CHAPTER II

REVIEW OF LITERATURE

This chapter describes a review of the theory, past researchers, and the theoretical framework of the study. This chapter describes the theories to be used.

A. Theoretical Review

1. Game

a. The Concept of Game

Games are used to encourage the students to explore the language. The use of the game also has some functions called pleasure functions. Where when learning is carried out, the teacher invites students to learn and at the same time also enjoy themselves (Alvionita, 2018).

Using games to encourage students to interact and communicate, students can learn how to express themselves to others (Nguyen & Pham, 2018). Games, when applied to learning, students feel they are discovering a new world in English that is interesting. Through the game, they will also enjoy learning, and most likely, they will take home what they will learn (Pratiwi, 2019).

The game is an interesting activity and becomes fun. Where this game is done by interacting with each other, games also become challenging activities for students. With games, students will become more creative and interested in what is being done. The exciting and challenging game will make the students feel happy. It is called a

game when it has goals, game rules, and elements of fun (Uswatun, 2020).

Based on the opinions above, games are interesting activities that have goals, rules, and elements of fun in their application. Games will also make learners more active, and students will also enjoy themselves in doing the learning. Students also feel that they will discover a new world in English and every student's learning will receive well the lessons already done. (Alvionita,2018; Nguyen & Pham,2018; Pratiwi,2019; Uswatun,2020).

b. Types of Game

According to Restiana (2017), there are several types of games that can be played, the following:

1) Gunfighting: this game requires good coordination between eyes and hands and also requires reflection speed. The essence of this game is shooting and shooting.
2) Combat: this game requires fast speed of reflection and coordination between eyes and hands. The essence of this game is the mastery of moves.
3) Adventure: this game emphasizes the ability to think visually, analyze places and solve puzzles and infer events.
4) Simulation, construction, management: these types of games often depict the world as close as possible to the real world.

5) Strategy: this game requires strategy and coordination in playing it.
6) Sports: this game requires agility and self-adaptation from reality.
7) Puzzle: puzzle game, you have to solve puzzles in the game.
8) Education: this type of game was created with the aim of being an educational tool. This game must take into account various things in order to really educate and increase knowledge.

According to Alvionita Vivi (2018), there are different types of games based on game techniques, the following:

1) Game information

In the information game, the player must have access to some information that player 1 has information that the other players do not have. Other players must try to get information to complete the mission. The game can be played in pairs or groups.

2) Mime game

This game is a variant of the game that is often used where one player provides information with gestures and the other guesses what might happen.

3) Search games

The search game is a variant of the game that involves all the students in the classroom. In this game, all students are

expected to get information that is willing to complete the mission. Thus the student simultaneously collects information.

4) Matching games

The matching game also involves the transfer of information. It involves matching pairs according to the drawings and can be played as a match in class, where each student must find a match that matches the image.

5) Labeling game

The game involves matching labels with items according to the image.

6) Exchange games

The game is principled barter. Players have items, cards, images, or ideas that they want to exchange but do not impose on both parties.

7) Exchange and collect games

Players have certain items or karts that they exchange to complete missions. This game can be played as a whole student in the classroom, where students interact freely and exchange randomly.

8) Board games

Board training is a common type of game. With the aim of being the first on board or collecting the most cards.

Based on the explanation above, there are various types of interesting and challenging games. All types of games have the same goal and principle of fun. All games require players and roles to perform them to the fullest. (Restiana,2017; Alvionita,2018)

2. Mime Game

a. The Concept of Mime Game

The notion of an antonym is a technique of telling things using only expressions and gestures and without words (Hornby, 1995: 739). Mime games also use body movements to convey the intent of a guessing action or expression (Thopam, 2014). In doing mime games, students feel very excited, imaginative, fun, and communicative in performing role-playing tasks. Mime game is one of the guessing games besides guessing pictures, also guessing sentences. (Sinta Utami, 2016).

