

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the research topic. The discussion is divided into subchapters; namely background of the research, problem of the research, objectives of the research, operational definitions, significances of the research, and scope of the research.

1.1 Background of the Research

Teaching English has become more challenging than ever, especially in teaching listening. The teachers in the school are rarely taking their students to practice listening in their teaching-learning process. Teachers only teach the students in the classroom by giving some explanation in Bahasa Indonesia using textbook and white board, and mostly more focus on students' reading and writing skill. However, teachers should take their students for listening practice to make the students familiar with English words and conversations, therefore, the students can be more active in teaching-learning process. Listening used in language teaching refers to complex process that allows us to understand spoken language (Bozorgian and Pillay, 2013:105)

There are some reasons to support the importance of listening in foreign language learning. First, a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother

language (Buck, in Woottipong, 2014:200). This is because listening is the first step in acquiring the language, where the new born child is able to understand the language he/she has to listen first. Listening skill developed in the very beginning of a child's learning of language. Listening is a natural process in acquiring a new language. Paul (2003:72) states that "... babies hear news item of their native language first, say them next, and read and write them some time later". It means that a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child matures. Second, listening can enhance speaking skill, without listening to the word and language, of course that will make us difficult to utter word or language, even to speak. According to Nunan (in Richards and Renandya, 2002: 238) Listening is the Cinderella skill in second language. Where Cinderella overshadows by her sisters. It means that most of people think that other skill is more important skill without paying attention to the listening skill that take the big part to enhance the others. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker. Finally, listening exercises help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns. We learn to listen and we listen to learn (Wilson, 2010:9).

In order to help the learners' mastery of listening skills, the teachers should concern with all factors involved in it, such as teaching strategy, classroom management, the materials, students' vocabulary mastery, and the equipment that can influence the goals of teaching and learning process.

From the result of preliminary study in a form of an interview with the English teacher of seventh grade students at Mts.Miftahul Ulum Grujugan Bondowoso, it was found that the teacher rarely gives the listening practice so that the listening comprehension of students in the seventh grade still faces some problems with listening comprehension. The students did not know the pronunciation of the things they heard. They difficult in recognise the word orally. The teacher stated that only 40% of twelve students could reach score 70. The students are difficult to comprehend the text they heard. They made many mistakes or errors in comprehending the text. So, they did not have any attention to what they learned. And in teaching learning process, less involvement of students participation. The average score of the students was about 45. It means that the students' listening comprehension was low. To solve that problem, the teacher should improve the quality of students' listening skill and stdents active participation.

To overcome the condition above, language teacher has to provide quality teaching materials that is engaging, interesting, and up-to-date to teach the students. So, good methods and strategies are needed to ensure the students that listening can be fun and intersting. One of the techniques that the teacher can apply in teaching listening is game, because game is one of fun activities that can make students interested to learn and increase students participation. Most of the students assumed that language learning is a hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in coversation and in written composition. Efforts is required at every moment and must be maintained over a long period of time. Games help and encourage

many learners to sustain their interest and work (Wright, et al. 2006:2). Khan (in Suyanto, 2010:117) said, game is an activity which is done by particular rule. Children play because they feel happy. Children learn through game. When they play together, they interact each other. In that interaction, language skill can be build, especially listening and speaking skill.

Based on Wilson (2010:94) one of the activities that include in Listen and Do is Simon says game. This game is one of the variations on Total Physical Response (TPR) and work well with young learners and energetic older learners. As with dictations, this game is useful for mixed ability classes in that many of activities do not require an oral response. Also, the spoken parts, such as commands, tend to be very short. This means that the listener may only need to understand a few word. Finally, the collaborative nature of some the activities allows weaker students to work successfully with stronger one. This game gives the learners the opportunity to *experience* the language *in use* in context that are meaningful and enjoyable, and to practice using them over and over again. This helps the learners to understand, remember and, later to re-use the language.

Based on the background, the preliminary study, and the problem identified, this classroom action research is entitled “Improving Students’ Listening Skill Using Simon Says Game at Mts.Miftahul Ulum Grujugan Bondowoso in the 2016/2017 Academic Year” is conducted.

1.2 Problem of the Research

Based on the research background above, the research problem is how can the use of Simon says game improve the seventh grade students’ listening skill

and students' active participation at Mts.Miftahul Ulum Grujugan Bondowoso in the 2016/2017 academic year?

1.3 Objective of the Research

The objectives of this classroom action research is to know how the use of Simon says game can improve the seventh grade students' listening skill and active participation at Mts.Miftahul Ulum Grujugan Bondowoso in the 2016/2017 academic year.

1.4 Operational Definition

In this classroom action research, it is necessary to define the terms used in the title operationally to avoid misunderstanding between the researcher and the readers. The terms that need to be defined operationally were students' listening skill and Simon says game.

1. Student's Listening Skill

The objective of the listening activity presented here is to practice listening for specific information that covers word recognition, word perception and grammar awareness

2. Simon Says Game

This game involves the students obeying only the teacher's commands which are preface with 'Simon says', e.g. 'Simon says"Smile!", 'Simon says' "Put your hand on your head!", etc. If the teacher gives an order that is not preceded by "Simon says"- e.g. 'Jump up' – the students mustn't do it. if they do, they are out (Wilson, 2010:94).

1.5 Significance of the Research

The result of this research are expected to give some contributions to the English teachers, students, and to other researchers.

a. The English Teachers

Hopefully, the result of the research is expected to be useful for the English teachers as information or input to use the Simon says game.

b. The students

Hopefully, the actions given to the students are useful to give listening practice by using Simon says game to improve students' listening skill.

c. Other Researchers

Hopefully, the research result are useful for other researchers as a reference or information to conduct a further research dealing with a similar topic with the same research design in a different setting to develop the students' listening skill and the teaching quality of listening by Simon Says Game.

1.6 Scope of the Research.

The scope of this research focuses on Simon Says game, students' listening skill and active participation. This research will be conducted on the seventh grade students at Mts.Miftahul Ulum Grujugan Bondowoso in the 2016/2017 academic year.