CHAPTER I
INTRODUCTION

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INTRODUCTION

This chapter covers the background of the study, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, the theoretical framework, the definition of key terms, and the organization of the study.

1.1. Background of the Study.

The 1994 English Curriculum states that the aim of teaching English to SMU student is that the students are able to have skills in reading, listening, speaking and writing. The students learn the language in order to be able to communicate in English both orally and written. While the components of the language like grammar, vocabulary, intonation and pronunciation are taught to support the learning of the four skills. It means that the emphasis of teaching English is not on the structure but on the ability to use the language in reading, listening, speaking and writing.

Speaking is one of the important abilities that the students have to master because one of the ways in which they express their ideas and thought is through speaking. According to Hook (1971:44-67), speaking and listening are basic to the functioning society. He says that without these vital forms of communication, we could only with great difficulty carry on our daily affairs because the processes of speaking and listening enable us to discover what we already think and know about a particular topic and through various experiences to learn still more.

According to Finnochiaro (1974:60), speaking is considered primary. This can be proved by the fact that almost all speakers of a language can orally use the language to carry out their daily activities and to communicate all events and experiences they are involved into other speakers. Therefore, speaking becomes an important item in language teaching.

During her PPL in SMU for one month, the writer has observed that the students have difficulties in speaking, such as; expressing ideas and also using vocabulary. They fail to master the speaking skill because most of them have low motivation to speak. They are reluctant to participate fully and attentively in a

speaking class because they think the speaking skill is more difficult than the other skills, namely reading, writing and listening.

There are some reasons why many students fail to master the speaking skill. First, the teacher does not give good exercises of speaking to his students, so the students do not get much benefit from the speaking class. Second, students are often reluctant and discouraged to speak in the target language. They are afraid of failure and laughter; they do not like to make mistakes or to appear stupid in front of their friends. Third, students are often shy if they are asked to speak in the target language in the speaking class. This shyness is furthered when students are forced to speak in front of their peers and teachers. Fourth, the teachers also have difficulty in teaching speaking because usually the teachers have a big class which consists of forty to fifty students so that the teachers can not give enough attention to all the students.

To overcome those constraints; the writer suggests retelling-story as a technique of teaching speaking especially to the first grade of Senior High School. The writer suggests retelling-story as a way

out because of some reasons. Firstly, retelling-story can give the opportunity to students to speak and to express their ideas creatively in the target language, so that, they can improve their speaking ability. They do not have to memorize the written dialogues but they are demanded to use their own words. Secondly, Tidyman (1969:213) said in telling familiar or personal events, the child relives his experiences and gives expression to his own thoughts and feelings about them and can be creative in the way they express ideas about the sensory world of environment. He states that retelling-story offers the best opportunities. Thirdly, Skeleton (Oct 1984:10) said that retelling-story can show the students that they can say what they want and that they are not restricted to saying things that they have already practiced in class. By telling stories, the limited time will be used effectively, so that the final objective of learning a language that is able to speak English can be achieved at last.

As we know, short stories have been used for teaching speaking in Senior High School. Usually, the written story has been first given to the students and they just listen and see the written story when the teacher reads the story. But in this study, the writer

suggests a different step. The students are not allowed to see the written story before they have used it orally to internalize it. This prevents the student who is literate in his own tongue from applying his own non-English spelling pronunciation to the material.

We realize that many Senior High School students still read English using Indonesian spelling. This happens because the influence of the first language is bigger than the second or foreign language. Therefore, the writer suggests the written story is not given until the students have enough time to listen, repeat, and practice in order to avoid non-English spelling-pronunciation.

In addition, the writer also realizes the limit of the time allocation of English in Senior High School. It means that the teacher will face difficulties in cooperating the time and the materials to be covered. Therefore, the writer thinks that it might be good to teach speaking skills as an extra-curricular activity.

1.2. Statement of the Problems.

Based on the reasons stated in the background of this study, there are three questions that need to be answered:

* What is the students' progress in the ability of retelling the Story?

* What is the students' reaction toward the story?

* What is the students' reaction toward the teacher's performance?

1.3. Objectives of the Study.

There are three objectives that are intended to be achieved in this study. First, whether or not the students' progress in the ability of retelling the story. Second, whether or not the students' reaction toward the story. Third, whether or not the students' reaction toward the teacher's performance.

