



THE USE OF MIMING TO DEVELOP ENGLISH-SPECIFIC PURPOSE IN MILITARY VOCABULARY

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ABSTRACT

This experimental study assessed the effectiveness of miming in teaching English military vocabulary compared to a control group without miming. Conducted with 20 members of Força Defesa Timor Leste (F-FDTL) in Metinaro, participants were randomly divided into two groups of 10. Data were collected through non-test observations and a pre- and post-test of 40 multiple-choice questions. The experimental group achieved a mean score of 3.2, significantly higher than the control group's 1.4. With a significance level of 0.05 and degrees of freedom of 18, the t-test result was 3.33, surpassing the critical value of 2.101. This confirmed that miming significantly enhances vocabulary acquisition in foreign language learners, particularly in military contexts.

INTRODUCTION

Language without vocabulary is meaningless because vocabulary is always considered a main skill of language to be able to convey the message or ideas with meaningful sentences from senders to receivers of the message. When we learn the four skills of the English language such as; *listening, reading, speaking, and writing*. In other words, the vocabulary is a stock of meaning to be understood by the native or non-native speakers.

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English is spoken widely in many countries and is known as an international language which is normally used as a tool of communication among the countries for working mutual consent of information technology, education, and economy, politics, and culture through bilateral, regional, and multilateral cooperation. As Andriyani (2016:1), said "English is an international language which is used to communicate, to strengthen and to fasten the relationship among all the countries in the world for various types of fields, for example in tourism, business, science, technology". In Timor Leste, English as a foreign language is taught starting from pre-secondary schools up to the tertiary level, learning the English language as an elective subject. It means that English plays a very important role in modern life and it is necessary to learn English. When we speak English well, we must have a stock of vocabulary, because if we lack vocabulary, we are unable to speak and write English in a meaningful unit. So, vocabulary is the center of a language and it has a meaning to be understood by both speakers and listeners. The idea above is supported by Hatch and Brown (1995:1), who defined that "vocabulary is the basic meaning or important part of building a language, plays a very basic role in terms of communication". It means that the more vocabulary we have, the easier to speak and write English. The vocabulary of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language which means language is made up of words.

The importance of methods and techniques to teach English vocabulary must be radical changes based on the demands of the job market in the world of globalization. The method as a strategy for teaching vocabulary must be found to facilitate foreign language learning. To achieve a successful process of learning English, one must acquire its vocabulary, grammar, and pronunciation with the four skills: listening, reading, speaking, and writing. Vocabulary can express meaning in every language skill such as; receptive skills (listening and reading) and productive skills (speaking and writing). Unfortunately, many teachers keep teaching and learning as a tedious process because the strategy is not sometimes required based on the classroom atmosphere.

The usual method that is being used to teach vocabulary at school is a traditional method in which students look words up in the dictionary, write definitions, and use words in sentences. That is why, the students could not acquire language skills and produce meaningful ways of expression. Vocabulary is a fundamental meaning of language to make people communicate with each other In fact, without vocabulary communication in a second or foreign language is not possible to convey the message in

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a meaningful way. And the study of vocabulary is at the center while learning a new language. English being a foreign or second language, one needs to learn vocabulary systematically.

If we want to use language effectively, we must have a good stock of vocabulary. We cannot use the language if we do not know the words of that language. Therefore, the study of vocabulary has occupied a central place in teaching and learning activities. Thornbury (2002) expressed his idea that “If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement, if you learn more words and expressions. ”So, vocabulary is a very important means to express our thoughts and feelings, either in spoken or written form. It is mainly through using words that we compose and express our thoughts to others. We can tackle our task through words that show words are powerful tools. Thus, developing vocabulary is very important in helping people better understand their language.

Vocabulary is developing in many ways such as by speaking, reading, writing, and listening. the students Always find some challenging words and they do not understand what the passage means. We can help them by asking them to guess the unfamiliar words. Technique for guessing the vocabulary from the grammatical structure, pronunciation, and punctuating and using a natural redundancy of surrounding words. This is why, foreign language teaching and learning vocabulary must be adjusted and applied through some kind of a strategy or an innovative method of learning to know more and unlimited vocabulary to prevent over repetition in speaking and writing skills.

