CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on review of related literatures that used as theoretical framework and previous studies which related to the research. The review of related literatures is described as follows;

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

There are some definitions of vocabulary proposed by linguist experts; Hatch and Brown state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.¹ Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on system or rule of foreign language.

Vocabulary is considered as one of component of a language. Vocabulary is important aspect that appeared in listening, speaking, reading and writing. It means the learning activity not works smoothly without knowing vocabulary.

According to the Cambridge Advanced Learner's Dictionary, cited in Macounova.L, anoun "vocabulary" has two definitions:

1. all the words known and used by a particular person

¹Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education* (New York: Cambridge University Press, 1995), p. 1.

2. All the words which exist in a particular language or objects.²

According to Neuman and Dawyer in Bintz, vocabulary can be defined as "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)."³Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure. Richard and Renandya suggest that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write."⁴

Ur (1998: 60) defines that vocabulary can be mean as the words we teach in foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. For example, if someone learns new words in foreign language, it means that someone learns vocabulary. The items in vocabulary may be more than a single word, for example post office, mother-in-law, which expressing a single idea.

Furthermore, McWhorter (1989: 311) says that vocabulary means the ability to recognize individual words and to associate

²Lenka Macounova, "Teaching of Vocabulary" (Masaryk University Faculty of Education, 2007), p. 11.

³William P. Bintz, "Teaching Vocabulary Across the Curriculum", *Middle School Journal*, vol. 42, no. 4 (2011), p. 44, accessed 13 May 2016.

⁴Jack C. Richards and Willy A. Renandya (eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 255.

meaning with the particular combination of letters that form a word. In the other word, vocabulary is the competence or skill in recognizing words and its meaning. Words are symbols, groups of letter that stand for, or represent, either a physical object or an idea. Then, recognizing words means knowing its meaning or idea and how they are formed by a combination of letters. For example, the word chair in our minds a physical reality, an object with a flat surface, usually supported by four legs, and used to for sitting. Then, the word love on the other hand, does not represent a physical object. It symbolizes the feeling of one person toward another.

Based on Hatch and Brown, vocabulary deals with a series of words in particular language. Ur adds that vocabulary deals with word taught in foreign language. Neuman and DawyerinBintz, also adds that vocabulary can be defined as words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁷⁵ Meanwhile, McWhorter states that vocabulary deals with the competence in recognizing words and its meaning. Based on three definitions above, vocabulary can be constructed as a series of words in foreign language used to express meaning. The words here are the symbols in form of groups of letter represent either a physical object or an idea. It can be formed from a single or more than one word.

⁵Bintz, "Teaching Vocabulary Across the Curriculum", p. 44.

In teaching vocabulary, a teacher needs to use proper technique in order to help the students have good understanding on new words being learned. And in order to get a different teaching and learning environment. And also to make the students more interest in teaching learning process of vocabulary mastery.

b. The Important of Vocabulary Mastery

Vocabulary is an important aspect in our life. It is because people need vocabulary in expressing their ideas both of in mother tongue and foreign language. Tailor says that in order to live in the world, we must name objects. Names are essential for the construction of reality. Without a name, it will be difficult to accept the existence of an object, an event, and a feeling.⁶

Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. Without vocabulary mastery, learning a language becomes a very hard thing to do and communication in second language cannot happen in any meaningful way.

In language learning, vocabulary plays an important role. Edge states that knowing a lot of words in foreign language are very

⁶Linda Taylor, *Teaching and Learning Vocabulary* (New York: Prentice Hall, 1999), p. 1.

important.⁷ Cross state that a good store of words is crucial for understanding and communication. A strong vocabulary can be a valuable asset, both in college and later in our career.⁸

According to the statement above, it can be concluded that vocabulary is very important in learning language and mastering vocabulary will facilitate someone in using language in communication.

Mastery is the knowing and understanding everything about knowledge.⁹ Moreover Cameron stated (vocabulary skills included: pronunciation, spelling, grammar and meaning.¹⁰ According to Swannel adopted by Larasati, mastery is comprehensive knowledge. From the definition, mastery is wide; it covers all of the elements of knowledge.¹¹ It means that mastery is a comprehension about all of knowledge.