1.4. Significance of the Study.

First of all, the use of retelling-story in practicing speaking is expected to give some contributions for the English subject at SMU Dapena II, that is to enable the students' progress in the ability of retelling the story. Second, it is expected that by

technique, it can add to the students' reaction toward the story. Third, the writer hopes that the result of this study will give contribution in teaching spoken English by using retelling story, that is to enable the students' reaction toward the teacher's performance.

1.5. Limitation and Scope.

The research is focussed on the first year students only, assuming that they have already been in 'intermediate low' level where they can "ask and answer simple questions, imitate and respond to simple statements and maintain very simple face to face conversation" (Rivers, 1983:176). The material involved will be telling a short story based on the given story. Ten to fifteen students are considered a suitable number for applying this technique. If there are more students than it is expected, they will be chosen randomly.

1.6. Theoretical Framework.

This study is based on the theory of communicative competence which believes that "communicative competence can not come out of mechanical drills. Stevick (1982:18) states that it

consists of knowing what to do with sentences in larger context. It means that the ability to speak is not acquired by drilling the students with certain patterns. To be able to speak students must know how to apply sentences in real situation. Accordingly, students should be trained to speak with a situation, which encourages them to speak.

As for the use of retelling- story in teaching speaking, Misra and Slyvester (July 1990:43) said that stories could provide the basis for effective communicative activities in an English class. Therefore, retelling-story can be used to encourage the students to describe an event based on the retelling-story by creating the sentences. On this occasion, the grammar is the second thing. Here, the students are encouraged to use their own expression of the words and do not depend on the words in the passage; so that it avoids boredom and the limitation on creating the words or sentences. According to Underhill (1987:66), this technique provides much opportunity for developing speaking activity as it allows learners to add their interpretation about the people or events involved the story given and create an atmosphere in which students learn to think and talk in English naturally. Moreover,

Skelton (Oct 1984:10) states that it is good to memorize the new things in retelling the stories. Most stories for beginners have a joke at the end; the joke will probably fall flat, because students will not understand it the first time and no one ever laughs at the joke so it has to be told repeatedly to understand the story. Since retelling-story can create active speakers, therefore, both teacher and students can build up a mutual relationship while they are in the teaching-learning process.

1.7. Definition of Key Terms.

To avoid misinterpretation and misunderstanding the writer would like to give definition of the key terms used before going further. They are as follows:

♦   Teaching.

Teaching is showing or helping something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1980:7).

♦   Speaking.

According to Widdowson (1984:56), speaking is "part of reciprocal exchange in which both reception and production play a part".

♦ Technique.

According to Jack C. Richard and Theodora S. Rodgers (1986:15) technique is a particular trick strategies or contrivance used to accomplish an objective. In other words, "a technique" is a strategy, which takes place in the classroom and is selected by the teacher to achieve the teaching objectives.

♦ Retelling-Story.

• Retelling.

According to Hornby (1974:45), retelling means tell again, tell in different ways or different languages.

• Story.

According to Webster's Third New International Dictionary a story is the background information that clarifies a situation or affairs.

• Retelling-Story.

Is to tell again the information that clarifies a situation or affair in words orally to other person.

• Extra-Curricular activity.

According to Hornby, extra-curricular activities are activities that are taken and done

outside the regular course of academic work or studies (Hornby, 1983:302). In other words, extra-curricular activities are additional activities. The extra-curricular activities here are focussed on the teaching of speaking skill.

•   Research Methodology, in the action research, is an experiment which objective is to find a better plan for teaching learning through implanting and evaluating (Soedjatmiko, March: 1990).

1.8. Organization of the Study.

This study consists of five chapters. Chapter one deals with 'Introduction' including (1.1) background of the study, (1.2) statement of the problems, (1.3) objective of the study, (1.4) significance of the study, (1.5) limitation of the study, (1.6) theoretical framework, (1.7) definition of key terms, (1.8) organization of the study.

Chapter two deals with the teaching of speaking and retelling story. In chapter two the writer describes the nature of speaking, the teaching of speaking, the importance of spoken language, the nature

of retelling story, the use of retelling story in the teaching of speaking, and the previous studies.

Chapter three, Research Methodology, is divided into 5 subtopics: research design, population and sample, instrument, data collection, and analysis.

Chapter four deals with the interpretation of findings.

At last, chapter five, is the conclusion of the thesis. In this chapter the writer gives the summary and suggestions about the teaching of speaking by using retelling-story for Senior High School students as an extra curricular activity.