As Larsen and Freeman (2000) stated games are important because they have certain features in common with real communicative events- there is a purpose to the exchange. This is why, the writer would like to apply one game of the ice-breaker games specifically the *Miming Game* to be used for teaching English vocabulary to facilitate the students’ ability of low, medium, and high to win the game together. Based on the explanation, the writer is interested in applying an innovative method for the student’s vocabulary learning through research entitled: “The Use of Miming Game to Develop English Specific Purpose of Military Vocabulary: *(An Experimental Research at the 20 Personnel in Metinaro, Dili –Timor Leste in 2022)*”.

LITERATURE REVIEW

Vocabulary

The previous study by Umbelina Carceres in the year 2020 on her Thesis titled “Using

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Miming Game to Teach English Vocabulary” was through the Classroom Action Research on the Second-Grade students of Escola Secundaria Geral 12 de Novembro Becora- Dili in the school year 2020. On her background of studies, she argues that English Language receptive skills (listening and reading) and the productive skills of speaking and writing are actualized the meaning to be understood among each other through the vocabulary is required as the essential aspect. Therefore, foreign language learners must acquire as much as vocabulary possible to be memorized to be able to construct meaningful sentences in speaking and writing forms. Whatever the language, vocabulary is the fundamental meaning to facilitate the communicating among the natives and non-native English speakers.” To restate again lexical is extremely important to learn as the second language learns. If the learners have more vocabulary, they will be able to communicate with each other and easily produce their English proficiency.

Wilkin (1972) emphasizes that vocabulary is the great significance of knowledge in the language “Without grammar very little can be conveyed, without Vocabulary nothing can be conveyed” This essentially means that vocabulary is the basic foundation for constructing sentences and communicating. Accordingly, Vocabulary is very important to construct meaning, without vocabulary, there are no sentences to produce a meaning in Language.

As Anderson State and Free Boy (1981) on their statement that, vocabulary is fundamental to reading comprehension one can’t understand the text without knowing what most of the words mean. Gardener (2009) as cited in Edger (2002) vocabulary is not only confined to the meaning of words and how the learning words and the relationship between words phrases, categories of words, and phrases. Hammer (2007) states that vocabulary is not only to know the words but also to know the relationship meaning of these learned words to other words in the sentences. Harmer (1991:159) also says that one of the problems of vocabulary teaching is how to select a word to teach.

Schmitt (1997) a vocabulary learning strategy is nay strategy that leads to the learning of vocabulary. Reviewing vocabulary is very essential for learners to keep the words in their memory and repeat them every day. Scrivener (2011) further argues that “Lexis” rather than the more familiar word “vocabulary” should be used. Nation (2001:77) the repetition brings quantitative and qualitative benefits to vocabulary learning. “reflection is essential for learning because there is so much to know about a word that one meeting with is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluent”.

Garry Woolly (2010) emphasizes that “A multiple strategy framework supporting

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vocabulary development for students reading comprehension deficits” can include some of the strategy of description to instruct the students to enhance their vocabulary. So, the best way such as follows.

1) Explicit instruction: Explicit instruction is mandatory for the learners to copy the vocabulary on board. To keep the words in their short-term memory and practice it every day.

2) Repeated exposure to new Vocabulary: In this method, the instructor needs to recheck the words that have been taught. By using miming games or pictures to recap vocabulary and understand the meaning.

3) Mnemonic international strategies: The way how the learners use the words easily by writing down the vocabulary to test their memory.

Hornby (1987:959) mentioned that vocabulary (1) the total number of words that make up a language, (2) the range of words known to be used by a person in a trade and profession, and (3) the book is counting a list of words. Websters (2003:1407) also enumerates that vocabulary is (1) a list of words and phrases, especially one arranged in alphabetical order and defined or translated, (2) all words of a language, (3) a sum or aggregate of the words used or understood by a particular person, class, or employ in some specialized field of knowledge, and (4) the range of expressions at the person’s disposal, especially in art. Richards (1985:97) defined vocabulary is a set of lexemes including single words, compound words, and idioms.

