

CHAPTER I

INTRODUCTION

This chapter discusses some issues which related to the topic of the research. They are background, the problem of the research, operational definition of the terms, the significant and the scope of the research.

1.1 Background of the Research.

Speaking is one of the four language skills. The mastery of speaking skills in English is a priority for many second language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency (Richards, 2008:19). Thus, Speaking is the most important skill in English language teaching and it is almost impossible to have true mastery of a language without actually speaking it (Maxom, 2009:183). Moreover, it also involves putting a message together, communicating the message, and interacting with other people (Lindsay and knight, 2006 : 58). So, speaking is a difficult skill because it is used to practice how to produce and express ideas and feelings. The students have to be given many opportunities to speak in order to be able to speak English well and fluently. Therefore, this phenomenon must be treated by suitable technique in order that the students' problem is solved.

In designing speaking activities or instructional material for second language or foreign language teaching, it is also necessary to recognize the different functions of speaking in daily communication and the different purpose for which our students need speaking skill (Richards, 2008:20).

Preliminary study was done through interviewing the English teacher of SMP Negeri 01 Grugugan Bondowoso. Based on the result of interview and the result of data analysis of speaking score in the eighth grade students class from the English teacher, the English teacher said that most students have difficulties in mastering speaking aspects such as, fluency, pronunciation, grammar, and vocabulary. However, the biggest problem faced by the student is lack of vocabulary. Therefore, the phenomenon is that the students do not feel comfortable and relaxed in learning speaking. The students are afraid to make mistake and shy to speak English in the classroom because some factors such as lack of condicence, shy to speaking english, lack of motivator and students think english is a difficult lesson.

One of strategy to solve this problem is using TBL through telling story. Story telling, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure. Story telling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. Story telling takes place when either the student or the facilitator tells the important details of a story for enjoyment or stressing the focus on comprehension. Task Based Learning (TBL) is an approach where tasks are used as the main focus of the lesson within a supportive framework.

It means that TBL through story telling is one technique that can be easily understood and give many advantages not only for teacher as a sender of information but also students as reciever. Students will feel easier and more interested to understand the lesson that is being taught, because the students can get stimulus in expressing their idea by the information that they found during

teaching and learning process.

Based on the above discussion, classroom action research entitled improving students speaking skill by using TBL through story telling to the eighth grade students' at SMP Negeri 01 Grujugan Bondowoso in the 2016/2017 academic year will be conducted.

1.2 Problem of the Research

Based on the bacround of the reasearch, the problem is formulated as follows:

How can the use of TBL through story telling improve student speaking ability of eighth grade students at SMP Negeri 01 Grujugan Bondowoso in the 2016/2017 academic year?

1.3 Objective of the Research

The objective of the research is to know how using TBL through story telling strategy can improve students' speaking Ability of the eight grade students at SMP Negeri 01 Grujugan Bondowoso in the 2016/2017 academic year.

1.4 The Operational Term of the Research

It will provide a guideline to understand the variable of the research in operational form. In this research the variables are TBL through story telling and Speaking Ability.

1. Speaking Ability

Speaking ability has some components they are fluency, pronunciation, vocabulary, and grammar. In this research, the goal is to improve their speaking ability especially for those components above. Speaking is an abstract thing to

measure the improvement of the students' ability through score of speaking.

Therefore, students can infer that speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistic knowledge in oral communication.

2. Story Telling

Story telling is an effective teaching and assessment tool that enables the reader to focus on specific elements of story structure. Story telling takes place when either the student or the facilitator tells the important details of a story for enjoyment or stressing the focus on comprehension.

3. Task - Based Learning

Increasing learners' motivation and performance has always been the primary concern of language teachers. The present study adopts an Action Research approach. A new approach, TBL, is applied to a traditional classroom situation with the aim of finding solutions to certain problems such as poor learner motivation. moreover, TBL has increasingly achieved popularity in recent years and has been recommended as away forward in ELT.

1.5 Significant of the Research

The result of the research is expected to be useful to improve the teaching and learning process, especially improving students' speaking ability by using TBL through story telling.

1. For the Researchers

The researcher hopes that other researcher will use this new method for designing their research for the sake of improvement.

2. For the Teacher

The researcher can support the teacher to develop students' speaking skill. Teacher will be easy to teach speaking skill by using TBL through story telling. They will get a simple way to teach it. They can use new method to teach the students in order that the students will be more interested and motivated in teaching and learning process.

3. For the Student

The result can motivate the students to participate in teaching learning and process. They can improve and build speaking class easily by using using TBL through story telling.

1.6 Scope of the Research

The scope of this research is the implementation of using TBL through story telling strategy to increase students' speaking ability. This research is conducted to the eight grade students' speaking ability at SMP Negeri 01 Grugugan Bondowoso in the 2016/2017 academic year.

