CHAPTER II

REVIEW OF RELATED LITERATURE

There are two parts to disscuss in this chapter. They are previous research and theoretical review. This chapter consists previous research which discuss about the previous researches that related with the theory, theoretical review which presents some theories and studies which are relevant with the topic, and construction framework which explains the concept of research with related the theory.

2.1 Previous Research

There were some references that had conducted from previous research in this research. The first previous research was from Asrifan, (2018) entitled "The Chinese Mime Game in Teaching Vocabulary on EFL Classroom". The objective of this research was to find out whether or not using Chinese mime game could develop the student vocabulary mastery. The research design was pre experimental method. The population of the research was of MTs As'adiyah No. 5 Ongkoe Wajo by using sample technique of cluster sampling which the seventh grade MTs As'adiyah No. 5 Ongkoe Wajo. The data were collected use vocabulary tests that was applied to pre-test and post-test. The result of the data analysisi showed that the mean score in pre-test 59.4 was lower than the mean score in post-test 85.2, after the students were given treatment by using chinese mime game in teaching vocabulary of the seventh grade of MTs As'adiyah No. 5 Ongkoe Wajo was significantly developed.

The second previous research was from Al-Fraidan entitled "Test-Taking Strategies of Arab EFL Learners on Multiple Choice Tests". The goal of this research was to describe data on test taking strategies emerging from different studies on multiple choice test items by EFL Arab learners. In this research there are two important features of data collection method namely: first, introspective reporting allowed researchers to access the minds of the respondents. In second of the task performance and to extract authentic information that could not collect in other means. The result of the research was the strategies compromise the validity and reliability of test which concluded by showing some interesting strategic behaviours exhibited by Arab EFL learners.

The third previous research was from Purnama, (2017) entitled "Improving Students' Vocabulary Mastery by Using Mime Game in SMPN 3 Sungai Raya". The purpose of this research was to increase interest of students and students' vocabulary mastery to learnvocabulary by using mime game for class VII A students of SMPN 3 Sungai Raya. The research participants in this research were the class VII A students with the total of 32 students. The method of collecting data used classroom action research which consisting of planning, acting, observing, and reflecting. In this research was comducted in two cycles that the technique of collecting data used observation, field note, and measurement test to get the findings. The research result in the research was indicated that the implementation of mime game increased students' vocabulary

withshowing interest by actively answered questions, and enthusiastic while gueessing the action word.

The fourth previous research was from Izza, (2019) entitled "Improving Study in Teamwork Through Test-Taking Teams Model Assisted by Multimedia Powerpoint Theme 8 in Elementary School". The aim of this research was to enhance the students teamwork in the theme 8 "Area Where I Lived" in class IV Elementary School 2 Bumiayu using collaborative learning techniques Test-Taking Teams assisted by multimedia powerpoint. The population in this research was class IV students consisting of 36 students which consisting of 23 male students and 13 female students. In this research type was a classroom action research which consisting of 2 cycles and each cycle consists of 2 times meeting. The instrument used in data collection include test and non-test instruments. The result of the observation in learning process of cycle 1 and cycle 2 research showed that the cooperation students have increased, the cooperation attitude of the students in cycle 1 gained a percentage value of 6.21% to 93.05% at the end of cycle 2 with criteria excellent. The percentage of students cooperation reached a determined success indicator with good and increasing criteria.

The fifth previous research was from Mardhatillah, (2016) entitled "Using Mime Game to Teach Vocabulary to Young Learners". The aim ofthis research was to investigate the effective of using mime game for young learners in learning English vocabulary to improve the quality of human resources and to produce English qualified students since they are

young. The population of the research was of conducted to children at the age of ten means to the fourth grade students of elementary school. In the research used document analysis. The document analysis was taken from learning activities where the teacher was used mime game as a way to teach English vocabulary to young learners. By using mime game, the students gave to express something by miming and gestures that the students were imagined and thought to guess a certain word means. It was described that mime game was developed to support English vocabulary to young learners.

The sixth previous research was from Bates, (2011) entitled "Implementing Social Learning Strategies: Team Testing". The aim of this research was to explained how to provide using collaborative learning to develop higher order cognitive skills and faster feedback on exam performance by adding a team component to examinations. The participants of this research were used of team tests in two different university settings with range of implementations. In addition, it offers suggestions for customizing the technique to fit a specific classroom environment.

