

APPLICATION OF MIME AND Pictionary GAME METHODS ON STUDENTS' GERMAN VOCABULARY MASTERING

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Abstract: This research aims to determine the application of using the Mime and Pictionary game methods on the mastery of German vocabulary at SMA Negeri 3 Ambon. This research was carried out at the SMA Negeri 3 Ambon, and the sample was the German learners from class XI MIPA SMA Negeri 3 Ambon, the academic year 2019/2020. This type of research is quasi-experimental research with used one-group pretest-posttest design. The data were analyzed using descriptive techniques and t-test. The results showed that there was an increase in the presentation of German vocabulary mastery before and after the application of the Mime and Pictionary game learning method, from 32% to 46% at an interval of 74-84. Meanwhile, the paired sample t-test results show that $\text{sig}=0.000 < \alpha=0.05$, which means that there are differences before and after applying the Mime and Pictionary game learning methods. Based on the outcome, it is suggested that this game method, Mime and Pictionary, should be used by German teachers in German lessons.

Keywords: Mime, Pictionary, Vocabulary

Introduction

In the current era of education 4.0, mastering foreign languages is one way to face the challenges of globalization. By mastering foreign languages, one of which is German, students can compete to get jobs, continue their studies, and compete globally with international students. Knowledge of foreign languages also helps them to understand the outside world through language and culture. Chun et al. (2016), Chen and Yang (2016) explain that students can learn about culture and technology through language. German is one of the foreign languages taught in Indonesia. Several institutions offer German language learning. Starting from high schools, universities, and official institutions from Germany, the *Goethe Institut Indonesia*, which serves explicitly German language learning. Currently, several schools in Ambon city offer German-interest classes. One of these schools is SMA Negeri 3 Ambon.

In learning German, there are four skills: *Hörverständnis*, *Sprechfertigkeit*, *Leseverständnis*, and *Schreibfertigkeit*, which are integrated in an integrated manner in the classroom. To master these four skills, mastery of vocabulary is essential because when knowledge of vocabulary is good, it affects the ability of the German language. The more known vocabulary can explain language proficiency and fluency in communication (Miralpeix and Munoz, 2018; Kemp et al., 2016). In learning German, there

is vocabulary related to the themes being taught. Students are expected to understand vocabulary and express their ideas or ideas related to the theme being studied.

One of the challenges German teachers face in schools is teaching German creatively and innovatively. The use of an effective method can improve the mastery of German vocabulary. The method that can be used is the Mime and Pictionary game method. This game method has never been used in learning German at SMA Negeri 3 Ambon, so researchers are considering applying this game method to learning German. Mime and Pictionary games are two games with the same goal of guessing words. The difference in its application is only in the process. In applying the Mime game method and the Pictionary game, the learning atmosphere will be more fun. The learners will be more active because these two games involve all learners participating. They are also allowed to think creatively and imaginatively about drawing or making body movements according to words or pictures given by the teacher. Several researchers have used this Mime game method to learn foreign language vocabulary. Mardhatillah and Ratmanida (2016) argue that students can imagine guessing English vocabulary and easily remember the vocabulary through mime games. Apdy and Asrifan (2019) reported that mime games in learning Mandarin could develop students' vocabulary mastery. In addition, there is also a Pictionary game method that also focuses on images. The Pictionary game method is a drawing and guessing game that effectively increases students' imagination, interest, and participation and makes learning English vocabulary fun (Rahman et al., 2016; Dwi, 2017; Hamer and Lely, 2019; Kartini and Kareviati, 2021). Based on the results of previous studies, these two methods were applied to learning German at SMA Negeri 3 Ambon.

Based on the results of observations during the Teaching Profession Practice (PPK) activity at SMA Negeri 3 Ambon, it was found that students experienced several obstacles when learning German. They find it difficult to concentrate during the learning process, they are not motivated because the learning methods used are less varied, and their vocabulary is still minimal. This can be seen when working on tasks in groups or individual assignments. They have difficulty understanding the text, so they are more likely to use google translate to translate word by word. As a result, the time given is not enough to do the task. They are also afraid to speak when the assigned task must be presented in front of the class. Based on the problems experienced by students, one solution to overcome them is to use the game method as a solution. The game method applied is the Mime and Pictionary game method. This study aimed to analyze the mastery of German vocabulary using Mime and Pictionary game methods.

Literature Review

German Vocabulary

According to Lehrndorfer (1996), the German vocabulary has about 500,000 meanings out of about 250,000 Lemmata (plural of the word Lemma). A Lemma is the basic form of a word and a quote or primary form of a lexeme (Patrick, 2006). For example, the word (1) *Mäuse*, the primary form of the word is *Maus*. The word (2) *geht, gehst, gebe*, the basic form is *gehen*.

