

CHAPTER I

INTRODUCTION

A. Background of Study

The English learning process in junior high school is to help students become functionally literate by increasing their spoken and written English proficiency. Additionally, it aims to increase the student's awareness of the nature and value of English, which might increase their country's ability to compete in the global economy.

The goal of English instruction and study at SMP/MTs is to provide students the ability to communicate effectively both verbally and in writing. The junior high school pupils must be proficient in all four English skills to meet the goal.

The goal of English instruction and study at MTsN 3 Banjarmasin is to give students the ability to communicate effectively both verbally and in listening. The junior high school student must be proficient in all four English skills to meet the goal. The importance of listening is “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” (Brown,2006). It means that listening is an important thing in daily activities, through listening we can interpret the meaning.

It is also implied meaning in the Al-Qur'an surah An-Nahl verses 108:

أُولَٰئِكَ الَّذِينَ طَبَعَ اللَّهُ عَلَىٰ قُلُوبِهِمْ وَسَمِعَتْهُمْ وَأَبْصَارُهُمْ وَأُولَٰئِكَ هُمُ
الْغَافِلُونَ

In the context of listening ability, this verse teaches the important of maintaining sensitivity and an open heart and ears to information and truth . in education, especially in language learning process, listening is a crucial skill that must be developed. Teaching pupils how to accomplish the main objective, however, is not an easy task for English teachers. It is evident from their final exam results. Many of them did not get the required minimum score.

They are unable to effectively listen to the English text in class, which is why it occurs. They occasionally fail to write what they hear when they can listen to the sentence. Some of them even struggle to extract the core idea, as well as some other concepts or information, from the tape.

In the realm of English listening instruction and learning, there were certain issues identified at MTsN 3 Banjarmasin, particularly in grade IX. The children's lack of language was the first issue. They hardly ever engage in English listening, which is why it happened. The second issue was that students' listening abilities were not attracted by professors'. It took place as a result of the teacher's conventional listening strategy. Students become bored as a result and lose interest in listening to English.

To encourage the students to participate more actively in their learning, the teacher must develop a fresh approach to teaching listening. There are many different types of listening instruction methodologies. A fairy tale is used by one of them. Fairytales are often known among students. The majority of them still enjoy listening to and reading fairy tales. As a result, they may find it simpler to develop their listening skills through the use of fairy stories given their familiarity with them. following their exploration of or listening to the stories their teacher has told them.

Fairy tales can be used to help students improve their listening abilities. The term "fairy tale" (*conte de fées* in French) refers to stories that are told orally and in writing. Fairy tales have developed from ancient tales that have emerged in numerous cultures all over the world, each with its own variations. Because only literary forms may endure, it is particularly challenging to reconstruct the history of fairy tales. However, such tales could be thousands of years old, some even going back to the Bronze Age, which lasted for more than 6,500 years, according to experts at universities in Durham and Lisbon.

Fairy tales and literary works based on them are still written today. The folk narrative is another source that serves as the fairy tale's parent. A folk narrative is an oral tradition that was developed by a community over many generations. A fairy tale is a traditional tale with a fantastical element that has been recorded. Writing it down has a significant impact because when someone

writes a story, they alter specifics to tell the tale in their own unique way. Folklore generally lacks a clear author, but fairytales have one.

The researcher concluded that there was a gap between previous research and current research in terms of the focus of the abilities measured and the technique of delivering the material. Previous research focused more on students' writing abilities, while this research focuses on listening abilities. In addition, the material delivery technique in previous research used the dictogloss method, which involves rewriting dictated text with the aim of improving grammar and structure. In contrast, the current study used digital storytelling, which combines visual and narrative elements to increase student engagement and facilitate listening comprehension. Thus, this research not only explores listening skills but also introduces a more interactive and interesting method, which is expected to make a significant contribution to English language learning in the classroom.

In addition, the researcher is confident that fairy tales can boost students' engagement in listening classes. Fairy tales storytelling is one strategy that can inspire students' learning activities, particularly in the listening subject. The researcher intends to use fairy tales to improve the students' listening comprehension performance in light of the aforementioned reasoning. One of the audio-visual tools that can be used in language instruction is video movies. Sadiman (2005) got highlighted that video is a technique for storing sound and picture information in which audiovisual signals are captured on disks in

addition to magnetic tape. Students can be encouraged to actively participate in class by using video movies since they offer engaging visuals and audio. Additionally, it can aid in information retention while introducing new vocabulary, grammar, messages, and amusement.