In conducting this research, the researcher was inspired from their previous research above but in different way, it is that measure student's vocabulary mastery. The researcher wanted to know that test taking teams technique through mime game was an effective media in teaching English vocabulary to improve students' vocabulary. This research haddifferences of the previous research wascombining test taking teams technique with

mime game as media to improve students' vocabulary mastery for SMA Negeri 1 Mayong, especially in descriptive text.

2.2 Theoretical Review

In this part, there were some theories which support this research with some relevant theories related to the topic from many sources.

2.2.1 Concept of Vocabulary

1. Definition of Vocabulary Mastery

Vocabulary is one of English language components that is very important for the students in school which it is set of words in English that used to express people ideas, feeling, and information to others. Vocabulary refers to the words used in a language (Sener, 2015). By mastering vocabulary, students will be able make the sentences easily. Because learning English is not easy, so the students need to know new vocabulary in English. Additionally, English is a foreign language for them. However, there are some problems that make it difficult for the students to master vocabulary. Learning vocabulary will be related to understand the vocabulary meaning. According to Feriyanti (2017) in Crystal (2003: 3), said that English had a role as a global language or the world language because English was studied and used for social communication in various countries as a first language, a second language and as a foreign language. It explains that English is one of important subjects which we need to know many vocabularies in the meaning of it and also can use it in

contexts of all language skills. In learning English, there are four main skills to students' mastery. They are reading, speaking, listening, and writing.

Based on the Merriam-Webster Dictionary, mastery is (1) the authority of a master: dominion, (2) excels in contests or competitions: superiority, ascendancy, (3) ownership or display of great skills or techniques, (4) skills or knowledge that make a person Become a subject master: Command. While Thomas et al define that mastery is a construct that cannot be directly observed but can be deduced from performance depending on a series of items or tasks related to the observed concept, skill, or subject.

Hatch and Brown in Mofareh Alqahtani (2015: 26) stated that the ability in the knowledge of each individual's vocabulary depends on each person and motivation in themselves, desires, and needs for words to be used. From the mastery of vocabulary can be defined as a number of vocabulary that is owned by the language user in the language used which contains information about the meaning, form, and its use in the context of communication. This is a very basic knowledge that students must learn and master first before mastering English as a whole. Because vocabulary is a major problem for learning English as a basis for language learning.

From the above definition, it could be concluded that the mastery of vocabulary was the competence to understand and apply many words learned by language learners. Mastery of vocabulary was clearly shown by the ability of students to express vocabulary in the use of language which was also shown by their ability to make sentences using vocabulary. Vocabulary mastery is intended to learn vocabulary, because when students are able to master vocabulary they could apply it in their daily lives. The important role in vocabulary mastery and it must be considered that vocabulary mastery was one of the important component which it was needed in language learning.

According to Syafei (2013: 666) stated that vocabulary are substansial part for comprehension, a reader cannot understand the text without knowing what most of the words mean. From the definition, it can be concluded that vocabulary is a series of words that can be expressed in various of meanings. Vocabulary is an important role in the knowledge of meaning to support mastery of English skills, namely listening, speaking, reading and writing. The more students' vocabulary mastery, it is the easier for them to improve their English skills. In writing, for example, by having many vocabularies, it will be easier for the students to improve their English skills. So they can express their ideas, opinions and feelings in communication.

Based on the explanation above, it can be concluded that the vocabulary is knowledge of the meaning of words to find out the meaning of words when listening, speaking, reading and writing. Vocabulary is very important role to support vocabulary mastery in language skills, namely listening, reading, writing and speaking. In listening skills, by having a lot of vocabulary they can hear and understand all the words in oral communication more easily. In speaking skills, they can include all the words they use in oral communication. In reading skills, they can understand all the words in written material. And in writing skills, they can express their ideas, opinions and feelings in an integrated way. Writing and speaking are the language production possessed by productive skills while listening and reading involve receiving messages and they are included in receptive skills.

2. Kinds of vocabulary

Without using grammar that can be delivered very little words, but without using vocabulary nothing words can be conveyed. Asrifan, (2018) says that vocabulary is all the words in alanguage, all the words used by a group or an individual, an alphabetical list of the words used in a book often includes their translation or definition. There are four kinds of vocabulary, they are as follows:

a. Oral vocabulary consists of words actively used in speech.

b. Listening vocabulary is the stock of the words to which one responded with the meaning and understood in the speaking of others.

c. Writing vocabulary is words that come readily to one's finger vocabulary.

d. Reading vocabulary is the words one response in writing of others.

