CHAPTER I

INTRODUCTION

This section includes background of the study, problem of study, objective of the study, significance of the study, scope and limitation of the study, definition of the key terms. Each of these items is discussed clearly as follows.

A. Background of The Research

One of four English skills is speaking, it is learnt in senior high schools in order to improve their speaking ability. Speaking is one of skills which is still difficult for senior high school students because they were afraid of making mistakes, it is in line with Harmer's definition (1998:62) that mistakes are natural process in their language learning. The mistakes can be caused by some factors. According to Harmer (2005:96) the first factor is that students may have not quite grasped the new information and consequently making errors. The next, their language gets in the way because the way English expresses an idea or uses grammatical construction is different from the first language. Those are all problems in teaching and learning speaking. It is important for teacher to convince the students that speaking is not as difficult as they think. In teaching English in Senior High School, the class' atmosphere must be interesting. Especially in countries where English is not main language in communication (Nurhayati:2008). A good speaker is not determined by having good score but she or he has to be communicative. The fact shows that students who had good scores in their classes does not guarantee they are good at speaking, because students'

success in learning language can be seen from how far they can speak and communicate by using language fluently. The students are accustomed to speaking native language in their daily lives than using English. Practically speaking skill is really needed and it is the most useful skill to interact among the four language skills.

According to the school based curriculum 2013 (Kementerian Pendidikan dan Kebudayaan Jakarta:2017) in senior high school, one of the English learning objectives is understanding or producing speech or written texts. In speaking skill the goal of learning speaking skill is that students are able to express meaning in transactional and interpersonal conversations in the context of daily life, to express meaning in the form of short functional text (e.g. announcements, advertisements, invitations etc.) formal and informal by using verbal language in various contexts of daily life, express meaning in simple monologue text by using oral language variety accurately, fluently and acceptable in various contexts of daily life in form of text: recount, narrative, and procedure. Therefore, the students need to practice about their skills everyday to improve their speaking ability. In addition, the teachers should be able to provide opportunities for students to practice their speaking skills, for example the teachers can use different ways, methods or media in every practice of speaking.

The students have not been able to communicate even in a simple language. Some of students are not brave enough to speak English although they have already studied grammar. Sometimes, the students are still shy to speak English. Beside that, they are also afraid of making mistakes when they practice to speak

English with other people. Furthermore, the technique in teaching speaking today is monotonous. The student's lack in speaking ability is caused by the ineffectiveness of teaching method or media. The teacher could not implement the suitable teaching technique and innovate the teaching media in order to stimulate students intelligent in speaking English. Mostly the teachers only ask the students to practice the dialogue in front of the class by reading some books. Unfortunately, it makes the class passive. In fact, many students have learnt English for many years but they cannot express their ideas in English well. Practically the students always use their mother tongue, so they feel difficult when they want to express their thoughts in English.

According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of context. Speaking is also defined as an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:98). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. It is often spontaneous, opened, and evolving. Speaking is used to communicate when it happens misunderstanding with other people. Speaking itself can be said as the skill to use the language and express meanings in order to transfer information from other people. People speak every day and everywhere to communicate with the other people from childhood until adult with formal language or non formal language.

Formally, English is only used among students and student, teacher and teacher, students and teacher in classroom.

Actually, in order that the students feel enjoyable to speak and interested in studying speaking, the teacher can use strip-story as the technique of teaching. By using the strip-story, the teacher can help students learn English easier. Strip-story is a technique that the students can easy to memorize without finding the difficulties with their own words. Some previous studies done related to the implementation of strip-story in teaching writing, a study conducted by Fikri (2015) the result of the study shows that the students' group who use the strip-story (experimental group) better result than the students' group without strip-story. The researcher designed the research by using an experimental research design. The researcher took all the eleventh grade of MA NM Sembelia as the population and took class XI-1 as an experimental group and class XI-2 as a control group. The researcher applied procedure text as a kinds of text. In other research conducted by Turohman (2012), the result of the study shows that the use of strip story in teaching reading comprehension at the second grade of MAN Cililin was effective. The study applied a quantitative method with one group pretest-postest design. The population in this study was 40 of second grade at MAN Cililing and the sample was entire population. In this study the researcher no mention kinds of text types was applied. The next research conducted by Prawerti (2012) in this study the researcher applied Strip-Story in teaching speaking. The result of the study shows the real effectiveness, because it can help the students to improve their speaking ability also motivate the students to speak.

