CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Previous Studies

Sagala (2018) conducted a study entitled *"The Use of Mime Game to Improve Students' Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan"* is Classroom Action Research. The sample of the study was X-1 that consisted of 26 students. Based on the result of study 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%.

Purnama (2017) conducted a study entitled *"Improving Students' Vocabulary Mastery by Using Mime Game in SMPN 3 Sungai Raya"* is Classroom Action Research. The participants of the study were seventh grade students in class VII A with the total of 32 students. The technique of collecting data was observation, field note and measurement test. The result of the study showed that

the implementation of mime game improved students' vocabulary. They began to show interest by actively answered question, and enthusiast while guessing the action word.

Mardhatilah stated in her article entitled *"Using Miming Game to Teach Vocabulary to Young Learner"* that one way to attract young learners' attention to learn vocabulary is by learning through games. Through games, children experiment, discover and interact with their environment. Games are natural activity done by young learners as they are growing up, because they can discover and communicate with everything around them. Furthermore, that game teaches children about an activity with rules which they can share anything around them. They also can be a winner or even looser in the games (Mardhatilah, 2016). In addition, Mardhatilah said that mastering English skill is from understanding vocabulary. Vocabulary is main key to expert in any languages.

Ningati (2017) conducted a study entitled "*Improving Students' Writing Skill Thought Mime Game in Descriptive Text for the Seventh Grade Students Of SMP Negeri 1 Ngemplak in the Academic Year 2016/2017 (a Classroom Research)".* The study showed that Mime Game could improve students' writing skills and the class situation during the teaching learning process. It could be seen from the result of test which improved. The mean score of pre test was 66.6, the mean score of the post test cycle 1 was 74.3 and the mean score of the post test cycle 2 was 79.4.

The studies above stated that vocabulary is very important in improving English skill. One of the ways to improve students' vocabulary is using Mime

Game. Mardhatilah in her article focused on young learner as the subject, Ningati and Purnama chose students' Junior High School or SMP as their subject. It is difference from this study that the subject is especially for Islamic Junior High School (MTs). Beside of that, the diversity also comes from the method of this study which experimental research was chosen.

2.2 Review of Related Literature

2.2.1 Vocabulary

a. Definition of Vocabulary

There are some definitions of vocabulary based on experts' opinion. Merriam Webster states that vocabulary is "a list or collection of words and phrases usually alphabetically arranged and explained or defined, a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge" (Webster, 2018). "vocabulary is all of words used to communicate in a language that not all of them are known by everyone because everyone's vocabulary is some of all words that he or she knows in a language. In addition, when an individual has his or her vocabulary, he or she has collection of words that the amount of words is difference from every individual" (Hidayati, 2016:2).

Furthermore, vocabulary can be defined as list of alphabetical in particular language that builds a word and the word can be meant and

translated. Vocabulary is found not only in a written text, but it can be found too in spoken include dialog, conversation and speech.

b. Elements of Vocabulary

Harmer and Rossner wrote in their book "More than Words**"** about vocabulary. They define that vocabulary has many elements. The elements appear from everything. It effects in using vocabulary, because the meaning of vocabulary based on the situation. It will show you that there is more to the book than simply a list of topics and the words associated with them. To know a word fully you need to be aware of many things, for example:

a) you need to know what a word means (let's take the word *'dream'}*
b) you need to know how it is connected to other words which mean similar things (e.g. *nightmare]* i
c) you need to know what other meanings it can have (e.g. "*/ never dreamt I could be so happy" "He's always daydreaming" "I wouldn't dream of it"* etc.)
d) you need to know how the word changes depending on its grammar (e.g. she was *dreaming*, she *dreamt)*
e) you need to know the grammar of the word (e.g. you dream of or *about* something)
f) perhaps, most importantly, you need to know what kind of situations the word is used in and who might use it.

All this information is part of 'knowing' a word: it is information that speakers of the language have without even realizing it. In their book, they try to ensure that students have a chance to know words in this way. Texts show the contexts words are used in, and exercises explore various aspects of the words such as collocation, style and grammar (Harmer and Rossner, 1991:VI).

Michael McCarthy (1990:91) organized vocabulary into four points. He made the organizing vocabulary considered with functions of vocabulary. The four points will be explained clearly:

1) Topic

The use of topic in vocabulary framework is very common in materials. Every English word has some meaning in each topic. Topics are able to influence the purpose of words.