3. The Difficulties in Learning Vocabulary

Alqahtani (2015: 24) stated that the teachers should be concerned that teaching vocabulary is something new and different from student's native language. It explains that we know the most discussed part is the teaching of English vocabulary as a basic for learning English. When the learning process takes place, problems will begin to appear on the teacher. The teachers have problems about how to teach the students to get satisfying results. The teacher must have a strategy and prepare appropriate learning techniques to be applied to students. A good teacher must find out and prepare themselves with various techniques that are right for their students. The teacher must be able to master the material to be taught so that it can be understood by students, so that it can make students interested and happy in the teaching and learning process in class. Teachers must also know and consider that something taught in teaching English to young students is different from adults.

Learning vocabulary is one of the easiest things about but it is also one of the most difficult things to do. That is, because learning vocabulary will not only learn about the meaning of words but will also learn about other aspects of words such as usage, pronunciation, grammar, and so on. In learning vocabulary, students will get some difficulties. So, it can be difficult for students to understand vocabulary. According to Rohmatillah (2014), there were some factors of difficulties in learning vocabulary as follows:

a. Pronouncing the words

The students faced the difficulties in pronouncing the words because of the differences between spoken and written English. For example, when the students pronounce the word muscle, listen, write, honor, and honest.

b. How to write and spell

The problem in writing the words or sounds spelling mismatches. As the reseacher stated before that it caused by the differences between Indonesian and English. The written form is different from the spoken form in English. When the students want to write a word “muscle”, they just write the word that they heard “mussel”.

c. Choosing the appropiate meaning of the words

The students found difficulties in choosing the appropriate meaning of the words, for example sometimes they

usually overlap the meaning of the words such as the use of do and make. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. In this case the students looks for the word in his mind and does not know the exact collocation.

d. Grammatical form of a word

The different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. The example is affixation, affixation is one of the ways new words are formed from old including prefix and suffix. It is hard for the students to know the meaning of the words because by adding prefix and suffix in a words can cause the changing in word class.

e. Using the word based on the context

Based on the context, as we know that a word consists of more than one meaning. It also can be categorized based on word classes. For example the word “can” can be as modal auxiliary but on the other hand the word “can” can be as a noun. The meaning of “can” as modal auxiliary is different from the meaning of “can” as a noun. Can as auxiliary in Indonesian is *dapat* or *bisa* but the meaning of can as noun is *kaleng.*

f. Idiomatic

The students are also still confuse when they find words or expression that are idiomatic. It caused by idioms were difficult because of the lack of the cultural background. Students thinks that the cultural background affects understanding of idiomatic expessions.

Learning vocabulary is one of the easiest things about but it is also one of the most difficult things to do. That is, because learning vocabulary will not only learn about the meaning of words but will also learn about other aspects of words such as usage, pronunciation, grammar, and so on. So it can be difficult for students to understand vocabulary.

2.2.2 Concept of Test Taking Teams Technique

1. Definition of Test Taking Teams Technique

The Test-Taking Teams technique is students be divided into several groups of four to six members. Learners are asked to discuss the material in groups then working on the problems individually. After that they returned to the group and worked on the questions (Pratiwi, 2017: 14-15).

Based on this, two things can be studied, namely the collaborative method learning helps educators transfer their knowledge through activities which makes students more active. Second, there are several techniques collaborative learning. One of

technique are Test-Taking Teams technique. This was felt to be able to improve student's vocabulary mastery.

The Test-Taking Teams technique is considered effective to transfer the material and improve student learning achievement. This technique including reciprocal teaching techniques from the Collaborative method Learning developed by Barkley. Barkley (2016: 200) defines Test-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 try to understand a problem well in order to explain it to other students, then automatically it also improve their own learning abilities. In addition to, from that technique Test-Taking Teams help assess and improve understanding they are to matter while they teach one another.

Charles H. Cooley (Soekanto, S, 2014: 66) stated that arises from one's attitude when the person realizes that all activities can help each other and make work gets done quickly as well provides many useful and benefits for life. Group members must work together as a team to accomplish a common goals, each person depends on all the others. No student can succed completely unless everyone works well together as a team". The more students know about tests the better they can do on them, the means Test-Taking Teams is important to help students learn about their weaknesses.

