

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has central role in the development of the students' intellectual, social, and emotional. It supports the success in learning all the fields of knowledge. Teaching language means teaching how to communicate both spoken and written language, because language is means of communication in which people express their ideas, feeling, opinions, and desire. Brown (1987:6) stated that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know and understand.

Realize the importance of English, Indonesia issues a policy that English is the first foreign language which is taught from Elementary School up to the University. As stated at the Content Standard of Competency Based Curriculum, which is revised as the School-Based Curriculum, the objective of teaching English at Senior High School is to achieve communicative competence in the form of spoken and written at the level of informational literacy. It is the level of English which is used for communicative knowledge.

The model of communicative competence in Competency Based Curriculum tends to follow the model of communicative competence given by Murcia. According to Murcia (1995:10), the core of communicative competence is discourse competence. It concerns with the selection,

sequencing, and arranging of words, structures of sentences, and utterance to a unified spoken and written text in different genres. Discourse competence can be achieved when learners master the supporting competence, such as linguistic competence, actional competence, socio-cultural competence, and strategic competence.

According to Competency-Based Curriculum, teaching English today is based on Text Based Approach or Genre Approach. Genre Approach uses cultural kinds of text as the basis of material to teach in order to achieve communicative competence where discourse competence is the main competence to be developed. Genre or kind of text is view as the best way to develop discourse competence. There are five kinds of text, which must be taught at the eleventh grade of Senior High School or SMA; they are Narrative, Analytical Exposition, Hortatory Exposition, and Report text. Those kinds of text must be taught in two cycles; Spoken Cycle, listening and speaking and Written Cycle, reading and writing.

Listening is crucial important in learning language. It is the first skill to be taught in class. The students have to understand what the other says before they try to replay it. Furthermore, it is one of two skills, which is given in National Final Examination (UAN) besides reading. Rost in Richard (2005:238) points out that listening is vital in language classroom because it provide input for the learners. Without understanding input at the right level, any learning simply cannot begin. Brown (1994:238) explained that the importance of listening in language learning can hardly be overestimated.

Through reception, we internalize linguistic information without which we could not produce language. Listening is thus fundamental in speaking.

Ideally, the eleventh grade students of Senior High School have the competency, which is stated at the Basic Competence (KD) in the Syllabus, and have competency, which is stated at the Criterion Standard Achievement or SKL. As stated at the Syllabus for the eleventh grade of the first semester that the Basic Competence of learning listening for the monolog text is to response the meaning of the simple monolog text in the form of oral text accurately, fluently, and acceptable manners in daily life context, in the form of Narrative, Report and Exposition text. Meanwhile, the Criterion Standard Achievement or SKL in learning listening in monolog text, especially for narrative text, is to get general description, main idea, specific information, detail information, and moral value of narrative text.

Narrative text is a kind of text that tells a story and, in doing so, entertains or informs readers or listeners. Commonly, narrative text has four components; orientation (who is in the story, where and when the story is taking place), complication (a chain of events that influences what will happen in the story), resolution (when the characters finally sort out the complication), and coda (a comment or moral based on what has been learned from the story). There are two kinds of narrative text, factual narrative and fiction narrative such as fable, legend, folktale, and myth. (Anderson, 2003:7)

In this research, the researcher is interested to do the research in SMA 3 Boyolali, students' of class XI Science 1 . Most of the students in this class

are interested in following the English class. Most of them have good ability in speaking, reading and writing. However, what make surprising is that most of the students' ability in listening comprehension is low. There are some indicators that show their low capability in listening comprehension, especially in narrative text: (1) The students are not enthusiastic and responsive in listening class; (2) When the teacher gives an oral text, they are easy to be panic when they don't know the meaning of the word they heard; (3) The students can not answer the questions related to the oral text given by the teacher, so she has to repeat it two or three time to make students understand.

Based on the fact in the class above, the writer stated that the most students do not actively involved in listening class. It is an irony because actually language learning will fail without active participation from the students and teacher. The next, they are easy to be panic when they do not know the meaning of the word. When the students are panic, they will lose their concentration and do not understand what they hear. The last, their participation in responding the oral text is very poor.

