female is 12 students. The English teacher in the class is Mrs. Arini, S.Pd.

C. Data Collection

A researcher used many kinds of data collection like questioner, interview, or test. It was noted, that all methods of data collection should be objective. The kinds of data that use in classroom action research are quantitative data and qualitative data.

1. Quantitative Data

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writer used the category that evaluates four criterions. Each criretion was scored 25 point. So, for all criterions students would get 100. Every aspect of speaking was arranged from 0-25. These categories are pronunciation, fluently, accuracy, and vocabulary. All of the categories could be seen as followed :

1. Vocabulary (25)

- | | |
|--------------|--|
| a. Unsatisfy | :Very limited vocabulary : make
comprehension quite difficult (1-6). |
| b. Fair | : Frequent uses wrong words speech limited
to simple vocabulary (7-12) |
| c. Good | : Sometimes uses inappropriate terms about
language because of inadequate vocabulary
(13-18) |
| d. Very good | : Rarely has trouble (19-25) |

2. Accuracy (25)

- a. Unsatisfy : Usage definitely unsatisfactory, frequently needs to rephrase construction or restricts him self to basic structure (1-6)
- b. Fair : Error of basic structure, meaning occasionally obscured by grammatical error (7-12)
- c. Good : Occasional grammatical error which do not obscure meaning (13-18)
- d. Very good : Understandable (19-25)

3. Pronunciation (25)

- a. Unsatisfy : Hard to understand because of sound, accent, pitch difficulties, incomprehensible (1-6)
- b. Fair : Error of basic pronunciation (7-12)
- c. Good : Few Noticeable errors (13-18)
- e. Very good : Understandable (19-25)

4. Fluently (25)

- a. Unsatisfy : Speed of speech and length of utterance are so far below normal, long pauses, utterances left (1-6)

- b. Fair : Some definite stumbling, but manage to rephrase and continue (7-12)
- c. Good : Speech is generally natural (13-18)
- d. Very good : Understandable (19-25)

2. The Qualitative Data

1. Observation

In this case, the researcher used the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the use of mime game.

2. Interview

The researcher asked the teacher to know students' difficulties in speaking English.

3. Documentation

The researcher took picture of student's activities during teaching and learning process in the classroom.

4. Diary note

The researcher made diary note of students. The researcher wrote note to describe all activity of students during learning and teaching process.

D. Data Analysis

In this study, the technique of data analysis was applied in :

1). Quantitative data

Quantitative data was used to analyze the score of the students speaking skills, while the qualitative data was used to describe the situation during teaching and learning process. By applying this data, it was assumed to get the satisfying result of the improving speaking skills through mime game.

2). Qualitative data

Qualitative data was analyzed from the observation sheet, diary notes, and documentation. These was used to describe the improvement of students' speaking skills. Meanwhile, quantitative data was be used to collect and to analyze by computing the score of the test, it also was be used to see the improvement of students' speaking skills.

The improvement of students' score in speaking ability also could be seen from the mean of the students' score during the research. I applied the following formula:

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

Where :

\bar{x} = The mean of the students

$\sum x$ = The total score

n = The number of students

Next the number of student will calculate by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which:

P = The percentage of students who get point 75

R = The number of students who get point up 75

T = The total of number students who do the test

E. Research Procedure

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycle. They are cycle I and cycle II. The researcher will collaborate with the speaking lecturer who teaches in class X-1.