So, they can improve and learn about their strengths, and the test will be very helpful to improve students' vocabulary. The learners know about the test that will be passed, then they will be able to do the test well.

Furthermore Barkley (2016: 247-254) explains that there is three important steps in the Test-Taking Teams technique that must be passed by learners. First, the students will study the material in groups. Second, the students take and answer the questions individually. And third, the students will return to answer the questions in a way in groups. Working in groups to answer questions provides benefits in students to be able to help each other to understand them about the theme or material being discussed.

From that step, because every students take independent questions, this Test-Taking Teams technique emphasizes on individual responsibility. By repeating the problem in a group or as a team, each student gains from group collective knowledge.

2. Procedures of Test Taking Teams Technique

A learning technique is said to be good if it has procedures or clear steps in implementation. This can help educators so as not to be confused applying into a learning. According to Pratiwi (2017: 19-20) that the procedure or steps for implementing the Test-Taking Teams technique are as follows:

The teacher divide students into small groups of four to six members. The teacher must be able to ensure that each group contains members who have diverse expertise for each group have a balanced ability.

1. The teacher must be able to adjust time which these groups use to discuss. Give time to working together to gather information, resources and ideas for use preparation for the exam (working on the questions). For example one participant students write down their ideas and then send them to others.
2. Ask the students to solve the questions or problem individually.
3. Ask the students to rejoin their groups to discuss and decide answers together and give group responses to the answers to these questions.
4. To determine a value considering with individual value and group value.

Barkley, Mjor, and Cross (2014: 222) the strengths of the Test-Taking Teams technique are as follows: (1) Test-Taking Teams are useful to show the value of collaborative learning, (2) Students can help each other deepen their understanding of the theme or material being discussed. (3) By working in groups of students can add to their insights and knowledge while they are discussing which helps them be ready to face the next broader test. (4) Encouraging individuals to make the best efforts and to assess their progress after working on the problems individually.

2.2.3 Concept of Game

1. Definition of Game

Games is a procces of learning something with a fun way. According to Amaal & Majeda (2014: 115) said that games add diversion to the regular classroom activities, “break the ice”, but they are also used to introduce new. Playing is the effective method for students. Through play they meet their environment, understand many principles about how things work and it is easy for them to remember something related to pleasure, fun or amusement to increase the vocabulary we need media to be used. In the Oxford advanced learner dictionary, in mentioned that the game is an opportunity/skill game, ball game, the sort.

Moreover, Byrne in Febriansyah (2015: 25) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not only a distraction, a break from routine activities, but also a way for learners to use the language during play the game. Here we know that a game is ativity can make the students enjoy and fun if we can apply and conduct it straight as its rules. Researchers have come up with different descriptions about the nature of games. Crookal (1990) in Hartini (2013: 17) claimed that games can increase positive feelings and reduce anxiety as well as build learners’ self-confidence, because when the students make mistakes, they are not worried of getting a punishment or criticism.

2. Advantages of Using Game

Learning language is sometimes difficult to understand so students can be frustated. Constant effort is needed to understand, produce, and manipulate the target language. According to Asrifan (2018: 33) games have proven to have advantages and effectiveness in learning vocabulary in various ways as follows:

a. The game brings relaxation and fun to students, so help them learn and retain new words more easily.
b. Games usually involve friendly competition, and they make students interested.
c. Vocabulary games bring real world context into the classroom and improve students' use of English in a flexible and communicative way.
d. The game is very motivating, and they give students more opportunities to express their opinions and feelings.

2.2.4 Concept of Mime Game

1. Definition of Mime Game

Mime game is one of the games used to guess both guessing pictures and sentences. Miming games use body language to convey the meaning of an predictable action or expression, Thopam (2014: 1). By doing mime games, students will feel more energized, imaginative, fun and communicative when doing their tasks by acting to describe the structure being learned. According to Alqahtani (2015), teaching movements occur in various

forms:hand movements, facial expressions, mime or pantomime, body movements, etc. They gestures can help learners to guess the meaning from the word or expression.

Klippel in Mofareh (2015: 26) implies that gestures are useful if they emphasize the importance of gestures and facial expressions in communication. In essence it can not only be used to show the meaning of words found in reading, but also in speaking activities because most emphasize communication. Many words can be introduced through gestures, expressions, and gestures. For example, adjectives: sad, happy, gestures from body language that are moved.