2) Meaning

People speak to others with words to show their aims. But, it will fail when people do not understand the meaning of words. The communication will go on without purposes or any unexpected purposes. Meaning in words is very important to know by English students. Students who do not know the meaning of words will get difference understanding to others students that know the meaning of words.

3) Form

Form of words has to be learned by English students. The form of word includes root, prefixes and suffixes. By the forms, students can increase their vocabulary. The form also consists of letters of words.

4) Contextual Relations: Register and Discourse

Word is not only simple in general meaning. Other words have some meanings in every place and situation. That is influenced by culture and behavior in special place.

The four points above do not stand individually when the vocabulary is used in dialogue. Every point relates to others points. Meaning for example, it will change from the main meaning to others meaning because influenced by topic, form and contextual relations.

Then, Thornbury stated in his book that only two basics elements for knowing a word. Those are:

1) Form

2) Meaning

(Thornbury, 2002:15)

2.2.2 Miming Game

a. Definition of Miming Game

There are many games that can be used in teaching English. Every part of English has difference treatment. Vocabulary for example, many

games to improve it are ample. One of the games is called Miming Game. However, the writer is interested in this game by some reasons.

Amaal and Majeda said in their article that game in teaching vocabulary is importance. Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

- Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- Games usually involve friendly competition and they keep learners interested.
- Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
- Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new (Amaal & Majeda, 2014:115)

Game means competitive play or sport with rules (Oxford, 1995). Jill Hadfield contributed that game is an activity with rules, a goal and an element of fun. In addition, he divided game into two kinds: *competitive game* and *cooperative game.* Competitive game means players or teams race to be the first to reach the goal, and cooperative game means players or teams work together toward common goal (Hadfield, 1999:4).

Hornby (1995:739) gave definition of mime as the technique of telling something using only expression and gesture and no words. Mime game is the most appropriate guessing game that applied in classroom. Whereas Topham (2008) defined mime game is using bodies to convey the meaning of an action or an expression which the others have to guess.

b. Implementation of Miming Game

According to Topham (2008) there are many variations of miming game. One way of playing mime game goes like below:

a. Divide the students into several groups.
b. Every group must have a leader to show the character of the picture or word.
c. The leader is allowed giving one clue about the picture or word. For example, the picture about animal or thing.
d. The leader should show the character of the picture or word by his or her gesture or body language without words.
e. Members of group have to discuss and guess what the leader show with his gesture correctly.

This game is interesting because students will use their imagination to think and guess what their friend expression means in miming a word. Besides, this game is also interesting because students will take in turn to be the describer or the one who is going to mime a word. The describer will

also use their imagination to think and get moved in expressing a certain word by using his own way (Mardhatillah, 2016:128).

2.2.3 Teaching Vocabulary by Using Miming Game

a. Technique in Teaching Vocabulary

There are many ways to teach students vocabulary. But, teacher should decide the ways or techniques which are suitable for students' need. Thornbury (2002:30) proposed the implications for teaching after knowing one's mental lexicon is structured and the way it develops. Those are below:

1) Learners need task and strategies to help them organize their mental lexicon by building networks association.
2) Teachers need to accept that the learning of new words involves a period of initial fuzziness.
3) Learners need to wean themselves off a reliance on direct translation from their mother tongue.
4) Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocation and their syntactic environments.
5) Teaching should direct attention to the sound of new words, particularly the way they are stressed.

6) Learner should aim to build a threshold vocabulary as quickly as possible.
7) Learners need to be actively involved in the learning of words.
8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
9) Learners need to make multiple decisions about words.
10) Memory of new words can be reinforced if they are used to express personal relevant meanings.
11) Not all the vocabulary that the learners need can be taught. Learners will need plentiful exposure to talk and text as well as training for self-direct learning.

Based on principles above, teacher should know how to introduce words and convey the meanings to the students during the learning process.

