

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a way to communicate ideas comprehensively from one person to another. According to Brown (2007, p. 384) language is a systematic tool to convey and communicate ideas or feelings by using specific signs, symbols, marks, gestures, body language that have meanings. It is one of tool of communication among people of the world to get trade, socio-cultural, science, and technology goals. Therefore, language learning is important for human's social development. As it implication students need to understand and use English to improve their confidence to face global competition.



Based on the verse above, every human being is created with different language. To know each others, people have to understand what they speak and write. If one society has knowledge and it is beneficial to know, but the knowledge is in the language that is used by society people must know the language to understand the knowledge. However, not everyone has chance and ability to learn the language so he or she can learn the knowledge by learning English.

Teaching English to students can be said tricky. Many people argue that describing the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country. It is common that language students use different ways to develop their skill in foreign language, teacher has the important role in developing education, the technique and methods are applied by teacher very influence to improve the quality of students' ability in learning English.

As it has known, there are four fundamental elements of instructional design process, namely: characteristic learner of trainee, learning teaching objecting, learning methods, and evaluation procedure. One of fundamental elements that will be explained is teaching program beside using media. Brown (1994) says "Method is the planning of overall the material sistematically in the classroom that are consistent with a technique and therefore in harmony with as approach as well." (P. 48)

There are many methods that can be used by teacher to support teaching and learning process. The good methods will be able to make the teaching and learning process be more effective, but sometimes teacher gets some problems of teaching and learning. One of all is method used by teacher does not stimulate the students to be active in teaching and learning process.

In the rule of teaching, Islam also explains that method is very important part of achieving the goals of the teaching itself. The method used in teaching must be suitable with the subject. Furthermore, Islam explains the right method of teaching at Surah an-Nahl, 125:



As Richards and Rodger stated that in describing methods, the difference between philosophy of language teaching at the level of theory and principles, and set of derived procedures for teaching a language, is central. in an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed approach, method, and technique. (2001, p. 19)

Teaching method is one of the best way to gain success in teaching learning process. The success or failure of teaching program depends on suitable use method, because the method related closely the materials and the ways to present them. In conducting English instruction, teacher is not only capable in mastering English knowledge but also having a good skill in preparing teaching and learning process such as choosing the best method to present the material whereby the students will be attractive and interested in learning English.

There are some methods that can be used by teacher in teaching and learning process, such as Grammar Translation method, direct method, audio lingual method, Total Physical Response, Silent Way, Communicative Language Learning, Suggestopedia, The Communicative Approach,

Cooerative Learning, and Task Based Approach, also Total Physical Response Story Telling.

It has known that English is not easy to learn if te teachers do not know the best methods and strategies which are appropriate to students. In fact, a lot of teachers do not apply the methods in teaching and learning process yet. The activity of teaching focuses in material mastery only. Moreover, by using teaching method, they can increase learning motivation easy, real, and concrete learning, make a complete to be easier, make concept, abstract to be real, simple, concert, and easily to understand.

Brune (2004, p. 16) states in his Journal "*Total Physical Response Storytelling: An Analysis And Application*" Connecting TPR and storytelling together`has helped develop a new method known as TPR Storytelling. TPRS is a method taught by foreign language teachers to help students gain conversation skills and understanding of the target language.

Total physical response storytelling lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. This method provides students with consistent and repetitive comprehensible input, making use of class time effectively and eliciting expressions at the learners. Therefore, using Total physical response Storytelling as a strategy for teaching English as foreign language to learners should be considered as an alternative technique to teach fluency in the classroom.

In Madrasah Aliyah Darul Imad Thaibah Raya Banjar regency English there is one of the many subjects that the students like but the teacher always teach them by using traditional method, that method makes students bored. The traditional methods focus and emphasize mainly on the learning of grammar rule and vocabulary and as such do not pay much attention to the four skills mainly Listening, speaking, reading, and writing. While writing, students are mainly dependent on grammar rules and translating them from their native tongue and while reading, "grammar translation method produced habits indicative of deciphering and not of reading".

