

CHAPTER I

INTRODUCTION

In this chapter the writer will present six important points namely: the background of the study, problem statement, objective of the study, significance of the study, scope and limitation, and the last is definition of terms.

1.1 Background of the Study

English is one of the human languages in the world that has important role in communication. It has become an international language and is almost practiced in all parts of life. In this global era that is full of competitions English becomes one of the determiners and assessments of the competitions. Therefore, it is important for us to learn the language.

There are four skills that we have already known in English, namely writing, speaking, reading and listening. These skills should be learned and taught in order to master and get complete thought about English itself because each skill has general or specific function in communication. But we cannot deny that speaking is the most important one for asking information and conversely for delivering information. Speaking is the direct system of communication.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching (Chaney, as quoted in Da Silva, 2010).

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just by repetition of drills or memorization of dialogues.

In addition, many students faced difficulties in speaking, especially in pronunciation, grammar, and vocabulary to develop the students' speaking ability. Based on the writer experience, there are some aspects that make students have difficulties in speaking English: (1) the students do not have bravery, self confidence, and doubtful to speak out the English language. (2) The students only have little knowledge about how to combine every word in English correctly. (3) The students are afraid of making errors in their English pronunciation. (4) The students have few vocabularies so that their speaking will not get across easily and effectively, that's why Story- retelling becomes an alternative way to be used in learning speaking. By using story- retelling students will learn how to use a series of question prompts for retelling. In the initial stages of instruction of how to use story-retelling it is important that the teacher does not focus too much on errors of pronunciation, grammar, and vocabulary, so that the instruction is focused on the skill.

Retelling can begin by giving the students some questions to guide them in retelling. By the questions students can understand about the main points in the story.

Based on the explanation above, the writer conducts the study under the title **“A Study on the Speaking Ability Through Story- Retelling of the Eleventh Grade Students of SMAN 1 Amarasi Barat in the School Year**

2014/2015 “ to find out whether or not the students able to speak English through story retelling.

1.2 Problem Statement

Related to the background of the study above, the study conducted is to answer the following questions:

1. Are the eleventh grade students of SMAN 1 Amarasi Barat in the school year 2014/2015 able to speak English through story – retelling strategy?
2. What is the ability level of the eleventh grade students of SMAN 1 Amarasi Barat in the school year 2014/2015 in using story retelling strategy?

1.3 Objectives of the study

Based on the questions in the problem statement, the objectives that achieved in conducting this study are:

1. To find out whether or not the eleventh grade students of SMAN 1 Amarasi Barat in the school year 2014/2015 able to speak English through story – retelling strategy?
2. To find out the level speaking ability of the eleventh grade students of SMAN 1 Amarasi Barat in the school year 2014/2015 through story-retelling.

1.4 Significance of the study

The significances of the study are as follows:

1. For the teacher

- a) The teacher will know the students level of ability in speaking after using story retelling strategy.
- b) The teacher can use the story – retelling strategy to improve students speaking ability.

2. For the students

This study is expected to be beneficial for the students in increasing their speaking ability through story-retelling strategy.

3. For the writer

This study is expected to be beneficial for the writer in improving her knowledge in conducting a thesis research especially related to speaking ability.

1.5 Scope and Limitation

This study is about speaking. There are many ways that can be used to elicit the spoken language from the students, such as: discussion, role-play, simulations, information gap, brainstorming, interviews, story completion, reporting, playing cards, and story-retelling. In this study the writer limits herself on analyzing the ability on speaking of the students by using story – retelling. In this study, the writer analyzes the students speaking ability through story –

retelling, focusing on pronunciation, grammar, and vocabulary, as proposed by Hughes. Narrative text is on kind of the text that more interesting than other kind of text, that's why in doing this study, the writer uses narrative text. The students that become the subject of the study are the eleventh grade students of SMAN 1 Amarasi Barat in the school year 2014/2015.

1.6 Definition of terms

In this part the writer presents some definitions of terms that are related to the study:

1. Story – retelling

To tell (a story) especially in different way (Merriam, 2008: G and C Merriam Co), tell (a story) again or differently (Oxford Dictionary, 2015: Oxford University Press). Dealing with this study, story-retelling is to tell a narrative text in different way by the eleventh grade students of SMA N 1 Amarasi Barat in the school year 2014/2015.

2. Speaking Ability

Speaking ability is the ability to express oneself in life situation, or the ability to report acts or situations in precise word, or the ability to converse or to express a sequence of the idea fluently (Lado, as quoted in Da Silva, 2010),. In this study, speaking ability means that a person has an ability to express his/her idea correctly and accurately with correct grammar, appropriate use of vocabulary

and good in pronunciation. Therefore, the idea or the message which is being transferred can be fluent and understood by other people.

3. SMA N 1 Amarasi Barat

SMAN 1 Amarasi Barat is one of the Senior High School in Kupang regency. It's Located at Jln H.R. Koroh.