Body movements are used to convey the meaning and expression of an activity that must be guessed by others. Pantonim game is a dominant game using body movements. Games that are miniatures or acting or dialogues for dramatic representation, similar to comedy (Andi Patimah & Asrifan, 2018). Mime Game is the use of hand or body movements and facial expressions to do something without speaking (Marni Lestari, 2019).

Activities play the role of mime games that describe the words or sentences provided, and students feel more enthusiastic

and enthusiastic in learning activities. In addition, students also feel that they communicate directly through body movements by guessing words. With the Mime Game, students' interest in learning is better than before. In this part of the game, students use their imaginative power to describe words or sentences without making a sound.

The communication process occurs when students interact with other students. There are two forms of communication, verbal and non-verbal communication. Verbal communication is communication that occurs when students interact by speaking, while non-verbal communication is communication that occurs when they interact with body movements. On mime games, students should use non-verbal communication.

Based on the definition above, Mime Game is a guessing game that uses non-verbal communication that is appropriately applied in the classroom as a technique for telling things with body movements. Body movements are used to convey the meaning and expression of an activity that must be guessed by others. With the Mime Game, students' interest in learning is getting better and imaginative power will tend to increase. (Hornby, 1995:739; Thopam, 2014; Sinta Utami, 2016; Andi Phatimah & Asrifan, 2018; Marni Lestari, 2019).

b. The Purpose of Mime Game

English teachers must be able to apply the right techniques in the teaching and learning process. The right technique can also make students feel comfortable and happy in the learning process. From this technique, Mime Game can be used as an appropriate method of learning, especially in improving students' skills in writing.

c. Advantages and Disadvantages of the Mime Game

There are several advantages and disadvantages of mime games. The advantage is that mime games can invite students to be active in the learning process in class. Mime Game can create a fun and effective atmosphere that can reduce the boredom and stress of students in the teaching and learning process. Mime games can also provide motivation to do tasks and make students better at interacting with their partners.

The weakness of the Mime game is that the teacher is lacking in managing classes during learning. Maybe the teacher has problems. As in games that sometimes cause noise that can make students out of control. A game that lacks coordination between students and teachers that later makes the game stop.

3. Writing

a. Definition of writing

Writing is describing or creating graphic symbols by expressing a language so that it is easily understood by someone so

that one can read the graphic symbol if one understands the language used in a graft (Tarigan 2013:22).

Writing is the activity of expressing ideas or opinions addressed to others using language to make it easy to understand. Writing is an activity that involves creativity to express ideas, ideas, in the form of writing that has a purpose, for example, to inform, convince, and entertain (Dalman, 2015).

Writing focuses more on the results than the process of compiling a word or a sentence so that it becomes a paragraph. Another particular concern is the use of syntax, spelling, and punctuation (Albhesher, 2016:11). Writing is the process of thinking about finding ideas, thinking about how to express them in good writing, and compiling ideas into clear statements and paragraphs for readers (Sarimarsutalinda, Inderawati, and Suganda, 2018).

Based on the above theory, writing is an activity of expressing ideas or ideas that involves creativity that focuses on the process of compiling words and sentences so that they become a paragraph with a form of writing that has the purpose of informing, convincing and entertaining readers. (Tarigan, 2013; Dalman,2015; Albhesher, 2016; Sarimasutalinda, Inderawati, & Suganda, 2018).

b. The Purpose of Writing

The purpose of writing is to express ideas and convey messages to the reader. It can be concluded that the purpose of writing is to bring up ideas and entertain readers. The author's goal is essentially the same as the author's motives, and both terms are used to describe what an author wants to achieve.

Having a clear goal that is already clearly likely to achieve its goal (Cholipah, 2014). The objectives are spelled out in four points as follows:

1) To inform

Write to inform various facts and other information. Informational texts such as reports are supported by facts.

2) To explain

Writing to describe is to tell the what, how, and why of an event.

3) To understand the experience

Writing to understand experiences aims to make the reader understand different experiences.

4) To persuade

Writing aims to persuade to express an opinion or purpose and support it with supporting reasons and details to get the audience to agree and take action.