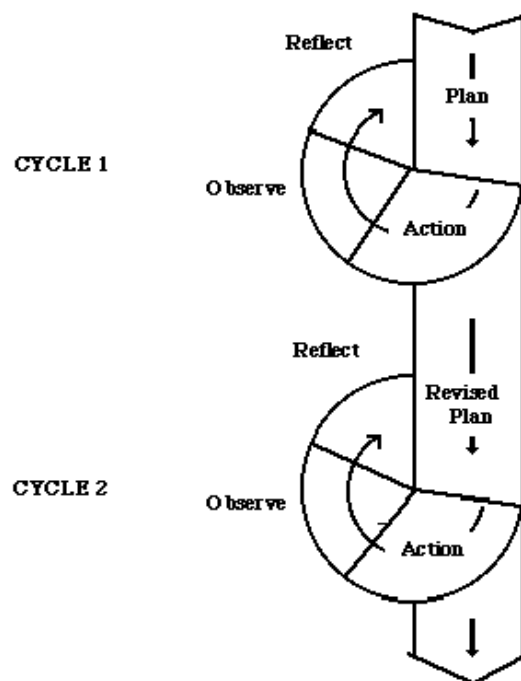


Figure. Action Research Cycle

1. Pre-cycle

In pre-cycle, the researcher intended to know the initial condition of students. the researcher observes students' activity in the class. Based on the observation, the researcher known the problem that is happened to the students and their difficulties in speaking.

2. Cyle 1

The teacher used mime game in teaching. The procedure as follows:

a. Planning

Planning is the arrangement for doing something considered in advanced. The planning have to be flexible because it depend on circumsatnces and the curriculum. After the problem have been known, the researcher as the teacher and the other teacher work together to plan everything needed in order to solve the students' problem. So the researcher prepared everything related to her teaching and learning process.

1. Arranging lesson plan;
2. Preparing the media related to the material;
3. Preparing teaching material;
4. Preparing observation;
5. Making the test material.

b. Action

Action is the process of doing something. It is the implementation of planning. The researcher is flexible and ready to situation changing in the

school. Thus, the action is dynamic, needed immediately decision for what will be done and completed simple evaluation.

1. Teacher explained the material;
2. Teacher introduced mime game to the students;
3. Teacher asked students to make group and conduct mime game based on topic given.

c. Observation

The observation is done to check:

1. The students' activity in classroom;
2. The students' response during the teaching and learning process;
3. The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action. Teacher and researcher discussed and made evaluation to determine the next cycle.

3. Cycle 2

a. Planning

In order to to get better improvement and to get better improvement and to solve problems that find in the first cycle, so the cycle 2 is conducted. It is also done in three meetings with the same steps.

1. Identified the problem and make the solution for the problem;
2. Arranging lesson plan;
3. Preparing the media related to the material;
4. Preparing teaching material;
5. Preparing observation;

6. Made the test material.

b. Action

After revising, the teacher began to teach speaking by giving information to the students and gave chance to the students to ask some questions which they don't understand.

1. Teacher explained the material;
2. Teacher introduced mime game to the students;
3. Teacher asked students to make group and conduct mime game based on topic given.

c. Observation

The observation is done to check:

1. The students' activity in classroom;
2. The students' responded during the teaching and learning process;
3. The students' speaking skill improvement.

d. Reflection

This step is analyzing the whole action that have done. Base on the data, teacher and researcher discussed and made evalution. The researcher analyzed the result of all tests andcompares the whole result of the students' achievement. As a result, researcher made conclusion in conducting classroom action research.

F. Trustworthiness

Trustworthiness consist of: (1). Credibility; in preferences to internal validity, (2). Transferability; in preference to external validity/generalisibility, (3). Dependability; in preference to realibility, (4). Confirmability; in preference to objectivity. In this research the researcher used credibility to establish the truthworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher used source triangulation.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this research the analyzed data were taken from two kinds of data. They were quantitative and qualitative data which had been gathered within two cycles. Each cycle consisted of two meetings. So, totally there were six meetings in this research. The data were taken only from one class. The class was grade X-1 class which consisted of 26 students.

In the first meeting, the research was intended to identify the students' ability in telling their experience in front of the class. In the second and the third meeting, the teacher taught the students about some expression and the way to tell their experience in past tense using mime game. In the end of the third meeting, teachers tested them to tell their experience in past tense in front of the class while the teacher measured the student speaking ability.

For the second cycle, the writer gave new material about describing something in the first and second meetings. The teacher did the review about word choice which was not appropriate and errors in grammar done by the student and discussed with the students. Teacher asked them to sit in group, gave the assignment and guided the students to apply mime game. After that teacher measured the students' speaking ability. The process of action, observation, and reflection were done while the students studying.

