

## CHAPTER I INTRODUCTION

In this section the researcher discuss the background of the study, statement of the study, objective of the study, significance of the study, scope and limitation of the study and definition of key terms.

### A. Background of the Study

In the broadest sense, language is a means of communication. Sometimes language is also considered as learning behavior. To be more specific, however, Finochiaro asserts that language is a system of arbiter vocal symbol which permits all people in a given culture, or other people who learned the system of that culture to communicate and to interest. In conveying the information, thoughts and idea, language appear in both written and oral form.<sup>1</sup>

When people communicate, usually they use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, they carry out these functions within social context<sup>2</sup>. In certain circumstance, one sometimes not only needs to communicate with others in his community but also with others outside his community. English has been very influential in Asia's language educational policies and practices for the past couple of years. Assuming children's superiority in language learning over that of

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<sup>1</sup> Mary Finochairo, *English as a second language from theory to practice* (Ohio: Regent Publishing Co Inc, 1974), 3zzz

<sup>2</sup> Diane Larsen and Freeman, *Techniques and principles in language teaching* (England: Oxford University Press Inc, 1986), 123

adults, many Asian countries believe that introducing English to primary students is considerably important to ensure their success<sup>3</sup>.

It cannot be denied that every person must make relationship with other people around him over the world<sup>4</sup>. With the emergence of today's role of English as an International language (EIL) and as a global lingua franca (ELF), it is hardly surprising that English language education has become important in many countries. Indonesia, for example, has growing number of schools range from kindergarten to university level which use English as the medium of instruction. English is used by Indonesian for the specific function of international communication and trade. It is used to communicate with other countries as a tool for absorbing developing science and technology, art as well as culture for the benefit of national development. Therefore, English becomes one of the compulsory subject which is introduce into the school curriculum and has been thought both junior high school and senior high school<sup>5</sup>.

Teacher can start teaching the students how to speak English as their foreign language by asking them to pronounce the new language accurately. Then, the teacher continues to guide the students to a point where they can begin to judge whether their sound productions are correct or not. At this

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<sup>3</sup> (<http://www.thejakartapost.com/news/2008/11/15/should-english-be-taught-primary-level.html>) written by: Mochamad Subhan Zein at November, 15 2008. Accessed January, 20 2013

<sup>4</sup> Nu'afra Sa'idah, *The teaching of speaking English using active debate to the students os SMAN 1 Prambon*. Thesis of STAIN Kediri: 2011

<sup>5</sup> *English language teaching in Indonesia* written by: Ernie D.A Imperiani (<http://essaybank.degree-essays.com/languages/learning-english-iniindonesia.php>, accessed January, 20 2013)

point, teacher is not longer primarily to correct, but he/she is supposed to encourage students to practice speaking the target language.

Based on the researcher own experience when she did the teaching practice at Mts.N Purwoasri, she did the interview with the English teacher and found some problems faced by the teacher. Some of the problems are; they are afraid of speaking English in front of the class because they are poor in vocabularies and other supporting components in speaking English. Therefore the researcher chooses this school become the object of the study and the researcher assumed that most of the students in the junior high school have a little ability to speak English fluently.

This study is about improving students' speaking ability through retelling technique. Then the researcher tries to find the suitable technique in order to influence students' willingness and bravery to speak.

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

Based on the background of the study above, the problem this research is formulated as follows: "Can retelling technique improve the speaking ability of the students of Englis Club at MTs.N Purwoasri?"

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

The objective of this study is to improve speaking ability of students of English Club at Mts.N Purwoasri by using retelling technique.



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

After applying this technique at the classroom the researcher hopes that the results of this study useful for other researchers, readers, English teacher and especially for all of the students of Junior high school or other students.

For other researchers who are interested in telling story, they hopefully can expand better technique and get many ideas to make teaching learning process fun and interesting for the students through learning technique and strategies. The researcher also expects that the retelling technique can be expanding not only through speaking but also from any other skills.

For the readers hopefully, this study can become one of reference to understand retelling technique that can be applied in teaching speaking at the classroom. And the researcher also hopes that the readers can get some benefit of reading this study.

Having capable in applying the retelling technique in the classroom, for English teacher hopefully, can expanding teaching learning strategies effectively, efficient and fun. This study also can help the teachers to improve teaching learning process and teacher professionalism as an educator. And this study also gives suggestion to the English teacher in improving students' ability on speaking.

This study is dedicated for the students to have opportunity to improve their ability in speaking English. This technique hopefully, can create fun and comfortable learning, students' motivation and self confidence in communication and improving creativity and good result of the study.

### **E. The Scope and Limitation of the Study**

This study focused on developing teacher strategies in teaching speaking through retelling technique. It hopes can solve the problem and organize ideas in speaking English. Telling story will help us find the objective way to learn English speaking skill and this study only focus on speaking skill.

The retelling technique that the researcher use in this study including many variations way such as, using notes, using a set text and using unseen text. Every variation gives different way to teach retelling technique. Using note will be focused on the notes that the students make before retelling in front of the class. Using a set text, will make the students understand the general storyline by answering questions from the teacher. And in the unseen text, the students have a few minutes before to retell a short text they have not seen before.<sup>6</sup>

Regarding the assessment, this study is focused on the components of speaking such as vocabularies, topic, pronunciation and intonation. Those aspects are paramount importance to asses since they can establish the quality of the speaking. Then, the researcher thinks that memorizing the vocabularies will help the students to speak English easily. The students should speak related to the topic. Pronunciation and intonation will help students to speak clearly.

Meanwhile, since the implementation of the technique in this study is centered on improving the students' speaking ability at MTsN Purwoasri in

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<sup>6</sup> Andrew Wright, *Creating Stories with Children* (Oxford University Press 1997)

the second year semester of the 2012/2013 academic year. To support the improvement of students' speaking ability, the process describing the students and teacher's activities during the implementation of the strategy is expected.

#### **F. Definition of Key Terms**

Some terms related to the study need to be defined. The following is definition of the term used:

1. Speaking is the ability to speak English based on situation or the topics faced by the students in the classroom to express word in order to communicate with others that is suitable with objective, has good teach to present it, makes evaluation and manage a classroom.<sup>7</sup>
2. Retelling is providing an opportunity for readers to process what they have read by organizing and explaining it to others<sup>8</sup>.

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<sup>7</sup> Nu'affa, Sa'idah, *The teaching of speaking English using active debate to the students os SMAN 1 Prambon*. Thesis STAIN Kediri, 2011

<sup>8</sup> [http://www.state.tn.us/education/ci/english/doc/ENG\\_3081.pdf](http://www.state.tn.us/education/ci/english/doc/ENG_3081.pdf) post by: Governor Bill Halsam. accessed April, 1 2013