CHAPTER I

INTRODUCTION

In this chapter, there are some parts to disscuss. They are background of the research, statements of the problem, objectives of the research, and significances of the research.

1.1 Background of the Research

According to Feriyanti (2017) in Crystal (2003:3), English had a role as a global language or the world language, because English was used to communication in various contries as international language. English learning process must involve the four skills. They are: listening, speaking, reading, and writing. The evidencescanbeseeninEnglishlearning process whichgivesmuchattentionto teach grammar, and vocabulary to complete an English languageskill. Furthermore, vocabulary was very important as one of component to be taught to the students in learning English. According to Syafei (2013: 666), it was stated that vocabulary are substansial part for comprehension, a reader cannot understand the text without knowing what most of the words mean.

In mastering English skills, vocabulary is basic thing that must be learned and understood by students because vocabulary is the key tolearning language. Vocabulary is very important for English learners, only with sufficient vocabulary learners can effectively express their ideas both verbally

and in writing form. Alqahtani (2015: 26) declared the learning vocabulary as animportant aspect of the foreign language learning with an emphasis on the meanings of new words. It can be known that vocabulary was very important to learn vocabulary mastering in English learning. It can be concluded that vocabulary was one component of language used to communicate between someone to another. With vocabulary can be known about the meaning, word use, word formation, and word grammar to express ideas, it was necessary to have vocabulary storage that can be selected in order to understand expected th meaning or concept.

In learning English uses appropriate technique to develop students' English skill. According to Davies, (1996:8) in Wiranata (2015), English teachers should try to vary the teaching to improve the students' ability in learning English. The students' interest is one of the main factor to achieve the goal of learning English. Beside that, the teacher should be able to find a good technique how to teach vocabulary for the students. One of the technique that canbe applied to teach vocabulary is test taking teams technique. Barkley (2016: 200) definedTest-Taking Teams techniques are as follows. This technique is active, not passive, requiring students give and take when they help one another in efforts gain knowledge or understanding. When a participant students tried to understand a problem well in order to explain it to other students, then automatically it also improved their own learning abilities. In addition, the use of Test-Taking Teamstechnique can help assess and improve their understanding while they teach one another. So, test taking teamstechnique canbe used to teach vocabulary mastery for the students.

Syaeful (2013: 131) stated that vocabulary games provided a good chance for students to learn something from one another. For that reason, the researcher want to make the learning process more interesting and enjoyable. The reseacher tries to teach vocabulary mastery by using games. Hopefully this way can help the students more active. The game that can be used to teach vocabulary mastery is mime game. Thopam (2014: 1) by doing mime games, students would felt more energized, imaginative, fun and communicative when doing their tasks by acting to describe the structure being learned. According to Alqahtani (2015: 26), teaching movements occured in various forms: hand movements, facial expressions, mime, body movements, etc.

In short, many people who learn English often faced the problem, especially in vocabulary mastery. It was proved by the researcher's observation at tenth grade of SMA Negeri 1 Mayong. The researcher found some problems that occured in learning process, especially in vocabulary mastery. They were: First, the students had some difficulties to study about English vocabulary.It showed that the students is difficult to remember about English vocabulary,the students is lack of vocabulary because some of them even did not know the meaning of some words during Englishlearning and the students tried to find the meaning of word through English dictionary, the students is afraid to speak English because it is difficult to pronounce English word such as they pronounce "no" instead of word "now". Second, the class activity depend on the textbook so that some of the students felt bored and sleepy with the lesson in the classroom and they were sometimes also did not understand with the teacher's explanation. Third, the teacher sometimes

madethe students did not have interest in learning vocabulary, because the teacher did not provide attractive teaching and the teacher used less media to teach vocabularywhich made many students did not concentrate on the lesson. In conclusion, the teacher should be able to find a good way to make the students would feel enjoyable and interestingin English learning.

To accomplish the problems that appeared in the classroom, the teacher should get students' interest in learning vocabulary mastery especially in descriptive text. The teacher should use different technique or media of teaching vocabulary mastery. Based on National Education Curriculum in2013 called *Kurikulum 13 (K13)*, the learning process have to make the students more active, innovative, and creative. So, the teacher have to create enjoyable in learning process through appropriate technique. The researcher would choose test taking teams technique through mime game as media to teach vocabulary mastery and the researcher expects that it could help the students more interesting in learning process. In addition, using test taking teams technique through mime game can improve the students' vocabulary mastery and they can apply their English vocabulary when they want to speak English. So, the students will be more active in English learning process and it will increase their knowledge about English.

Based on the explanation above, the researcher expected that to examine of the influence of test taking teams technique through mime game to improve students' vocabulary mastery. Because of that reason, the researcher interested to conduct a research entitled ***"The Influence of Test Taking Teams Technique Through Mime Game Toward Students' Vocabulary***

Mastery (A quasi experimental research at tenth grade students of SMA Negeri 1 Mayong in the academic year 2020/2021)".

1.2 Statement of the Problem

Based on the explanation in the background of research, the problems statement in this research is: How is the influence of test taking teams technique through mime game toward students' vocabulary mastery (A quasi experimental research at tenth grade students of SMA Negeri 1 Mayong in the academic year 2020/2021)?

1.3 Objective of the Research

From the statement of the problem, the researcher determines the objective of this research is to examine of the influence oftest taking teams technique through mime game toward students' vocabulary mastery (A quasi experimental research at tenth grade students of SMA Negeri 1 Mayong in the academic year 2020/2021).

1.4 Significance of the Research

1. Theoretically

   The researcherexpectsthe result of this research cangive the alternative technique to overcome the problem that occure in the learning process especially to improve vocabulary masteryand the result of this result can also improve students' vocabulary mastery by using test taking teams technique through mime game as teaching medium for the students.

2. Practically

   a. For the teachers

The researcher expectsthat the teachers will know how to apply test taking teams technique through mime game as teaching medium. It can also help the teachers to determinelearning technique andselect appropriate media especially for teaching vocabulary mastery.

b. For the students

By using this technique the researcher expects that the studentscould be more enjoyable and interesting to study English, especially to improve their vocabulary mastery through test taking teams technique through mime game. So, it make the students can memorize English vocabulary easily.

c. For the readers

From this research, the researcher expects thatthe readers cangetmanyknowledges and informations about the good technique that can apply to teach vocabulary mastery by using test taking teams technique through mime game.

d. For the researcher

The researcher expects that the result of this research can be usedas the data for other researchs and it also gives many knowledges to other researchers.

3. Pedagogically

This research can give an outcome of new technique toteach vocabulary mastery by using test taking teams technique through mime game for the teachers and the students.