Miming Game

Firdausi (2015) demonstrates that the Miming Game encourages students to interact and communicate. Miming Game is doing the action or the gesture to express the meaning without saying the words. While the other learners try to think and have to guess the meaning. Firdausi adds more ideas that Miming Game can encourage students to interact and communicate. It builds students’ social interactions whether in teamwork or their confidence. According to Jeff Lamb Din: “mime using 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” It is clear that, body language or gesture is very important for the learners as second language L2. It can be easier for them to express feelings and ideas through miming so. So that they can use the vocabulary to communicate with each other.

Pinter, (2006) Mime Game reduces the stress in the classroom Miming game is to teach
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learners to improve their knowledge, ability, and understanding of the meaning of the words. Miming is used in almost every English class, if only as warmer or when a teacher tries to explain or get the language. However, positive elements awaken people with movement, making them aware of the use of movements for communication, easy activities for students who have difficulty speaking, etc. Can be incorporated into all kinds of other parts of the class as well.

Thorn Boy (2002: p.15) stated that creating a classroom atmosphere in which words are fun and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can easily inhibit learning. Showing the body language and the others have to guess the meaning. This game can be beneficial for the learners and enhance their skill of proficiency. Also, can encourage the learners to communicate with each other. Miming games can produce a significant context of the language.

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

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

According to Tozcu and Coady and Coady (2004) acquiring adequate knowledge of vocabulary is one of the significant issues which enhance reading comprehension. Stojvick and Jerotjevic (2011: 951) state that games can bring fun increase learners 'motivation and improve learning. And, to Goleman (1996), students always enjoy fantasy, imagination movement, and feelings. Hartani (2012) adds that the students got closer through playing miming games related to the ideas of Firdausi and Hartni (2012), who concluded that miming games are effective in teaching.

METHOD

For the design of this research, the writer used the Quantitative method and particularly selected Experimental research. This study was done pre-test and post-test to

one group of Experimental with treatment and another pre-test and post-test group of control class without treatment. Moreover, in this study, the writer wants to identify the use of miming could develop English-specific military vocabulary for the 20 armies of F-FDTL in Metinaro-Dili, Timor Leste in 2022. Two groups were selected randomly, and then they were given a pre-test to know the initial condition and whether there were differences between the experimental and control groups. The formula could be seen as follows (Sugiyono, 2013).

R:	O1	X	O2
R:	O3	-	O4

Table 3.1.1 presents the Formula of Pre-test and Post-test Control Group Design.

Where:

R: Experimental and control classes that are chosen randomly

O1 & O3: Pre-test of experimental and control class

O2 & O4: Post-test of experimental and control class

X: Treatment

In this study, the writer uses a random sampling technique to take the sample because of larger numbers of clusters which is facilitated in choosing the random sample, the writer using a lottery. The writer wrote down numbers 1 to 20 as many as the total of the class on a small piece of paper. In analyzing the data, the writer used a t-test to determine whether or not there was an influence using miming in teaching English-specific vocabulary to the military. The steps undertaken in the quantitative analysis were described as follows:

First, find out the mean scores of the two groups. The writer applies the following formula: the mean scores of the experimental group.

a. Mean score experimental group;

$$M_x = \frac{\sum x}{N}$$

b. Mean score control group

$$M_y = \frac{\sum y}{N}$$

Note:

M = The mean score of the two groups

X = The students' final scores for the experimental group

Y = The students' final scores for the control group

N = The number of samples

Σ = The sum of....

After finding the mean of the students, the writer calculated the deviation of the student. To calculate deviation scores, the writer used the score formula;

a. The standard deviation of the experimental group;

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

b. The standard deviation of the control group;

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{N}$$

Note:

Σx^2 = the standard deviation for the experimental group

X^2 = the Square of the deviation score in the experimental group.

Σy^2 = the standard deviation for the control group

Y^2 = The Square of the deviation score in the control group.