Coulson et al define that mastery is skill, use, or knowledge. It means mastery is the ability to use one of knowledge.¹² While Hornby says that mastery is the complete control or knowledge. Here, mastery is

⁷Julian Edge, *Essential of English Language Teaching* (London: Longman, 1993), p. 27.

⁸David Cross, *Practical Handbook of LAnguage Teaching* (Great Britain: The Bath Press, 1995), p. 14.

⁹Heri Marzuki, "Improving Students' Vocabulary Mastery by Using Pictures Media at the Third Grade of SDN 010 Kepenuhan", *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris*, vol. 1, no. 1 (2015), p. 3, accessed 9 May 2016.

¹⁰Lynne Cameron, *Teaching Languages to Young Learners* (New York: Cambridge University Press, 2001), p. 78.

¹¹Larasati, "Improving Students' Vocabulary Mastery Through Board Games (A Classroom Action Research at the Fourth Grade of SDN Cengklik II Surakarta in 2009/2010 Academic Year)" (JurnallImiah FKIP prodiPendidikan Bahasa Inggris, 2011), p. 12.

¹²J. Culson et al., *the New Oxford Encyclopedic Dictionary* (Singapore: Topan Printing Company, 1987), p. 1050.

the whole power or ability to direct knowledge.¹³ It means mastery is the ability to combine skill and knowledge in one certain area. The certain area in teaching means a lesson taught. It is usually arranged by a standard of curriculum and syllabus in every aspect whether the topic or the test

Vocabulary mastery is a complete skill to understand and apply the stocks of words. It constitutes an essential thing that students have in order to be able to listen, read, write and speak. There are some indicators of vocabulary mastery: pronunciation, spelling, meaning and using vocabulary especially to make simple sentences, which are used by the researcher to conduct teaching vocabulary and used in testing the students' vocabulary mastery.¹⁴

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.¹⁵Hardjono cited in Anisa, state that," from the basic aspects of foreign language that have to be mastered by the student in learning process the most important one is

¹³AS Hornby, *Oxford Advance Learners' Dictionary of Current English* (London: Oxford University Press, 1995), p. 523.

¹⁴Ike Anisa, "Improving Students' Vocabulary Mastery Using Experiential Learning (A Classroom Action Research on the Sixth Grade of SDN Banaran 01 Sukoharjo in Academic Year of 2009/2012)" (Klaten: University of Widya Dharma Klaten, 2010), p. 169.

¹⁵Mofareh Alqahtani, "The Important of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, vol. 3, no. 3 (2015), p. 22.

vocabulary, without mastering the vocabulary impossible for them to use the foreign language."¹⁶

Mastering vocabulary not only to knowing English words and their meaning, but also how the words work together in sentences. It means that teaching vocabulary is not only to give the meaning of the word but teach how the word works well in the sentence. From the definition above, mastery may be defined as the ability to use skill or knowledge in one subject area based on recognized standard. While vocabulary, means a series of words in foreign language used to express meaning. Then vocabulary mastery define as an ability to combine skill or knowledge of words that used to express meaning, in case of the physical object or idea, in form of symbols of group of letter in a single or more one word.

Assessing student learning is a critical component of effective teaching and achievement. Therefore, part of the teacher's literacy instructional plan needs to include the assessment of students' vocabulary mastery.¹⁷By monitoring students' progress, teachers may use the results to modify their instruction to meet the needs of individual students, those of the class, and the instructional program. One approach in assessing students' vocabulary development is through the use of the

¹⁶Anisa, "Improving Students' Vocabulary Mastery Using Experiential Learning (A Classroom Action Research on the Sixth Grade of SDN Banaran 01 Sukoharjo in Academic Year of 2009/2012)", p. 167.