The writer gave pretest of listening assessment, an assessment to test their ability in listening comprehension of an oral text. The writer used selective listening. As stated by Brown (2004:120) that selective listening is processing stretches of discourse such as short monologues for several minutes in order to scan several information. The purpose of this listening is not necessarily to look for global or general meaning, but to be able to

comprehend designed information in context of longer stretches of spoken language. The aspects of the listening to be tested are: to get general description, main idea, specific information, detail information, and moral value of narrative text. The score of each number is 10 and the total score is 100. The writer gives an oral story of a narrative text with the title “Jack and the Beanstalk”.

Based on the listening comprehension assessment, it can be reported that some errors are in getting the main idea, detailed information, and moral value of the text. Based on the result of the test, it is known that from four elements, their average score of getting the main idea is 35, general description is 85, specific information is 68, detailed information is 52, and moral value is 15. The best average score is in the aspect of general description and the worst aspect is in moral value. The students could not comprehend and get the message of abstract thing in long spoken text. The data shows that the lowest score in pre-test is 30 and the highest score is 90. the students who achieved of students achieve passing grade in listening comprehension was only 28% and the average score is 59. The minimum passing grade for the tenth grade of English lesson for each skill in SMA 3 Boyolali is 65 and the minimum average score is 65. The ideal condition is that at least 75% of the students are able to achieve the passing grade. The students' participation in teaching and learning process did not show good condition. The students did not have high Motivation in listening class. They did not show high interest in learning listening although they realized that

listening is very important. In addition, the class was not alive because they did not participate actively during teaching learning process and they were afraid to express their opinions. In addition, the students did not focus in the lesson. They talked about unrelated topic.

In order to get the cause of the problem above, the writer interviewed to the students about listening class. The honest answers from the students are very important to get the data. The interview deals with students' difficulty in listening narrative text.

These are the examples of students' answers when the writer asked why they got difficulty in listening Narrative text.

One student said,

“Saya selalu bingung kalau mendengarkan cerita dalam bahasa Inggris. Saya kesulitan memahami kata-katanya yang terdengar asing ditelinga saya, tapi ketika saya melihat teksnya dalam bentuk tulis, ternyata saya sudah tahu arti kata-kata tersebut.” (Adi Surya Nugraha)

The other student said,

“Saya sulit memahami cerita dalam bahasa Inggris karena ceritanya menurut saya berbelit-belit dan panjang, sehingga saya sulit memahami alur ceritanya dan mendapatkan pesan dari cerita itu.” (Aji Candra Putra)

The following is the result of the interview. It shows that 75% students get difficulty in listening class. The causes of the difficulty are: 49% students said that they get difficulty of the vocabulary, some vocabularies are strange to the students; 31% students said that story is abstract; 20% students said that the story is complicated and too long.

After analyzing the result of the interview, the writer concludes that the first cause of the problem is that the students are lack of vocabularies.

Vocabulary is central to language and of crucial importance to students. Without sufficient vocabulary, one can not communicate effectively in both oral and spoken form. The more vocabulary they have, the easier the students to develop the four language skills. Many teachers are aware of the importance of teaching vocabulary, but they are not aware enough on how to teach them properly. Actually, some students have understood most of the words at the written text, but when they heard them in oral text, they got difficulty to understand the meaning of the words. It means the teacher has to teach vocabularies before and not only give the meaning of the words, but also teach how to pronounce them so that it makes the words familiar with their ears.

The second cause of the problem is that the story is abstract. It means that the students can not catch the ideas or messages of the story. The teacher has to help the students to visualize the story, so that the students will be easier to get the ideas and the messages in the story. There are many ways to visualize the concepts such as using media like dolls, audio-visual, drama, or by using teacher's storytelling. All efforts to visualize a spoken text are exist to help the students to comprehend and get the message of the oral text.

The third cause of the problem is that the story is complicated and too long. It happened because the students did not concentrate to the story. They were easy to be panic when they heard the strange words in their ears. Teacher has to help the students by making the class more relax and interesting so that make the students get Motivation to join the listening class. When the students

are motivated and relax, they will not easy to panic so that the students can concentrate well.