Das Nomen. In German, *das Nomen* is also referred to as *Substantiv*, which refers to living things (*Personen, Tiere, Pflanzen*) and objects such as *das Buch, die Tasche, and der Strumpf*, which are concrete objects, and abstract objects such as (*die Aufregung und der Spaß*). In German, the writing of nouns always begins with a capital letter. Nouns in German can change depending on the case and number (Voit, 2015); (2) *Das Verb* (verb), also known as *Tätigkeitswörter*, is a type of word that provides information about what happened or what was done, such as *kaufen, bezahlen, nehmen*, and so on. The inflection of verbs in German is called *Konjugation*. Verbs in German change according to person,

amount, tense, nature, and type of gender, (3) *Das Adjektiv*. (adjective), or in German vocabulary, is also called *Artwort*, *Eigenschaftswort*, and *Beiwort*, is a word that expresses the characteristics of something. For example, *gut*, *frisch*, *wenig*, *viel* etc. (Hentschel & Weydt, 2003); (4) *Das Adverb* (*Plural: die Adverbien*) or also called *Umstandswort*, is an adverb. This type of word serves to provide information about *das Nomen*, *das Verb*, *das Adjektiv*, *das Adverb* are always written in lowercase as in the following example:

Das Nomen (noun) z.B *Das Auto **da** ist falsch geparkt.*
Das Verb (verb) z.B *Sie können **hier** nicht halten.*
Das Adjektiv (adjective) z.B *Das ist eine **ziemlich** gute Idee.*
Das Adverb (adverb) z.B *Das ist **ganz** anders.*

Based on their meaning, *Adverbien* can be grouped as follows:

- *Temporaladverbien*, z.B. *morgens*, *manchmal*, *neulich*
- *Lokal-/Direktionaladverbien*, z.B. *hier*, *vorwärts*, *herunter*
- *Modaladverbien*, z.B. *gern*, *vergebens*
- *Kausaladverbien*, z.B. *darum*, *deshalb*, *deswegen*

By mastering vocabulary, students can improve their four language skills, as Tarigan (2011) suggested. Therefore, the mastery of a large and good vocabulary significantly affects the German language skills of the students of SMA Negeri 3 Ambon.

Mime Games

Dickson and Stephens (2015) explain that mime games are a form of body movement like pantomime and enhance learning. Meanwhile, according to Roth (2001), mime is a non-verbal technique used to describe characters, moods, ideas, or narratives using body movements as symbols. The stages of learning the Mime game are (1)—divide students into several groups. (2). Each group must have a representative to display the characteristics of the picture. (3). Representatives of the group only gave instructions regarding the picture. (4). The representative must show the aspects of the image through his gestures without words. (5). Group members must discuss and guess what the representative means. (6). When the representative has finished demonstrating something from the picture, group members try to think about the movement's meaning (Hertia and Tiarina, 2014)..

Pictionary Games

The Pictionary game was invented by Robert Angel with graphic design by Gary Everson and was first published in 1985. In playing the Pictionary game, students must draw something in their way based on the vocabulary shown on the card (Bakhsh, 2016). The stages of learning the Pictionary game, according to Ayu (2018), are as follows:

- a. Students are divided into several groups.
- b. The teacher explains the rules of the Pictionary game.
- c. Each group is given one word to draw.
- d. Each group determines group members to draw and illustrate each word given by the teacher.
- e. After all the students are ready, the teacher warns them to start, and each student begins playing it. One group member starts to take one of the cards and starts drawing, then asks the other group

members to guess (students who draw only answer 'yes' if they are correct and 'no' if they are wrong).

- f. As a group member, each student takes turns coming forward to take one of the word cards and draws a lot for the group members to guess.

Research Methods

Types of Research

This type of research is quasi-experimental research with used one-group pretest-posttest design. The research was conducted at SMA Negeri 3 Ambon. The population in this study were all students of class XI MIPA SMA Negeri 3 Ambon. With a purposive sampling technique, 25 students from class XI MIPA were taken in the odd semester of the 2019/2020 school year.

Instruments and Techniques of Data Collection

The research instrument is a multiple-choice test with 30 questions. They collected data in this study through tests by giving pretest and posttest. The implementation of learning is carried out using the Mime and Pictionary game method for six meetings. Each meeting uses alternate Mime and Pictionary game methods so that students do not get bored. The stages of learning Mime and Pictionary games are as follows:

Mime game steps:

- Divide students into several groups.
- Each group must have a representative to display the characteristics of the picture.
- The representative of the group only gives instructions regarding the picture, for example, pictures of animals or objects.
- The representative must display the characteristics of the image through his gestures without words.
- Group members must discuss and guess what the representative means.
- When the representative has finished demonstrating something from the picture, group members try to guess what the movement means.

