CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, the hypothesis of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

Language learning is hard work. Effort is required at every moment and must be maintaned over a long period of time. Games help and encourage many learners to sustain their interest and work. Game also helps the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written and they must speak or write in order to express their own point of view or give information.

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities, to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to

keep interested in the work and a teacher can use them to create context in which the language is useful.[1]

Language learning is a hard task which can sometimes be frustating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.[2]

A Mime game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of grammar. The most important function of implementing guessing games in teaching is to give practice in communication.[3] One of the most effective guessing games is Mime Game, where one child comes forward after the teacher secretly gives her a word, phrase or sentence and mimes an activity and her group or the whole class try to guess what she really means.[4] Therefore mime game needed to be used in order to become a support material of English learning for children Junior High School.

[1]Andrew Wright, David Betteridge and Michael Buckby, *Pictures for language learning* (Cambridge University Press, 1984), 87.

[2] Aydan Ersoz, *The Internet TESL Journal*, (Turkey: Gazi University, 2000), 5.

[3] Richard-Amato, P.A, *Making it Happen*. (New York: Pearson Education,2007), 125.

[4] Pinter, Annamaria, *Teaching Young Language Learners*. (Oxford: Oxford Univ. Press, 2006), 233.

Queen Al-Falah Islamic boarding School is a Islamic boarding school owned by Queen Al-Falah in Ploso, Kediri. It has formal and informal school. For formal school they learn as usual as other school. But in informal school,they learn different. There are many classes in informal school. From Junior High School to Senior High School. A-K is for Senior High School and L- P is for Junior High School. So in addition, beside the students follow the learning activities in schools, they also participate in the hut. The cabin environment will be very supportive of the development of the English, if done properly and optimally. Teaching English with mime game and supported by the cottage environment, will help students to be able to further improve their speaking skills. So, based on the problem above the researcher chooses **"The Effectiveness of Mime game in teaching speaking skill to the students of Queen Al-Falah Islamic Boarding School"** as the title of the study.

B. Problem of the Study

Based on the statement of the background of the study above, the problems of this study are formulated as follows; is the implementation of Mime game effective in teaching speaking skill to the students of Queen Al-Falah Islamic Boarding School?

C. Objective of the Study

Considering the problems of the study above, this study is to know whether teaching speaking using mime game is effective or not at Queen Al-Falah Islamic Boarding School Mojo Kediri.

D. The Hypothesis of the Study

Based on problem of the study, the researcher builds the hypothesis to make the purpose of this study clear. The researcher's hypotheses are:

Null Hypothesis (H_o): There is no significant using mime game in teaching speaking skill to the students of Queen Al-Falah Islamic Boarding School

The Alternative Hypothesis (H_1) : There is significant using mime game in teaching speaking skill to the students of Queen Al-Falah Islamic Boarding School

E. Significance of the Study

This research is expected to contribute as follows:

1. The writer

This research helps the writer to get the useful knowledge in teaching English by using Mime game. She knows the advantages and the application of Mime game. Mime game is used to help the students in studying English especially to enrich their speaking skill. Beside the writer gets experience how to make a good research.

2. The English teacher

The results of this study can give an idea to teachers related to more efficient teaching methods for students to improve speaking ability. This research is also very important to English teacher because they will know that Mime game is one of the appropriate techniques which can be used to teach speaking. This research also help the teacher to be more

creative and active in teaching learning process. They must choose the best technique based on their students' characteristic.

3. The students

This research is expected to provide more knowledge to the students on how to develop their speaking ability. The students realize that learning speaking using Mime game is interesting and enjoyable. It will encourage and motivate the students in teaching learning process. So, they can love English. Beside, Mime game gives happiness and interest for the students in teaching learning process.

4. The other researchers

After reading this research, the other researcher is expected to be able to get information in conducting their research. The other word, this research can be reference for other researchers. Finally, this writing hope that this research gives the useful information for other researchers.

F. Scope and Limitation of the study

The scope in this research is teaching English using mime game. Researcher teaches speaking. The researcher limits the subject two classes from (8L and 8O) of Queen Al-Falah Islamic Boarding School.

G. Definition of the Key Terms

To avoid misunderstanding on the part of reader, it is essential to give clarification about terms used in this research as follow:

1. Speaking

   According to Brown "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test".[5] According to Chaney, speaking is the process of buliding and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[6] And according to Bailey speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and speaking is an interactive action in producing, receiving, and processing utterances which have meaning to convey information.[7]

2. Teaching Speaking

   The definition of teaching speaking is ability to express sounds, expressing ideas, opinions or feelings to others in any situation.

3. Mime Game

   A Mime game is one of the guessing games besides guessing pictures, and guessing sentences. Guessing game could be an effective technique to develop and reinforce some concepts of speaking.

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[5] Brown, H Douglas, *Principle an Interactive Approach to Language Pedagogy*. (San Fransisco: Longman, 2004), 52.

[6] A.L Chaney and T.L Burke, *Teaching Oral Communication in Grades K-8,* (Boston: Allyn & Bacon, 1998), 13.

[7] Kathleen M Bailey, *Practical English Language Teaching Speaking,* (New York: McGraw-Hill, 2009), 2.