Mime game is a form of game that uses the body to convey the meaning of an action or expression that others must guess. In applying mime games students can channel the creative ideas that everyone in our body has to express our ideas and feelings, including those of us who don't speak English well, or who have difficulty reading.

Mime game as a technique to tell something using only expressions and gestures with no words. Stated by Lambdin as cited in Firdausi (2015: 15) that mime uses the creative instrument everyone has: our body. Mime game is the most appropriate guessing game that is applied in class. The procedure used in implementing mime games is when students come to the front of

the class to demonstrate what words are maximized by the teacher by giving secret words, phrases or sentences. After that, all class members must guess what he really means. Things like this can make students enthusiastic and feel happy to take part in learning activities. In this learning between students one can also communicate in guessing words. It becomes interesting for students because one of the students must imitate words, phrases, or sentences related to the learning material, without which they know what words are meant by the friend who is demonstrating them.

In this section, students who have to sound words, phrases or sentences, must use their imaginative and creative skills to describe secret words without saying anything to their peers when they demonstrate. when students act in playing mime games there are two forms of communication processes that occur, namely forms of verbal communication and non-verbal communication. Verbal communication is when students interact by using words that mean they speak, read and write anything to interact with each other.

2. Implementation of Mime Game

Mime game can be interpreted as a game that expresses something using gestures or body language without talking to communicate. There are several variations in this mime game. According Thopam (2014), one way to play mime game as below:

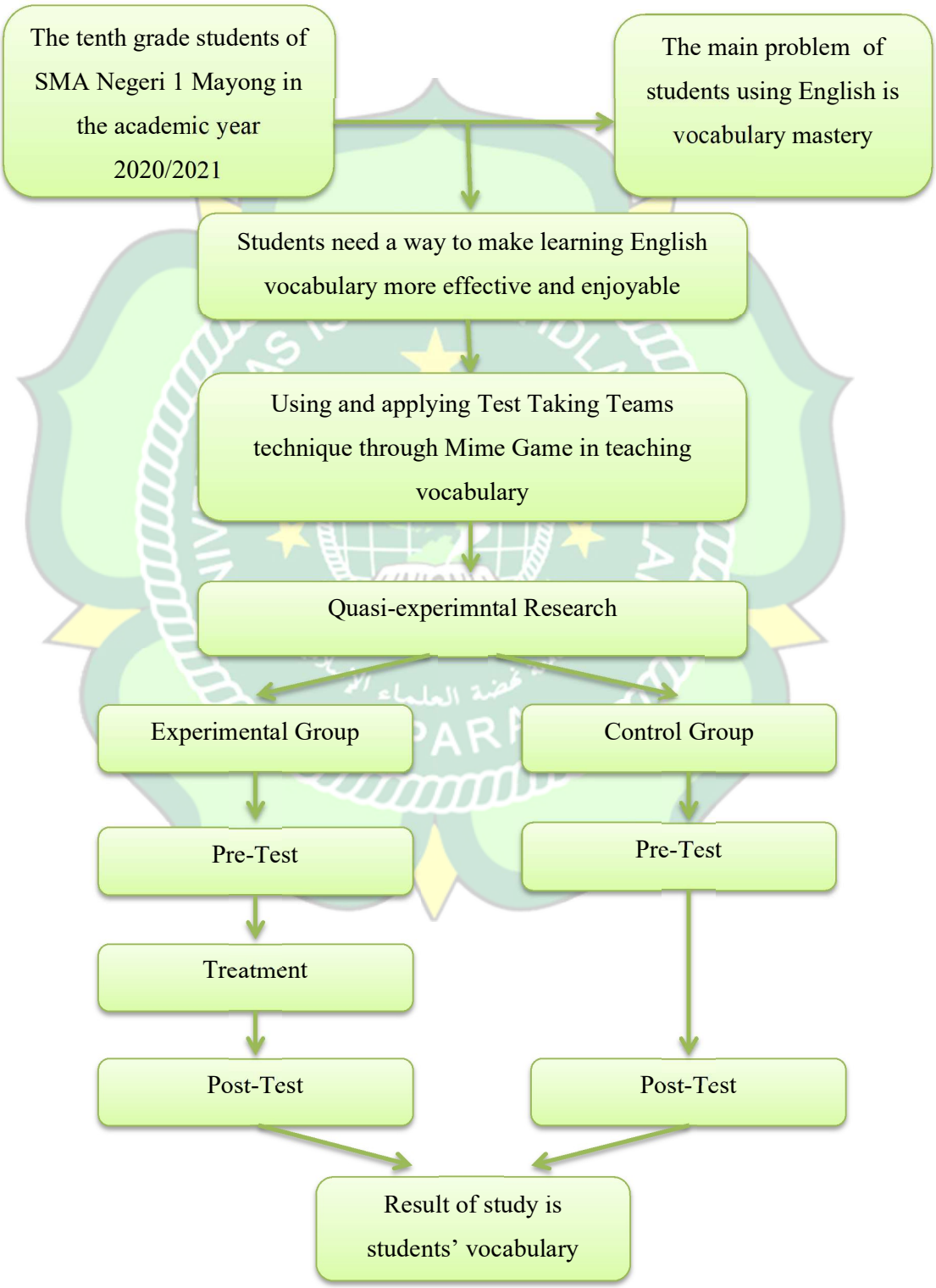
1. Students are divided into teams.
2. Each group must have a leader in charge to show the characteristics of words or phrases.
3. The leader is only allowed to give one hint about the word or phrase. For example, words about animals or things.
4. The leader must demonstrate the characteristics or demonstrate the word with gestures or body language without words.
5. Group members must be able to discuss and guess what the leader's show about the characteristic from the word.
6. After the leader is finished, the leader is asked to show what the word is intended, the group members try to guess the correct word.

