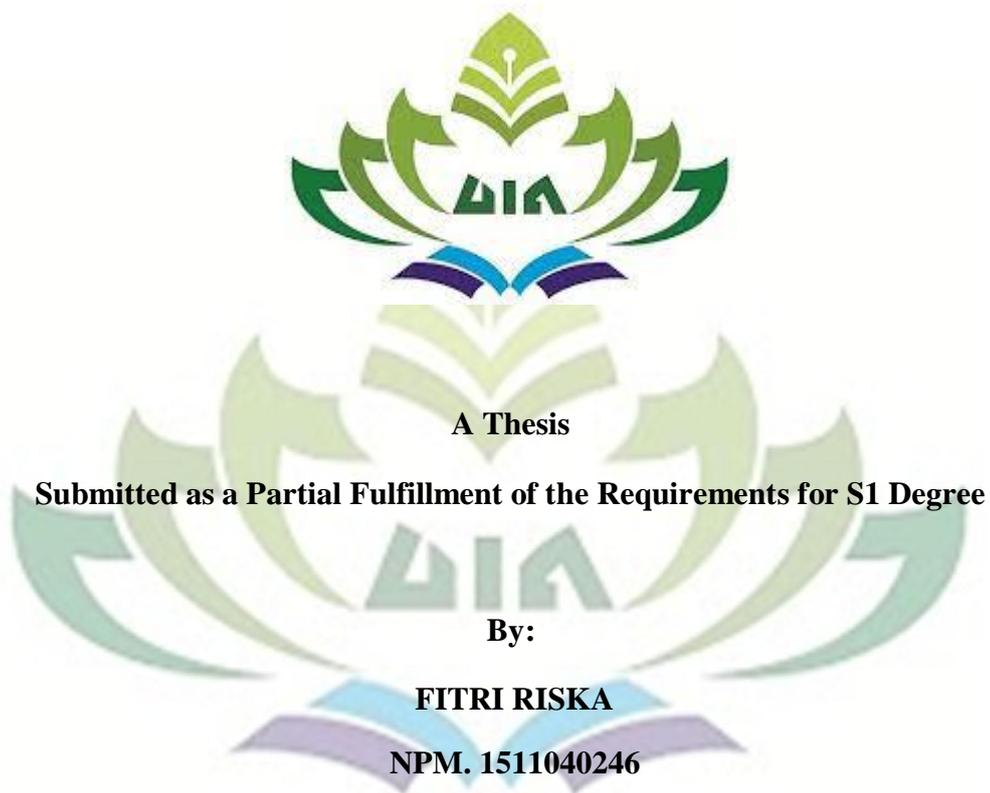


**THE INFLUENCE OF USING MIME GAME TOWARDS STUDENTS'  
VOCABULARY MASTERY AT THE SECOND SEMESTER OF  
THE EIGHTH GRADE AT MTsN 2 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2019/2020**



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LAMPUNG**

**2020**

## ABSTRACT

In study foreign language, vocabulary is one of language elements that should be mastered by the students. Vocabulary is the knowledge of the meaning of word. The students' vocabulary mastery of MTsN 2 Bandar Lampung had a problem in vocabulary. So, the researcher applied Mime Game in teaching vocabulary at MTsN 2 Bandar Lampung. Therefore, this research was aimed to find out whether there was significant influence of using Mime Game towards Students' Vocabulary Mastery at MTsN 2 Bandar Lampung in the Academic Year of 2019/2020.

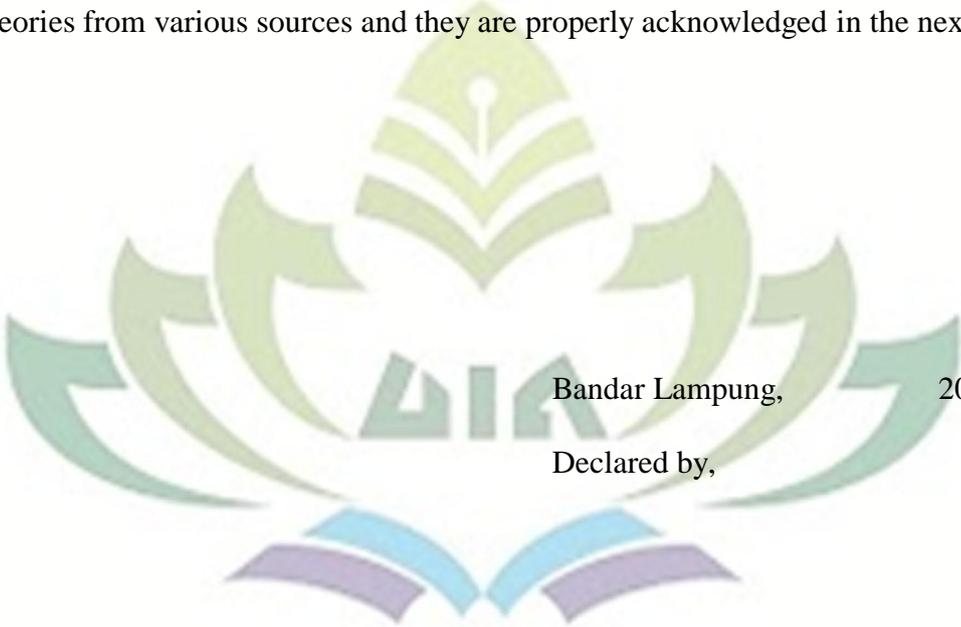
The quasi experimental design was used to find the influence of mime game towards students' vocabulary mastery. With the treatments held in six meetings, there are try out one meeting, pre-test one meeting, treatment three meetings (2x40 minutes for each) and in post-test one meeting. The sample of this research was the eighth grade. The total sample was taken from two classes by using cluster random sampling, VIII F and VIII G which consist of 32 students. Pre-test and post-test instruments were used in collecting the data. This research used test to get the data about students' vocabulary mastery. The test was objective test, which was multiple choice tests consisting of 20 items after validation.