N = the number of samples

Σ = the sum of

Lastly, find out the significant difference between the pre-test and post-test by calculating the t-test, as the following formula:

$$t = \frac{Mx - My}{\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{(Nx + Ny) - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Note:

Mx = Mean score of control group

My = Mean score of the experimental group

x^2 = the deviation of the control group

y^2 = the deviation of the experimental group

Nx = the sample of the experimental group

Ny = the sample of the control group

Σ = the sum of...

$\sqrt{\quad}$ = the root of ...

Criteria:

If t-test \leq t-table in the significance of 0, 05 there are no significance differences "The miming cannot be considered as an innovative method.

If t-test \geq t-table in the significance level of 0, 05 there are some significant differences

between before and after the treatment or miming can be considered as an innovative method. (Arikunto, 2010).

RESULT AND DISCUSSIONS

Result

Pre-test of Experimental group (X ₁)				
No.	Name	Ranks	Scores	
			Pre-test	Post-test
1.	Viana	LT	5	8
2.	Moreira	PRIVATE	7	8
3.	Cruz	GRT	7.5	8.5
4.	Monica	PRIVATE	2.5	7.8
5.	Ximenes	PTE	5	8.8
6.	Belo	CPL	5.7	8.5
7.	Oliveira	PRIVATE	4	7.8
8.	Colo	CPL	4	7.5
9.	Deogo	PRIVATE	1.7	7.2
10.	Pires	CPL	5.3	7.3
			X₁ = 4.8	X₂ = 7.9

Table 1. the mean score of the Pre-Test Experimental & Post-Test Experimental group by *Força Defeza Timor Leste in Metinaro (before the treatment or implementation using Miming to teach Military Vocabulary)*. (X₁).

Calculating the mean score of the Pre-Test by the Experimental group Forca Defeca Timor Leste (FDTL);

$$\bar{X} = \frac{\sum x}{n} \quad \bar{X} = \frac{47.7}{10} = 4.8$$

The mean score of the pre-test by the experimental group of FFDTL was 4.8 and it was a low score that could not achieve the passing grade based on the national standard of measurement and the mean score of 4.8 is considered as a fail.

Calculating the mean score of the Post-Test by the Experimental group Forca Defeca Timor Leste (FDTL);

$$\begin{aligned} \bar{X} &= \frac{\sum x}{n} \\ \bar{X} &= \frac{79.4}{10} \\ &= 7.9 \end{aligned}$$

Pre-test Control group (Y ₁)				
Nu	Surnames	Ranks	Score	
			Pre-test	Post-test
1	Guterres	Lt	5.5	6
2.	Baptista	Cprl	6	7

3	Salvador	2 ^o sgt	6	6
4.	Gigi	Crt	4.7	5
5.	Felismina	Private	5	6
6.	Silly	Pte	7	5
7.	Freitas	Srg	6	5
8.	Silva	Cpi	3	6
9.	Saldanha	Cpi	5	5
10	Rosa	Pte	5	7
Total			Y ₁ = 5.3	Y ₂ = 5.8

Table 2. The mean score of the Pre-Test control group (Y₁) by *Força Defeza Timor Leste* (FDTL);in *Metinaro*.

Calculating the mean score of the Pre-Test by the Control group the *Força Defeza Timor Leste* (FDTL);

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

$$\bar{x} = \frac{53.2}{10}$$

$$\bar{x} = 5.3$$

The mean score of the pre-test control class was 5.3 was very low. It did not achieve a passing grade.

Calculating the Mean Scores of the Post-test of the control class.

$$\text{Mean: } \bar{x} = \frac{\sum x}{n}$$

$$\text{Mean: } \bar{x} = \frac{58}{10} = 5.8$$

The mean score of the Post-test control class was 5.8 was still very low and It could not be considered a passing grade. On the other hand, the writer applied the result of students' scores in the pre-test and post-test with the standard deviation and analyzed *t-test* values in both experimental and control groups.