Based on Tarigan (2013: 25), the objectives of writing are:

1) Persuasive objectives

   Writing has the purpose of convincing the reader of the truth regarding the ideas expressed.

2) Purpose of the information

   Writing aims to provide information to the reader.

3) Troubleshooting objectives

   Someone solves the problem by creating an article. The author conveys, pouring out his thoughts and ideas so that they are easily understood by the reader.

4) Altruistic objectives

   The purpose of writing is to make fun of the reader. Agra readers are carried away by the atmosphere expected by the author.

5) Statement of purpose

   The writing has the purpose of introducing the character and his life story to the reader.

6) Creative goals

   Purpose with the creativeness of a writer. Creativity is seen more from the achievement of norms, values, and art.

7) Purpose of assignment

   Writing is not only based on the will of the author but writing activities are carried out at the behest of someone.

Based on the above opinions, it can be concluded that the purpose of writing is to inform various facts and information as a motivation for readers to do good things and increase creativity in understanding the values contained in writing. (Cholipah,2014; Tarigan,2013)

c. Process of Writing

Based on Cholipah (2014), the writing process is an instructional approach that has five stages, namely as follows:

1) Pre-writing

This stage is the stage to get an idea, where students choose a topic, plan and collect ideas to explain the topic.

2) Draft

At this stage, students have already begun to write concepts. With the student draft, there are more details that the reader will want.

3) Revisions

Revising is clarifying and refining the ideas in the concept. In this stage, students make changes in writing based on feedback.

4) Editing

Editing is rereading, and students improve their writing, like the process of correcting errors in writing. In editing,

students justify grammar, spelling, diction, punctuation, and sentence structure.

5) Publishing

The final stage is to share the writing. After the writing is finished, it can be published or shared anywhere according to the writing category.

d. Benefits of Writing

Writing is a very important thing for everyone because a person is required to be more creative, innovative, and think critically. An author can obtain various benefits, as suggested by Dalman (2018:6), as follows:

1) Increase one's intelligence

By writing, a person will express the different ideas he has. The more ideas expressed, the more an increase in one's intelligence.

2) Develop initiative and creativity.

Writing will hone brain intelligence more, so it is able to think more creatively.

3) Cultivate courage

By writing, a person becomes more confident, so they are able to explore newer things.

4) Encourages willingness and ability to collect information

Writing makes a person have a puzzle to clarify new words and things.

Based on Rusmiati's opinion (2014:13), the purpose of writing is as follows:

1) Writing is an alternative to discovering something.
2) Writing can foster new ideas.
3) Writing can train one's objective attitude.
4) Writing can practice skills and develop the concept of one's ideas
5) Writing can help a person obtain information
6) Writing can be a means to solve problems

e. Micro and Macro Skills in Writing

Skills in writing have aspects of skills grouped into micro and macro your (1996) explains that writing must pay attention to those aspects.

1) Macro skills

According to Brown (2000), macro skills are aspects related to responsive and extensive writing, as follows:

a) Produce English graphemes and orthographic patterns

b) Produce writing at an efficient speed according to the objectives
c) Generate acceptable core words and use the right word order
d) Using an acceptable grammatical system
e) Express specific meanings in different grammatical forms
f) Using cohesive devices in written discourse

2) Micro Skills

According to Brown (2000), micro-skills in writing relate to the type of intensive writing tasks as follows:

a) Using theoretical forms and conventions of written discourse
b) Correctly complete written communicative functions
c) Conveying links and relationships between events, communicating the relationship of ideas
d) Distinguishing literal and implied meanings when writing
e) Correctly convey certain cultural references in a written context
f) Develop and use writing strategies.

Based on the theory above, macro and micro skills in writing aim to clarify the meaning and rhetoric of written discourse, convey communicative functions, and communicate the relationship of ideas (Brown, 2000).

f. The Elements of Assessing Writing

In writing a text, there are elements that must be assessed and evaluated. According to Abduh (2017), the elements of the writing are as follows:

1) Content

Content is one of the important aspects of writing. Content is also the main focus that needs attention. Content is the development of ideas through illustrations, facts, opinions, and providing clear information related to the topic of writing. In writing, it is necessary to have clarity and completeness of information to get good writing results. With the aim that the reader better understands the idea of writing.