In this research, the writer focuses on narrative text, because based on observation, the students still find it difficult to understand the kind of texts, especially narrative text when they should retell the story of narrative text orally, and when the writer sees the syllabus, the material is appropriate with eleventh grade students in semester 2.

Narrative text is one of the text types that is learned in school especially in Senior High School. Based on perception in time, Narration is the telling of a story, the succession of events is given in chronological order.

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

The writer offers Total Physical Response Storytelling method to the teacher to use when he/she teach narrative text to students, it is hoped that the teacher will be able to motivate students to learn and pay attention to the material presented by the teacher, and finally, they are able to be master english well.

This research will be conducted at Madrasah Aliyah Darul Imad Thaibah Raya Banjar Regency to investigate the use of Total Physical Response Storytelling when it is taught in teaching narrative text to the eleventh grade students of Madrasah Aliyah Darul Imad. Practically, students are asked to retell the story of the narrative text, because the writer 's research focus is to examine their speaking skill.

According to the statement above, the writer is interested to learn more about this problem and attracted for doing a research entitled : **THE EFFECTIVENESS OF TEACHING NARRATIVE TEXT BY USING TOTAL PHYSICAL RESPONSE STORYTELLING AT MADRASAH ALIYAH DARUL IMAD BANJAR REGENCY ACADEMIC YEAR 2014/2015**. The writer chooses this title because based on the writer's observation to the students of Madrasah Aliyah Darul Imad Thaibah Raya Banjar Regency, they are still in very poor category in English especially in Narrative text when they have to retell the story of the narrative text. Theoretically, it can be said that there are some students who still have difficulties in retelling the story of Narrative text. Therefore, the writer offers

Total physical Response storytelling to the teacher to use when teaching narrative text to the students.

B. Statements of Problem

Based on the background above, this research concerns with the following problems, they are:

1. How is the effectiveness of teaching narrative text by using Total Physical Response Storytelling at Madrasah Aliyah Darul Imad Banjar regency academic year 2014/2015?
2. Is there any significant difference in teaching Narrative text by using Total Physical Response Storytelling between control class and experiment class?

C. Objective of Study

The purposes of this research are expected as follows:

1. To find out the effectiveness of teaching narrative text by using Total Physical Response Storytelling in eleventh grade at Madrasah Aliyah Darul Imad Banjar regency academic year 2014/2015.

2. To describe whether using Total Physical Response Storytelling has the effectiveness in teaching narrative text in eleventh grade at Madrasah Aliyah Darul Imad Banjar regency academic year 2014/2015.

D. Hypothesis

1. Direction or alternative hypothesis (H_a)

There is a significant difference in the effectiveness of teaching narrative text by using Total Physical Response Storytelling between experiment class and control class in the eleventh grade at Madrasah Aliyah Darul Imad.

2. Null Hypothesis (H_0)

There is no significant difference in the effectiveness of teaching narrative text by using Total Physical Response Storytelling between in experiment class and control class in the eleventh grade at Madrasah Aliyah Darul Imad.

E. Significance of Study

The result of this research is expected to have benefits, such as

1. It will be able to be an input in improving the quality of English learning.
2. It will serve some information for teacher and others who have relation in education.

3. It will be able to be a reference for other researchers who are interested to do research on the using of Total Physical Response Storytelling in teaching English.

F. Definition of Key Terms

1. Effectiveness : The lexical meaning of the word “effect as presented by Hornby is taking effect. The application, the realization of one thing to certain target (Hornby, 1986, p. 421)

The writer termed that the Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs.

2. Narrative text : a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration
3. Total Physical Response Storytelling : Total Physical Response-Storytelling (TPR-S) evolved as an enhancement to the Total Physical Response language teaching method developed by James Asher in the 1960s. TPR Storytelling was developed by Blaine Ray, during the 1990s, this method that integrated TPR with the more complex structures of storytelling and suggest that we learn a language most

successfully when we associate it with physical movements. (Ray 2004, pp. 1-5.)