CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is very necessary as it is an international language. It is used by people all around the world to communicate with each other. Nowadays, people tend to learn spoken English. Linguists found that 95% of English language needs in today's world are in the oral area. Oral communication is more frequent and generally more valuable for social needs than written communication.[1] In other words, speaking is carried out in everyday's activities, business activities, as well as public affairs. A person who is able to speak English well will find it easier in applying for a job, doing business with people from different countries, and so forth.

However, the teaching of speaking at SMA is less emphasized. There are three main causes of that. First, the objective of teaching English to SMA students stresses on enabling the students to read[2]. Therefore, the teacher

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[1]Mildred A. Dawson, Marian and Ardell Elwell, Guiding Language Learning, New York, Harcourt, Brace and World Inc., 1963, p. 25.

[2]Departemen P & K, Kurikulum SMA 1984, Garis Garis Besar Program Pengajaran Bahasa Inggris untuk SMA, 1984.

tends to stress on teaching grammar and reading comprehension. Second, the speaking materials are not taken in EBTA's or EBTANAS's peoblems - the problems are just about grammar and reading. The teacher tends to teach reading and grammar in order to make his or her students get good marks in the test. Third, the teaching of speaking only gets little time because according to the 1984 SMA curriculum, the time allotment to teach English for the Core Program is fourty-eight hours per semester and the speaking activity is only four hours. As a result, the students do not get enough time to practice English.

Nevertheless, according to the writer, the teacher should not neglect to teach speaking which must be achieved by the students; as the ability to communicate to each other in English is one of the objectives of teaching English in SMA.

Many students 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 writing, reading, and listening. This statement is supported by Chaistain. He said that:

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  Kenneth Chaistain, <u>Developing Second Language Skills: Theory to Practice</u> 2nd Edition Chicago, Rand MC, Nally College, Pub. Co., 1978, p. 51. √

1. Speaking practice is *more* difficult than sitting back and listening to the teacher. The students have to pronounce the words as the native speakers do.
2. Many students feel uncomfortable in their attempts at speech in the target language.
3. Many students are self-conscious and do not like to make mistakes or appear stupid in front of their peers.
4. Many students tell they are afraid of failure, laughter and ridicules.

Based on my observation and experience when I was in high school, most teachers demanded their students to memorize the speaking materials without having a chance to create their own sentences freely. Finally, they do not have enough courage and self-confidence whenever they want to express their minds to other people. They always think of making mistakes and being imperfect when they speak English. Motivation is a crucial thing. One cannot learn the language well without a strong motivation to learn. Therefore, it is better for the teacher to provide a motivating activity to his or her students.

The other reason why many students fail to master the speaking skill is the inappropriate teaching technique that is applied in the speaking class. The teacher does not give good exercises of speaking to his students; so the students do not get much benefit from the speaking class. Usually, the teacher asks the students to memorize the written dialogues and then asks them to perform it in front of the class. If two weeks or a month passes and so on, it is possible that they may forget what they have memorized before. Besides, by memorizing, the teacher

does not give enough chance to the students to express their feelings, thoughts, or ideas. It is difficult to expect the students to be able to speak English. This requires the teacher to choose more communicative techniques than just memorizing - the technique which can help the students to develop their speaking abilities in the limited time. In short, the teacher is supposed to use the limited time effectively. He or she should think of how to get a success with the limited time in teaching speaking.

The writer thinks that "memorizing" is not a good technique to be applied in a speaking class with the limited time because the students will just focus their minds on what they have memorized, not on how they produce their own words. She suggests "story-telling" as a technique to be applied. Here, the students are free to express their ideas creatively. They do not have to memorize the written dialogues, but they are demanded to use their own words. Tidyman said that story-telling offer the the best opportunities. In telling familiar or personal events, the child relieves 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 [4] . Whereas Skeleton

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[4]
W.F. Tidyman, C.W. Smith, M. Butterfield, Teaching The Language Arts, Mc Graw - Hill Book Company, New York, 1969, p. 213.

said that story-telling 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[5]. By telling stories, the limited time will be used effectively; so that the final objective of learning language that is able to speak English can be achieved at last. Yet, "story-telling" is hardly suggested to the teacher as a technique of teaching speaking.

1.2 Statement of the Problem

Considering the background above, the problem of this study is: "How is story-telling applied to teach speaking skill to SMA students?"

1.3 Objective of the Study

Considering the problem stated above, the writer would like to describe the application of story-telling to teach speaking skill to SMA students.

1.4 Significance of the Study

Relating to the problem stated above, this thesis is written to give teachers the description of the suggested technique in the teaching of speaking. They are expected

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[5] John Skeleton, Retelling Stories, English Teaching Forum, Vol. XII, October 1984, p. 10.

to be able to apply story-telling to the students because story-telling forces the students to speak English orally. It is also expected that the idea presented here will be of some help for English teachers in making variations of teaching speaking to their students.

1.5 Definition of Key Terms

"Story" according to Webster's Third New International Dictionary is the background information that clarifies a situation or affair, and "telling" means to express in words. "Story-telling", thus, is to express the information that clarifies a situation or affair in words orally to other persons.

"Technique" according to Paulston, is an actual classroom behaviour of the specific strategies which the [6] teacher selects to achieve his objective , while according to Anthony "technique" contains of activities which take [7] place in the classroom . 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.

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[6] Christina B. Paulston and Mary N. Bruder, Teaching English as a Second Language: Techniques and Procedures, Massachusetts, Winthrop Publishers, Inc., 1976, p. x.

[7] Edward M. Anthony, Approach Method and Technique: in H. Allen and R. Campbell eds, Teaching English as a Second Language, New York, Mc Graw - Hill, 1972, p. 7.

"Speaking" according to Webster's New Worlds Dictionaries of American Language is to express or communicate opinions, feelings, ideas, etc. by talking, while "ability" according to Webster's Third New Dictionaries is a competence in doing or skill. So, "speaking ability" means the competence in expressing or communicating opinions, feelings, ideas, etc. by talking.

1.6 Scope and Limitation

In order not to spend too much time, the writer feels necessary to limit this study. First, she limits the use of telling stories to the first year of SMA students. The stories which are taken as the examples are the ones which are appropriate to the age and education level of the first year of SMA students. Second, she limits stories by asking the students to tell their personal stories since it is easier for them to tell about their own experiences than the other ones.

1.7 Methodology of the Study

This thesis is a library research. The writer quotes statements and views from different experts of speaking and story-telling. She compares statements stated by linguists with her own point of view and finally gives her suggestions on teaching speaking by using story-telling.

1.8 Organization of the Thesis

This thesis consists of five chapters. Chapter One is the introduction that tells about the background of the study, the problem, the objective, the significance, the key terms, the methodology, the scope and limitaion, and the organization of the thesis.

Chapter Two tells about the nature of teaching speaking. In this chapter, the writer describes about the communicative competence, the teaching of speaking, the method, the technique and the problem of teaching speaking. Chapter Three describes about story-telling. Chapter Four explains the application of telling stories in a speaking class. Chapter Five is the conclusion of the thesis. In this chapter, the writer gives her summary and suggestion to English teachers.