**CHAPTER I**

**INTRODUCTION**

In this chapter, the researcher explains out about background of the research, research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

1. **Background of the Research**

People need language to communicate with others. Language can be used to talk, express spoken or written idea and express attitude by behaving.

When people want to take communication with others they need some equipment to do that. Language is the media to provide people’s talk, by expressing idea in spoken or written way, expressing our emotion or even our attitude by behaving, etc, as Fromkin (1990:3) states:

We live in a world of language. We talk to our friends, our societies, our wives and husbands, our love, our teachers, our parents and in laws, we talk to bus drivers and strangers. We talk face to face and over the telephone, and every one responds with more talk. Television and radio further swell this torrent of words. Hardly a moment of our waking lives is free from words, and even in our dreams we talk and talked to, we also talk when there is no one to answer. Some of us talk aloud in our sleep. We talk to our pets and sometimes to ourselves.

Based on Fromkin’s point of view above, it can be concluded that language is sticky in people life. Language is required everywhere, every time to express people’s thought.

There are many experts argue about the definitions of language such as Gimson (1988:4) states that a “language is a system of conventional signals used for communication by a whole community.” In addition, another definition about language as written in Oxford Dictionary (Oxford, 2004:240) language is a system of communication speech and writing used by people of particular country.

In many definitions furnished that language is a magnificent part of live as human being because it can communicate people thought with others. Every time, everywhere, and everything, language is needed as useful tools.

Language basically is in the forms of spoken and written. Spoken is speak or talk in language. Further, written is kind of communication in the form of writing activity by having its result. People communicate with others can by spoken or written activity based on the situation and the condition of the contact.

Speaking is one of the ways to express thinking about something like phenomenon, activities, thing, etc. Also, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Larry (1994: 1) defines speaking is like play golf, drives the car, or manages the shop; do it regularly to make better and happier.

Based on Larry’s opinion, if people learn about speaking more and more people will be better in speaking. Of course, not only speaking as usual, but also speaking with good attitude, message or value, and the direction of speaking.

Talking about speaking, it cannot be separated from teaching process. In English itself, there is a lesson about learning speaking for students since they were in kindergarten until secondary school like Junior and Senior High School. Teaching speaking is kind of activity spreading knowledge. Speaking in education domain is about language learning, cultural insights, and practical application. Speaking is the key to communicate between people. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency. Richard in his journal states “The mastery of speaking skills is a priority for many second or foreign language learners.” It means that speaking mastery is dealt with teaching speaking as second language or foreign language.

Nowadays, in this globalization era, of course it is hard to compete with others. Human always need to learn more than one language. If just stay on one language it is meant mother tongue, would lose the chance of that competition. It is needed language which can be a thing that solves the gap in communication. English is global language; many countries in this world applied it as their mother tongue or even second language. But, in Indonesia, English language use as foreign language. Nowadays, the Education Ministry still does some efforts to include English being one of course in this country.

Setiyadi (2006: 22) states that English learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the Unites States or Malaysia. From the statement above, it is means that language would be soul of a certain country where language itself is spoken in the daily life as the part of all of aspect. Actually it is the challenge for many countries especially Indonesia to apply English not only in spoken or written language, but also in all of aspect of life. Even though it is hard eventually, all of us should be support for the future life better.

English language still as the controversial thing in education policy for Indonesian especially for the pupils who have right to get schemata or knowledge, but some of them also complain about the contents of English lesson that it is not easy by their view.

In the process of teaching and learning, especially in teaching speaking need the use of authentic material to encourage the success of learners’ achievement as the output of that process. Authentic material also has aim to make teaching speaking easier for the learners. Taken from Peacock (1997), the definition of authentic materials is the materials that have been produced to fulfil some social purpose in the language community. There are some kinds of source can be categorized as authentic material like novel, short story, video, tape-recorder, journal, etc. Those sources have the real form and social aims. Nunan (1999:212) also supports,

The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students.