1. The Quantitative Data

The quantitative data were taken from the test result which was carried out in two cycles. It was given to the students in the first and the third meetings in

the cycle 1 and the sixth meeting in the cycle II. The mean score of the first evaluation is 66,46, the second evaluation is 71,27, and the third evaluation is 77,07. The score is significantly improved in each evaluation.

The quantitative data were taken from the speaking test given three times; Pre-Test (Cyle I), Post-Test I (Cycle I), and Pos-Test II (Cycle II). The written test used to evaluate students' achievement. the mean of students' score showed the improvement continuously pre-test until post-test II in Cycle II. To know the mean of students' scores could be seen in the following formula:

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

a) The Analysis of Pre-Test

There were many students which are unsuccessful in pre-test, the score students can be seen as follow:

Table 4.1
The Students' Speaking Pre-Test Score

No	Students' Initial Name	Score	Note
1	AA	55	Unsuccessful
2	AH	60	Unsuccessful
3	DW	62	Unsuccessful
4	FA	65	Unsuccessful
5	FS	70	Unsuccessful
6	FN	60	Unsuccessful
7	HMR	78	Successful

8	IN	70	Unsuccessful
9	IT	55	Unsuccessful
10	IK	55	Unsuccessful
11	KH	70	Unsuccessful
12	MG	72	Unsuccessful
13	MJ	70	Unsuccessful
14	MS	68	Unsuccessful
15	NM	70	Unsuccessful
16	PD	72	Unsuccessful
17	RH	76	Successful
18	RA	75	Successful
19	RP	55	Unsuccessful
20	SR	65	Unsuccessful
21	SA	65	Unsuccessful
22	SH	60	Unsuccessful
23	SA	70	Unsuccessful
24	SN	70	Unsuccessful
25	TS	65	Unsuccessful
26	WM	70	Unsuccessful
Total		1.728	
Mean		66.46	

In the pre-test, the total of students' score was 1.728 and total of students who took the test was 26. So, mean of the students' score was:

$$\bar{X} = \frac{1728}{26}$$

$$= 66.46$$

b) The Analysis of Post-Test I in Cycle I

There were some students which are unsuccessful in post-test I. The researcher made the action by using mime game and conducted evaluation test II (post-test I), the score of students can be seen as follows:

Table 4.2

The Students' Speaking Post-Test I Score

No	Students' Initial Name	Score	Note
1	AA	65	Unsuccessful
2	AH	65	Unsuccessful
3	DW	70	Unsuccessful
4	FA	68	Unsuccessful
5	FS	70	Unsuccessful
6	FN	65	Unsuccessful
7	HMR	80	Successful
8	IN	79	Successful
9	IT	58	Unsuccessful
10	IK	60	Unsuccessful
11	KH	72	Unsuccessful
12	MG	77	Successful
13	MJ	72	Unsuccessful

14	MS	75	Successful
15	NM	78	Successful
16	PD	80	Successful
17	RH	80	Successful
18	RA	78	Successful
19	RP	58	Unsuccessful
20	SR	68	Unsuccessful
21	SA	78	Successful
22	SH	65	Unsuccessful
23	SA	78	Successful
24	SN	72	Unsuccessful
25	TS	70	Unsuccessful
26	WM	72	Unsuccessful
Total		1.853	
Mean		71.27	

In the post-test I in Cycle I, the total of students' score was 1853 and the total of students who took the test was 26. So, mean of the students' score was:

$$\bar{X} = \frac{1853}{26}$$

$$= 71.27$$

c) The Analysis of Post-Test II in Cycle II

There were few students which are unsuccessful in post-test II. The researcher made the action by using mime game and conducted evaluation test III (post-test II), the score of students can be seen as follows:

Table 4.3

The Students' Speaking Post-Test II Score

No	Students' Initial Name	Score	Note
1	AA	75	Successful
2	AH	68	Unsuccessful
3	DW	75	Successful
4	FA	74	Unsuccessful
5	FS	75	Successful
6	FN	75	Successful
7	HMR	88	Successful
8	IN	82	Successful
9	IT	72	Unsuccessful
10	IK	70	Unsuccessful
11	KH	80	Successful
12	MG	80	Successful
13	MJ	75	Successful
14	MS	78	Successful
15	NM	84	Successful
16	PD	83	Successful