From the data analysis, it was found that the result of Sig. (2-tailed) of the equalvariance was 0.04 and  $\alpha = 0.05$ .  $H_a$  is accepted if Sig (P value)  $< \alpha = 0.05$  and  $H_o$  was accepted if Sig (P value)  $> \alpha = 0.05$ . So,  $H_a$  was accepted. Based on the computation, it can be concluded that there was influence of using mime game towards students' vocabulary at the second semester of the eighth grade at MTsN 2 Bandar Lampung in the academic year of 2019/2020.

**Key words:** *Vocabulary Mastery, Mime Game, Quasi Experimental Design.*

## DECLARATION

I hereby that this thesis entitled “**The Influence of Using Mime Game towards Students’ Vocabulary Mastery at the Second Semester of Eighth Grade at MTs Negeri 2 Bandar Lampung in the Academic Year of 2019/2020**” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the next.



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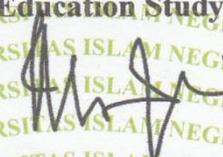
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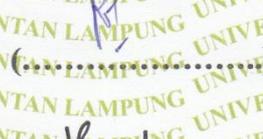
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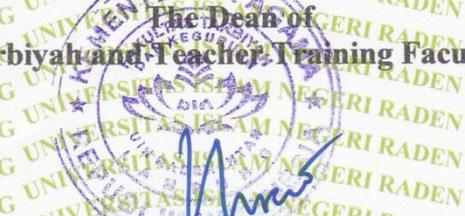


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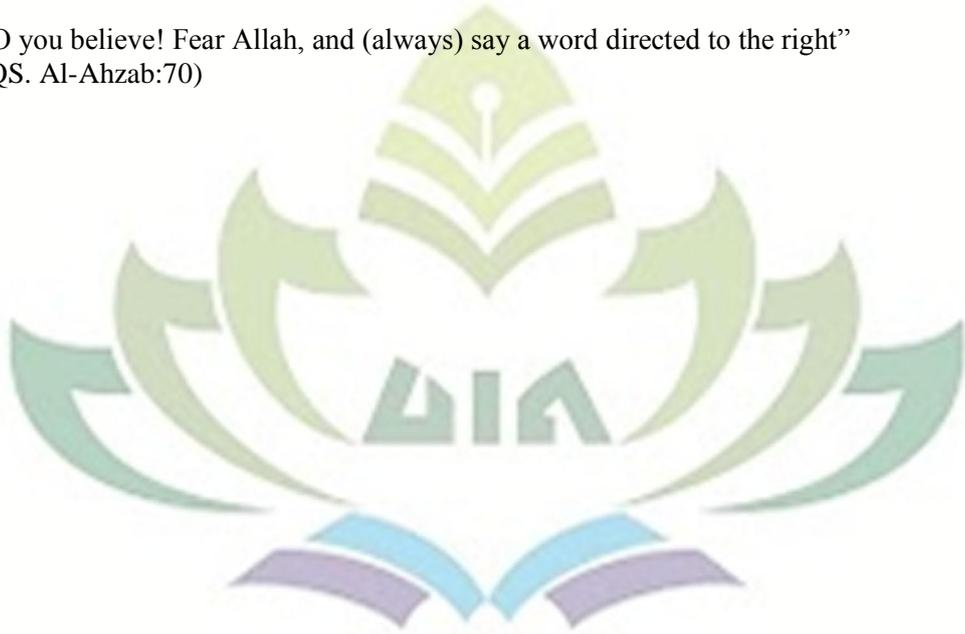
  
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“O you believe! Fear Allah, and (always) say a word directed to the right”  
(QS. Al-Ahzab:70)



## DEDICATION

From the deep of my heart, thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and every time.
2. My beloved parents, Mr. Mat Mawar and Mrs. Almh Suryati, who always love me and keep on praying for my life and succes. Thanks for all the best to me and give me motivation to study hard until now. I love them so much.
3. My beloved brotherDoni Rizka, S.Kom, Alm. Gusnawanand my younger sisterPenda Amelia who love, care, support and cheer me up until the completion of this thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and contributed much for myself development.

## **CURRICULUM VITAE**

The name of the researcher is Fitri Riska. She was born in Tenumbang Pesisir Barat on July 02<sup>th</sup> 1996. She is the third child of four children of Mr. Mat Mawar and Mrs. Almh. Suryati. She has two brothers whose name are Doni Rizka, S.Kom, Alm. Gusnawan and one young sister name is Penda Amelia.

In her academic background, she entered Elementary School at SD Negeri 1 Tenumbang and finished on 2008. Then, she continued her school at SMP Negeri 1 Pesisir Barat and attended on 2011. After that, she continued her school at MAN Krui and completed on 2014. Then, she registered as a student of English study Program of Tarbiyah and Teacher Training Faculty of English Department of UIN Raden Intan Lampung.

While being a college student, the researcher was a member of KOPMA (Koperasi Mahasiswa). The researcher also was a member of HMPB (Himpunan Mahasiswa Pesisir Barat), the students community from Pesisir barat. In the 7<sup>th</sup> semester, the researcher had her Community Study Service (KKN) in Sumber Jaya, South Lampung. After having KKN, the researcher did her Teacher Training (PPL) in SD Al-Hikmah Bandar Lampung.

