CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the research. They are background of the research, the problem of the research, objective of the research, operational definition of the term, the significant of the research, and scope of the research.

1.1 Background of the research

English as a global language plays an important role in this era. In this era, people meet not only other people of their country but also from foreign countries. People use English as a means of their communication in order to communicate, negotiate, share ideas, and present something.

In Indonesia, English is used as a foreign language. Learning English is intended to obtain various knowledge, to gain knowledge of skills, to comprehend and understand the textbooks written in English, etc. In teaching English, there are four skills, namely reading, writing, speaking, and listening, and the language components namely vocabulary, grammar and pronunciation. Each skill is integrated one to another. All of the skills are important and it must be taught to the students.

As said by Ganesh B. Mundhe (2015, p.1) there are receptive and productive skills. Receptive skills means learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills.Whereas, productive skills means that the learners can make their

own words, and it must be correct grammatically. They are also known as active skills. Speaking is a productive or active skill that has a great function in communication. It is in line with Luoma's idea (2004, p.9) that speaking is a part of daily lives as interaction, social, and situation based activity. Students' speaking achievement in the level of literacy is the students' ability in producing short functional text using the target language in oral form. Unfortunately, most foreign learners such as those in Indonesia consider speaking using the target language, that is English, as a difficult skill as English is rarely used in daily conversation. Therefore, the students' lack of vocabulary, less grammar and pronunciation practice will destruct the work of their brain to organize the ideas well.

Based on the interview with the English teacher of SMP Islam Gumukmas, some of the eighth grade students of SMP Islam Gumukmas low in speaking. The teacher said that they have difficulties in learning speaking. First, they were lack of vocabulary. Second, they were afraid of making mistakes in practice. Third, they were commonly mispronouncing the words. And the last, they were not interested in learning speaking, because the teacher had never tried teaching speaking using fun learning techniques, such as games. Usually, in learning speaking the students only got some kinds of dialogue to practice in front of the class. Based on those reasons, the writer believes that the students need a teaching technique that not only reduces their anxiety but also leads their ideas.

Based on preliminary test, the researcher knew that VIII B1 students had the lowest score of test among the other VIII grade classes at SMP Islam Gumukmas, it is 55. It could because by some factors, such as : they were not

motivated to learn English because there was not interesting media/method which was used in the teaching learning process; they felt lazy to find new vocabulary and the meaning; they were afraid of making mistakes in practice.

Based on the problems above, one of the teaching techniques that can be used is game. In this research, the researcher proposes 'Miming Game'. Mime requires a person to use body language, facial expressions, and gestures to convey meaning. Miming game builds students' self-confidence because learners are not worried of getting a punishment or criticism when they make mistakes. More over, this activity provides a fun and useful way of introducing new vocabulary, and grammatical items. This game has never been used before by the English teacher of SMP Islam Gumukmas.

The researcher believe that miming game can improve the students' interpersonal speaking ability. The research entitled "Improving the Eighth Grade Students' Interpersonal Speaking Ability By Using Miming Game at SMP Islam Gumukmas in the 2019/2020 Academic Year", is conducted.

1.2 The problem of the research

Based on the background of the research, the problem of this research is formulated as follows:

1. "How can the use of miming game improve the eighth grade students' interpersonal speaking ability at SMP Islam Gumukmas in the 2019/2020 academic year?"

2. "How can the use of miming game improve active participation of the eighth grade students in speaking class at SMP Islam Gumukmas in the 2019/2020 academic year?"

1.3 Objective of the research

Based on the problem, the objective of the research is formullated as:

1. To know how miming game can improve the eighth grade students' interpersonal speaking ability at SMP Islam Gumukmas in the 2019/2020 academic year

2. To know how the use of miming game can improve active participation of the eighth grade students in speaking class at SMP Islam Gumukmas in the 2019/2020 academic year

1.4 Operational definition of the term

To avoid misunderstanding of the terms used in this research, the terms Students' Speaking Ability and Miming Game are operationally defined as follows:

1. Students' Speaking Ability

Students' speaking ability in this research referred to the students' skill to communicate their ideas using English orally which covered fluency and accuracy in term of pronunciation, vocabulary, and grammar. The students' ability is represented in their score of their speaking test in states and asks about action / events that are being carried out / taking place at the time.

2. **Miming Game**

Mime requires a person to use body language, facial expressions, and gestures to convey meaning. In this research, miming game is guessing game besides guessing picture, it means that one students come forward, then the researcher give a picture, the student mime the picture, and the others guess what he/she really mean. Miming game builds students' self-confidence because learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, so they are not worried of getting a punishment or criticism when they make mistakes.

1.5 The significant of the research

Hopefully the research result is expected to give feedback to the students, English teacher, and other researcher.

1.5.1 Students

Speaking teaching and learning activities using miming games can motivate students to learn English. The use of miming game improves students' speaking ability. They will not be bored in teaching and learning process using game because they are doing practice, not only listening to the teacher's explanation. By using act out activity, it can develop the students' cognitive, affective, and psychomotor.

1.5.2 English teacher

Miming game is one of the good game for teaching and learning process. Miming game can create fun classes and make classroom situation more

interesting. It make teaching and learning process more efficient. Miming game helps teacher to improve students' understanding easily.

1.5.3 Other researcher

This research was expected to give a great contribution to other researcher as a reference for the further studies on a similar topic.

1.6 Scope of the Research

This research will be conducted at SMP Islam Gumukmas. Not all of the classes at SMP Islam Gumukmas is investigated, but only the eighth B1 class students. The English subject teach for the eighth B1 class is limited on speaking ability based on the students need and level. Total numbers of students is 30. This research emphasize in improving students' interpersonal speaking ability and active participation by using miming games as media in learning teaching process.