

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

English is one of the human languages in the world that has important role in communication. Among many languages, English is considered important because it has been one of international languages used by many people around the world and it has been used as official language in international meeting or events.

In Indonesia, English has been determined to be a compulsory subject by the government at primary school, high school and universitas. This decision is in line with the position of English as the first foreign language in Indonesia. English as a foreign language means that English is only taught and used in school but not outside of school that is why many students have low ability in English. Realizing this fact, students' basic knowledge of English should be considered seriously. There are four skills in learning English namely, listening, speaking, reading, and writing. These skills should be learned and taught in order to master the English language for each skill has general or specific function in communication.

Speaking is a 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, 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 to speak the English language. (2) the students only have little knowledge about how to combine every word in English correctly. (3) the students have view vocabularies so the message in speaking will not get across easily and effectively, that's why story retelling becomes an alternative way to be used in learning speaking. (4) Many students don't have good English pronunciation. From the reasons, the writer assumes that the speaking ability level of many senior high school students is low. Therefore, the writer conducted a study under the title "**A Study on the Speaking Ability Through story- Retelling of the Tenth Grade Students Of SMA Swasta Terakreditasi PGRI kupang in the School Year 2016/2017**" to find out whether or not the students able to speak English through story retelling.

## **1.2 Statement of the Problems**

Based on the statement and the background above, the problem of this

Are follows:

1. Are the tenth grade students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2016/2017 able to speak English through story- retelling strategy.

2. What is the speaking ability level of the tenth grade students of SMA Swasta Terakreditasi PGRI Kupang.

### **1.3 Objectives of the Study**

1. To find out wheter or not the tenth grade students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2016/2017 able to speak English trough story- retelling strategy?
2. To find out the speaking ability level of the tenth grade students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2016/2017 through story retelling.

### **1.4 Significance of the Study**

This study has some benefits for the following persons.

1. For English teacher at SMA Swasta Terakreditasi PGRI Kupang.

The teacher will know the students level ability in speaking after using story retelling strategy, and 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 in 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 ability. There are many ways that can be used to elicit the spoken language from the students, such as; discussion, role-play, simulation, information gap, brainstorming, interviews, story completion, reporting, 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 analyses the students speaking ability through story retelling, focusing on pronunciation, grammar, and vocabulary. The writer use narrative text in this study. The student that become the subject of the study are the tenth grade students of SMA Swasta Terakreditasi PGRI Kupang in n the School Year 2016/2017.

## **1.6 Definition of Terms**

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

### **a. Story- Retelling**

Story retelling is to tell a story especially in different way (merriam, 2008: G and C Meriam Co), tell a story again or to tell a story differently (Oxford Dictionary, 2015; Oxford University Press). Dealing with this study, story retelling

is to tell a narrative text in different way by the tenth-grade students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2016/2017.

**b. Speaking Ability**

Speaking ability is the ability to express oneself in life situation, or the ability to report acts or situation in precise word, or the ability to converse or to express a sequence of the idea fluently (Lado, as is Quoted in Da Silva 2010). in this study, speaking ability means that a person has an ability to tell a narrative text in different way by the tenth-grade students of SMA swasta terakreditasi PGRI Kupang in the school year 2016/2017.

**c. SMA Swasta Terakreditasi PGRI kupang**

It is one of the private schools in Kupang City which is located at Nangka street in East Nusa Tenggara Province.