¹⁷Patricia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners* (Thousand Oaks: SAGE Publications, Inc, 2011), p. 85.

rubric.¹⁸In this study the researcher use rubric for assessing vocabulary development by Antonacci.

c. The Way How to Improve Vocabulary Mastery

There are various ways to improve vocabulary mastery. The teachers may have some techniques to teach it. The technique here refers to the way of teaching. The success of teaching learning process depends on not only the teachers' and students' competence but also the technique of teaching. Dealing with the technique of vocabulary teaching, there are so many techniques proposed by some experts. There are two techniques in improving vocabulary mastery. They are direct and indirect techniques. Direct technique is usually used through the language book, prose, poetry and games. Then indirect technique uses the other source of lesson like mathematic, social lesson, and science lesson.

There are some techniques of teaching vocabulary. The techniques are the unplanned vocabulary teaching and planned vocabulary teaching. Unplanned vocabulary teaching is extemporaneous teaching of vocabulary items that come up without planning in course of lesson, while planned vocabulary teaching where the teacher goes into classroom with an item or a set of vocabulary items that the teacher has decided before hand. The planned vocabulary teaching can be described as "the

¹⁸Ibid.

vocabulary lesson" since the primary objective of the teaching activities is the presentation and practice of the lexical item themselves.

While Lewis and Hill mention some ways to teach vocabulary. They are:¹⁹

1) Demonstrate

Demonstration is the way of teaching vocabulary by doing physical demonstration together verbal explanation. The demonstration helps to make the meaning clearer and to fix the word in the students' minds. Beside that it also helps students to memorize both of visual and aural memories. For examples, stagger, chuckle, etc.

2) Use the real thing

In this way, the teachers present vocabulary items by bringing the real things into classroom. The objects of the real things can be in the class or probably through the window. Sometimes the explanation is no more complicated than pointing

3) Draw or sketch

Teachers do not need to be artists to make simple sketches which illustrate meaning. For example the meaning of bush was explained by two very simple sketches.

¹⁹Michael Lewis and Jimmie Hill, *Practical Techniques for language Teaching* (London: Language Teaching Publication, 1992), pp. 102–103.

4) Use the blackboard to show scales or grades

Words like cool, orange (color), or probably may be explained by presenting them with groups of related words:



5) Antonyms

This is the way of teaching vocabulary by giving the opposites or antonyms of the word. Here, the learners have to be aware that a word may have different opposite in difficult context. It is worth that the explanations given here are not exact definitions of the word, the level of the explanation must be suitable to the students' level of English at the time so that dictionary, like accuracy can often be counter-productive. For example:

light bag >< heavy bag poor >< rich

light word >< strong word dirty >< clean

rough area >< quite area happy >< sad

rough texture >< smooth texture high >< low

6) Synonyms

Synonyms are the way of teaching vocabulary by giving same meaning of two or more words. Though words may have similar denotation meaning, their connotation meanings often differ. Besides that, using the former phrase also helps to build up in the students' mind ides that language consists of choice, that words do not mean the same as each other.

7) The dictionary

This is the way of teaching vocabulary by using dictionary to know vocabulary items. One technique for explaining these which teachers too frequently overlook is asking the class whether anybody knows the word and, or not, asking one or more students to look the word up in a dictionary. A bilingual dictionary can be used at low levels and monolingual dictionary at the high levels.

8) Verbal explanation

Verbal explanation refers to the way of teaching vocabulary by explaining the meaning of vocabulary items in students' own language.

9) Translation

It is a way of teaching vocabulary by translating some words or individual words from the target language into other language. It is seen as boring and traditional. In this technique, the teacher will find difficulty to translate the word(s) into all languages, if the class consists of different nationalities.

Gairns says that there are some techniques used in presenting new vocabulary. They are:²⁰

- 1) Visual techniques
 - a. Visual

These include flashcards, photographs, blackboard drawings, wallcharts, and realia (i.e. objects themselves). They are extensively used for conveying meaning and particularly usefulfor teaching concrete items of vocabulary such as furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions, and activities.

b. Mime and gesture

These are often used to supplement other ways of conveying meaning. When teaching an item such as "to swerve", a teacher might build a situation to illustrate it, making use of blackboard and gesture to reinforce the concept.