2) Organization

Organization refers to the structure of writing that follows a pattern. Patterns, in this case, are like chronological order or logical pattern comparisons. In genre texts, this organization is commonly called generic structure.

3) Grammar

Grammar is a language rule that governs the criteria for the use of words and sentences. In writing, researchers must pay attention to grammatical rules. The correct use of grammar will make it easier for the reader to understand the author's intentions. In the text of the grammatical genre, it will be seen from the tenses used in the preparation of words and sentences.

4) Vocabulary

Vocabulary is all words that can be used in writing. When writing, vocabulary is concerned with word choice. This statement explains that if students use vocabulary, it is necessary to pay attention to the word they are going to use since many words can represent different meanings.

5) Mechanical

Mechanical is an element that refers to the appearance of words and how the word is spelled and arranged in writing. More precisely, mechanics refers to punctuation, spelling, and capitalization correctly. Many punctuation marks are used in writing, such as periods (.), question marks (?), exclamation marks (!), commas (,), colons (:), semicolons (;), apostrophes ('), and hyphens (-). This study only focuses on frequently used punctuation marks such as periods (.), commas (,),

apostrophes ("), exclamation marks (!), and question marks (?).

In spelling users, students should write words in the correct spelling and place correct pauses to avoid misunderstanding the message conveyed in their writing. The other element is capitalization, the use of capital letters. Note that using capital letters includes the first word of the sentence, title, name of the organization, day, month, name of a person or place.

Table 2.1 Scoring Rubric from Brown (2007)

Aspect	Skore	Performance Description	Weighting
Content (C)	4	The topic is complete and clear the details relate to the topic.	3
	3	The topic is complete and clear, but the details are almost related to the topic.	
	2	The topic is complete and clear, but the details are not relating the topic.	
	1	The topic is not clear, and the details are not related to the topic.	
Organization (O)	4	Identification is complete, and descriptions are arranged with propers connectives.	2
	3	Identification is almost complete, and descriptions are arranged with almost propers connectives.	
	2	Identification is not complete, and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete, and descriptions are arranged with misuse of connectives.	
Grammar (G)	4	Very few grammatical or agreement inaccuracies.	2
	3	Few grammatical or agreement inaccuracies, but they do not affect meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V)	4	Effective choice of words and words farms.	1,5

	3	Few misuse of vocabulary and word forms, but no change in the meaning.	
	2	Limited range and confusing words and word form.	
	1	Vey poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1,5
	3	It has occasonal erors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Table 2.2 Scoring Rubric from Tribble, (1966)

Aspects of Writing	Range	Score	Criterion
Content	20 – 17	Excellent to very good	Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16 – 12	Good to mean	Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11 – 8	Fair to poor	Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7 – 5	Very poor	Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4 – 0	Inadequate	Fails to address the task with any effectiveness.
Organization	20 – 17	Excellent to very good	Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence);

Aspects of Writing	Range	Score	Criterion
			connectives appropriately used (cohesion).
	16 – 12	Good to mean	Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11 – 8	Fair to poor	Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7 – 5	Very poor	Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
	4 – 0	Inadequate	Fails to address this aspect of the task with any effectiveness.
Vocabulary	20 – 17	Excellent to very good	Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16 – 12	Good to mean	Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11 – 8	Fair to poor	Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7 – 5	Very poor	No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4 – 0	Inadequate	Fails to address his aspect of the task with any effectiveness.
Language	30 – 24	Excellent to very good	Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.

Aspects of Writing	Range	Score	Criterion
	23 – 18	Good to mean	Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17 - 10	Fair to poor	Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9 - 6	Very poor	Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
	5 – 0	Inadequate	Fails to address his aspect of the task with any effectiveness.
Mechanics	10 – 8	Excellent to very good	Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7 – 5	Good to mean	Occasional errors in spelling, punctuation, capitalization, and layout.
	4 – 2	Fair to poor	Frequent errors in spelling, punctuation, capitalization, and layout.
	1 – 0	Inadequate	Fails to address his aspect of the task with any effectiveness.

