

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

#### A. Background of the Study

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing.<sup>1</sup> We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us.

English is one of the important subjects for all Indonesian students. Students need English because they will face global era and English as an

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<sup>1</sup> Roger Gower, *Teaching Practice* (Thailand: Macmillan Publishers Limited, 1983), 86

international language has an important role in communication, transferring information of science and technology. Harmer states these are some reasons why people learn language, especially English. Some people want to study English because it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. Some students study foreign language because they are attracted to the culture of one of the target language community. They learn the language because they want to know more about the people who speak it, the places where it is spoken and the writing which it has produced.<sup>2</sup>

Second language learning is not a set of easy step to be programmed in a quick do-it-your self. No one can tell us 'how to learn a foreign language without trying.'<sup>3</sup> Since it was firstly taught, the teaching of English has faced some problems in the English language teaching as foreign language in Indonesia. The curriculum that is always revised day by day and also the changing of the ministry of education give effect in the process of English language teaching. The big class size and the poor mastery of students in learning English are two obvious factors that contribute to ongoing on ELT in Indonesia. Some other reasons are the teachers more concern to teaching grammatical and syntactical aspect. The absence of good and authentic learning materials and the absence of social uses of English outside the classroom are also the problems of ELT in Indonesia.

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<sup>2</sup> Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 1991), 1-2

<sup>3</sup> Douglass H. Brown. *Principle of Language Learning and Teaching*. (New Jersey: Prince Hall. Inc, 1987), 1

English teaching learning process always faces the same problems, moreover, in the private school or school located in the village. The students are not accustomed to hear, speak and use English in their daily life. Listening is one of English skills that are more difficult than other skills in these kinds of school. Other problems faced by the students in the Junior high schools with the private status. The hand book that the school use is always consists of the Competence Standard and Basic competence that listed the Listening skill as skill that must be taught. But, the teacher seldom to teach about listening in the classroom, they seldom to use English while they are teaching, they disposed to teach grammatical, genre etc but not listening skill. It may cause by the cogitation that English is not examined as National examination.

Listening is one of four important skills in learning English. This skill is important for the students because of four skills, listening are by far the most frequently used.<sup>4</sup> Listening ability is one the students' ability of understanding the plot of the story from hearing the information. Listening English is the language modality used most frequently and very vital for students.<sup>5</sup>

Listening, the skill that needs more rehearsal for the listener is difficult to be accustomed and get the point of what they hear. That is why the teacher should make the students accustom to hear English language.

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<sup>4</sup> <http://writing.colostate.edu/guides/teaching/esl/Listening>. access on December 14, 2012.

<sup>5</sup> Ana Maria Schwarts. "*Listening in a Doreign language*". (online). Modules for the professionalPreparation of teaching assistants in foreign language, 1998, (<http://www.nclre.org/essential/listening/!index.htm#topofpage>). Accessed on December 14, 2012



Although they are from the private school and are far left behind from the state school, they can do the best in Listening as long as they are accustomed with listening skill.<sup>6</sup>

Listening does not always come from the native speakers. The teachers can do listening by themselves, for example by using English language in their daily teaching. In this research, the researcher chooses storytelling to improve the listening skill of the students. Stories also have traditionally been used to teach, to entertain, and to explain the unknown. The activities offered here can be coordinated with several of the methods recommended. In this research the researcher uses storytelling as the method of teaching.<sup>7</sup>

There are some reasons why a researcher chooses storytelling. The first reason is that storytelling is easy to do by the teachers without any serious difficulties. The teacher can do it by themselves and make the students accustomed to listen English language. When the students are accustomed to listen English, they will not find many difficulties while they are in the Senior High school. Another reason is when the students listen to the people telling a story, there are a number of things we can have them do. For example, the students can put pictures in the order the story is told, teachers can let the students listen to the story but not tell them the end. These techniques are appropriate for children and adults alike.<sup>8</sup>

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<sup>6</sup> Jeremy Harmer, *How to Teach English new edition*, (England: Ocelot Publishing, 2007), 143.

<sup>7</sup> *Making it Happen* (New York: Longman Group Ltd, 1998), 129

<sup>8</sup> *Ibid.*,

For those reasons above, the researcher choose the title *Using Storytelling to Improve the English listening skill of the second grade students of MTs Roudlatus Shibyan Gedangsewu Pare Kediri*".

#### **B. The Statement of the Problem**

Based on the background of the study, the researcher formulates the problems of the study namely, "How can storytelling strategy improve the eighth year students' listening ability at Mts Roudlatus Shibyan Parerejo Gedangsewu Pare.?"

#### **C. The Objectives of the Study**

Based on the research problems above, this study aims at developing storytelling to improve the students' listening skill at MTs Roudlatus Shibyan Parerejo Gedangsewu Pare.

#### **D. The Significance of the Study**

This result of the study is supposed to be useful for the researcher, the teachers and for future researcher.

This research hopefully will be useful for the researcher. This study is supposed to develop and also enrich the knowledge about the uses of storytelling to improve listening skill of the students. However, the researcher is a student of English Department Faculty of Education which shaped to be a teacher someday. That is important for the researcher to know deeper about

strategies of teaching and learning process. Another for the researcher, this study also supposes to be useful for the teacher. When the researchers implement this method, the teacher can learn and observe it. When the teacher feel that it is good and can improve their students' listening skill, they can applied this method to increase their students' listening skill by using storytelling. These studies also will be useful for the future researchers in the listening field. This study is expected to provide recent data concerning with the teaching of listening by implementing Storytelling.

#### **E. The Scope and Limitation**

This study focuses on developing storytelling strategy to improve the listening skill of the students of MTs Roudlatus Shibyan Parerejo Gedangsewu Pare Kediri. Storytelling is teaching strategy that is easy to do by the teachers. By this strategy, the students will accustom to hear English language. In order to be able to limit the problems that are observed, the researcher only focused the study in the eighth grade of the students in MTs Roudlatus Shibyan. The process of this study is to improve the eighth grade students' listening skill using storytelling in the second semester.

#### **F. Basic Assumption**

The researcher uses the following assumption:

The students of the second grade of MTs Roudlatus Shibyan just consist of one class. The researcher chooses this class because in the second

grade of this school the teacher seldom uses English while teaching. They just left the listening section whereas it is important to make the students accustomed to Listening, so that they will not get difficulties when they are in the second grade and in Senior High School. When the students are in the third grade, it will be difficult to do it because they concern more on the National examination only.

### G. Definition of Key Terms

Some terms related to the study need to be defined. The follows is the definitions of the terms used:

1. *Listening* is the process of making sense out of what we hear. Listening is an active process of receiving, processing, and interpreting aural stimuli.<sup>9</sup>  
Listening is the ability to identify and understand what someone is talking about.<sup>10</sup>
2. *Storytelling* is the conveying of events in words, images and sounds, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view.<sup>11</sup>

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<sup>9</sup><http://culture.ezinemark.com/definitions-of-listening-18e0ff6fc53.html>. Access on December 14 2012.

<sup>10</sup> arifs@hun.edu.tr. Access on April 05 2013

<sup>11</sup><http://en.wikipedia.org/wiki/Storytelling>. Access on December 14 2012.