17	RH	85	Successful
18	RA	82	Successful
19	RP	65	Unsuccessful
20	SR	75	Successful
21	SA	80	Successful
22	SH	70	Unsuccessful
23	SA	83	Successful
24	SN	80	Successful
25	TS	78	Successful
26	WM	75	Successful
Total		2.004	
Mean		77.07	

In the post-test II in Cycle II, the total of students' score was 2004 and the total of students who took the test was 26. So, mean of the students' score was:

$$\bar{X} = \frac{2004}{26}$$

$$= 77,07$$

There was improvement of students' scores in speaking by using mime game. It also can be seen from the mean of students' scores in pre-test, post-test I and post-test II. The mean of post-test II was te highest than the other tests.

The students' scores in these three tests were varied. In the pre- test, the lowest score was 55 and the highest one was 78. In the post-test I, the lowest

score was 58 and the highest one was 80. In the post-test II, the lowest score was 65 and the highest one was 88. The comparison of students' scores can be seen in the following table:

Table 4.4
The Comparison of Students' Scores in Speaking

	Pre- test	Post- test I	Post- test II
Lowest Score	55	58	65
Highest Score	78	80	88
\bar{X}	66.46	71.72	77.07
N	26	26	26

The indicator of students' ability at speaking was if the students have got score ≥ 75 . The students are competent and passed the test if the students got score ≥ 75 . To categorize the total of students who passed the test was calculated as follow:

$$P = \frac{f}{N} \times 100 \%$$

The percentage of students who passed the pre- test was:

$$\begin{aligned}
 P &= \frac{3}{26} \times 100 \% \\
 &= 11.53\%
 \end{aligned}$$

The percentage of students who passed the post- test I was :

$$\begin{aligned}
 P &= \frac{10}{26} \times 100 \% \\
 &= 38.46 \%
 \end{aligned}$$

The percentage of students who passed the post- test II was:

$$P = \frac{20}{26} \times 100\%$$

$$= 76.92 \%$$

Table 4.5

The Percentage of Students' Speaking Ability by Using Mime Game

Test	Total of Students Who Got Score ≥ 75	Percentage
Pre-test	3	11.53%
Post-test I	10	38.46%
Post-test II	20	76.92%

Based on the table above the result showed the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were 3 of 26 students who got score ≥ 75 (11.53%). In the post-test I, there were 10 of 26 students who got score ≥ 75 (38.46%). In the post-test II, there were 20 of 26 students who got score ≥ 75 (76.92%).

2. The Qualitative Data

a. Observation Sheet

Observation sheet was used to observe all the condition that happened during the teaching and learning process. It was filed by the English teacher as the observer. It was focused on the situation of teaching learning process in which mime game was applied; students' activities and behavior; students' speaking ability, and the interaction between teacher and students. From the result of

observation that conducted, it can be concluded that teaching learning process run well and mime game created a good learning environment so students could be active and enjoy the class. The situation of teaching learning process was comfort, lively and enjoyable. (The observation sheet can be seen in Appendix)

b. Interview

There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cyle. The writer interviewed the English teacher.

The researcher had interviewed that english teacher at the first meeting and the last meeting. The result showed that the teacher seldom put the students in group when teaching speaking. The teacher start explain using the board and asked them to work individually to make dialogue and read it in front of the class. This condition made students could not cooperate with other students. In the last meeting interview showed that the teacher was very satisfy with the improvement of the students' score in speaking. The teacher admitted that mime game improve the students' motivation to speak. Finally, she decided that she will use mime game in class to teach speaking. (The interview transcript can be seen in Appendix).

c. Diary note

Diary note was written by the researcher during conducting the researcher each meetings. The diary note indicated that in Cycle 1 the students were interested but the situation of classroom was still crowded. In Cycle II, the students were more interested and more seriously to learn. (The diary not can be see in Appendix).

d. Documentation

The documentation included lesson plan, students' work transcript and photo. The documentation indicated that the students were serious to learn. (The documentation can be see in Appendix).