## ACKNOWLEDGEMENT

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9. All beloved friends of the Department of English Education 2015, especially for D class, for the motivation and support during this study.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2020  
Researcher,

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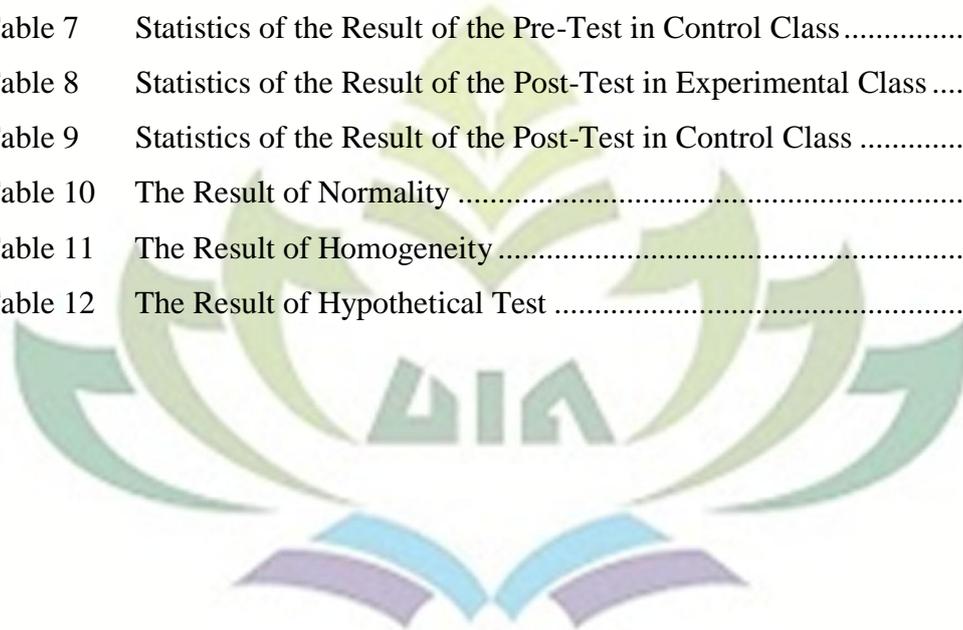
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English is one of the important subjects in school, but English subjects are less attractive to students. English is considered by students as a difficult subject to learn because most students are lazy to memorize vocabularies. Increasing vocabularies is the main point to be able to speak English. It is difficult to learn English well without having a lot of vocabulary. Vocabulary learning is needed to speak well. Adding new vocabulary is very important for students.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>1</sup> Vocabulary is the collection of words that an individual knows.<sup>2</sup> Vocabulary is an optimal or unimportant part of a foreign language. Still, less it is an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without a theme, there is no language.<sup>3</sup> Furthermore, vocabulary is a collection of words to communicate with individuals. Vocabulary is very important in everyday life because without understanding the meaning of a word, communication will not be fluent.

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<sup>1</sup> Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.255.

<sup>2</sup> T. Linse Caroline, *Practical English Language Teaching: Young Learners*, (North America: The McGraw-Hill, 2005), p.121

<sup>3</sup> James Milton, *Measuring second language Vocabulary Acquisition*, (London: Short Run Press Ltd, 2009), p.3

In learning English, vocabulary is more important role than grammar. As stated by Thornbury, "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed".<sup>4</sup> Teaching vocabulary is not easy, it needs a technique to make the students eager to learn and easy to understand. Then if a teacher cannot provide fun and meaningful learning, the students will face the difficulties to catch the material. If we see the problem nowadays, many students lack of vocabulary. One of the factors is the most of the students understand what the speaker said but they did not know how to respond it because they do not have enough vocabulary in their minds.

In doing preliminary research, in March 2019. The data were retrieved from pre-research about student's score in vocabulary mastery which was taken from first semester test at MTs N 2 Bandar Lampung. The students' vocabulary score was seen in the table below:

**Table 1**  
**The Students' Vocabulary Score at the Eight Grade of MTsN 2 Bandar Lampung in the Academic Year of 2019/2020**

No	Score	Class			Total	Percentage
		F	G	H		
1	<74	25	22	22	69	78%
2	≥ 74	7	10	10	27	22%
	Total	32	32	32	96	100%

*Source: English Teacher at Mts Negeri 2 Bandar Lampung*

Based on the pre-research of the students above, it was known there were only 22% of the students who was achieved the goal while 78% of them had score under the Criterion of Minimum Mastery. The Criterion of Minimum

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<sup>4</sup> Scott Thornbury, *How to Teach Vocabulary*, (Person Education Limited 2002).p. 13.

Mastery are 74. The data showed that 69 students out of 96 students still got a score under Criterion of Minimum Mastery. Thus, the students had a problem in vocabulary mastery. It means that the students' vocabulary was still low because students were difficult to memorize new vocabulary.

The data of this research were obtained from the interviewing Ms. Isnaini Ramdhona as the English teacher who talked about the students' vocabulary mastery. She said that almost the students of the eighth grade did not master the vocabulary well because she found that the difficulties of the students' eighth grade were hard to memorizing the vocabulary that were given, she also said that she used translation technique.<sup>5</sup>

In addition, the data of research were also got from interviewing the students at MTs N 2 Bandar Lampung. This research found that they had difficulties in learning vocabulary. The students also feel lazy to follow the learning process well, and they are less motivated. The technique used by the teacher is only "Translation Technique". The teacher technique was not effective and less interesting in teaching learning process. It means that the technique was less interesting. The students state that they feel difficult and are afraid to say a word in English. They often feel confused about what they have to say and how to say it. The students also find it is difficult to remember new vocabulary.

The most difficult part is when students are given the task to memorize at home because students are lazy to memorize vocabulary and how to pronounce it. Teacher needs an interesting game to help students in learning English especially

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<sup>5</sup>Ramdhona Isnaini, *English Teacher of MtsN 2 Bandar Lampung*, March 2019

in vocabulary teaching. To motivate them, the teacher must be able to make and choose an interesting game. There are many games in vocabulary teaching such as, word chain game, true or false chairs game, board game, etc. One of them is mime game.

Mime game is one of guessing games beside guessing picture and guessing word or sentence.<sup>6</sup> Mime game is using bodies to convey the meaning of an action or and expression which the others have to guess.<sup>7</sup> It means mime game is a way to make the learning vocabulary more interesting and attractive.

The Mime game has some advantages such as: (1) can invite the students to be active in teaching and learning in the classroom without any pressures; (2) can make a good atmosphere in the classroom; (3) the situation in this class is fun and effective, this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson. Mime game has some Disadvantage such as: (1) the teacher has a problem in managing the class; (2) playing this game sometimes resulted noisiness that can make the students out of control and disturb others classes, but the noisiness can be reduced by managing the class well.