- 2) Verbal Techniques
 - a. Use illustrative situation (oral or written)

²⁰Ruth Gairns, *Principles in Learning and Teaching Vocabulary* (London: Language Teaching Publication, 1991), pp. 73–75.

This is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that students' have grasped the concept.

b. Use of synonymy and definition

Definition here is the way of teaching vocabulary by defining or describing objects. Synonymy is also the way of teaching by giving more than one meaning for a word.

c. Contrast and opposites

Contrast and opposites are they way of teaching vocabulary by giving the opposites of the words. However, it is vital to illustrate the contexts in which this is true.

d. Scales

Once students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. This is the example of adverbs of frequency.

e. Examples of type

This is the way of teaching vocabulary by exemplifying things itself. The example of "furniture" is "table, chair, bed, sofa, etc". Some of these can of course also be dealt with through visual aids.

3) Translation

Translation can be very effective way of conveying meaning. It can save valuable time in teaching process but it seen as boring and traditional. The teacher will find difficulties if the students come from different nationalities.

In this study, the researcher uses mime and gesture, techniques to improve students' vocabulary mastery. Then, it is also hoped that by using this technique, the students can understand and grasp the vocabulary easily.

2. Mime Story Technique

a. Definition of Mime Story Technique

In this part the writer wants to explain the definition of mime story technique. Mime story has several definitions from the expert, here are some explanations. The first one, mime is defined as a facial expression. In Examination, "mime is mimicry performed by an actor or comedian who specializes in the art of narration, portrayal of character, ideas or moods by bodily movement alone"²¹

Mime story is one of drama activities, Wessels cited in Rahmat, said, "There is a scope within application of drama techniques such as improvisation, mime, character analysis, observation, interpretation

²¹L. Examination, *Mime Matters: A reference document to support teachers and students of Miming and teachers preparing for the LTCP or LSDE teaching qualifications.* (2012), p. 2, accessed 19 May 2016.

and invention to help the learners in their acquisition of the language."²²

According to, "Mime is a non verbal representation of an idea or a story through gesture, bodily movement and expression."²³ Mime story in in learning language is imitating or pretending story to guess the meaning of words.

According to Scotts and Ytreberg, "Mime story technique is a technique applied by the teacher in which the teacher tells the story to the pupils and pupils do the action."²⁴ Based on the explanation, by showing your facial expression, it may help the student to understand the meaning of the words by showing the gesture and performing the action.

Mime also has educational value because it is an art form that encourages students to laugh, think and feel. According to Arterberry and Sawatzky "Mime challenges students to think abstractly, create meaning through observation, imagination and movement. This allows the students to experience and express their understanding to find the words of what they see and create"²⁵. It means that students have a chance to think freely. It can make students able to show their creativity of their understanding about something.

²²Muhammad Rahmat, *Mime Story Technique* (2014), p. 15, accessed 19 May 2015.

 ²³John Dougill, *Drama Activities for Language Learner* (London: Macmillan Publishers Ltd, 1987),
p. 13.

²⁴Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (New York: Longman Pub Group, 1990), p. 23.

 ²⁵T. Arteerbeny and B. Sawatzky, *Study Guide: Meaning Through Motion a Study guide* (1997), p.
8, accessed 15 May 2016.

Mime is to act or express (feeling, act) it can be done through gesture, body movement, and facial expression. Moreover, mime is an interesting and fun activity in learning, so that the students will not feel bored in learning. It can help them memorize the activities that the teacher and students do.

Students learn differently from adult. Every age group has specific need when learn a foreign language. According to Gengross and Puchta, foreign language teacher develop a method which appropriate for the student based on the following principles:

- 1. Language learning takes place best of all in anxiety-free and joyful atmosphere.
- 2. The development of receptive skills (listening) takes place before the development of productive skills (speaking).
- 3. Students learn by what they see, hear, and do. 26

The teacher at school requires additional strategies which allow the students to become more efficient learner to receive, process store and remember the information quickly and effectively. When the learners are processing information, thinking or remembering their visual, auditory and movement are activated. The learners' memory of vocabulary works associatively. By mime story technique the teacher carry a strong motivation for the learners.