3. The Advantages and Disatvantages of Mime Game

Sagana (2018) stated that there are several advantages and disadvantages of mime game. The advantage is that the mime game can invite students to be active in the teaching and learning process in the classroom without any pressure. This technique can make a better and pleasant atmosphere in the classroom. The situation in the classroom is effective, this condition can reduce student boredom and stress in the teaching and learning process in the classroom and make students more interested in learning English. The weakness of mime games is that teachers have difficulty managing class. Because, in this game sometimes produces noise that can make students out of control and disrupt other classes, but

noise can be reduced by trying to condition the class better and give direction to students to be more orderly.

2.3 Theoritical Framework



Vocabulary is one of the language components that can be used to communicate with other people. Vocabulary is also shown by their ability of making sentences. Based on the explanation above, it is needed to express our ideas and to be able to understand with other people saying. So, the researcher chose vocabulary which it could be concluded that vocabulary has a significant role in supporting the master of language skills namely listening, reading, speaking, and writing.

The researcher used descriptive text as the subject of research in this research. Because the students guess the vocabulary especially in adjective that the students would demonstrate. It was perhaps make the students more interest and enjoy in learning process.

In this case, the reseacher would give an alternative technique by using test taking teams technique and mime game as a medium. Test taking teams is one of technique that could make the students more active, requiring students give and take when they helped one another in efforts gain knowledge or understanding. One of the game that could be applied with test taking teams and mime game, because mime game is one kind of guessing game besides guessing pictures, and guessing sentences that can help the students to infer the meaning of expression or gestures which would accelerate their learning and give them more confidence.

In conclusion, the reseacher used test taking teams technique through mime game to improve vocabulary mastery, especially on descriptive text.

2.4 Hypothesis

A hypothesis is a temporary answer to the formulation of research problems, in which the formulation of research problem have been expressed in the form of question sentence (Sugiyono, 2015). It is a specific, testable prediction about what you expect to happen in a study. In this research, the researcher formulated two hypothesis, the first is description hypothesis and the second is statistical hypothesis.Based on the theories above that have been discussed, the hypothesis is as follows:

1. Ho (Null Hypothesis):There is no significant difference of using test taking teams technique through mime game to improve students' vocabulary mastery at tenth grade students of SMA Negeri 1 Mayong in the academic year of 2020/2021.
2. Ha (Alternative Hypothesis): There is significant difference of using test taking teams technique through mime game to improve students' vocabulary mastery at tenth grade students of SMA Negeri 1 Mayong in the academic year of 2020/2021.

Statistical Hypothesis is an assumption about a population parameter. This assumption may or may not be true. It will be used to examine average whetherexperimental group and the control group that would bedecided having significance different average.