

CHAPTER I

INTRODUCTION

A. Background of the Research

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

At school the students use English more frequent only inside the class and less frequent outside the class. Whereas, they have limited time to learn English in class. Realizing the need of speaking material there must be a technique that makes the students speak with active and length. There is an efficiently and effective strategy to help student to speak. The technique is storytelling. Many experts as Brown (2001), Richard Rodgers (2001), and Curran (1976) had found out the techniques in speaking learning, one of the technique is story telling. According to Otto (1979:183) “telling measures comprehension by asking the students to tell as much as the story as he or she can recall. Usually without

referring back to the text, this statement means that the students will show their understanding after telling the stories.

In teaching and learning process, there are some problems faced by teacher and students. When the writer conducted preliminary study in MTsN Model Purwokerto, there are many students who got problem in speaking. Most of them found difficulties in speaking because they are afraid of making mistakes and have less confidence. It came from their ability in speaking which is still low.

From this statement, the writer believes that story telling can make students active in speaking. They can explain their experience, their imagination or tell a story that they have heard.

Based on the result of the observation in MTsN Model Purwokerto, the writer wants to conduct an experiment entitled “The effectiveness of teaching Speaking through storytelling techniques at second year of MTsN model purwokerto”.

B. The reason for choosing the topic

The writer chooses the topic “ The effectiveness of teaching speaking through storytelling technique at second year of MTsN Model Purwokerto in academic year 2016/2017”, because the writer has some reasons, they are:

1. Speaking

Speaking is part of the language skills which is important for language learners to be developed. Furthermore, According to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority.

2. Storytelling

Storytelling is one of the techniques to teach speaking. By using storytelling, the teacher can motivate the students to speak based on the story that they have listened. Storytelling gives students an opportunity to speak at length. Storytelling also helps develop oral language in speaking comprehension. According to Cameron (2001: 160), “storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and in many situations, participated in”.

C. Problem of this research

The problems of the research can be stated as follows :

“ Is storytelling technique effective in teaching speaking at the second grade students of MTsN Model Purwokerto in academic year 2016/2017?

D. Aim of the research

“To find out the effectiveness of using storytelling technique in teaching speaking at second year students of MTsN Model Purwokerto in academic year 2016/2017”.

E. Contribution of this research

The result of the study are expected to give both academic and practical contributions.

1. Academically, to help teacher / researcher to find out the alternative way of teaching speaking, especially using story to produce the relevant and valid knowledge for their class to improve their teaching.
2. Practically, it can be used as a model to improve the students' ability in speaking through storytelling, and it may guide help and encourage students to raise the enthusiasm of the student, improves listening and speaking skills and gives a motivating reason for English-language learners to listen and speak English.

F. Clarification of the term

The title of the research is “ The effectiveness of teaching speaking through storytelling technique at second year of MTsN Model Purwokerto in academic year 2016/2017. To avoid any possible misunderstanding, the terms are clarified as follows:

1. Effectiveness

The Effectiveness is producing the result than one wants (Martin, 1995:130). The effectiveness of this study is means the significant different score of the student achievement on speaking ability taught by using story telling technique. It can be seen from their interest, motivation in studying English and the score that they get at examination. If the students' score of test who are taught after using story telling is better than those who are taught before using story telling means that the use of storytelling technique is effective. And if the students' score of test who are taught before using story

telling is better than those who are taught after using story telling means that the use of storytelling technique is not effective

2. Storytelling

Storytelling is the art of orally sharing a story or experience with an audience; usually face to face (Berman, 2006). In this study, storytelling is a technique or the art of using language in which the teacher presents a story orally in front of the students and also the students do the same thing in front of their classmates.

3. Speaking

Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information (Brown, 2001). In this study, speaking is the ability to produce or express a story in terms of the content orally using the target language including the performance in delivering the story.

4. Teaching

Hornby (1994:1319) state that teaching is work of teacher, interaction that which is taught.