²⁶Gunter Gerngross and Herbert Puchta, *Do and Understand: 50 Action Stories for Young Learners* (England: Longman, 1996), p. 18.

This technique is useful for explanation of the actions and grammar items. Such concepts as: jumping, smoking; are easy items to explain through performing those actions. Mime, action is a great fun for children who like acting and moving very much.²⁷

When students start to learn a foreign language, it is going mainly through their ears and what students listen is their main source. Of course, the teacher also give them as much visual back up as possible through facial expression, movement, miming and so on. It means that in miming story telling the teacher makes the combination between telling the story and doing the movement. It can help students establish the link between words and meaning.

b. Kinds of Mime in the Language Classroom

Tan stated that English language teachers generally want to plan engaging, motivating, challenging learning experiences for the students. However, many factors contribute to making this goal difficult to achieve. Overcrowded classrooms, curricular demands, and outdated teaching materials can be de-motivating for students.²⁸ Sometimes, the teaching methods may be boring, particularly when the teacher fall back on traditional lectures about vocabulary that the teacher only drilling the students.

The opportunity that the teacher can use is by conducting games, role-play, and other fun activities as a means of brightening up

 ²⁷Larasati, "Improving Students' Vocabulary Mastery Through Board Games (A Classroom Action Research at the Fourth Grade of SDN Cengklik II Surakarta in 2009/2010 Academic Year)", p. 16.
²⁸Peggy Pek Tao Tan, *Using Mime in the Language Classroom*, vol. 1, no. 41 (2008), p. 56.

the lessons and cheering up the students. When they can laugh and smile, they are more inclined to participate and to discover that language learning can be extremely pleasant. Mime requires a person to use body language, facial expressions, and gestures to convey meaning. Mime activities can be successfully incorporated into a variety of language lessons as the examples below illustrate by Tan.²⁹

1. Using Mime to Show Sentence Meaning

Example of sentence to be mimed: *I was walking along the road when a mad dog bit my leg.*

- 1. A student writes these words on the board: . . . the road....bit ..
- 2. He acts out the first action of walking.
- 3. A partner acts out the second action of the dog bite.
- 4. The class guesses what the complete sentence is.
- 5. Another pair of students takes a turn at miming a sentence.

This activity can be varied by having one student, rather than a pair, try to act out the sentence. In a large class, students can work with the sentences in smaller groups so that more are likely to be actively engaged at one time than if the whole class is observing only one or two people.

- 2. Using Mime to Describe Objects and Their Use
 - 1. A student stands in front of the class and holds an imaginary telephone.

²⁹Ibid.

- 2. Without speaking, she mimes using the telephone to chat with someone.
- The rest of the class, or a pair of students working together, names the imaginary object, describes it, and explains its function in five sentences.
- New students take turns acting and describing. Example student answer:

It is a telephone. It is used for communication. It is found in most homes and offices. We use the telephone to call our friends. It is fun to chat with friends and relatives. Other objects that work well for this activity include a basket, shoes, scissors, spectacles, a tennis racket, a book, a ring, a toothbrush, and a ball. The possibilities are endless.³⁰

- 3. Using Mime to Tell a Story
 - 1. Students are divided into groups.
 - 2. In each group, one student is the narrator. He reads or tells the story.
 - The other students listen carefully and mime what is happening.