Additionally, there are other strategies that may be employed to help children who get instruction from teachers, including in this case. The researcher plans to address this issue in his work titled:

"Maximizing Fairy Tales Storytelling to Improve Teen's English Listening Skills."

B. Definition of Key Terms

The researcher defines the important terms in this research to clarify the key terms. They are storytelling, fairy tales, teenagers, and listening skills.

1. Storytelling

Storytelling is the process of someone conveying a story through various media, such as words, pictures, or sound. Those who tell the story are called "storytellers" or someone who tells, shapes, or shape the content of the story. The earliest method of instruction is narrative, claim Hamilton and Weiss (2005). Ordering to create a social connection between speakers and listeners is also the art of delivering stories to an audience. In addition, stories may

influence people's thoughts, feelings, and even their ability to visualize things (Green, 2004).

According to this study, storytelling is an effective method of teaching listening in which a particular tale is given to children in order to enhance their listening skills. The narrative is based on a textual recollection of a personal event. In order for the audience to understand the tale clearly, the students should pay close attention to it and then recount it to their fellow classmates in a clear chronological order.

2. Fairy Tales

A fairy tale is a narrative, frequently created for young audiences, that includes fantastical creatures like elves, goblins, wizards, and sometimes even fairies. Rather than referring to the presence of a fairy character within a story, the phrase "fairy tale" seems to relate more to the amazing and magical environment or magical influences within a story. Traditional fairy tales were frequently handed down from storyteller to storyteller before being written down in books. In this research fairy tale storytelling means students read fairy tales in front of the class using methods such as alternate reading, discussion, and writing activities and investigating any challenges when reading fairytales in front of the class.

3. Listening Skills

Listening ability is the capacity to hear noises, understand words, process input, retain schema, and match keywords to the text's semantic organization. Students need to have a broad understanding of both language and subject matter in order to be proficient listeners (Peterson, 2001). Therefore, it will be simpler for the teens to understand the material when they are given the appropriate amount of knowledge (Yildiz & Albay, 2015). listening is one of important language skill, because it is key to effective communication. Without the ability to listen effectively, the messages are misunderstand. We can say that the position of the speaker and listener are both important in communication. The skill the researcher wishes to develop the most in this study is listening ability. Using the material that students have previously heard from the stories and deducing meaning from them is described as listening competence in this study. Listening is a receptive skill involving responding to spoken language. In the listening process, the students don't only hear the sound of the speaker but they also need to know the context and understand the speaker's aims

4. Teens'

Teenagers in the age of individuals who are in the age of 10-19 years (Sarwono, 2006) where adolescence is divided into 3 categories, namely early

adolescence (10-12 years), middle adolescence (13-15 years), and late adolescence (16-19 years). Sarwono (2006) youth is a period in which individuals develop from the first time he showed sexual signs and the second till the time he reach sexual maturity. Individuals experience psychological development and patterns helping children to become adults, as well as a transition from dependence full socio-economic conditions to a relatively independent state.

Rice (in Gunarsa, 2004), teenagers is a transitional period, when the individual grows from childhood into possessing individual maturity. At that time, there were two important things that led to youth exercise self-control. These two things are, first, things that are Externally, namely changes in the environment. And second, is a matter of character internal, namely the characteristics within adolescents that make adolescents relatively more turbulent compared to other developmental periods (storm and stress periods).

C. Research Questions

1. How is the process of using fairy tale storytelling improve the teen's listening skills?
2. What are the challenges of using fairy tales to improve their listening skills?

D. Objectives of Study

1. To find out how the process of using fairy tale storytelling improve the teen's listening skills
2. To find out the challenges of using fairy tales to improve their listening skills

E. Significance of Study

This study is expected to have some significance not only for the writer herself, but also for three groups of people such as English teachers, students, and other researchers.

1. For other researchers, the findings of this study can serve as a guide for conducting related research and this research hopefully will be useful for the other researchers who are interested in research using the same theory.
2. For the teacher, the research results are expected to be useful input for other teachers to choose good listening teaching materials using the fairy tales method that can be used in the teaching and learning process.
3. For students, this can be a positive effort to improve listening skills. The writer hopes this result of the study can enrich the students' knowledge about the good material design of English.