Based on the theory above, it can be concluded that in writing, of course, there are elements that need to be considered and used in writing. These elements include content, organization, grammar, vocabulary, and mechanics. To produce maximum writing, these elements must exist and must be used properly and correctly.

4. Genre Text

Genre is a functional term that refers to the process of language involved in doing things with language (Knapp P & Watkins, 2005). Genre is a type of text that serves as a frame of reference so that a text can be created effectively, effectively in purpose, selection, and organization, text elements and provisions in the use of grammar (Pardiyono, 2007)

The type of text in writing is done in various different ways of teaching. Teachers in teaching writing to students must be different according to their own type of text. To produce maximum writing students must learn various types of text. Several types of text can be used inside the class (Cholipah, 2014). Below are some examples of text types:

a. Descriptive text

Descriptive text is text that explains something. Whether people, places, animals, things, or events. Descriptive text provides a detailed explanation so that readers understand the object of information they are looking for.

b. Recount text

Recount text is a type of text that recounts something that has happened in the past. With the aim of entertaining as well as providing information to readers.

c. Narative text

Narative text is a type of text that tells a chain of events with a chronological or interconnected system. This text has an imaginative nature, aka not real or in the form of the imagination of the author.

d. Procedure text

Procedure text is text that shows how to make something, or how to get something done.

e. Exposition text

Exposition text is a type of text that explains knowledge or information based on facts to convince the reader.

5. Exposition Text

a. Definition of exposition text

According to Pardiyono (2007:215) exposition texts are like suggestive argument texts. To respond to life problems, one must make arguments. Through the text of the exposition the speaker tries to persuade to do something. Based on Amalia Pradini (2014), exposition texts are a type of argumentative genre text to persuade readers. To create an exposition text writing is influenced by many factors such as mastery of vocabulary, wording, patterns, grammar and sentences.

b. General structure of exposition text

Based on Pradiyono (2007:215) the exposition text has three general structures:

1) Thesis, it contains an explanatory statement of the topic and shows the point of view of the author.
2) Argument, explaining the argument to support the author's position. Every argument must be accompanied by supporters and clear facts.
3) Reiteration/conclussion, stating conclusions that are usually suggestions and criticisms.

c. Purpose of Exposition Text

The purpose of exposition text is to convey the reader that the topics presented was an important topic to be duscussed or gained attention by way of providing arguments or opinion that support the main idea or topic.

d. The Language Features of Exposition Text

In writing the exposition text there are several characteristics of the language used, as follows:

1) Using Simple Present Tense

Simple present is a tense that expresses a habit or activity that occurs continuously until now. In addition, these tenses are also used when stating general truths, commandments, and things to come but are planned activities.

FORMULA : S + V1/VS/Ves

Example : My Friend Anna lives in Jakarta

The sun rises in the east and sets in the west.

2) Using conjunctions

In describing a sentence, we need to connect a word, and one sentence to another clause. In the use of connecting words there are several types, namely, to add opinions or ideas (in addition to, besides, furthermore), to compare several opinions (but, while, meanwhile), to indicate order or time (first, then next), to indicate causation (as a result, because, bas a result, because, by, consequently).

3) Using words used to express thoughts, for example: experience, feel, know, think, seem, etc.

e. Example of Exposition Text

Power Benefits of Water

Water has many benefits, including a system that loses after a day of activity. But there are some problems that are often ignored by humans, namely lazy to drink water. **(THESIS)**

Water is a mineral drink that is consumed by all living things, including humans. The function of white air when drunk by humans as a substance that is useful for launching the body, giving oxygen intake, regulating body temperature and cleaning the whole body.In a day humans must drink at least 2 liters of white water or 8 glasses of white air. In order to build the body's working system optimally and maintain a healthy body so that energy is reduced to normal. **(ARGUMENTS)**

It can be indicated that white air is very vital. There are still many who underestimate drinking 2 liters of white air a day. For that we must start from the people, so that people can do their lives by routinely drinking at least 8 glasses of white air a day. **(REITERATION)**

6. Procedures of Using Mime Game for Teaching English

Procedure is the repeat stages that must be done to get the desired result, where the result can be achieved properly if using the right procedure. In this study, we will use Mime Game for learning exposition text.