Nu	Initial	Pre-test (X1)	Post-test (X2)	X	X ²
1	Viana	5	8	3	9
2	Moreira	7	8	1	1
3	Cruz	7.5	8.5	1	1
4	Monica	2.5	7.8	5.3	28.09
5	Ximenes	5	8.8	3.8	14.44
6	Belo	5.7	8.5	2.8	7.84
7	Oliveira	4	7.8	3.8	14.44
8	Colo	4	7.5	3.5	12.25
9	Deogo	1.7	7.2	5.5	30.25
10	Pires	5.3	7.3	2	4
	Σ	Σx₁ = 4.8	Σx₂ = 7.9	31.7	122.31

Table 4.1.e presents the *Força Defeza Timor Leste*'s Deviation Scores of Experimental Group (X).

Note:

X1: The score individual of pre-test.

X2: The score individual of post-test.

X: The deviation score of the pre-test and post-test in the experimental group.

X²: The Square of the deviation score in the experimental group

Nu	Initial	Pre-test (X1)	Post-test (X2)	Y	Y ²
1	Guterres	5.5	6	0.5	0.25
2	Baptista	6	7	1	1
3	Salvador	6	6	0	0
4	Gigi	4.7	5	0.3	0.09
5	Felismina	5	6	1	1
6	Silly	7	5	2	4
7	Freitas	6	5	1	1
8	Silva	3	6	3	9
9	Saldanha	5	5	0	5
10	Rosa	5	7	2	5
	Σ	Σy₁ = 5.3	Σy₂ = 6.7	Y = 10.8	Y² = 26.34

Table 4.1.f. presents the FDTL' Deviation Scores of Control Group (Y)

Note:

Y1: The score individual of pre-test.

Y2: The score individual of post-test.

Y: The deviation score of the pre-test and post-test in the experimental group.

Y²: The Square of the deviation score in the experimental group

Based on the data test above, the writer calculates the mean score, deviation score, and identification of significance t-test of experimental and control groups.

The computation means the score of the experimental and control groups. After getting the score deviation of the pre-test and post-test, the mean score is obtained by dividing the sum of the deviation score by the number of samples in the group. The writer

used the formula below:

The mean score of the Experimental group which is in Table 4.1.e, is known as:

$$\Sigma x = 31.7$$

$$N = 10$$

So, the mean score of the experimental group was:

$$\text{Mean score} = \frac{\Sigma x}{N}$$

$$\text{Mean score} = \frac{31.7}{10} = \mathbf{3.2}$$

The mean score of the Control group in Table 4.1.f, it was known that:

$$\text{Mean score} = \frac{\Sigma y}{N}$$

$$\text{Mean score} = \frac{10.8}{10} = \mathbf{1.08}$$

Here, is the calculation of the standard deviation of the mean score of the groups. The computation can be calculated by using the formula below:

The standard deviation of the experimental group in Table 4.1.e, is shown;

$$\Sigma X^2 = \mathbf{122.31}$$

$$N = 10$$

So, the standard deviation of experimental group was:

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$\Sigma X^2 = 122.31 - \frac{(31.7)^2}{10}$$

$$= \mathbf{122.31 - 100.49}$$

$$= \mathbf{21.8}$$

The standard deviation of control group in the table 4.1.f, it is known that;

$$\Sigma y^2 = 26.34$$

$$N = 10$$

So, the standard deviation of control group was:

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

$$\Sigma y^2 = 26.34 - \frac{(10.8)^2}{10}$$

$$\mathbf{26.34 - 11.66}$$

$$= \mathbf{14.7}$$

The Computation and analysis of **t-test** in order to know the significance influence, value the writer has formulated t-test to get the result between experimental and control groups.

As Arikunto (1991: p. 252) suggested the formula of the **t-test** to compare the deviation of two mean scores and to measure whether the deviation is significant or not, the formula as follow:

$$t\text{-test} = \frac{Mx - My}{\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{(Nx + Ny) - 2} \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t\text{-test} = \frac{3.2 - 1.08}{\sqrt{\frac{21.8 + 14.7}{(10+10)-2} \left[\frac{1}{10} + \frac{1}{10} \right]}}$$

$$t\text{-test} = \frac{2.12}{0.64}$$

$$= 3.3$$

Discussions

Based on the data above, the writer found that the mean score of the experimental group was **3.2** which was higher than the mean score of the control group was **1.08**. The level of significance used is 05 while the degree of freedom is N-2 becomes 20-2 = 18. Furthermore, the result of the computation of *the t-test* value of the two groups equal **3.3**. It is indicated that the treatment was successful and there were some significant differences between before and after the implementation by using Miming to teach English Military Vocabulary in the experimental group while the control group without using strategy however, it was only observed.

