

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, formulation of the problems, the objectives of the study, significance of the study, scope and limitation of the study, and the definition of the key terms.

A. Background of the Study

Language is used as a tool of communication, people should know how to express thoughts, opinions, feelings, and ideas through the language. English language has become an international language in this world, by mastering speaking skill, we can adapt and get conversation to anyone easily and we can follow the periods of development.

In Indonesia, English is still recognized as a foreign language. Therefore, Indonesia government has decided that English is one of subject curriculum in Indonesian schools. It becomes local content in elementary school, compulsory in Junior and senior high school and complementary subject in higher education institution, it has developed in order to help the Indonesian students can master English. People realize that the main purpose of learning English language is to use it in communication both in oral or written form in facing the globalization era. As learner who can speak English well may have greater chance of further education and the students have chance to get scholarship abroad.

Considering the important role of communication skill, speaking is skill that is needed in communication, Lyle (1993) in Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. Bertram (2002) also adds that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout their lives, oral language skills remain essential for communication of ideas and intelligent conversations.

In language teaching, four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directing the learner (in reading or listening) is called receptive. Commercial language school around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.

In addition, speaking is an important part of the curriculum in English language teaching. For most students it is the difficult skill in

mastering the skill because students should acquire many kinds of speaking aspects. Speaking is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). As student they have to mastering all skill because it is important in having good communication and good learning. Therefore, in helping the students improving their speaking, language teaching system has to be developed properly.

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001).

Nevertheless, there are many problems that found by teacher in teaching speaking. (Brown and Yule, 1983) state “teaching the spoken

language is the most difficult problem much more than other skill.” During the lesson, the teacher should be aware of the problems which occur in the classroom. Lawtie (2004) states that there are three problems which often occur during speaking class. Those problems are: (1) Students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) When students work in pairs or groups, they just end up chatting in their own language, and (3) When all the students speak together, it will be too noisy and out of hand, and sometimes the teacher can not control of the classroom.

Focusing on teaching English speaking problem, the teacher has to decide what technique and media are used. They must be competent in finding the way of teaching speaking easier and provides fun activities for students to learn. There are many technique for helping teacher in teaching speaking. One of them is story telling involve having students retell stories or text selections that they have listened or read. “Retelling can also be used to determine students’ understanding of story structure” (O’Malley and Pierce, 1996:83). The teacher can encourage students to retell stories which they have read in their books or found in newspaper or on the internets. Such retelling is a valuable way of provoking the activation of previously learnt or acquired language (Harmer, 2007:130). Story telling allows students to internalize important aspects of story beginnings and endings, settings, characters, and plot lines. Story telling can be an enjoyable activity for both tellers and listeners and should be engaged in at

all grade levels. Therefore, in this study the researcher will use story telling as the subject in improving students speaking.

In order to make the story telling activity more interesting, good media are needed. The media are used to make students enjoy doing story telling or listening story and make the lesson fun and not bored. The researcher would use puppet media in teaching and learning English in class one IPA at Ma Darul Hikmah. Puppet is the art of presenting an inanimate object in the form of a living character (CHETNA, 1995:1). Puppet as media show characteristic of something and their detail. There are so many kind of puppet that used as media such as hand puppet, shadow puppet, finger puppet and, etc.

The researcher think that Puppets is an appropriate media especially for young learners. According to (Hodgson & Pyle, 2010) for young learners, puppet are effective mechanisms for drawing out responses as depersonalising issues in this way encourages more focussed and applied thinking. A puppet is a thing which is easy enough to be manipulated. It represents a live being, and it should become a counterpart for children. Puppets work especially well with younger children, and provide excellent ways for children to work through their fears or vocalise their feelings through puppet play. Puppets can allow pent up emotions to be released in the realm of a play world. They provide a safe form for communicating thoughts, attitudes, and emotions. They take the

responsibility for what they do and say away from the puppeteer. This enables the puppeteer to create a miniature world where he is in total control.