In the teaching and learning process using Mime Game, students are given the motivation to be active, intelligent and creative in making statements through movement guesses expressed in the form of exposition texts. In learning exposition texts, students are expected to be able to string sentences according to the structure of the exposition text.

In the use of Mime Game for exposition text learning, teachers and students perform communication activities that interact with each other. The procedure for using Mime Game in the learning of exposition texts is well organized, as below.

Table 2.1 Procedures of Using Mime Game

Teacher	Student
A. The teacher explains related to the Mime Game. Understanding Mime Game, usability, and examples. Mime Games are commonly used for guessing games. One performs a pantonym movement and others guess what he means. (*Guru menjelaskan terkait dengan Mime Game. Pengertian Mime Game, kegunaan, dan contohnya.Mime Game biasanya digunakan untuk permainan menebak. Sseorang melakukan gerakan pantonim dan yang lain*	**A.** Students listen and observe. *(Siswa mendengarkan dan mengamati.*

menebak apa yang dimaksud.) **B.** The teacher explains how to play the Mime Game. By giving examples of simple practices. The teacher gave a picture to the students. (*Guru menjelaskan cara memainkan Mime Game. Dengan memberikan contoh praktek sederhana. Guru memberikan sebuah gambar kepada siswa.*)	**B.** Students practice the example with a deskmate. One of the students performed a movement based on a picture that had already been seen. Then the other student tried to guess the movement that had been given *(Siswa melakukan praktek contoh tersebut dengan teman sebangku. Salah satu siswa melakukan gerakan berdasarkan gambar yang sudah dilhat. Kemudian siswa yang satunya mencoba menebak gerakan yang sudah diberikan tersebut.*)
C. After the students are familiar with the use and how to play the Mime Game, the teacher forms students into 5 groups. *(Setelah siswa paham dengan penggunaan dan cara memainkan Mime Game, guru membentuk menjadi 5 kelompok).*	**C.** Students make a group. *(Siswa membentuk kelompok).*
D. The teacher gives an five titles to be exhibited with Mime Game. (*Guru memberikan lima judul untuk diperagakan dengan Mime Game.)*	**D.** Students pay attention. *(Siswa memperhatikan.)*
E. The teacher practices the movement, and is guessed by each group. *(Guru mempraktekkan gerakan dan ditebak oleh masing-masing kelompok.)*	**E.** The student pay attention and guess the movement in the group, then ech group makes 3 points and is practiced then answered by another group. Then each point is described in the sheet of exposition text *(Siswa memperhatikan dan menebak gerakan tersebut dalam kelompok, kemudian setiap kelompok membuat 3 point dan dipraktekkan lalu dijawab oleh kelompok lain. Kemudian menjabarkan setiap point dalam bentuk teks eksposisi)*
F. Upon completion, the teacher directs the student to read out the results of his work. *(Setelah selesai, guru mengarahkan siswa untuk membacakan hasil pekerjaannya.)*	**F.** Students read out the results of their work, and collected.

	(Siswa membacakan hasil pekerjaan mereka, dan dikumpulkan.)

B. Relevant Research Studies

In this section, the researcher conveys some of the results of similar previous studies. There are several studies that have been conducted previously, including the following:

The first study was titled “Improving Students' Writing Skill Through Mime Game in Descriptive Text for the Seventh Grade Students Of SMP Negeri 1 Ngemplak in the Academic Year of 2016/2017”. This research was conducted by Irma Indah Ningati, (2017). This research uses the Class Action Research method. The subject in this study was from eighth grade students in the second semester of SMP Negeri 1 Ngemplak consisting of 32 students. The result of this study is, showing that Mime Game can improve students' writing skills and class situations during the teaching and learning process. This can be seen from the increased test scores. The average value of the pre-test is 66.6, the average post-test value of cycle 1 is 74.3, and the average post-test value of cycle 2 is 79.4.