In previous research conducted by Sagala on The Use of Mime Game to Improve Students Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan in Academic 2018. It showed the learning speaking skill using mime game which can be done regularly improve speaking skills of ten grade students of MA 1

---

<sup>6</sup> Eni purnama, gatot y. sutapa, ending susilawati, Improving Students Vocabulary Mastery by Using Mime Game in SMP 3 Sungai Raya, (Pontianak: Tanjungpura University Pontianak), 2018. P.2

<sup>7</sup> Lambdin,Jef, Study Guide for a Mime Residency, Accessed on <http://www.teachingandlearningenglish.com.on> 10 september 2019 at 11.44 WIB.

Medan. The Mime game also can help the students ability in memorizing the vocabulary.<sup>8</sup>

Another previous research conducted by Purnama on Improving Student' Vocabulary Mastery by Using Mime Game in SMP 3 Sungai Raya. It shows that the use of Mime game could improve students' vocabulary from cycle to cycle. This technique did not only improve students' vocabulary, but also improve students' participation and interest in the learning process. The progression in which each student who got lower score improved. It proved that Mime Game improved students' vocabulary.<sup>9</sup>

The differences of previous research and this research is both the variable Y, the variable Y of the previous research were speaking ability then in this research the variable Y was vocabulary mastery. This research believed that mime game can improve student vocabulary because the students can understand and remember vocabularies when use mime game. Therefore, this research were conduct a study entitled "The Influence of Using Mime Game Towards Students' Vocabulary Mastery at the Second Semester of the Eight Grade at MTsN 2 Bandar Lampung in Academic Year of 2019/2020".

## **B. Identification of the Problem**

Considering the importance of the identification problem, the researcher identifies the problems as follows:

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<sup>8</sup> Vivi Alvionita Desiria Sagala, The Use Mime Game to Improve Students Speaking Ability at Madrasah Aliyah Muhammadiyah 1 Medan, State Islamic University of North Sumatra Medan, 2018.P.59

<sup>9</sup> Op. Cit. P.8

1. Students' vocabulary mastery needs to be improved.
2. Students are usually difficult to memorize new vocabulary.
3. The teacher did not use various games to teaching.

### **C. Limitation of the Problem**

In this research was focused in the influence of using mime game towards students' vocabulary mastery noun, verb, adjective especially about "word meaning and word use animals and things" to the Second Semester of the Eighth Grade at MTsN 2 Bandar Lampung in the Academic year of 2019/2020.

### **D. Formulation of the Problem**

Based on the background, this research was used formulated the problem as follows: is there any significant the influence of using mime game towards students' vocabulary mastery at the Second Semester of the Eighth Grade at MTsN 2 Bandar Lampung in the Academic Year of 2019/2020?

### **E. Objective of the Research**

The objective of this research is to know whether there is significant influence of using mime game towards students' vocabulary mastery at the Second Semester of the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2019/2020.

## **F. Uses of the Research**

### 1. Theoretical Contribution:

For the theoretical contribution, the result of this research is expected to support the previous research and theory about using mime game towards vocabulary mastery in the Eight grade of junior high school.

### 2. Practical Contribution:

#### a. For the teacher

For the teacher, the result of this research is expected that the teacher can use mime game in teaching vocabulary, this game is expanded to contribute ideas to determine the curriculum, provided feedback to an English teacher.

#### b. For the students

For the students, it is hopefully that this game can be used by students to learn vocabulary. So they are easy to remember vocabulary.

#### c. For the school

For the school, this research may be useful as a reference to do some relevant researches and mime game can be used for various purposes of English learning to develop the students' skill and competence.

## **G. Scope of the Research**

The scope of the research can be described as follows:

1. The subject of the research

The subject of the research was students in the second semester of the Eighth grade of MTsN 2 Bandar Lampung in the Academic Year of 2019/2020.

2. An object of the research

The object of the research was mime game toward students' vocabulary mastery at the Second Semester of the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2019/2020.

3. Place of the research

The place of the research was conducted at MTsN 2 Bandar Lampung in the Academic Year of 2019/2020.

4. Time of the research

The time of the research was conducted in the second semester of the Academic Year 2019/2020.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theories

##### 1. Vocabulary

###### a. Definition of Vocabulary

In a language especially English, there are four skills that should be learned; they are listening, speaking, reading and writing. But there is one component that needs to be learned if someone wants to master English. It is vocabulary. Nunan said vocabulary is more than a list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar. In fact, it is possible to devise the lexical system of most language into “grammatical word” such as preposition, articles and adverb and so on, and content words.<sup>10</sup> The grammaticality of vocabulary also manifests itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

In content area reading a book, said that vocabulary is as unique to a content area as fingerprints are to a human being. In discourse and context in language teaching, vocabulary is explicitly taught along with will allow learners to deal effectively with less frequent vocabulary that they encounter in context so that such vocabulary can be learned when needed.<sup>11</sup> Susan and Jenifer stated that vocabulary is the words that are used by people, both in oral or written forms for

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<sup>10</sup> D. Nunan, *Second Language Teaching and Learning* (Boston, Massachusetts: Heinle&Heinle, 1999), p.101.

<sup>11</sup> Richard Vacca & Anne Vacca, *Content area reading: Literacy and Learning across the curriculum* (New York: Wesley educational pub,1999), p.314.

communicating.<sup>12</sup> Besides Hiebert and Kamil defined that, "vocabulary is the knowledge of the meaning of words".<sup>13</sup> Easterbrook also has a different definition of vocabulary, he defines vocabulary as means a certain person who uses whole words or the whole words that consist of a specific language or subject.<sup>14</sup>

Based on the explanation above, it can be concluded that vocabulary is a collection of words in the language used by people to communicate with others, also used by people to express their feelings. Without vocabulary, we cannot say anything or what we do is difficult to do. Vocabulary is very important to support student ability in English. This can be called the key to learning English.