If learners study when they enthuse by the use of authentic material absolutely, the result they achieved is also nice and make them try to speak English more and more. Short story is one of authentic material which attracts the user to be active in retelling it content. Collie & Slater (2011:196) state that short story are often an ideal way of introducing students to literature in foreign language classroom.

The use of short story makes the learners retell about the content by using speaking in the form of retelling story activity. It provides the learners to be active in speaking and enriching speaking’s components to be applied in the class and the out of class. In addition, by using short story, it makes the learners take moral value and applied the good values in their life. It is seen from the benefit towards learners’ side. Then, the benefit for teacher side are helping in reaching the learning goals of English lesson and build the schemata by its practice related to speaking activities.

In teaching activity, it is related to the institution and or classroom to provide the activity. SMAN 1 Srengat is one of Senior High School in Blitar regency that is located in Srengat Sub-district, west part of Blitar. Srengat Senior High School has an English teacher who is friendly and has her own strategy in managing teaching and learning process and the class. So that, the researcher is interested to know more about the teacher’s strategy by using short story to the tenth grade of students. This thesis has under the title “Teaching Speaking Using English Short Story as Teacher Strategy to the Tenth Grade Students of SMAN 1 Srengat Academic Year 2013/2014”.

1. **Research Problems**

Based on such illustration in background of study, research questions formulation are:

1. How is the teacher strategy in teaching speaking English with the English short story to the tenth grade students of SMAN 1 Srengat?
2. How is the students’ response as they are taught by using English short story?
3. **Objectives of the Research**

Based on research problems, formulation of purposes are:

1. To know the teacher strategy in teaching speaking English with the English short story to the tenth grade students of SMAN 1 Srengat.
2. To know the students’ response as they are taught by using English short story.
3. **Significance of the Research**

Actually, teaching speaking is to teach English Second Language (ESL) learners to organize their thoughts in a meaningful and logical sequence, to effort in speaking fluently and culture of its language learned. Teaching speaking gets the words and simultaneously the meaning, idea, too; also, gets the native’s cultures. It internalizes reading habit, patient, some challenges exercise, motivation to read for pleasure in the way of learning English in the form of short story. Further, produce the leaners’ ability to perform their ideas in speaking by using story retelling guiding.

In practically, the researcher hopes that the result of the study is useful for:

1. Students
2. To increase students’ motivation of using short story towards their speaking ability in learners learning English, especially speaking.
3. To make students take more values and knowledge from those and apply them in their daily life after reading English short story.
4. To make students can apply how to speak as their language in use in daily life. Absolutely by using target language.
5. Teacher
6. To provide much information for teacher about strategy by using short story as the representative of authentic material to encourage teaching speaking English.
7. To give some information about the use of English short story towards students’ progress and their feeling after use it.
8. School
9. To give information for the school and the school policy maker that English short story is conducive towards students’ speaking ability in teaching and learning English, especially speaking aspect.
10. To give contribution and support for school’s policy maker in enrich their curriculum based on students’ achievement.
11. **Scope and Limitation of the research**
12. Scope

The scope of this research is conducted by using English short story in teaching and learning English, especially teaching speaking in SMAN 1 Srengat.

1. Limitation

The research focuses in SMAN 1 Srengat, Blitar. Research exposes about the teacher strategy by using English short story in encouraging teaching speaking English students’ activities belong to enjoy reading short story for pleasure especially in students’ language in use.

1. **Definitions of Key Terms**
2. Speaking is to say words, to use the voice, or to have a conversation with someone. And speaking ability in teaching and learning English itself is skill is needed to speak based on quality of the students. Students should practice speaking on speaking course as the part of their process in teaching and learning.
3. Teaching Speaking is to teach ESL learners to produce the English speech sounds and sound patterns; use word and sentence stress; intonation patterns and the rhythm of the second language; and select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Short Story is one of authentic materials that can elevate the students’ achievement in teaching and learning speaking. Short story itself is a result of literature.