The second study was titled “Improving Students' Vocabulary Mastery By Using Mime Game In SMPN 3 Sungai Raya”. This research was conducted by Eni Purnama in (2017). The method used in this study was Class Action Research, with the subject of seventh grade A SMPN 3 Sungai Raya

consisting of 32 students. Data collection techniques are observations, field notes, and measurement tests, using students' average scores to obtain findings. The results of this study show that the application of Mime Game improves students' vocabulary, they begin to show interest by actively answering questions, and enthusiastic when guessing words.

The third study was titled “The Effectiveness of Using Miming Game In Teaching Present Continuous Tense”. This research was conducted by Maya Puspitasari & Akeu Akmaliah in (2018). This study used pre-experiments on first grade students of MTS Negeri 1 Bandung, which numbered 30 students as a research sample. The technique used to gain the data is tests, those are pre-test, and post-test, and also questionnaire. And the result of the value of t- that is 5.691 with the df = 29 at p = 0.05 of two tailed, the critical value of t-table is 2.045. As the value of the derived t- is higher than t-table (5.691 > 2.045) so that the Null Hypotheses (Ho) is rejected and the Alternative Hypotheses (Ha) is accepted meaning that there is significant difference in the result of students score before and after the treatment using miming game. This means that the use of miming game in teaching present continuous tense to the first grade of Mts Negeri 1 Bandung is effective. Furthermore, from the questionnaire, most of the students gave positive response toward the use of miming game in learning present continuous tense. This can be seen from the result of the questionnaire that miming game make them motivated in learning English especially present continuous tense.

The fourth study was titled “The Influence of Using Mime Game Towards Students' Writing Ability in Descriptive Text at the First Semester of rhe Eight Grade of SMPN 3 Bandar Lampung in the Academic Year of 2019/2020”. This research was conducted by Marni Lestari (2019). This research uses a quasi-experimental design method. In this study used a sample of two classes, one class as an experimental class and one class as a control class. In the experimental class using Mime games and the control class using population guessing games. The subject of this study was the eighth grade of SMPN 3 Bandar Lampung, with two classes consisting of 64 students. The result of this study was of Sig. (2-tailed) of the equal variance was 0.000, and $\alpha = 0.05$. Ha was accepted if Sig. (ρvalue) $< \alpha = 0.05$ and Ho was rejected. Based on the computation, it could be concluded that there was a significant influence of using Mime game towards students‟ writing ability in descriptive text at the eighth grade of SMPN 3 Bandar Lampung in the academic year of 2019/2020.

The fifth study was titled “Improving Students' Vocabulary On Descriptive Text By Using Mime Game (A Study Conducted at SMP Negeri 2 Tompaso)”. This research was conducted By Marisa N.Kolopoita, Sanerita T.Olii & Rinny Rorimpandey in 2022. The subjects of this research were one class of the seventh grade that consisted of 36 students at SMP Negeri 2 Tompaso. This was quantitative research of pre-test and post-test with pre-experimental design. The data pre-test and post-test were collected using a 50 item Fill-in-the-blank test. The results of this research indicate that there was

a significant difference between the pre-test and post-test. The results of mean score showed improvement between the pre-test (42.7) and the post-test (85.05), with the post-test score higher than the pre-test. Therefore, it can be said that the use of the Mime Game was effective in improving students' vocabulary. English teacher should teach Vocabulary by using mime games with descriptive text by using simple English' and not always using monotonous text or handbook to help students remember words more easily.

