

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, they present the findings of the research and discussion which explore the use of mime stories in teaching listening and students response.

A. Findings

This chapter explains the findings based on observation, interview and documentary. The observation, interview and documentary are used to answer the statement of problems The first statement of problems is how does the teacher use mime stories technique in teaching listening for the eighth grade at MTs Modern Puteri Cindai Alus Martapura ? The second statement of problem is how is the students' response when teacher teaches listening using mime stories technique for the eighth grade students at MTs Modern Puteri Cindai Alus Martapura ?

The researcher collected the data related to the problems statement by doing observation to look for information about teacher teaching listening using mime stories technique for the eighth grade students at MTs Modern Puteri Cindai Alus Martapura. The researcher analyzed the result of observation and interview to get more information on the students' response when the teacher teaches listening using mime stories technique. The researcher conducted three times observation in class VIIIA and three times in class VIIIB.

1. The Use of Mime Stories Technique in Teaching Listening at The Eighth Grade of MTs Modern Puteri Cindai Alus Martapura

In this section the researcher presents the data concerning the teaching listening using mime stories technique. The researcher has got much more information and experience about teaching especially for teaching English listening using mime stories technique at the eighth grade of MTs Modern Puteri Cindai Alus Martapura South Kalimantan.

The writer observed the teacher three times on 3 August until 20 August 2017. The teacher used mime stories technique for teaching English listening. The teacher taught about song (head and shoulders), narrative text (people, actress, place, friend, favorite song and animal), Present tense (daily activity).

The English teacher is very well experienced in presenting the lesson. The teacher used mime stories well when teaching listening process. The students also paid attention, they responded and answered the questions given by the teacher and did the assignment well. The teacher divided the teaching of listening into parts, these are:

a. Introduction

Introduction is warming up involves motivation and appreciation such as asking about the lesson before environments or other lesson. The activities are: the teacher said greeting, prayed together, checked attendance, gave instruction and guidance about learning activity.

b. The Main Activity

The main activity is learning activity to develop listening skill. Before teaching listening the teacher prepared materials on song, present tense, and narrative text or another and prepared body movement and before the teacher started listening using real voice, the teacher prepared it with a song (head and shoulders) together and repeat the lesson today. the teacher or students are asked to usesong head and shoulders, tell a narrative text, and daily activity (present tense) with body movement (mime) and the other strudents followed or paid attention to the question.

c. Closure

In the closure, the teacher closed the lesson that have been studied by the students to know how far is the level of students' understanding. The activities were: concluding the lesson, giving strengthening tothe material, giving home work, giving advice to learn seriously and review the lesson at home.

In teaching process of listening, the teacher used steps in teaching. They are pre activity, while activity and post activity:

1) Observation I Class (VIII1 X 45 Minutes, On August 1nd, 2 017)

Pre activity

In the beginning of the class, at 10.15 am the teacher came to the class, and the teacher said greeting. Then the teacher greeted the student. The teacher said “good afternoon?”, and then teacher said “how are you today ?”, the students answered “I am fine”, it made the students enthusiastic in learning and the teacher was excited for the activity in the classroom.

While activity

Before the teacher taught listening using mime stories technique . The teacher explained the lesson of Physical Appearance, after that the teacher wrote the lesson on the white board. The next activity is listening. In this activity the teacher read/explained the material and wrote key words in the song . Then the teacher started the exercise without using audio/video but the teacher used real voice and mime for teaching listening. The students looked at the teacher's body movement and listened carefully what the teacher said, the teacher repeated twice in the listening activity. The next activity the teacher asked the students to practice in this activity using mime technique. For example the song lyric :

Head, shoulders, knees and toes, knees toes (2x)
And eyes, and ears and mouth, and nose
Head, shoulders, knees and toes

The students practiced and sang together using mime technique, while practicing touching head, shoulders, eyes and etc. They sang "head and shoulders" using simple and short sentences that the students can understand and follow the movement, students repeated this song twice, to understand their vocabularies. The teachers sang, students listened and wrote the lyrics said by the teacher. Then the students were asked to write the lyrics of song on the white board one by one. For example one student wrote word lyric "head" and the student's friend wrote the translation "kepala" .

Post activity

The teacher asked students whether they have finished the exercise or not, The teacher asked them to answer the questions after they have finished. The teacher closed the lesson by praying together.

2) Second observation Class (VIII 2 x 45 minute On August 8nd, 2017)

Pre activity

In the beginning of the lesson, the teacher greeted the students and checked their attendance then prepared what teachers needs for teaching listening such as: book, paper and etc and reviewed the previous lesson which was “head and shoulders” song.

While activity

Before the teacher taught listening using mime stories technique. The teacher explained the material about simple present tense (daily activity) on the white board. Then the teacher gave an example:

My daily activity I take a bath at 06.00 o'clock, after that I prepare myself go to school and then I eat rice on table with my family in the morning, then I go to school with my friends at 07.00 o'clock.

The teacher tells the short story using mime technique. Then the teacher asked students “Do you understand?” if the students understood so the teacher say “please write an example about daily activity” when they have finished it then teacher told the students to tell their short story using mime technique.