B. Discussion

Speaking is foreign language is difficult for students. It is proven by from the low scores at the beginning of research.

Based on the quantitative data, the result of research was indicated that there were improvement on the students' speaking ability using mime game as media. It was proved by the data; the students' score in pre-test, the lowest score was 55 and the highest one was 78; the students' score in post-test I, the lowest score was 58 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 88. In the pre-test, there were 11.53% (3 of 26 students) who got score ≥ 75 . In the post-test I, there were 38.46% (10 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 26.93%. In the post-test II, there were 76.92% (20 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 38.46 %.

Based on the qualitative data from interview, observation, diary note and documentation also showed the students' improvement in using mime game. All of these data was indicated the students gave a good attitude and response during teaching learning process. The students were also more interested to mime game.

In this research, the students' score improved and the students were more serious to learn. The students' attitude changed after the researcher implemented mime game. Mime game shown a simple concept of making students can be speak to another people step by step. The students were more interested in mime game and the students also were active to ask and to give their opinion. Most of students were able to improve their score. As the result above, mime game can improve the students' ability at speaking.with good and true.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. It was proved by the data; the students' score in pre-test, the lowest score was 55 and the highest one was 78; the students' score in post-test I, the lowest score was 58 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 88. In the pre-test, there were 11.53% (3 of 26 students) who got score ≥ 75 . In the post-test I, there were 38.46% (10 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 26.93%. In the post-test II, there were 76.92% (20 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 38.46%. Based on the data, it was concluded the students' speaking ability can improve by using mime game.

B. Sugestion

The finding of the research is expected to be useful for the teacher, the students, the institution and another researchers.

1. For the teacher, it is expected to improve their professionalism in teaching English especially teaching using mime game. Besides, as a

suggestion for the teacher to attract students' interest in learning English by using suitable media.

2. For the students, it is expected to improve the students' speaking ability and interest in learning English.
3. For the situation, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.
4. For other researchers, as information about the contribution of using mime game to improve speaking ability for senior high school students and as reference for studying in the same topic.

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APPENDIX I

LESSON PLAN

(CYCLE I)

Nama Sekolah	: Madrasah Aliyah Muhammadiyah 1 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ 2
Alokasi Waktu	: 2 x 45 menit
Aspek/ Skill	: Berbicara (Speaking)
Topik Pembelajaran	: Sharing Your Experience / Past Tense
Pertemuan Ke	: 1-2

A. Standar Kompetensi

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan atau monolog pendek.

B. Kompetensi Dasar

Mengungkapkan berbagai makna interpersonal/ideasonal dalam wacana interaksional dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Menjelaskan sesuatu secara lisan dengan tepat dan akurat. ▪ Mempresentasikan teks monolog lisan berbentuk past time 	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</p>

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Membuat kalimat dari hal-hal yang mereka lakukan di masa lampau dalam simple past tense.
- Mengidentifikasi kalimat yang berbentuk simple past tense.

Karakter siswa yang diharapkan :

- Dapat dipercaya (*Trustworthines*)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)

E. Materi Pokok

We use Simple Past tense:

- a. to talk about the things that happened at a certain time in the past:
 - This morning the weather was nice, so I decided to walk to school
 - Finally, the day of the try-out arrived. I was so scared that I almost didn't go.
- b. to talk about the general past and about regular actions:
 - I thought I would never succeed, but I kept practicing.
 - Once again, as usual, nothing went right for me

The form:

Type	Form	Example
Statement (Positive)	Subject + Verb 2	I stopped She won
Negative	Subject + did not + Verb 1	I didn't stop She did not win
Question (Interogative)	Did + subject + Verb 1	Did you stop? Did she win?

F. Metode Pembelajaran/Teknik:

Mime game/ Discussion Technique

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Bertanya jawab tentang materi past tense. ▪ Membahas ciri-ciri leksikogramatika. ▪ Menceritakan pengalaman kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru. ▪ Bertanya jawab tentang materi past tense. ▪ Membahas ciri-ciri leksikogramatika. ▪ Membacakan cerita kepada kelompok (monolog). 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan materi past tense di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Memberikan motivasi kepada siswa tentang pentingnya memahami

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa dengan memberikan pertanyaan kepada siswa:

Did you study at home tonight?