An example story that works well with groups of three:³¹

³⁰*Ibid.,* p. 57. ³¹*Ibid.*

One morning John woke up, stretched, and took a shower. He turned on the tap but the water was too hot. Ouch! The water burned his shoulder. Then he wiped himself dry, put on his clothes, and combed his hair. He cooked eggs for breakfast. He put some salt and pepper on his eggs and ate his breakfast hungrily. Next he put on his shoes and went to his car. It was a very hot day, so he was perspiring. He drove to the library and read a few books. After that, he went to visit his friend. He knocked on the door. His friend was happy to see him. They drove to the discotheque. They had drinks and danced. They enjoyed themselves thoroughly. This activity can also be done without the narrator. Students write key words and phrases on the board or on cue cards and then mime their story. Some additional storylines that work well include a robbery, a drowning incident, a love story, and a visit to the doctor or dentist.³²

- 4. Using Mime to Explain a Procedure³³
 - 1. Make groups of three of four.
 - 2. Depending upon the proficiency level of the students, give them, or have them create, a topic and steps to describe a familiar process such as how to bake abutter cake, how to check a book out of the library, or how to check into a hotel.

³²*Ibid.* ³³*Ibid.*, p. 58.

- 3. Students work together to determine the key words and phrases that their audience will need. For example: For the cake baking procedure, they may choose *bowl, grams, sugar, butter, flour, eggs, mix*, and so forth.
- 4. They decide on roles and practice their mime.
- 5. The groups take turns presenting their mimes.
- 6. They begin by writing their key words on the board.
- 7. Then, they act out the process.
- 8. The rest of the class tries to describe the process.³⁴

c. The Strength of Mime Story Technique

Mime emphasizes the paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another. Mime helps develop students' power of imagination and observation and can also be quite simply "a source of great enjoyment" with students tending "to be very enthusiastic about this aspect of drama",³⁵Savignon says that the mime helps learners become comfortable with the idea of performing in front of peers without concern for language and that although no language is used during a mime it can be a spur to use language.³⁶Mime is a great way of reinforcing memory by means of visual association, and recall of language items is assisted whenever an associated image is presented. Mime can help to fix language

³⁴Ibid.

³⁵Suane Karbowska Hayes, *Drama as a Second Language: A Practical Handbook for Language Teachers* (National Extension College, 1984), p. 15.

³⁶S. Savingnon, *Communicative Competence* (London: Addison-Wesley, 1983), p. 20.

in the minds of the students, and the following activity demonstrates how vocabulary items can be revised and reinforced.³⁷Mime can generate language use where explanation is required teacher's instructions and the discussion of the students-if the mime involves pair work or group work, learners normally find it easier and more motivating to produce language when they have to accomplish a task. If the mime is then performed before the rest of the class, the target language can be usefully employed for evaluating and interpreting what has been seen, as in the following example which aims at practicing fluency.³⁸

Mime story as a medium that involves performing arts is used in teaching vocabulary, speaking, listening, writing and also reading. According to Webster, The performing arts emphasis helps students develop vocabulary mastery through the performing arts: storytelling, oral interpretation, reader's theatre, story theatre, creative drama, puppetry, mime or movement, and music. Courses in these subjects are offered in rotation and taught in variety formats. Students in the emphasis become active participants in processes that lead to original works incorporating the performing arts." Based on the above explanation, the writer assumes that mime story technique is a suitable technique in teaching vocabulary. This will make the vocabulary easier to memorize by the students, and they will become active participants in learning process.

³⁷Dougill, *Drama Activities for Language Learner*, p. 35.

When the students do mime the students can work on using their bodies to express meaning. This change in focus can be very powerful for language learning: the children acquire the language at a more subconscious level because they are not thinking about what they are saying, but how to show the meaning.³⁹mime story technique are a combination of the TPR and stories and are great technique for getting children to memorize substantial chunks of useful language.

The advantages of using mime story technique are They're fun and motivating, They activate auditory, visual and kinesthetic learners, They're easy for children to memorize They help children learn whole chunks of language at a time, Teachers can easily write them so they include the language areas they are working on.⁴⁰ From those explanations about mime story technique above, it can be conclude that mime story technique has good effect in students' vocabulary mastery.

d. The Implementation of Mime story Technique

Based on the explanation about mime story technique above, Jones arranges several teaching sequence that may be followed by the teacher in teaching learning activity:

1. Before the teacher start teaching they will need to pre-teach any unfamiliar lexis.

 ³⁹Sarah Phillips and Alan Maley, *Drama with Children* (Oxford University Press, 1999), p. 13.
⁴⁰Jones Alistair, *Action Stories with Children* (Cambridge: Cambridge School, Valles Oriental, 2012), p. 1.

