

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is very important in life. It is used by people to communicate each other for sharing their aims and purposes. One of languages that used in this world is English language. As we know that English language is lingua franca means English used as a medium between people do not understand each other in their own language. Language is not only about communication each others, but it considerate to four bases skills. They are reading, speaking, listening and writing. Four basics English above are implemented in daily life.

In English there are a lot of words which can be used in life. Hossein Vossoughi (2009:1) stated at his journal that words are tools we use to think, to express ideas or feelings. In addition, vocabulary is one of the most important aspect students need to master in learning English. McCarthy (1990:viii) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

In line with McCarthy opinion, Marianne Celce-Murcia (2001:288), Vocabulary learning is central to language acquisition whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a

systematic and principled approach to vocabulary by both the teacher and the learner. The increased interest in this topic is proved by a rapidly expanding body of experimental studies and pedagogical material, most of which addresses several key questions of particular interest for language teachers. Thornbury (2002:13) stated, without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.

As above statements which vocabulary is an important skill in English mastery, researcher tries to help students develop their English vocabulary mastery easily. Students with less vocabulary will get some difficulties to understand English lesson. In the opposite of it, students will be easier to understand and develop their English. To enrich vocabulary is suitable done in the earlier years of children.

Then, to overcome the problems of learning process, game can be the answer. Tuan and Minh Doan stated in their article about the advantages of using games in language teaching and learning. There are four advantages that they stated. First, games motivate learners. Games give motivation to learner since they are amusing, interesting and challenging. The activities in a game make students to move around, activate their mental capacities and stimulate neural network. Second, games promote learners' interaction. Interaction comprises the nature of classroom pedagogy and classroom behavior. Pair or group work is one of the main ways to promote interaction. Third, games improve learners' language acquisition. The meaning of the language students listen to, read, speak and write will be more widely experienced in a game. Then they will be better in remembering the

language they learnt. Fourth, games increase learners' achievement. As a result games can increase learners' achievement. The achievement include in test score, ability of communication, some skills, knowledge of vocabulary or other language skill (Tuan and Minh Doan, 2010:72)

Bahloul (2014:9) said in his article the 'Mime in Education' presents a number of features that are quite unique for they combine myriad skills in such a short time. Participants quickly improvised scenes. In addition, working in groups assists in improving learners' social bonding skills which, in turn, develops group awareness and trust through such group dynamic activities. Hill (2002) commented on the use of mime in the foreign language classroom, *"with the right group, this can produce some amusing and enjoyable moments, while still providing an effective learning experience"*

Researcher uses Miming Game in teaching vocabulary. Hopefully, by the game students will get many vocabularies easily and not bored. Conducting Miming Game in teaching vocabulary is easy and simple. It will be defined in the chapter II. Finally researcher conducts this final project entitled "The Effectiveness of Miming Game in Teaching Vocabulary". Beside of that, the researcher expects that the game will give a good contribution for the students, English teacher, school and others.

1.2 Reason for Choosing the Topic

In this study, the researcher chooses the topic "The Effectiveness of Miming Game in Teaching Vocabulary" with the reasons that in the classroom, a teacher

found some difficulties in teaching English because the students' vocabularies were limited. In the other hand, students were lazy to find the meaning of words in dictionary. Teaching English traditionally is not suitable again for students in this century. Teaching English traditionally means that English lesson is thought by teacher like speech moment. Well, using Miming Game intends to make interesting in developing students' vocabularies.

1.3 Statement of the Problem

In this research, the researcher finds a question that is posed in this question below:

- How effective is the use of Miming Game to improve students' vocabulary?

1.4 Objective of the Study

Based on the question in the statement of the problem above, it shows objective of this study, and the researcher wants:

- To examine the effectiveness of Miming Game to improve students' vocabulary.

1.5 Hypothesis of the Study

Tuckman explained that hypothesis is an expectation about events, based on generalization of the assumed relationship between variables (Setyosari, 2012:109).

There are two types of hypothesis that a researcher usually use. Those are zero hypothesis and alternative hypothesis. Zero hypothesis states to define there is no difference between variables. The formula of zero hypothesis is H_0 . Alternative

hypothesis stated to define there is difference between variables. The formula of alternative hypothesis is H_1 .

Here is the hypothesis of this research:

H_0 = There is no difference vocabulary achievement between students who are taught by using Miming Game and students who are not taught by using Miming Game.

H_1 = There is difference vocabulary achievement between students who are taught by using Miming Game and students who are not taught by using Miming Game.

1.6 Significant of the Study

The result of this study is expected to give some contributions:

- 1) Theoretically, this study would give information as a reference to the next researcher that conducts such similar research.
- 2) Practically, this study is expected to give some contributions to the school, teacher, and students. Students will enjoy in English lesson and reach a good score through this game. Teachers will be more aware to upgrade their teaching ways.
- 3) Pedagogically, the result of this study can be a source of information on how the teacher should teach to the students in English lesson maximally. Giving an idea how to make students interested in English while improving their English vocabulary mastery.

1.7 Thesis Organization

This study consists of five main chapters systematically. Here it is the five main chapters and the description:

CHAPTER 1

This chapter introduce some bases of research include background of the study, statements of the problem, objective of the study, hypothesis of the study, significant of the study and thesis organization. This chapter is as the why the researcher chooses the title of this research.

CHAPTER 2

This chapter consists previous studies, review of related literature of Miming Game and vocabulary. Previous studies discuss about some researches had been already conducted by other researchers. Then, theoretical of Miming Game and vocabulary discuss about theory of them. Include in it is definition and implementation.

CHAPTER 3

Contains of chapter 3 are research design, setting of the research, population and sample, research variable, instrument of data collection, method of data collection, data analysis for trying out test and method of data analysis.

CHAPTER 4

Chapter 4 explains about the analysis of the data that have been collected by the researcher, and present the data that have been analyzed related to the statements of the problem which have been decided by the researcher.

CHAPTER 5

Chapter 5 is about conclusion and suggestion.