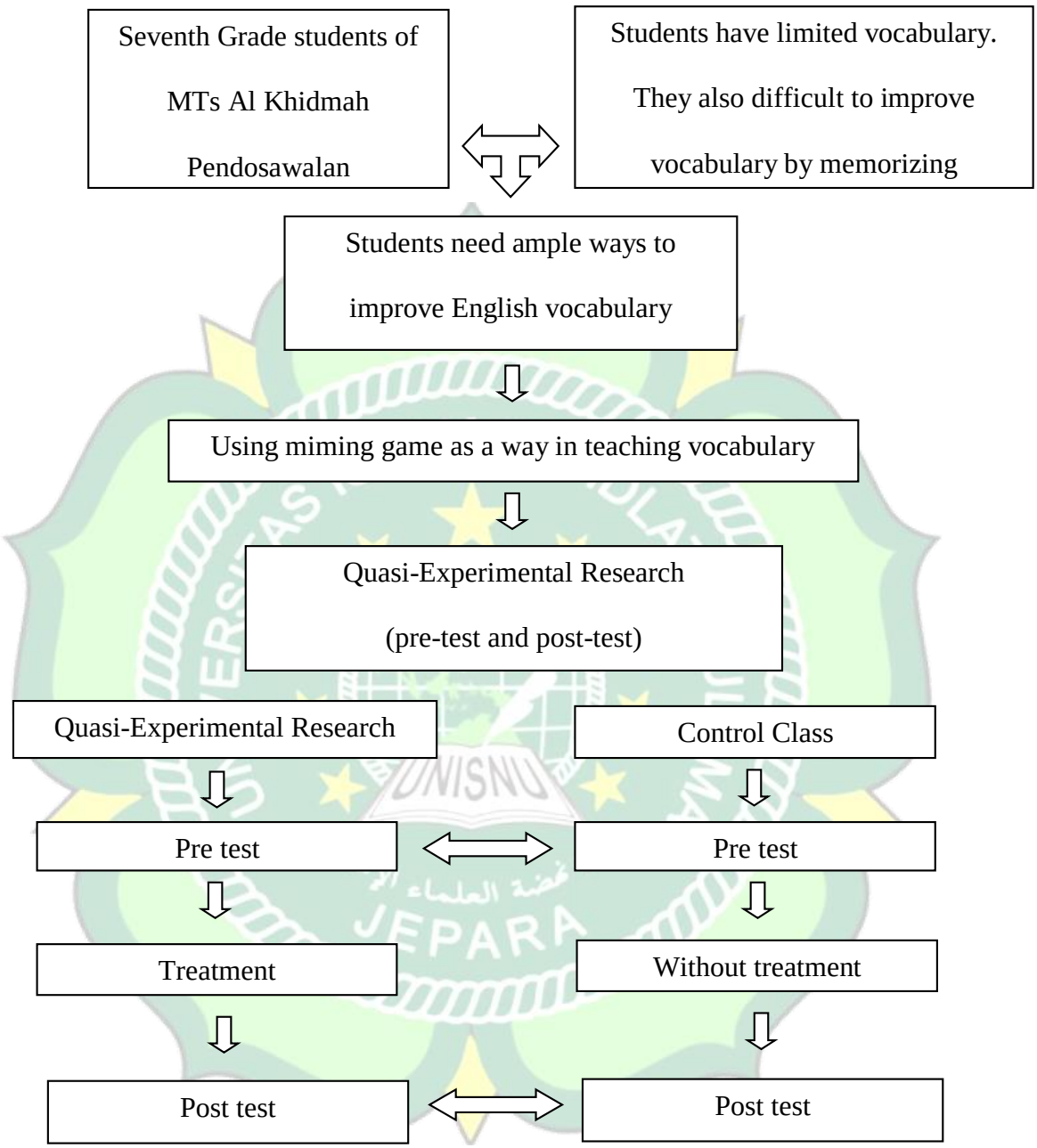
b. Miming Game in Collaborative Learning

Based on the implementation of miming game, Collin said that the game is interesting because the game is combined with collaborative learning. Students are divided into some groups. The group will take it turn to be describer and action based on the word. In the last, teacher will count the score of each group to find the winner (Collin, 1993:12).

According to Learsen-Freeman (2000:164), cooperative or collaborative learning essentially involves students learning in every group. But it is not the group configuration that makes cooperative

learning distinctive. It is the way that students and teacher work together that is important. Furthermore, there is no teacher-centered learning as we often find in common teaching learning process while implementing collaborative learning. Since teacher in collaborative learning helps students to learn more effectively by work together. Collaborative learning uses student-centered learning that is focused on the students.

2.3 Research Framework



From the picture above, the steps of the research can be seen clearly. Using quasi-experimental research researcher wants to find out whether using miming game in teaching vocabulary is able to improve students vocabulary or not.