#### **b. The Importance of Vocabulary**

In education, vocabulary is an important aspect that must be mastered to use the language well. Vocabulary is a tool of communication, Nunan stated " If one has an extensive vocabulary, it is possible to obtain meaning from spoken and written text, even though one does not know the grammatical structures in which the text is encoded".<sup>15</sup> Rivers argued that "The acquisition of an adequate vocabulary is essential for."<sup>16</sup> Nation stated there are several reasons why academic vocabulary is considered to be important and a useful learning goal for learners of English for academic purposes:

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<sup>12</sup> Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (Honolulu: Pacific Resources for Education and Learning, 2011), p. 5.

<sup>13</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (United States of America: Lawrence Erlbaum Associates, 2005), p.3.

<sup>14</sup> Robert Michael Easterbrook, "The Process of Vocabulary Learning: Vocabulary Learning Strategies and beliefs about language and language learning", a thesis in the University of Canberra, Canberra, 2013, p.11

<sup>15</sup> *Ibid*, p.103

<sup>16</sup> Excerpted D. Nunan, *Second Language Teaching and Learning*, following by Rivers (Boston, Massachusetts: Heinle&Heinle, 1991), p.117

- 1) Academic vocabulary is common to a wide range of academic texts, and not so common in non-academic texts.
- 2) Academic vocabulary accounts for a substantial number of words in academic texts.
- 3) Academic vocabulary is generally not as well known as technical vocabulary.
- 4) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.<sup>17</sup>

Thornbury stated without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.<sup>18</sup> It means that in language learning, grammar is not sufficient and more importance has to be given to vocabulary. Vocabulary is the body of words that make up language and vocabulary has an important factor in the language teaching-learning process, especially in English.

### **c. The Kinds of Vocabulary**

Richard and Anne said there are three types of vocabulary:

- 1) General Vocabulary

General vocabulary consists of everyday words with widely acknowledged meanings in common usage special Vocabulary.

- 2) Special vocabulary

Special vocabulary is made up of words from an everyday vocabulary that takes on specialized meanings in a particular content area.

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<sup>17</sup> I. S. P. Nation, *Learning Vocabulary in Another Language* (New York: Cambridge University Press, 2001), p.189.

<sup>18</sup> Scott Thornbury, *How to teach vocabulary* (Longman, 2002), p.13

### 3) Technical Vocabulary

Technical vocabulary consists of words that are used only in a particular area.

In addition, according to Nation that there are three types of vocabulary:

#### a) High-frequency words

There is a small of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds uses of the language.

#### b) Specialized vocabulary

Special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, reading, academic texts, for reading newspapers, for reading children's stories, or for letter writing.

#### c) Low-frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.<sup>19</sup>

According to explanation above, there are three types of vocabulary. First, general vocabulary consists of everyday words and special vocabulary is made up of words and Technical vocabulary consists of words.

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<sup>19</sup> I. S. P. Nation, *Learning Vocabulary in Another Language* (New York: Cambridge University Press, 2001), p. 13.

#### **d. Definition of Vocabulary Mastery**

Vocabulary is one of important parts in learning language. The students' should master adequate personal English vocabulary that covers their need for communication. Meanwhile, according to Grolier, vocabulary is list of words usually arrange alphabetically and defined explained or translated the range of language the stock of word at a person's command or used in particular word branch of a subject, language, and etc. Here having vocabulary means having knowledge of making word needed in communication.<sup>20</sup> Further, Cameron stated that vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because to able to speak, write, and listen nicely we have to know vocabulary first.<sup>21</sup> It means that vocabulary is important part in learning English because to heable to speak, write and listen.

Guskey said mastery is a term that all educators use and believe they understand well.<sup>22</sup> Furthermore, Oxford English Dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.<sup>23</sup> It can be concluded that mastery is comprehensive knowledge or skill that used and believed by people that they understand well. Nation also states that at the most general level, knowing a word involves form, meaning and use.<sup>24</sup> From the explanation above can be concluded that vocabulary mastery is the comprehensive

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<sup>20</sup> Grolier, *The New Lexicon Webster Dictionary of English Language Encyclopedia Edition Lexion*, Publication: in Mustika Nuraini, 1988, p. 1101

<sup>21</sup> Lynne Cameron, *Teaching Language to Young Learner*, Cambridge: Cambridge University Press, 2011, p.75

<sup>22</sup> Thomas R. Guskey, *Educational Leadership*(Chambridge: University Press,1994), p 1

<sup>23</sup> *Ibid*, p.2

<sup>24</sup> Paul Nation, *Learning Vocabulary in Another Language*(New York: Cambridge University Press 2000), p.39-40

knowledge or skill to use or to understand well of meaning and uses the words of language either in its meaning, form, and use.

**e. Concept of Teaching Vocabulary**

Nation stated that principles focus on vocabulary teaching on the assumption that learners can be taught and can teach themselves.<sup>25</sup> These principles should have a major influence.

1) Content and sequencing

This principle about what vocabulary is focused on at any particular stage of a course, how it is focused on (words or strategies) and how it is ordered. One of the most important decisions concerned with content and sequencing is deciding on the „unit of analyses or „unit of progressions“.

2) Format and Presentation

This is the most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan. As a part of format and presentation, a teacher should evaluate the quality of the teaching and learning techniques used to ensure that conditions like repetition, retrieval, generation, and thoughtful processing occur.

Relate to the explanation from nation above there are two principles should have a major influence. First, content and sequencing is focused on at any particular stage of a course, format and presentation is the most visible aspect of course design and involves the general approach to vocabulary teaching.

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<sup>25</sup> I. S. P. Nation, Op. Cit, p. 384

## f. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.<sup>26</sup> There are, noun, verb, adverbs, adjective, pronouns, preposition, conjunction, and determiner. Those can be described as follows:

### 1) Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.<sup>27</sup> It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality, and abstract concepts.<sup>28</sup> It means that noun is relates with name of something like place, plant, people, and others. For example: Jhon, student, house, chair, nose, cat, etc.

