

# CHAPTER I

## INTRODUCTION

### A. Rationale

English is a language of high importance in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian government realizes that language has to be learned by Indonesian people without ignoring the status of the Bahasa Indonesia as their own national language. English is taught as a compulsory subject from elementary school up to even some semesters of college level. It is because as an international language, English has important role in international relation between Indonesia and other countries in the world.

English as an international language is used to communicate with other people in the world. By communicating, people can get many information and knowledge. Allah really loves those who study and get knowledge everywhere and every time. In the Holy Qur'an Allah said:

فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
فَمَنْ أَضَلُّ مِمَّنْ سَأَلَ عَنْ آيَاتِ اللَّهِ لِيُزِيلَ عَنْهَا سُبْحَانَ اللَّهِ عَمَّا يُشْرِكُونَ  
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In teaching learning process, especially about English language, there are four basic languages that must be involved in teaching learning process and it must be related to each other by two parameters ; (1) the mode of communication: oral or written, (2) the direction of communication: receiving or producing the message. For receptive skill there listening (oral) and reading (written), and for productive skill, there are speaking (oral) and writing (written).<sup>1</sup>

All of those skills have their own way to master them, L. G Alexander stated that the student had to be trained adequately in all four basic language skills- listening, speaking, reading and writing. If the teacher wants to train his students in all four skills, he had to make efficiently of the time at this disposal.<sup>2</sup>

As a professional teachers in the language teaching, especially the teaching of English as foreign language, teachers mostly spend much of time on appropriate teaching methodologist for greater effectiveness in students acquisitions on English, designing and implementing materials, test, and practice Teacher are responsible to educate the students from little or no knowledge to sufficient English speaking environment. Mostly of the teaching method before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that teachers need enrichments with appropriate ways of teaching atmosphere, that why in

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<sup>1</sup> <http://www.scribd.com>. Retrieved 5<sup>th</sup> Oct 2010

<sup>2</sup> L. G Alexander . *Practice and Progress and integrated course for intermediate students*. (Yogyakarta:Kanisus,1975)p.7

teaching English as the second language by applying new and modified fashions in order that the result of the teaching learning process would contribute more input to reach satisfied learning outcome. Several countries use English as their language to communicate and interact with other people. English is most widely used in teaching learning process of broader educational occasions either formal or informal environment.

In this research, the researcher focused on speaking skill by assumption that speaking is one skill of teaching in the class. Speaking divides to productive and receptive skill. Productive skill is usually used in the spoken or oral, but there are closely bound up with receptive skill work, there are: output and input, texts as models, texts as stimulus, reception as part of production and then, production enables reception. Nunan said that speaking background usually relate to socialization such as culture, polite and impolite, formal and informal etc. Linguistic elements involved in speaking: 1. Text, 2. Utterance, 3. Clauses, 4. Phrases, 5. Word, 6. Morpheme, 7. Phoneme and 8. Distinctive feature.<sup>3</sup>

Speaking skill is the important skill that should be mastered by student to use and speak English as their communication in the class during teaching learning process. Chaney said that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"<sup>4</sup>. Speaking is a crucial

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<sup>3</sup> David Nunan. *Practical English Language Teaching*. (New York: The McGraw-Hill Companies, 2003)

<sup>4</sup> [http://iteslj.org/Articles/Kayi-Teaching Speaking](http://iteslj.org/Articles/Kayi-Teaching%20Speaking). Retrieved 9<sup>th</sup> Agst 2011

part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Andrew D.C stated that one of technique in learning speaking is story telling. This task called upon the students to learn new material. The students were given a short passage or story and they should retell that story use their own words<sup>5</sup>. Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Crucial elements of stories and storytelling include plot, characters and narrative point of view. Storytelling is an interesting way to speak, because the students retell the story with their own expressions to explain or give an understanding of the story to their friends.

The researcher found that teaching learning process in this school, SMA Islam Sabilal Muhtadin, teacher and students have storytelling as an one of speaking technique in the classroom. Considering on the problem, the researcher expected to observe the way to know the teacher's speaking skill and students' response with appropriate and interesting technique. From what has been explained above, the researcher wants to

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<sup>5</sup> Andrew D. C. *Strategies in Learning and Using a Second Language*. (New York: Longman, 1999)

write about **“Teacher’s Skill and Students’ Ability in Story telling Technique at Second Grade of Science Class at SMA Islam Sabilal Muhtadin in Academic year 2010/2011.**

## **B. Clarification of The Title**

To avoid the misinterpretation in this title, the writer is going to explain the technical terms in this case:

1. Skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Teacher’s skill means how the teacher gives the lesson to the students and manage the class in learning, in this case, teacher’s skill in speaking activity through storytelling technique.
2. Speaking is a crucial part of second language learning and teaching. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing word.<sup>6</sup>
3. Storytelling is one of technique in speaking activity that is applied by English teacher and students in the school.

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<sup>6</sup> <http://www.sil.org>. Retrieved 5<sup>th</sup> Oct 2010

### **C. Formulation of Problem**

Based on the background of the study mentioned above, the identification of the problem of the research is:

1. How is the teacher's technique to teach storytelling in speaking activity?
2. How the students' skill in speaking and their responds to the storytelling technique?
3. Is the story telling technique effective for the students in speaking activity?

### **D. Reason for Choosing The Title**

The reasons for the researcher limits the discussing of the study about "The improvement students' speaking skill through story telling technique" are:

1. Considering that speaking is an important skill that shows the students' ability to speak English as their productive skill to share their ideas and knowledge.
2. This method can be used by the teacher to the students in speaking activity.
3. The secondary grade students of science class at SMA Islam Sabilal Muhtadin are enough to represent the condition of language teaching and learning process at school.

### **E. Objective of The Research**

1. To know how the teacher's skill in teaching speaking through storytelling

2. To know the students's skill in speaking and their responses to the storytelling technique
3. To know whether the storytelling technique is effective for the students in speaking activity

#### **F. The Signification of The Research**

1. The result of this research hopefully useful as an interesting activity to know the teachers' speaking skill through story telling technique and the students' respond to get the optimal learning outcome
2. Giving the information to the writer and the next English teacher in teaching learning process and as an useful reference to make the lesson plan in English learning
3. Addition of the knowledge to the researcher about the use of story telling method to improve the students' speaking skill

#### **G. Organizing of The Content**

This research consists of five chapters. They are:

Chapter one consists of the rationale of the study, clarification of the title, formulation problem, reason for selecting the title, the purpose of the study, the significant of the research and organizing of the content.

Chapter two consist of the review of related literature. It discussed on definition of speaking skill, the techniques of teaching speaking, storytelling technique, values of storytelling, and stages of storytelling and components for esting speaking in storytelling technique.

Chapter three is research methodology. It discusses on subject and object of the research, planning of the research, data and source of data, technique of data processing, instrument of the research, indicator, base framework of the research, data analysis and data processing

Chapter four is report of the research, which contains implementation of the research

Chapter five consists of conclusion and suggestion.