- 2. The teacher tells the story and does the actions. The students listen and watch.
- 3. The teacher tells the story and does the actions. The students listen and do the actions.
- 4. The teacher tells the story but does not do the actions. The students listen and do the actions.
- 5. The teacher tells the lines of the story in a jumbled order. The students listen and do the actions.
- 6. The students tell the story and do the actions.
- 7. The students do a reading or writing task.⁴¹

This technique is helpful for the beginners (elementary school student or the first grade of junior high school) in a small class which consists of 10-15 students, but it does not mean that this technique cannot be used in a big class such like in Indonesia. Using mime story technique in a big class has a certain challenge for the teacher who used this technique. But the teacher have to remember that the success of using this technique is depend on the background of the students also, for example the student basically have good ability in English from their family because of their parent are native speakers.

B. Previous Study

There are many studies that have been done in this field. Related to this study, there are three relevant studies worthy to explore.

The first study titled *the use of jigsaw II technique and still pictures combination to improve students' vocabulary mastery by Silviana Dilla*. This study was conducted to investigate the improvement of the students' vocabulary mastery after learning using Jigsaw II technique and Still Pictures. There were two cycle of this research. They were planning, action observation, and reflection. The result of the study showed that the combination of Jigsaw II technique and Still Pictures can improve students' vocabulary mastery. And give a good contribution in English teaching and learning, especially in the area of vocabulary learning.

The second researcher conducted a study titled *using pictures media in improving students' vocabulary mastery by Heri Marzuki*. A Mime game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of grammar. The finding showed that teaching using mime game was more effective than that of without using mime game. In addition, during the experimental study, learners showed their enthusiasm, enjoyment, excitement, motivation, and involvement. In other words, the students enjoyed learning grammar using mime game better than doing deskwork.

The next researchers conducted a study titled *the use of vocabulary journal in enriching students' vocabulary mastery and the students' attitudes toward its use by fika Nurul.* The research was aimed at discovering the effects of vocabulary journal on the students' vocabulary mastery and also their attitudes toward its application in the class. Through vocabulary journal they could write their new vocabulary when they learn English at class, it also could be remembered and used in their daily life. Finally, there are many new vocabularies that can be used continually by students orally or in written product. The result show that 2 of 10 students (20%) stated that the use of vocabulary journal facilitating them to review the vocabulary. Many students learn new words relatively quickly but they also forget them quickly too. Taking this into account, the vocabulary journal can facilitate the learners review the material any time.

Other researcher conducted a study titled *The Effectiveness of Mime Game in Teaching English Grammar by Angelina Linda Hartani*. A Mime game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of grammar. The finding showed that teaching using mime game was more effective than that of without using mime game. In addition, during the experimental study, learners showed their enthusiasm, enjoyment, excitement, motivation, and involvement. In other words, the students enjoyed learning grammar using mime game better than doing deskwork.

These previous studies demonstrated that the use of media and technique in students vocabulary mastery have a good impact on students achievement. The result of those studies showed that after giving the treatment the vocabulary mastery of students are increased. While those previous studies have explored the various teaching technique and media use d to teach vocabulary mastery that show high degree of motivation from students. Because those of previous studies have not explored the use of mime story technique in vocabulary mastery, I initiatively use mime story technique in teaching vocabulary mastery, through mime story technique students can easily remember the vocabulary because they learn with body movements. I conducted the research titled "The Effect of Mime Story Technique in Students Vocabulary Mastery of Surrounding Objects". This research determined whether there was a significant difference in the achievement before and after treatment by using mime story technique and found out the effect of using mime story technique in students' vocabulary mastery.