Did you clean your bedroom this morning?

- Mendiskusikan materi bersama siswa mengenai past tense.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk past tense.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk past.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi past tense

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi past tense.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai past tense.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Developing English Competencies for Grade X Senior High School (SMA/MA)
- Kamus
- Tape Recorder

I. Penilaian

- Teknik : Tugas individu
- Bentuk Instrumen : Tes lisan.
- Contoh Instrumen :
 1. Each of students make one sentences in simple past tense.
 2. Share to your friend about your experience in the past time.

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Vocabulary			
2	Accuracy			
3	Pronouncation			
4	Fluently			
	Total			
	Total Score			

Mengetahui

Medan, 09 Mei 2018

Kepala Sekolah

Guru Mata Pelajaran

Dra. ERNANI, M.A

ARINI, S.Pd

Mahasiswa

VIVI ALVIONITA DESIRIA SAGALA

NIM : 34.14.3.046

LESSON PLAN

(CYCLE II)

Nama Sekolah	: Madrasah Aliyah Muhammadiyah 1 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ 2
Alokasi Waktu	: 2 x 45 menit
Aspek/ Skill	: Berbicara (Speaking)
Topik Pembelajaran	: Descriptive Text
Pertemuan Ke	: 3-4

A. Standar Kompetensi

Mengungkapkan makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan ▪ Mengidentifikasi inti dari benda/orang yang dideskripsikan 	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</p>

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon dengan benar terhadap apa yang di dengar dari percakapan
- Memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Karakter siswa yang diharapkan :

- Dapat dipercaya (*Trustworthines*)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)

E. Materi Pokok

I would like to describe my favorite cartoon. That is SpongeBob SquarePants. I like SpongeBob SquarePants because he is a cute, cuddly, yellow, well-dressed sea sponge who is optimistic, friendly, nice, happy, loyal, funny, hard-working, outgoing, selfless, sweet, innocent, forgiving, and very good-natured, and loves to have fun and silly. In a variety of episodes, he is seen as fairly intelligent and very capable, even though his silliness and his naive and annoying traits cause him to seem less intelligent than he truly is. His best friend is Patrick Star, and he has many other friends that he claims to also be his best friend, such as his pet Gary, Sandy Cheeks, and Squidward Tentacles.

F. Metode Pembelajaran/Teknik:

Mime game/ Discussion Technique

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang	Siswa mampu menganalisa bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi	Siswa mampu mengerjakan dan mengerti bermacam wacana ragam tulis yang di bahas dengan ucapan

benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.	topik dari teks yang dibaca dan informasi tertentu.	dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu
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Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk descriptive.
- Mendiskusikan materi bersama siswa mengenai pertanyaan teks monolog sederhana berbentuk descriptive.

- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk descriptive.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk descriptive.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk descriptive.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk descriptive.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk descriptive.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Developing English Competencies for Grade X Senior High School (SMA/MA)
- Kamus
- Tape Recorder

I. Penilaian

- Teknik : Tugas individu
- Bentuk Instrumen : Tes lisan.
- Contoh Instrumen : Please describe your favorite cartoon with your own word in front of the class.

III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Vocabulary			
2	Accuracy			
3	Pronouncation			
4	Fluently			
	Total			
	Total Score			

Mengetahui

Medan, 09 Mei 2018

Kepala Sekolah

Guru Mata Pelajaran

Dra. ERNANI, M.A

ARINI, S.Pd

Mahasiswa

VIVI ALVIONITA DESIRIA SAGALA

NIM : 34.14.3.046

APPENDIX II**INSTRUMENT OF EVALUATION****A. Pre-test**

Tell about your experience in the past time in front of the class!

B. Cycle I

Tell about your experience in the past time in front of the class!

C. Cycle II

Describe one of your favorite cartoon with your own word in front of the class!

