

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the important devices of communication in any kinds of human being life activities. Language is used to show people's thoughts, feelings, expectations, and activities to influence others. A language can explain someone's educational background, association, tradition and sign of family and nation. Allah said in the holy Qur'an Al Hujurat verse 13:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Allah said that he created people from a man and a women and made them different nations so that they know each other, language can make them meet other people from different countries

One of the popular languages is English. English is an international language that is spoken by most people all around the world. As a result, English is one of the most important foreign languages that are being taught from elementary school up to university level in Indonesia.

Teaching English means developing students' competency of listening, speaking, reading and writing. It is supported by the teaching of the four language elements, such as: structure, vocabulary, pronunciation and spelling. The fact said that language becomes an important thing for people.

In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. As a foreign language learning, understanding English is not simple, especially when people have to learn it. That is why the process of acquiring that English language skill normally takes a lot of time. Most students as foreign language learners, want to be able to understand what people are saying to them in English, either face-to face, on TV or on radio, and sound.

In fact, it is very difficult for them. The difficulty is caused by many factors varying from difference of sounds between the foreign language learners' first language and the foreign language he or she is learning, his or her lack of vocabulary, and his or her grammatical unawareness.

Based on Scoot and Ytreberg (1990:21) teachers should interact with the children in English as much as possible to encourage their ability in listening skill. They very often do first hear new language targets when we introduce students by using that technique in natural context. The children listen, notice the patterns, and then try to use these patterns to express themselves either soon after hearing them or sometime after. In this case, the teacher has to be a good model to speak in English to introduce new vocabularies to the children. So the children can know what the teacher speaks and gets the meaning. Thus, through listening mastery the children can improve listening skill.

Listening is the first step for the students when they want to understand language particularly English. It is a receptive skill and very important skill in foreign language classroom because it provides input for the learner; by listening.

The student can produce language such as speaking and writing from listening by vocabulary.

Listening is a process of receiving something spoken or expressed by using human ears. Listening is used to get information from the speakers. Because listening is a receptive skill that makes listening takes the first role in acquiring or learning language.

Listening as gift from God to humans is stated in the Holy Quran An-Nahlverse 78 as follows:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

Listening is another critical and important part of communication. Listening is a receptive skill that requires a listener to receive and understand incoming information (Nunan, 2003, p.24). in other word, listening is the process to understand what people hear. Therefore, if listeners want to get the main point of what the speaker said, they should be active when they are listening rather than only listening.

Teaching listening is one of the most difficult tasks for any teacher (Nasrudin,2013:13). This is because successful listening skill are acquired over time and with lots of practice.It is frustrating for students because there are no rules like in grammar teaching. Teacher becomes a facilitator, learning personal and social change by assisting the developing person at these points where help is requested. Teachers should have aset of exercises, task or other activities for the

students in their classes. It is really benefic and positive experience to try various activities because successful materials of the subject matter depend on the teacher's teaching.

Some students think that listening is one of the most difficult skills in English. Many students find those as some difficulties in listening. For the message in teaching listening material, it is more difficult to listen to a recording message than to read the same message on a piece of paper. In some cases, the listeners cannot predict what speakers are going to say, whether it is news on the radio, an interview's question, an everyday conversation, etc. the messages that were recorded on tape cannot be listened to at a slower speed.

Teaching listening using mime technique aims to help students' learning. The teacher uses simple sentences while moving body in order that the students' learn easily and understand what the teacher taught.

There are two main activities (do and listen) in mime stories and listening activities. The teacher tells the story and the pupils and the teacher do the action (Scott and Ytreberg, 1990:23). By mime stories technique, students can explore their expression, it will stimulate them to have a will to learn English as a second language enthussiaatically.

In the mime stories technique, there are two main activities (do and listen). In mime stories and listening activities, the teacher tells the story and the pupils and the teacher do the action (Scott and Ytreberg, 1990:23). By mime stories technique students can explore their expression, it will stimulate them to have a will to learn English as a second language enthussiaatically. The teaching listening using mime stories technique one of technique in teaching in the classroom. Becuase with

teachers can make classroom a lot of fun, active and not boring in class. The listening is the first skill to process new vocabularies and the of getting knowledge of new information.

The reason of choosing the mime stories because it is a lot of fun students can enjoy learning (Scott and Ytreberg, 1990:23. The researcher choose class VIII because at the eighth graders of MTs Modern Puteri Cindai Alus Martapura use English in their daily conversiation.

The study was conducted in MTs Modern Puteri Cindai Alus, because the teacher of the eighth grader has good competence in teaching English. Teacher graduated from Antasari State University Banjarmasin. Beside that, this school is one of the modern Islamic boarding schools at secondary level in South Borneo. Thus, the researcher is interested in conducting this study in this school, teaches in the school using technique when teaching listening .

Based on the background of study above the writer is interested in carrying out the study entitled **THE USE OF MIME STORIES AS A TECHNIQUE IN TEACHING LISTENING AT THE EIGHTH GRADE OF MTs MODERN PUTERI CINDAI ALUS MARTAPURA KALIMANTAN SELATAN ACADEMIC YEAR 2017/2018.**

B. Statement of Problems

An academic thesis requires problem. The central problem which serves as the starting point of research, which backs up the thesis, has been formulized as follows:

1. How does the teacher use mime stories technique in teaching listening?

2. How is the students' response when teacher teaches listening using mime stories technique?

C. Objective of Study

The objectives of this study are suitable with the statement of problems are as follows:

1. To describe how the teacher uses mime stories technique in teaching listening at the eighth grade of MTs Cindai Alus Martapura Kalimantan Selatan academic year 2016/2017.
2. To describe the students' response when the teacher taught listening using mime stories technique.

D. Significance of Study

Research significance discusses the contribution or the benefit of the research to the development of science and technology, and the educational stakeholders.

1. Teacher

This research is a contribution in English teaching learning process, by giving the information how the significance of improving students' listening ability by using mime stories technique. Teachers can also use such kind of technique to teach their students in the class.

2. Students

This research will be able to expect the utilization of the technique in improving listening ability especially by using mime stories technique.

3. School

To give information for the school that mime stories technique is the kind of teaching techniques which is suitable for the students to improve listening ability.

4. Other Researcher

The researcher hopes that this study gives the contribution or any benefit to other researcher in conducting the further research of the similar topic.

E. Definition of Key Terms

Defenition of key terms, which is necessary to clarify briefly in order to avoid misunderstanding, can be mentioned as follow:

1. Listening Skill

Listening skill is a gerund from the word listen, which means trying to hear and to pay attention to something students hear. Here, listening is one of the basic skills in the process of learning English .

2. Teaching

It is the action of a person who teaches. It means the teachers's action or activity in presenting material in the classroom. Teaching here is teacher's effort to deliver message such as knowledge, skill, capability to the students.

3. Technique

Technique is implementation which actually takes place in a classroom. it is a particular trick, strategy, or contrvance used to accomplish an immediatly objective (William, 1979, p.132).

Technique is one of the components of instruction which has important role in teachnig and learning process beside the others components.

4. Mime stories

Mime stories technique is one of the techniques from teacher which combines two techniques telling the story and while they act based on the story.