It can be seen here in the t-table, the writer found out that the *t-table* for confidence $\alpha = 0.05$ was 2, 101. If we compared the *t-test* to the *t-table*, we could find that: the *t-test* was $3.3 \geq t\text{-table}$ below is = 2.101.

Degrees of freedom	Significance level					
	20% (0.20)	10% (0.10)	5% (0.05)	2% (0.02)	1% (0.01)	0.1% (0.001)
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.043	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.158	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Criteria:

1. The degree of freedom between Experimental and control groups is $N-2 = 20-2 = 18$
2. Level of significance: 0.05
3. If the *t-test* is lesser than the *t-table* means there was no significant influence between before and after the implementation using miming to teach English Military Vocabulary.
4. If the *t-test* is greater than the *t-table* means there are some significant positive influences before and after the implementation using miming to teach English Military Vocabulary.

Based on the level of significance difference is 0.05 in the **t-table** above with the degree of freedom (*df*) being 20: $N-2 = 20-2 = 18$ which could be found in the *t-table* was **2.101**. Therefore, the t-test to compare the deviation of two mean scores between the Experimental class and control groups to measure whether the deviation is significant can be concluded that the **t-test** of the two groups was $3.33 \geq t\text{-table was } 2.101$.

Based on the criteria that have mentioned above, the **t – test** of two groups were $3.3 \geq t\text{-table was } 2.101$ and through the **df** = $N - 2 = 20 - 2 = 18$ with the level of significant **$\alpha = 0.05$** at the two confidence levels. The result above showed that the null hypothesis is rejected and the alternative hypothesis is accepted. So, miming as the strategy has a positive influence on teaching English Military Vocabulary. In other words, accepted H_a and rejected H_o because the t-test was 3.3 exceeding the table was 2.101 at the 0.5 level.

So, It is decided to interpret based on the criteria above that the miming can be used to teach military vocabulary to English vocabulary learners of *Força Defeza Timor Leste (FFDTL)*. There were some significant differences between before and after the implementation of teaching military vocabulary through the miming game as the innovative method to be adjusted. Also, the miming game can be considered a very effective way as innovative method to be used by foreign language teachers and learners. Based on the question about the process of teaching and learning by the 10 students of the experimental group who used miming to teach military vocabulary as treatment 95% answered “yes” or agreed to the miming strategy and 5% said “no” or disagree.

CONCLUSIONS

The result from the computation of the mean score of the experimental group was **3.2** which was greater than the mean score of the control group **1.08**, while the level sinificance used **0.5%** with degree of freedom is **N-2** becoming **20-2=18**. It is indicated that the treatment was successful. On the other hand, the result of the standard deviation by using the formula t-test was **3.3** greater than the t-table was **2.101**. Therefore, it was decided to interpret that using miming to teach English Military Vocabulary has a positive significant influence on English military vocabulary. The miming could increase the learners' comprehension and more effective in doing various activities in learning vocabulary. Miming can be considered a very helpful and useful strategy for teaching English Vocabulary to Força Defeça Timor Leste. Aside of that, there were some significant differences between before and after the treatment through teaching English vocabulary by using miming. Based on the observation sheet, during the teaching and learning process of using miming as the treatment to teach English Vocabulary to the experimental group, the learners were very happy and enthusiasm to engage without boring to attend the class while the teaching and learning process was going on. On the other hand, regarding questions about the process of teaching and learning the 10 students of the experimental group were very happy and enthusiastic to engage without boring to attend the class while the teaching and learning process was going on because 95% agreed on the miming strategy.

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