Then the students are asked to come in front of the class for reading the short story that they wrote, and they tell the story using their body movement or using mime technique which suited with the story. For example: my daily

activity, I take a bath at 04.00 then I pray Subuh at 05.00, then practice my English at 06.00, eat at 06.30, and eventually I go to school at 07.00.

Mime technique activities in listening while the students told a story and mention the phrase 'take a bath' while they are practicing the body movement when they are taking a bath, praying, eating and practicing English. Meanwhile the other students listen and see what their friends are doing and answer the question on the paper. After they have finished listening and answering the question, their answer will be corrected by the teacher and given the score also.

Post activity

The teacher asked students whether they have done in the exercise, the teacher asked students to answer the questions "what is the lesson today, what is the present tense". After finishing, the teacher gave homework, reviewed the lesson at home and closed the lesson by praying together.

3) Observation III(Class VIII 2 X 45 MinuteS On August 15nd, 2017)

Pre Activity

In the beginning of the lesson, the teacher greeted the students and checked their attendance then the teacher prepared what the teacher needed for teaching listening for example: media (pencil colour), book, paper etc she also reviewed the previous lesson on present tense.

While Activity

Before the teacher taught listening using mime technique. The teacher prepared material (Narrative Text) and asked students to open their book. . After that the teacher explained the material and gave example. Then the teacher asked

students “Do you understand” and gave opportunity for students to ask question. The next activity the teacher divided the students into groups that include only two students. The exercise asked to make short story or narrative text (People, actris, actor favorite song, place, friend and animal) when students had done writing the short story, then the teacher asked students to come in front of class, the teacher explained what students should do. The students told story using mimetechnique. One student tells the narrative text story and the others practice the story using the body movements that suite with the story that their friends told in front of the class. For example: I have a favorite singer, he is a man and really handsome with a straight hair, white skinned. He is Rosa’s duet friend, (the activity is one of the student mention a man, the other friends should act like a man with a body movement) and then the other students listen and see the one who is in front of the class. After the story is finished, the students who are in front can give some questions, for example about his or her favorite song: who is she or he? What is his/her the student who could answer got reward or score.

Post Activity

The teacher reviewed the lesson in brief. “Anyone can tell me what we have learnt today?” The teacher gave the students opportunity to ask some questions. The teacher closed the lesson and prayed.

To find the data from observation, the researcher used observation sheet to know how the teacher teaches listening using mime stories technique in the classroom as follow:

Table 4.1: Observation Sheet of Teaching Listening Using Mime Stories

No	Teacher Technique	Check List		
		1	2	3
1	Brainstorming	-	✓	✓
2	Explaining the students what they should do	✓	✓	✓
3	writing key words	✓	✓	✓
4	Mime technique	✓	✓	✓
5	Groups	-	-	✓
6	Individual	✓	✓	✓
7	Asking students to ask	✓	✓	✓
8	Answer exercise together	✓	-	✓
9	Concluding the lesson	✓	✓	✓
10	Body movement	✓	✓	✓

2. The Students' Responseto Teachers' ofMime Stories Technique

The researcher got the data based on observation and intreview to know the students' response when the teacher teaches listening using mime stories technique in the classroom, these are:

a. Students like and dislike English lesson

The researcher got the datafrom observation and interview. This interview got the data based on 22 students and got random class 11 students of VIIIA and 11 students of VIIIB. 20 students like English lesson and 2 students dislike English lesson.

b. The reason of students in learning English

Based on the interview,it is found that the students learn English because they want to improve their speaking and speak fast.

c. Students like Listening to English

The students liked listening. They liked to listen to music to improve speaking skill and get new vocabulary.

d. Students like learning English listening using mime stories technique

The Eighth Graders of MTs Modern Puteri Cindai Alus Martapura South Kalimantan liked listening using mime technique. The students became more spirit in learning English and enthusiastic to apply mime stories.

e. The students easily answer listening exercise using mime stories technique

Based on the observation and interview it is easier for students to answer listening exercise using mime stories for the eighth grader at MTs Modern Puteri Cinadai Alus. It's easier for students to understand the story, so they can answer the listening question easily and the lesson is very interesting and is not boring.

f. The use of mime stories technique in teaching listening is interesting

Based on the observation and interview the researcher found out that learning listening is more interesting for the eighth grade MTs Modern Puteri Cindai Alus because they can apply body movement based on the stories, the students can follow the body movement, the students are very excited to learn in the classroom.

g. The students hope that teaching listening always use technique or games.

The students hope that the teacher always use techniques or games in teaches listening for the class to have interesting situation, enjoyable lesson, various activity in the classroom.

B. Discussion

All of data obtained from observation, interview and documentary have been presented in data presentation. Then, this data are also analyzed and reported systematically based on the statement of the problems about teaching listening using mime stories technique at the eighth grade of MTs Modern Puteri Cindai Alus Martapura Sout Kalimantan Academic Year 2017/2018.