APPENDIX III**KEY OF THE ANSWERS****A. Pre-test**

Today, I would like to talk about a wonderful experience when I taught my grandmother. She was illiterate and always shared her feelings with me about her inability to read anything. One day I decided to teach her and I provided her basic book of alphabets. She started learning and within two weeks. She was able to recognize and pronounce words. Day by day, she can read fluently. That was the glorious moment for me because she blessed me all the time because it was a dream comes true not only for her but for me also. This is an unforgettable experience for me.

B. Cycle I

Today, I would like to talk about a wonderful experience when I taught my grandmother. She was illiterate and always shared her feelings with me about her inability to read anything. One day I decided to teach her and I provided her basic book of alphabets. She started learning and within two weeks. She was able to recognize and pronounce words. Day by day, she can read fluently. That was the glorious moment for me because she blessed me all the time because it was a dream comes true not only for her but for me also. This is an unforgettable experience for me.

C. Cycle II

Today, I would like to describe my favorite cartoon. That is SpongeBob SquarePants. I like SpongeBob SquarePants because he is a cute, cuddly, yellow, well-dressed sea sponge who is optimistic, friendly, nice, happy, loyal, funny, hard-working, outgoing, selfless, sweet, innocent, forgiving, and very good-natured, and loves to have fun and silly. In a variety of episodes, he is seen as fairly intelligent and very capable, even though his silliness and his naive and annoying traits cause him to seem less intelligent than he truly is. His best friend is Patrick Star, and he has many other friends that he claims to also be his best friend, such as his pet Gary, Sandy Cheeks, and Squidward Tentacles.

APPENDIX IV**THE STUDENTS' ANSWER****(Transcript of students' Answer)**

Name : Rizky Handayani

A. Pre-test**Go to Parapat**

One day, I go to Parapat with my family. I and My family go there with car. It takes two hours from Medan. Many pemandangan there. It is so beautiful. I swim at Danau Toba and then we buy some fruits to bring to Medan. We buy kaus and I get one kaus from my mother. It is tired but I am happy. I hope I can go to Parapat again.

B. Cycle I**Went to Aek Sijornih**

When Lebaran, My family and I went to Padang Sidempuan. We went there to visited my grandmother's house. In Sunday, we went to Aek Sijornih. Sebenarnya.. Actually.. I didn't know how Aek Sijornih because I never go there. We went there by car. My father was the driver. I was so happy because it. The view of Aek Sijornih was very beautiful. The air was cold. There are water fall so I can swam there with my sister. I could not swim far because my mother afraid if I lose. It was a beautiful place. I never forgot this beautiful experience.

C. Cycle II

My Favorite Cartoon

Today, I would like to describe one of my favorite cartoon. It is Barbie. I love Barbie because I think Barbie is the beautiful doll. We can give Barbie a dress and wear the dress to them. I can make the Barbie's dress so my Barbie has many dresses. I always make a new dress for her. Barbie uses make up. It makes her face beautiful. Her hair is long so we can mengikat her hair. She has shoes. Her shoes is beautiful and its color is red. It has a heel. Barbie has a boyfriend. Her boyfriend is very handsome. I always play them when I was child. I make them like have a marriage party and make them life happily.

APPENDIX V

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> • The teacher explains about mime game 	√			√
	<ul style="list-style-type: none"> • The teacher gave chance for students to ask about mime game 	√		√	
	<ul style="list-style-type: none"> • The teacher observes students' activities and behavior while teaching learning process runs 	√		√	
	<ul style="list-style-type: none"> • The teacher motivates students to show their best in speaking 	√		√	
Students	<ul style="list-style-type: none"> • Students listen and pay attention to the teacher explaining mime game 	√		√	
	<ul style="list-style-type: none"> • Students deliver questions when the teacher gives them a chance 	√		√	
	<ul style="list-style-type: none"> • Students ask the teacher about mime game 	√			√
	<ul style="list-style-type: none"> • Some of students are still confuse and do not know what to do 	√			√
	<ul style="list-style-type: none"> • All of students come to follow 		√	√	

