

**TEACHING LISTENING USING STORYTELLING TO THE SECOND
YEAR STUDENTS OF SMPN 2 KARTASURA: AN ACTION RESEARCH**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

The teaching of English in secondary school (*SMP*) in Indonesia is intended to develop students' communicative competence. The students should learn how to use the language in communication only after they have learned to master its structure in drills and other mechanical exercises. The students should be given the opportunity to use their skills even before they have completely mastered them. They should focus on the messages, not on the form of their utterance. Through interactions, students can increase their language store as they listen to or read authentic linguistic material, or even the output of the other students in discussions, skills, joint problem solving task, or dialogue journals. The students can use all those poses of the language in real life exchanges, which express their real life meaning.

Today, teaching English in *SMP* is focused on the ability to communicate with it. It means the communicative competence of the students is the main stress. Students faced with certain situation, where they must express what they think, what they feel and what they must do.

The young learners group continues to grow amidst a decade of changing attitudes towards this sector of teaching. The teacher is now viewed as a highly-skilled professional who has the knowledge, skills, flexibility, and sensitivities of a teacher both of children and of language, and one who is able to balance and combine the two successfully.

The term 'young learners' in the network covers a wide age range; 4-18 years of age, and most problems encountered by teachers are due to a lack of understanding of the developmental differences between children and teenagers, and of the appropriate classroom management skills to deal with these differences include conceptual and cognitive variations, variations in attention spans and motor skills such as drawing and cutting, as well as social and emotional differences. An understanding of these differences can develop the flexibility that teachers of young learners require.

Teaching Children English is focused on an activity-based approach to teaching young learners aged seven years and over. It examines the educational and linguistic needs of children and provides an overview of appropriate classroom techniques. It highlights the importance of effective classroom management and organization and supports teachers in the management of classroom resources. It provides extensive practice in lesson planning in terms of language aims. For example, theme-based approach for the task content and includes stories, rhymes, songs, practical tasks and language tasks. Teaching method and classroom practice issues are related to festivals, animals, storytelling and measuring.

The appearance of technology has changed the tools available to storytellers. The earliest forms of storytelling are thought to have been primarily oral combined with gestures and expressions.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the language modality that is used

most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. Listening is an active process, as the mind actively engages in making meaning. It is therefore our duty as teachers to ensure that the materials we use are comprehensible to our young learners, as well as within the range of what they are developmentally ready for. Listening is also hard work. So in order to maximize the potential for acquisition of language, we need to ensure that young learners are not stressed about this process.

Teaching teenagers can be a frustrating and stressful experience. They tend to be less motivated than other age groups; they can have low 'world' awareness and can be unpredictable. Often they don't want to be in the class. However, they can also be the most rewarding, fun and liveliest students we will ever teach. However, as an English teacher must help the students surmount their difficulties by giving motivation, and more creative in teaching especially in teaching listening, the teacher can give many interesting ways to learn. In this case, the writer wants to observe about the improvement of the students' listening skill using storytelling to the second year students of SMPN 2 Kartasura and tries to describe their ability in understanding listening by using storytelling.

B. Problem Statement

Based on the background of the research, the writer formulates the problem as follows:

1. Can storytelling improve the second year students' listening skill at SMPN 2 Kartasura?
2. To what extend storytelling can improve the second year students' listening skill at SMPN 2 Kartasura?

C. Limitation of the Study

In this research, the writer has limited the study to make the research easier. In junior high school, there are many ways to teach. But the writer focused on the effectiveness of teaching listening using storytelling which entitled "*The Magic Barber*" to the second year students of SMPN 2 Kartasura in 2007/2008 academic year. The story is about the town named *Crossways*.

D. Objective of the Study

Based on the problem statement, the writer has some objectives of the study, they are:

1. To describe the improvement of the second year students' listening skill using storytelling technique at SMPN 2 Kartasura.
2. To describe what extend storytelling can improve the second year students' listening skill at SMPN 2 Kartasura.

E. Benefit of the Study

1. Academically

This result adds the English Department student knowledge about teaching listening in different perspective; it can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practically

The writer hopes this research will add the input about the implementation of teaching listening using storytelling to the readers especially English teachers.

F. Research Paper Organization

The writer divides this research into five chapters. Chapter I is introduction which contains background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is a review of related literature that consists of previous study, the general concept of listening, kinds of listening, teaching listening, the problem on teaching listening, media for teaching listening, storybook, storytelling, and teaching listening using storybook.

Chapter III is research method containing type of research, object of the study, subject of the study, method of collecting data, source of data, and technique for analyzing data.

Chapter IV is research result and discussion.

Chapter V is conclusion and suggestion.