From the statements before it can conclude that noun is of the most important parts of speech that can use to name people, place, plant, and object.

### 2) Verb

A verb is the part of (or word class) that describes an action or occurrence or indicate a state of being. It means that verb is kind of language component that has important role. According to Frank states that verb is the most complex

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<sup>26</sup> Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p4

<sup>27</sup> Marcella Frank, *Modern English a Practical Reference Guide*, New York University: Prentice Hall InC, 1972, P.6

<sup>28</sup> Djalinus Sjah and Enong, *Modern English Grammar*, Jakarta: Cv Simplex, p.30

part of speech.<sup>29</sup> Its arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamation; like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.<sup>30</sup> There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech. While Sjah and Enong state that verb is a word that is showed and condition of a thing. It means that verb can use to show the measure and condition of a thing. For example: write, read, listen and others.

From the statements before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

### 3) Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>31</sup> It means adverb can be used to describe or modify verb, adjectives, and others adverbs. While Sjah and Enong that adverb is a word that explain about how, where and when a thing happen.<sup>32</sup> It means that adverb related with the how process, time, and where the thing happen. Example: now, tomorrow, certainly, maybe, and other.

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<sup>29</sup> Marcella Frank, *Op Cit*, p.15

<sup>30</sup> Djalinus Sjah and Enong, *Modern English Grammar*, Jakarta: Cv Simplex, p.30

<sup>32</sup> Djalinus Sjah and Enong, *Op Cit*, p.72

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

#### 4) Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.<sup>33</sup> It is often identified by special derivational endings or by special adverbial modifiers that precede it. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun. It means that adjectives are word that describe noun. For example beautiful, good, small, and others,

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: smart, beautiful, small etc.

#### 5) Pronoun

Pronoun make up a small of very high frequency. The traditional definition of a pronoun as “a word that takes the place of a noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a

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<sup>33</sup> Marcella Frank, *Op Clt*, p 109

large part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.<sup>34</sup>

6) Preposition

The preposition is classified as part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words other that have no formal characteristic endings (2) Each signal syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic nations as time, place, etc., to such purely structural meanings as those shaped by the subject-verbcomplement relationship.<sup>35</sup>

7) Conjunction

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.<sup>36</sup>

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<sup>34</sup> Marcella Frank, *Op Clt*, p 18

<sup>35</sup> *Ibid.* p162

<sup>36</sup> *Ibid.* p 206

## 8) Determiner

The two articles are *the* and *a*. *The* may be used with a singular or plural noun; *a* is generally used with a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural function of articles is as determiners that precede nouns. *The* signals a particular person or thing that has been singled out from others: the student sitting next to you. *A* signals an unspecified one of others: a student sitting in the front row.<sup>37</sup>

So from the theories above the writer concludes that vocabulary mastery is the ability to comprehend and use the word in English language. Related to focus on noun, verb and adjective. If the vocabulary mastery is limited it will be difficult in communication in a certain language, in this case English language.

## 2. Aspect of Vocabulary

Words do not just have different meanings, however. They can also be stretched to fit different context and different uses. It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined for example: My mother waters her flowers in the garden. "Water" in this sentence does not mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.

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<sup>37</sup> *ibid*, p. 125

### 1) Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning.

According to Harmer word meaning include: Polysemy, antonym, synonym, hyponyms, and connotation. For example

antonim: > Success - Fail.

> Afraid – Confident

### 2) Extending Word Use

Word do not just different meanings, however. They can also be stretched and twisted to fit different context and different use. We say that someone in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch through the set of our metaphorical and idiom use. For example: “you are an apple in my eyes” this idiom expression show that it began to praise someone.

So, in aspect of vocabulary has two aspects, there are word meaning and word use. It means that the aspect of vocabulary has the meaning to explain something about word and the word can be used or can be parable.

### 3. Concept of Noun

There are four kinds of nouns according to Plathottam, such as:<sup>38</sup> In this research the writer only focuses on countable and uncountable noun.

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<sup>38</sup> Fr. George Plathottam, *Grammar way 4*, New Delhi: Cholar Publishing House 2007, p.12

### 1) Common Nouns

Word for people, place and things are called common nouns. These are names of everyday things that we can see, hear or touch.

a) These common nouns are words for things.

Ruler, chair, train, bus, printer, computer, dictionary, lamp, etc.

b) These common nouns are words for animals.

Dog, giraffe, elephant, tiger, frog, horse, sheep, goat, etc.

c) These common nouns are words for places.

Bank, Airport, zoo, school, mosque, supermarket, etc.

d) These common nouns are words for people who do certain things.<sup>39</sup>

Singer, Athlete, lawyer, farmer, brother, pilot, etc.

### 2) Proper Nouns

The names of particular people, place, and things are proper nouns; they always begin with a capital letter. For example: January, Sunday, New Year's Day, Monas, Japan, Japanese, etc.

### 3) Material Nouns

Material nouns name such things as are used to make different articles of use. Materials include wood, iron, gold, plastic, silvers, etc. A material noun is the name given to substance of which various things are made.<sup>40</sup>

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<sup>39</sup> Howard Sargeant, *Basic English Grammar*, United States of America: Saddleback Educational Publishing, 2007, p.22-27

<sup>40</sup> Fr. George Plathottam, *Op Clt.*, p.20

#### 4) Collective Nouns

Words for groups of people, animals or things are called collective nouns. Based on number, noun divided into two classified:

##### a) Countable Nouns

Countable nouns can be singular or plural: book(s), hotel(s), boat(s), day(s), job(s), piece(s). We use uncountable nouns for separate, individual things such as books and hotels, thing we can count.