	<p>the test</p> <ul style="list-style-type: none"> • Students use dictionary to help them find the difficult word • All of students use dictionary when they are studying in the class • Students give good response to the activities in the classroom • Students are interesting to the teacher instruction and explanation • Students always get out and get in during learning and teaching process • Students always play in the classroom 	√	√	√	√
Situation	<ul style="list-style-type: none"> • The classroom is comfortable • The classroom is far from crowd • The classroom is noisy • The classroom has media such as whiteboard, marker, duster. 	√	√	√	√

APPENDIX VI

INTERVIEW SHEET

The Transcript of the interview

Interview : Vivi Alvionita Desiria Sagala

Date in the first meeting : 08 May 2018

Duration : 10 minutes

Date in the last meeting : 26 May 2018

Duration : 7 minutes

- **Interviewing the teacher in the first meeting**

Researcher : Good morning, Miss

Teacher : Good morning

Researcher : What do you think about the students in the speaking class?

Teacher : I think the students are good enough. There are several students that have good enough capability in learning English but most of them are still difficult to speak.

Researcher : Do you think the students have high motivation in speaking class?

Teacher : They are not too interested in speaking because they are shy and afraid to be wrong.

Some students are interested but they are lack of vocabulary so they usually mix their language.

Researcher : Do they cooperate with their friends when they speak?

Teacher : No, they don't want to much speak cooperate with their friends.

Researcher : Have you ever put them in group in teaching especially speaking?

Teacher : Seldom because i think it will make them talk about unimportant thing with others.

- **Interviewing the teacher in the last meeting**

Researcher : What do you think about mime game?

Teacher : I think is good game to apply. It seems like "Eat Bulaga" program, right? It is so funny media. The students can speak bravely in group and they become the cooperative people

Researcher : What do you think about students' ability in speaking after applying mime game?

Teacher : It is improved and I am very happy to see their improvement

Researcher : Are you intersted to use and apply this game
in your class to teach speaking?

Teacher : Yes I am interested and I will try to use this
media in teaching speaking in my class.

APPENDIX VII

DIARY NOTE

First Meeting (Tuesday, 08 May 2018)

The first meeting was the orientation test. It was so tired because I did not know the class. The students were still noisy. I tested them and tried to be friendly teacher so they can happy to do what i ask. The result of evaluation was very low because many students mixed their language and most of them try to bring the book.

Second Meeting (Friday, 11 May 2018)

This was the second meeting. I introduced about mime game and how to do it. I gave more motivation to the students and guided them together with the collaborator to help them work in group. The students were shy and still confused to work in group of mime game. Some students feel dissapointed because their close friends is not in the same group. I made that decision to make them usual to adapt themselves to another.

Third Meeting (Tuesday, 15 May 2018)

In the third meeting I explained to make them remember about the last meeting. I tested them for the Post test I. I motivated them to be more active because I will choose the best group in this meeting. I am happy because it feels like they like to learn with me. They asked me to play mime game again. The result for today shown the improvement.

Fourth Meeting (Friday, 18 May 2018)

Today was the fourth meeting. My purpose today was make the learning better than before. I gave topic about their favorite cartoon The students has been better to do mime game than before. They become more understand. The joyful learning was up. Afer giving the example of describing cartoon, I asked them again to sit in group and study about descriptive using mime game in group. I don't know why they had high spirit to study today. I asked students to prepare themselves for the next meeting because i want them to describe something.

Fifth Meeting (Tuesday, 22 May 2018)

This was the Post test II day. The students become more familiar with mime game. I was happy because I feel that today is the best situation. They did the test, described about their favorite cartoon joyfully. The improvement is high than before. I was happy because my media was success to make their ability improve. I had to come again to this class because some students did not come so they did not do the test.

Sixth Meeting (Friday, 25 May 2018)

Today was the last meeting. I continued the test. I am happy because the students' score was better than Pre test and Post test I. But, I am sad because my assignment in this scholl was finished. I can not meet and teach them again. I informed them about the best group ever. I bought some food for them and asked them to eat together with me. I motivated them again to love English and speak English everyday especially in the English class. I am so happy that they like the way I teach in the class.

APPENDIX VIII**DOCUMENTATION**