Based on several previous studies, it can be explained that researchers use games to improve English skills, especially writing skills. The game in question is Mime Game. There are similarities between this study, namely the method, the use of games, the purpose, and the theory used. Meanwhile, the difference that comes from this research is the use of Mime games to improve students' writing skills in exposition texts, and the research subjects involved eleventh grade MIPA 3 SMA Negeri Punung.

C. Theoritical Framework

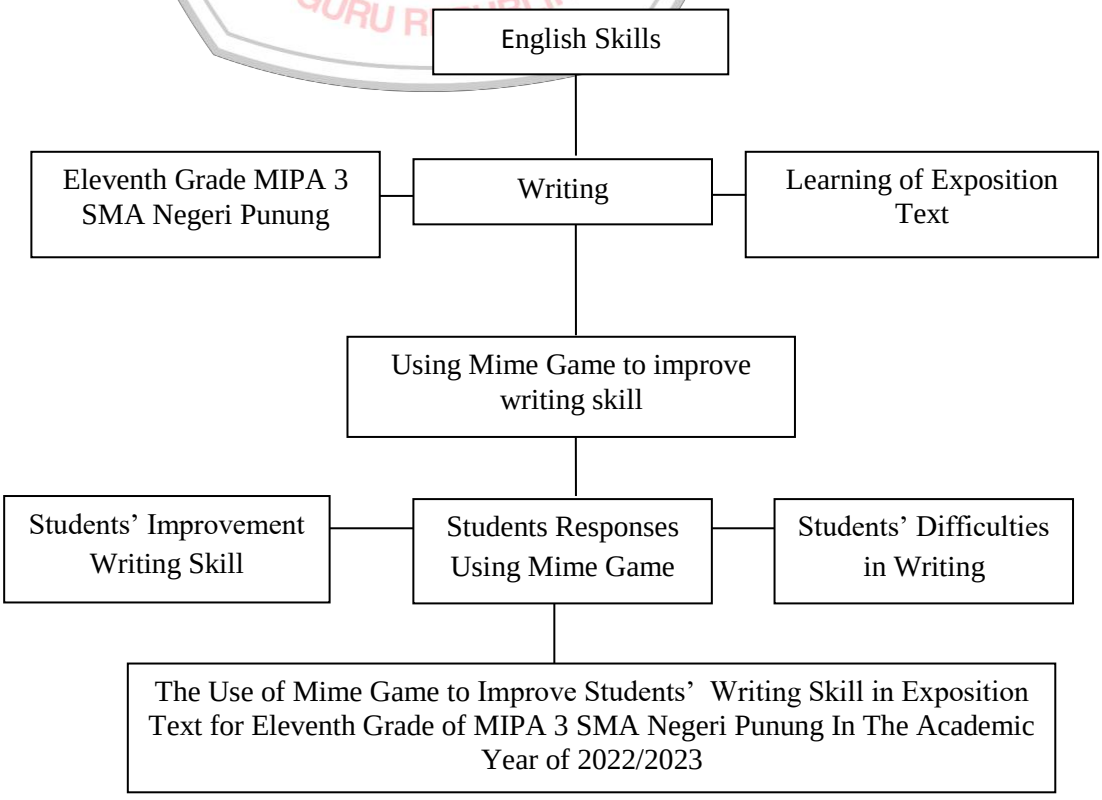

Figure 2.1 Theoritical Framework

Writing is a skill in English. Writing is also one of the skills in the form of tangible results. In writing there are several types of text, one of which is an exposition text. In the learning of exposition texts, something interesting should be brought into the classroom. To encourage students to be more creative and innovative, a fun game will be one of the effective ways in that regard. Mime game is one of the effective body movement games and has a positive impact on the teaching of exposition texts. In this study, researchers focused on The Use of Mime Game to Improve Students' Writing Skill in Exposition Text for Eleventh Graders of MIPA 3 SMA Negeri Punung In The Academic Year of 2022/2023.

D. Basic Assumption

Considering the problem and enlightened by the theories and guided by the conceptual framework, the basic assumption of this research is made as follows.

The students' writing skill in English exposition text wil improve if the students use Mime Game.