##### b) Uncountable Nouns

Uncountable nouns are neither singular or plural: water, sugar, salt, music, electricity, money. We use uncountable that nouns for things do not naturally divide into separate units, such as water and sugar things we cannot count.<sup>41</sup>

### 3. **Game in Language Teaching**

Fountain stated that game is competition among player which the students' can learn to play to get information make creative motivation and make students' interest. Game are activities with rules, goal in teaching and learning English and learning the teacher may use the game to get goals in teaching English process because all of game can motivate students' in learning English and avoid tedious.<sup>42</sup> Harmer said that games are vital teacher equipment not only for the language practice to provide but also for the beauty. The statement about is really

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<sup>41</sup> John Eastwood, *Oxford Gulde to Engllsh Grammar*, New York : Oxford University Press,1994, p.179

<sup>42</sup> Fountain R, *Word Making and Word Taking: A Game to Motivate Language Learning*. RECL journal: Guidelines 1:76-80. 1990, p.125

reasonable because we know that teaching by using game, it is very challenging despite of other activity. By using games, they will more creative, can motivate the students' in teaching learning process and also it is very helping the teacher as a tool to distribute their knowledge in the other side.<sup>43</sup> And also Heinich says "A game is an activity in which participants follow prescribed rules the differ from those of reality as they strive to attain a challenging goal."<sup>44</sup>

From the theories above it can be concluded that game is one of teaching technique that helps the teacher to make a conducive learning atmosphere in the classroom which enables the students to be more active in learning English.

#### **4. Kinds of Game in Teaching English**

There are kinds of game in teaching English:

##### **a. Word chain game**

Word chain game is a game when someone writes a word having to do with TBBT (The big bang theory) and the next word posted has to begin with the last letter of previous word.<sup>45</sup> This means that to play this game, a person has to write a word and another person has to continue to write a new word which starts from the last letter of previous word mad by the first person.

##### **b. True or False Chairs Game**

True or false chairs game is kind of educational media which is used to present the teaching material. The way of its presentation is easier

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<sup>43</sup> Harmer Jeremy, *The Practice of Teaching English*, England: Longman, 2001, p. 101

<sup>44</sup> Heinich, *Instructional Media and the New Technologies of Instruction*, New York: Macmillan Publishing Company, 1990, p.330

<sup>45</sup> Scoot Thornburry, *How to Teach Vocabulary*, London: Longman, 2002, p.103

than teaching learning way the teacher used to teach in every class meeting. True or false chairs game can be defined of game which are certainly perform with pleasure. Lewis said that true or false chairs game is the activity that can be involves all students in class to add their vocabulary with the use flashcard and descriptions from the teachers.<sup>46</sup> It means that true or false chairs game one kind of game that can make students' more active and this game can improve the students' vocabulary.

c. Board Game

Thornburry state that board game is a game that used board as a media with a set of rules such as scrabble, crossword puzzle etc. Scrabble is a board game in which players draw letter tiles and take turns to make interlocking words like a crossword, scoring points according to the letters played and their position on the board.

d. Ball game

Ball game is a game that passes the ball around in a circle as fast as possible and shows students' vocabulary mastery.

e. Mime Game

Mime game is a game you probably know and have already played in you life as a child or as an adult. a person must mimic and the others must guess what it is.

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<sup>46</sup> Lewis Gordon, games for children, oxford university press, 2004, p.100.

## 5. Mime Game

### a. Definition of Mime Game

Cristina and Oliver stated that mime game is a game you probably know and have already played in your life as a child or as an adult. A person must mimic and the others must guess what it is.<sup>47</sup> It means that mime game is a game that is familiar and is often played by children to adults, so this game is easily applied in vocabulary learning.

Eni said, mime game is the technique of telling something using only expressing and gesture and no word.<sup>48</sup> It means that a mime game is a game that focused on body language and not used words.

Annisa also stated that mime game is the most appropriate guessing game that applied in classroom.<sup>49</sup> It means that mime game is the most appropriate guessing game that applied in classroom as the technique of telling something by using bodies to convey the meaning of an action or an expression which the others have to guess. Based on definitions above mime game is the most appropriate guessing game that applied in classroom as the technique of telling something by using bodies to convey the meaning of an action or expression which the others have to guess.

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<sup>47</sup> Cristina and Oliver, *Activities and Games for Kids to Do Everywhere*, New York, 2013, p.33

<sup>48</sup> Eni Purnama, *Improving students' vocabulary mastery by using mime game in SMPN 3 Sungai Raya*, (Pontianak: Unpublished S1 Thesis, 2017), p.24

<sup>49</sup> Annisa Nurul Fadillah, *The Use of Mime Game to Improving Students Vocabulary at the Seven Grade of SMPN 36 Bandung*, (Bandung: Unpublished S1 Thesis, 2013), p.22

## **b. Advantages and Disadvantages of Mime Game**

- 1) The advantage of mime game is:
  - a) Can invite the students to be active in teaching and learning in the classroom without any pressures.
  - b) Can make a good atmosphere in the classroom.
  - c) The situation in this class is fun and effective, this condition is reduced students boredom and stress in teaching learning process, and more interest in English lesson.
- 2) The Disadvantage mime game is:
  - a) The teacher has a problem in managing the class.
  - b) Playing this game sometimes resulted noisiness that can make the students out of control and disturb others classes, but the noisiness can be reduced by managing the class well.<sup>50</sup>

However, mime game is a fun game, and a game that is suitable for almost all ages to help students learning vocabulary.

## **c. Procedure of Teaching Vocabulary through Mime Game:**

The mime game has some procedures, as follow:

- 1) Divided the students into groups, consist of 4.
- 2) Every group should have a leader to show the characteristics of the word or phrase.

