CHAPTER I

INTRODUCTION

This chapter discusses about background of study, statements of problem, purpose of the study, significance of the study, scope and the limitation and definition of key term.

1.1 Background Of The Study

English is very important because English is an international language. In this globalization era, all nations need to communicate each other, and English will be their medium of communication. For this reason, English is very important to be studied, and it is better to be taught in the earlier time to the learner. C.Baugh and Cable (1993:8), state that English was the official language of one-fourth of the earth’s surface, even if only a small fraction of the population in parts of that area actually knew English. In many of the new countries English is either the primary language or a necessary second language in the schools, the courts, and business. Considering this fact, English subject is given at each level of schools in Indonesia although it still depends on local needs of the schools.

Percival (in Muji Prayitno, 2005:1) argues that it is indeed easier for those who read great deal to learn to read a foreign language than to speak it, but children and most adult too, should begin to learn to speak a new language before they try to read it. This is because the spoken language is the real language, and therefore, it is a more potential manifestation of the printed form, which is but a pale reflected shadow of a living activity of human being. If only one year of
speaking is possible before reading begins, an intensive course speaking would be necessary, with not less than eight lessons a week.

Base on Percival (1995) statement, it is necessary to train the students speaking. The students have to adequate practices in speaking a new language. So to make students more interesting in speaking, the teacher must have a way to make English more interesting.

In a previous research about storytelling “Using Stories in Teaching English”, by Žaneta Urbancová (2006), stories are an ideal tool in learning language as they guide us through our whole life. So, not only learning our mother tongue, but also other foreign languages through stories can make our effort more interesting, amusing and memorable. Students have an amazing ability to absorb language when activities are familiar and enjoyable to them. Teaching foreign language on the base of storytelling is exactly the activity which is both familiar and it is fun.

In SMP plus Nurul Hikmah Pamekasan, the teacher uses storytelling as a technique. Here, the teacher asks the students to make a group consists of five students. Then, every group has to look for the topic about fairy tales such as Cinderella story, Snow White, etc. after finding the topic, one of the students of each group has to come forward and tell about the story to the other friends.

Students also can discuss about the story that they tell in their class. In this study, the teacher gives a chance to the students to choose their own topic about fairy tales. The purpose of storytelling makes student’s interest in learning
speaking. Then, the students can take the message from story. Moreover, they can discuss the characteristics of the character and the plot of the story.

Referring to storytelling as a technique, SMP Plus Nurul Hikmah Pamekasan attempts to improve the speaking ability of the students by creating English speaking community at school. This is an extracurricular activity that held every once a week. This English club is focused on speaking. The speaking ability in this club is primary. By joining this program, it is hoped that the students can speak English well.

The members of this English club extracurricular program are the students from first grade and second grade. The third grade is suggested not to join this program because they have to concentrate to the final examination. Every grade has different technique in their speaking class. From the first grade, the teacher asks to the students to tell about the story. Different from the second grade, the teacher asks to the students to discuss about the movie that they had watching in class.

By having the English speaking class, the teachers can encourage the students in using English as the target language in communicative way. For the students, they will have more time in expressing their ideas using the target language.

In this study, the writer wants to find out the information about the condition of English program especially the use of storytelling in speaking class in first grade at SMP plus Nurul Hikmah Pamekasan.
1.2 Statement of Problems

1. How does the teacher use storytelling in speaking class at SMP plus Nurul Hikmah Pamekasan?

2. What are the student’s responses to the storytelling in speaking class at SMP plus Nurul Hikmah Pamekasan?

1.3 Purpose of the Study

1. To know how the teacher use storytelling in speaking class at SMP plus Nurul Hikmah Pamekasan.

2. To know the students responses to the storytelling in speaking class at SMP plus Nurul Hikmah Pamekasan.

1.4 Significance of the Study

This study attempts to describe the teaching English for first grade using storytelling in speaking class at SMP plus Nurul Hikmah Pamekasan. The writer hopes that it will be useful for the teacher English in junior high school. The teacher can know technique of teaching English in junior high school, the effectiveness of use storytelling. It means that the result of the study can be used as a feedback by the teacher to improve their teaching.

1.5 Scope and Limitation

The scope of this study is the use of storytelling in speaking class used by the teacher, and limited to the first grade students of SMP Plus Nurul Hikmah Pamekasan.
1.6 Definition of Key Term

In order to avoid misunderstanding of the idea in this study, the key are define as follow:

1. *Storytelling* is a process in which a person (the teller) using vocalization, narrative structure, and mental imagery communicates with the audience who also uses mental imagery and, in turn, communicates back to the teller primarily via body language and facial expression. The communication cycle is ongoing, and in the process, a “story” is created (Roney, 1996). So, storytelling is a teller who telling a story which are they can make the story more alive and they can bring the audience to feel the atmosphere of the story.

2. *Technique* were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well (Brown, 2007). Technique is a way or steps that doing by someone to implementation a method.

3. *Speaking* is the verbal use of language to communicate with other (Fulcher, in Bambang 2008). Speaking is an activity that always using in our daily activities to communicate with the other person.

4. *Teaching speaking* is showing or helping someone to learn how to speak or communicate orally, giving interaction, guiding in the study of speaking or how to speak using verbal language (Kimble & Garmezy, in Bambang 2008). Teaching speaking is an activity to teach someone, how to speak in a good manner.
5. *Extracurricular Program* is an activity outside the normal academic curriculum; an activity beyond official duties of a job or profession; an extramarital affair; Outside of the normal curriculum of an educational establishment; similarly outside of the normal duties of a job or profession; extramarital. (Bambang: 2008) So, extracurricular program is program that held in outside of the regular curriculum of a school or college, and it is a place for the students to develop their skill.