The researcher took all the eleventh grade of MAN Tulungagung 1 as the population and took class XI MIA 4 (excellent class) as the sample. Most of the studies have not applied brainstorming in this teaching. Futhermore some aspects that make different from the previous study are: the subject and setting, some kind of text type applied in this study and the technique. To fill the gap, the researcher will apply this technique for regular class in the tenth grade of SMAN 1 Rejotangan because the researcher wants to know whether there is any difference in the excellent class from the previous study or not and the researcher will apply a narrative text as a kind of the text.

At this time, the tenth grade students of SMAN 1 Rejotangan Tulungagung have some problems in learning speaking; first the students are afraid of making mistake in grammar, the students are still shy to speak English, the students do not have confidence to speak in front of the class because they are afraid of being laughed by their friends if they make mistake in speaking English. Secondly, the students do not have good pronunciation because they are influenced by Javanese style, and they have poor vocabulary so they can only say "hello" to other students or greet to the teacher in the pre-activity of learning English. Thirdly, they only could answer the short question, if they are asked to explain why they choose the answer, they could not explain it. In teaching and learning English, the teacher did not give vocabulary about the lesson to the students and also the students were lazy to find it out the meaning of a word in the dictionary.

Based on the problems, the researcher wants to help the students to be more active in speaking English orally and improve students' speaking skill ability by

using strip-story as the technique. This technique is chosen to help students explore their ideas so that they can deliver their ideas. By using strip of stories in their hands, all of students in the class have the opportunities to speak up. Strip-story are also very useful to make all students in the class become active because each student takes one strip of story and they have to explain it one by one. As the result there is no chance to copy their friend's ideas. It also helps students to collect the information from other friends in order to arrange and decide the right story. This activity can be done in small groups. The use of strip-story technique is expected to give good contribution to be effective in teaching speaking skill.

B. Research Problem

Based on the background study, the researcher can formulate research questions as below:

1. How is the students speaking ability taught by using strip-story?

2. Is there any significance difference on the students' speaking ability who being taught by using strip-story and without using strip-story?

C. Objective of the Study

Based on the problem of study, the researcher can formulate objective of study as follow:

1. To know the students speaking ability taught by using strip-story.

2. To identify the significant difference of the students' speaking ability who being taught by Strip Story and without using Strip Story.

D. Significance of Study

1. For the students, the researcher expects that it will be helpful to conduct speaking more easily.

2. For teacher, the researcher hopes that this study will be useful for English teachers especially in senior high school using this variety of teaching speaking technique.

3. For further researcher, this study can be used as reference for the other researchers who are interested in using strip-story as tool of teaching by using another research design to know the effect of strip story in speaking ability.

E. Scope and Limitation

In order to know the students' ability in speaking, this research is focused on the implementation of Strip-Story as the technique to be effective in teaching speaking skill. Therefore, the subjects of this study is the tenth grade students' in Senior High School at SMAN 1 Rejotangan Tulungagung. The researcher takes two classes of tenth graders. The first class as the control class are not taught using Strip-Story. Meanwhile the second class was experimental class taught using Strip-Story. In this case, there are two variables to be the focus of this research.

F. Definition of Key Terms

1. Teaching is an activity that tries to help someone to acquire or to develop skill, idea, desire, knowledge, attitude, and appreciations

2. Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of context.

3. Strip Story is an adaptation of scrambled story exercises in which each student is given one sentence of a story or anecdote at random; the sentences are numbered and the story must be reassembled strictly through verbal interaction.

4. SMAN 1 Rejotangan is a state senior high school which is located in Rejotangan, Tulungagung