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<sup>50</sup> Eni Purnama, Improving Students Vocabulary Mastery by Using Mime Game in SMP 3 Sungai Raya, State University Pontianak, 2018.P.4

- 3) The leader only giving one clue about the word or phrase. For example, the word about animal or thing.
- 4) The leader has to show the characteristics of the word by his or her gesture or body language without words.
- 5) Member of group have to discuss and guess what the leaders show about the characteristic from the word.
- 6) When the leader has finished to show about the word, member of the group try to guess what it was.<sup>51</sup>

## **6. Translation Technique**

### **a. Concept of Translation Technique**

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.<sup>52</sup> It means that translation can be defined as a technique of teaching English especially for vocabulary. This statement it also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.<sup>53</sup> Summary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning

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<sup>51</sup> *Ibid.*, p.3

<sup>52</sup> Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press 2001), p. 85

<sup>53</sup> Roberto A Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2* *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, (Universided de Oviedo, 1995), p.241

new words or what we called as vocabulary is one of English aspect skill that can be taught by using translation technique.

According to Richard, translation is the process of rendering written language that was produced in one language into another language, or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation.<sup>54</sup> Molina and Albir stated that translation technique is defined as produces to analyze and classify how translation equivalence works.<sup>55</sup> It means that we need the procedures when translate some word either in oral or written from that called as the translation technique.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson said that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language. It means that the translation technique should be emphasized on replacement on material type into another type by paying the equivalent changed.

Concerning the explanation above, translation technique is one of teaching technique by making a replacement language in textual material from one

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<sup>54</sup> Richards, Jack C. and Schmidt, Richard, *Dictionary of Language Teaching and Applied Linguistics*, ( Longman: london, 2002). p.577

<sup>55</sup> Rucia Molina and Amparo Hurtado Albir, *Translation Technique revisited: a Dinamic and Functionalist Approach*, *Universitat Autònoma de Barcelona, Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autònoma de Barcelona, 2002), p.509

language (source language) into another language (target language) that emphasizes on equivalent rule.

### **b. Advantages and Disadvantage of Translation Technique**

The Advantages of Translation Technique:

- 1) Understandable. For instance, if we translate an English text to Indonesian, it is much more understandable for us.
- 2) Widen vocabulary.
- 3) Discipline your mind.

The Disadvantages of Translation Technique:

- 1) Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- 2) Lack of originality, we do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- 3) Take time to interpret. It does take time we to interpret, learn, search and finally translate the whole text.<sup>56</sup>

### **c. Procedure of Teaching Vocabulary through Translation Technique**

There are Procedure of Teaching Vocabulary through Translation Technique:

- 1) The teacher explains about technique in learning vocabulary.
- 2) The teachers mentions material and explain about translation.

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<sup>56</sup> *Ibid.*,

- 3) The teacher distributed the text to the students and gives to students read and translate the text.
- 4) The teacher asks the students what is the text about.
- 5) The teacher gives the students exercise<sup>57</sup>

## **7. Frame of Thinking**

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have kinds of technique to make the students interested and are motivated in learning English. The teacher must prepare the materials well, using a suitable technique and media in teaching and learning vocabulary. By using an interesting technique the students will enjoy the activity. If they enjoy, students can easy to get their explanation about the material. They can feel free to used their imagination so they can memorize the words. One technique that used in this research is mime game.

Mime game is one of guessing games beside guessing picture and guessing word or sentence.<sup>58</sup> Thus, mime game can make students easy to memorize vocabulary. In relation to the vocabulary teaching, in referring to the mime game in the theoretical framework the author assumes that mime game is suitable for communicating vocabulary because it can make students easier to remember and memorize vocabulary. In learning English, the mime game can trains students mentally and memorizes vocabulary easily. Mime game can be an enjoyable and fun way.

## **8. Hypothesis**

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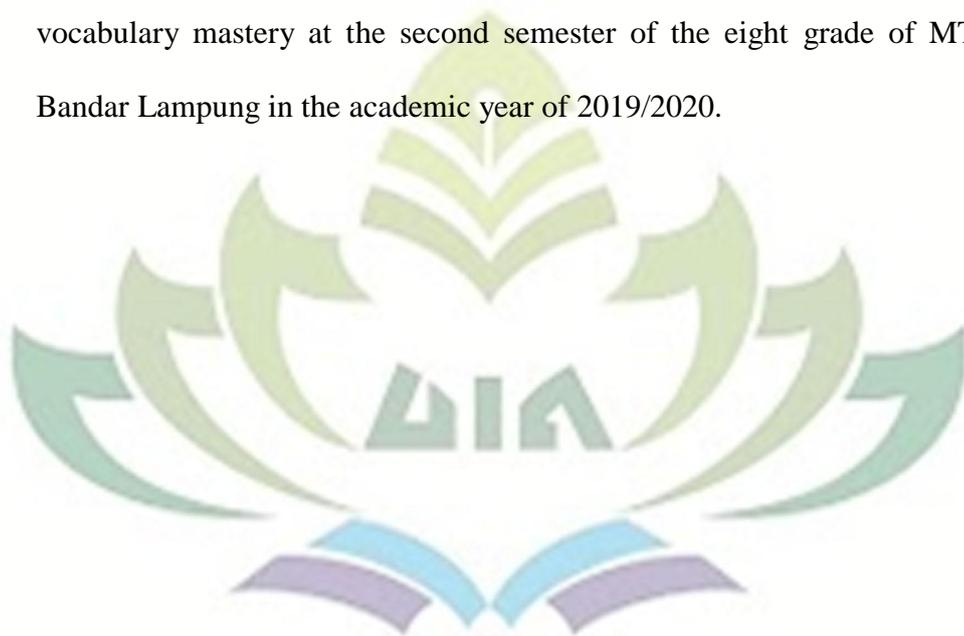
<sup>57</sup> Sayuki Machida, A Step to Using Translation to Teach a Foreign Language, Melbourne:University of Melborne, 2008, P.143

<sup>58</sup> Eni Purnama, Op. Cit., P.2

Based on the frame of theories and theoretical above, the formulated hypotheses as follows:

Ha: There is a significant influence of using Mime Game towards Students' vocabulary mastery at the second semester of the Eight grade of MTsN 2 Bandar Lampung in the academic year of 2019/2020.

Ho: There is no significant influence of using Mime Game towards students' vocabulary mastery at the second semester of the eight grade of MTsN 2 Bandar Lampung in the academic year of 2019/2020.



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