In this technique the researcher used one class for pre-test and post-test. For experimental research, it is initiated by giving pretest in order to know the students' ability before treatment. Then, the research is continued by giving treatment. The treatment given by using puppet in story telling and the students can choose what kinds of puppet that they will use. So, the students are required to retell the story in their own words. The students used narrative text for story telling. The students read silently and discuss the text in a group. After having discussion with the teacher about difficult sentences and students have understood about the stories, the students will present in front of the class.

Based on the description, the teacher does not only give the suitable material but the teacher has to pay attention in interesting activities for students, in order that it can motivate the students' learning. Using puppet in story telling is hoped to be effective to increase students' involvement in teaching learning process and improve students' speaking achievement in term of score. This technique increase students' motivation in speaking because they can get enjoy expression by using the media and other students will have good attention to the speaker and they will not get bored of listening their friend speaking about the text because the speaker can

use funny expression by using the media and the class will life. If, the listener has good attention to speaker, the listener will understand the story and correct the pronunciation and grammar of speaker. Then, between the speaker and listener have a good interaction.

In this research, the researcher wants to know the difference in students' speaking ability after and before taught using puppets as media in Story. It hoped that using Puppet in Story Telling can improve students' skill in speaking. For that reason, the researcher will conduct a pre-experimental research entitled "The Effectiveness of Puppets as Media toward Students' Speaking Ability in Story Telling of 1st Grade Students at Islamic Senior High School.

B. Formulation of the Research Problems

1. How is the students' ability in speaking before being taught by using Puppet as media in story telling?
2. How is the students' ability in speaking after being taught by using Puppet as media in story telling?
3. Is there any significant difference on the students' speaking ability before and after being taught by using Puppets as media in story telling?

C. The purpose of the Study

Based on the formulation of the problems in the previous section, the purposes of the research can be elaborated obviously to know the effectiveness of using Puppets as Media Toward Students' Speaking Ability in Telling Story

1. To know the students' ability in speaking who being taught by using Puppet as media in Story Telling.
2. To know the students' ability in speaking who being taught without using Puppet as media in Story Telling.
3. To identify the significant difference on students' speaking ability taught by using and without using Puppet as media in Story Telling.

D. Research Hypothesis

Hence, the hypothesis of this research can be stated as follows:

1. Null Hypothes (H_0)

There is no significant difference between students' speaking achievement who were taught before using Puppets as media in Story Telling and after using Puppet as media in Story Telling.

2. Alternative Hypothes (H_a)

There is significant difference between students' speaking achievement who were taught before using Puppets as media in Story Telling and after using Puppet as media in Story Telling.

E. The Significance of study

By conducting this study, the writer hopes that the result of this study will be useful for the readers especially:

1. Students

Hopefully, this study helps the students of Junior High School in getting the target language acquisition well especially for the speaking. The researcher hopes that their speaking skill can be improved.

2. Teacher

This study may be as reference and input to the students' speaking skill improvement using puppets as media in story telling as teaching technique. So the teachers will know how to choose and use the suitable material (topic) and techniques in teaching English effectively.

3. Writer

It can improve our experience and have good understanding of English, especially on the students' speaking ability using puppet as media in story telling as teaching techniques.

F. Scope and Limitation

In this study, the scope of the study is teaching speaking by using puppets as media in story telling technique at 1st grade at MA DARUL HIKMAH.

The limitation of the study is narrative such as Snow white, Mouse Deer, and etc. By using puppets as suitable with their story. The writer used narration because the students are mostly familiar with those stories, so it will be easier for them to understand and retell the stories.

G. Definition of key terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of the title, they are:

1. Teaching speaking

Teaching speaking should guide students to speak English goodly and briefly in front of people, and the students can express their opinion or idea.

2. Speaking Ability

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking

is only an oral trail of abilities that it got from structure and vocabulary.

3. Puppets Media

Puppets media is media to help the speaker in expressing the story and makes the listener and the ambience enjoy. There are many in of puppets such as hand puppet, shadow puppet, finger puppet etc.

4. Story telling

Story telling is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates. As a shared experience between teller and listener or reader, it offers natural language experiences for students. Retelling can also be used to determine students' understanding of story structure.