1. The Use of Mime Stories in Teaching Listening at the Eighth Grade of MTs Modern Puteri Cindai Alus Martapura South Kalimantan.

Based on the research result from observation it can be known that mime stories as a technique in teaching listening used by English teacher teaching in the classroom allows the students to have more freedom to be creative and a lot of fun.

There was three activities the teacher did, pre activity, while activity and post activity :

a. Pre Activity

This step aimed to make the students get ready to study. From the observation it was found that the teacher greeted the students, asked them who were not present. The step to remind the students about the previous lesson and how students response to it that has been given by the teacher. The teacher was succesful in stimulating their interest and motivation in teaching listening. The teacher also succesfully engages the students to the lesson because teacher gave statement and question related to the topic and it helped students have interest toward listening English from their response.

b. while Activity

Mime is more complex than simple TPR involves children doing everything you say. Mime gives the children more freedom to be creative. Children have to be familiar with the language of the topic you are going to describe, mime is very suitable for stories as you read, ask the children to mime the key actions (Mary and Jane: 2012).

In mime story the teacher tells the story and the pupils and the teacher do the action. It agains provides physical movement and gives the teacher a chance to play along with the pupils (Scoot and Ytreberg, 2010:24).

Based on the observation, this step makes both teacher and students of what they should do in the classroom. it was better for the teacher to make students more enjoyed and interested. In this activity, the teacher wrote the topic of the lesson on the white board. The teacher asked the students to listen and see carefully the material exercise and invited them to use body movement together. After that, the students practiced listening to some new vocabularies and got new vocabularies by listening using mime stories technique.

C. Post Activity

Teacher did evaluation by giving the exercise to the students with the limit of time. This step is to sum up the teaching process and activities. The observation showed that the teacher summarized the lesson to make students' get the idea about what they have learnt. After then, in this activity the teacher can know what the students could understand or not what the teacher has though. From the activity that used by the teacher, it can be concluded that teaching listening

using the mime stories technique can make students more enjoy, fun and active in the classroom and the teacher used activities of teaching process.

So, from the activities that are used by the teacher, it can be concluded that the teaching of listening using mime stories technique at the eighth grade of Islamic Junior High School Modern Puteri Cindai Alus Martapura South Kalimantan is good, because the teacher uses the technique of teaching listening well. In line with theory of teaching (2009) listening that has been presented in chapter II that teaching process will happen if there is an interaction between the teacher, his or her students and among the students. In interaction of the teacher can be an interactor, facilitator, administrator, and motivator, teacher and students have to be active so the interaction might run optimally. Based on the theory the process teaching listening in page 19 There are some steps as follow as: Pre activity, which consists of giving motivation. While activity, the section where the students are usually given chances to ask and also time for teacher to give task so that he/she knows the students' mastery of the lesson and to conclude the lesson. Post activity, which consist of giving assignment or the reinforcement of material has been taught (Richard, 1998, p.54).

b. Students Response Toward the Use of Mimi Stories Technique in Teaching Listening

Based on the researchers' observation and interview of the students about their response towards teaching listening using mime stories technique at the eighth grade in Islamic Junior High School Modern Puteri Cindai Alus it is found that the students like learning English listening using mime stories

technique. The students become more spirited in learning English and enthusiastic to apply mime stories.

In teaching listening based on the observation and interview the students answered listening exercise more easily using mime stories technique. It's easier for students to understand the story, so they can be easier to answer the listening question.

The use of mime stories technique in teaching listening is interesting. Based on the observation and interview, the researcher found out that learning listening is more interesting for the eighth grade MTs Modern Puteri Cindai Alus because they can apply body movement based on the stories, the students can follow the body movement, the students were very excited to learn in the classroom.

The students learn Listening using mime stories technique more easily. Based on observation and interview, it's easier for students to understand the story, so they can answer the listening question easily.

The use of mime stories technique is interesting for the eighth grader because they can apply their body movement and can be active, Based on interview from his seatmate the students have to guess the vocabularies from the body movement. The students hope that the teacher always use techniques or games in the classroom that are not boring when they learn in the classroom,

In line with the theory of teaching listening that has been presented in chapter II that mime stories as a technique has been regarded as a great resource to be successful in learning in the classroom. Scott A . et.al (2009) said in teaching

listening using mime stories technique, the teacher tells the story and students or teacher do the action. Mime stories technique use simple and short sentence so the students can understand and follow the movement. The advantages of this activity is that the teacher does not need any media because imagination is essential, try it with students with modification. Mime stories technique will give a lot fun activity in the classroom.

Mime is more complex than simple TPR that involves children doing everything teacher say, mime technique gives the children more freedom to be creative. Mime technique is very simple way to mime. Then teaching listening using mime stories technique students can also let individual/pairs group mime and let the rest of the guess what they are doing. Mime stories technique can make the activities simple or more complecated, use movements to help them understand. (Marry Slattery. et.al :2003).

In conclusion, the technique of mime storiesis a good technique in teaching listening. Based on the theory, it canimprove and increase listening and make the class alot of fun.