Pictionary game steps:

- Divide the class into two groups, draw a small column for each group on the board, and record the points there. Choose one person from group A to the next. The teacher can write a word on a small piece of paper or provide a picture for students to choose from.
- Then, students have to convey the word to their friends through pictures. He can't use words or speak. Limit the time to a maximum of three minutes. Each correct term is a point, and the first team to win gets ten points.

Data Analysis

The results of the pretest and posttest were analyzed using descriptive techniques and paired t-sample tests. The descriptive analysis uses the Sturges test to classify data into specific classes. Meanwhile, the initial and final examinations were then compared to test the differences before and after applying the Mime and Pictionary game learning method. Paired t-sample analysis using SPSS for Windows. The Sturges formula and paired t-sample test are shown in the following equation.

$$K = 1 + 3,3 \log n \dots\dots\dots(1)$$

$$t = \frac{\sum d_i}{\sqrt{\frac{n \sum d_i^2 - (\sum d_i)^2}{(N-1)}}} \dots\dots\dots(2)$$

Information:

d : difference between posttest and pretest values

n : number of samples

Findings

The results of the mastery of German vocabulary for students of class XI MIPA SMA Negeri 3 Ambon can be seen in Table 1.

Table 1 Description of the Pretest and Post Test of German Vocabulary Mastery

Pretest			Posttest		
Interval	Frequensi	Relative Frequensi (%)	Interval	Frequensi _i	Relative Frequensi (%)
50-55	4	16	73-77	2	8
56-61	5	20	78-82	3	12
62-67	3	12	83-87	8	32
68-73	5	20	88-92	3	12
74-84	8	32	93-97	9	36
	25	100		25	100

Based on the relative frequency percentage, it shows an increase in mastery of German vocabulary before and after implementing the Mime and Pictionary game learning methods. This can be seen from the highest initial test in the range of 74-84, which is 32%. While the highest percentage of the final test in the range of 93-97 is 36% (Table 1). Furthermore, an analysis of the differences before and after applying the learning method was carried out using a paired sample t-test. The results of the paired sample t-test can be seen in Table 2.

Tabel 2 Uji-t Paired Sampel

Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	sig
-20.36000	11.00712	2.20142	-24.90352	-15.81648	-9.249	24	.000

The paired sample t-test results show that $\text{sig}=0.000 < \alpha=0.05$, which means that there are differences before and after applying the Mime and Pictionary game learning methods.

Discussion

Based on the data that has been presented, it is known that the final test score is better than the initial test (Table 1), and there are significant differences before and after the application of the Mime and Pictionary game learning method (Table 2). After receiving treatment with the Mime and Pictionary game methods for six meetings, the scores obtained by students when given the posttest became very good.

In applying the Mime and Pictionary game method, it is easier for students to master and remember the vocabulary that has been taught. They also try and work together to answer and guess the vocabulary demonstrated or described by their friends. Students are allowed to imagine making creative movements or drawings according to the given vocabulary. His friends will guess the movement made by the representative. The activities that were carried out turned out to activate the imagination of students to think about the meaning of the words being demonstrated, so that they could easily remember the vocabulary through the movements and pictures they made. This makes learning very interactive, the classroom atmosphere is very fun, and students are very motivated and active in the learning process (Saefudin et al., 2012).

The main purpose of the Mime and Pictionary game method is to help students understand and master German vocabulary easily and conjugate it correctly. In addition, this game method also adds a competitive element to learning, and students are also motivated to learn during the learning process. The same study results were also conveyed by Purnama et al. (2017) and Mardhatillah and Ratmanida (2016) that Mime games can empower students to move. Imagine, participate, increase confidence, and cooperate with the way they then try to guess the picture so that it helps them remember. Vocabulary with a feeling of comfort and pleasure. Meanwhile, Rusyda et al. (2014) argue that the Pictionary game makes students enjoy their learning process, become active learners, cooperate with friends, and build positive interactions. These two methods are almost the same game method, namely guessing pictures through movements and pictures. So it takes the imagination of the guesser and the one who draws or demonstrates. The difference is that the mime game is done by acting, while the Pictionary game is done by drawing.

The application of the Mime and Pictionary game method proved to positively affect the mastery of German vocabulary at SMA Negeri 3 Ambon. The application of Mime and Pictionary game methods in learning can eliminate difficulties in mastering German vocabulary. However, the application of Mime and Pictionary games can not be separated from several obstacles, such as a learning atmosphere that can not be controlled and can interfere with the learning process of other classes for a long time. To overcome this, class management skills by a teacher are needed to be able to defuse the commotion in the classroom.

Conclusion

Based on the study results, it can be concluded that there are differences before and after applying the Mime and Pictionary game learning methods on the mastery of German vocabulary at SMA Negeri 3 Ambon. This fact means that the Mime and Pictionary games effectively increase the German vocabulary mastery of SMA Negeri 3 Ambon students.

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