The task of the teacher is to give assistance the students to achieve communicative competence. A teacher also has to give a help when the students get difficulty in achieving that competence. According to Harmer (2005:8), one main task of teacher is to provoke interest and involvement in the subject, even students are not initially interested in it. It is by choice of topic, activity, and linguistic content that they may be able to turn a class around. The success of the class depends on the teacher's creativity.

After analyzing of the students problem in listening class, the writer plans an action research to promote the students' listening comprehension by maximizing their participation in listening class through teacher's storytelling. Storytelling is a technique, which is used to share a story or experience, usually face to face. Storytelling has been used by our ancestors for thousand years as a medium to entertain and also to teach moral value to young generation. There are some reasons why the writer chooses this technique. The first, by using teacher's storytelling, it can improve students' vocabularies. The new acquisition of the new vocabularies in stories is perfectly contextualized and is usually repeated more than once so that the students have more opportunity to understand the meaning of words. Furthermore, the students can see teacher's lips movement, facial expression and gesture so that they will understand or predict the meaning of the words easier.

Next, by teacher's storytelling, the writer helps to visualize something abstract to be more concrete. The teacher can bring some aids or pictures to make the story more concrete. She can change her voice when she does conversation more than one characters. She can also repeat more than one time when the conversation is complicated. When the students see the story in the form of concrete thing, they will be easier to understand and get the message of the story.

In addition, most of teachers give listening activity by using tape-recorder or Compact Disk. It is a boring and difficult activity for the students. As stated by Ur (1984: 54), stories recorded on tape as straight narrative are on the whole less easily listened to than those told or read by teacher. Students need to concentrate far harder in order to understand them and some of enjoyment is lost. By using teacher's storytelling, it can encourage students' motivation. The students will get the lesson happily because they get entertainment from this activity. When the students are happy, they will be motivated to join the listening class and be able to concentrate listen to the story better.

By applying teacher's storytelling, it is hopefully to create more interesting classroom activity and give some improvements. Firstly, the students will be motivated, focus on lesson, participate actively, eager to express their opinion, and cooperate in-group in the listening class. Secondly, the students will improve their ability in listening comprehension so that

minimum 85% students will achieve the passing grade, and the average of the score at least 75 in listening test.

B. Focus of the Study

Based on the background of the research, the research is conducted to get empirical evidence to answer the following problems:

1. Does Teacher's Storytelling Technique improve the students' listening competence in SMA 3 Boyolali Class XI Science 1 ?
2. How effective is Teacher's Storytelling Technique for teaching listening in SMA 3 Boyolali Class XI Science 1 ?

C. Objective of the Study

The objective of the study is as follow:

1. To find out whether Teacher's Storytelling Technique improves students' listening competence in SMA 3 Boyolali Class XI Science 1 .
2. To find out the effectiveness of Teacher's Storytelling Technique in teaching listening in SMA 3 Boyolali class XI Science 1 .

D. The Benefit of the Study

1. Practical Benefit

- a. It can improve teacher's understanding about the use of teacher's storytelling.

The understanding of teacher's storytelling is very important in order that teacher can take full advantage of it in teaching learning

process. Teacher can explore her/his ability of acting and improve her creativity to make the story interesting.

b. It can enrich the teacher's technique in teaching learning process.

This research contributes a new technique in teaching learning process, especially in promoting the students' listening skill. It needs not only students' participation in teaching learning process, but also teacher's ability in making the class alive.

c. It can improve students' listening skill.

When the listening class is interesting, it is hoped that the students will be encouraged and Motivated to follow the listening class happily and understand the lesson easily.

2. Theoretical Benefit.

The benefit of this study is used as reference and comparison for the future research. This research deals with narrative text and students' listening skill by using teacher's storytelling. It is hoped that the result of the research can be used as recommendation for researchers, especially for teachers and stimulate them to use this technique as an alternative technique in improving students' listening comprehension in teaching narrative text. It is something new in the field of the research. Storytelling is commonly used to improve speaking skill rather than listening skill.

E. Organization of the Thesis

This thesis is organized in five chapters. The first chapter presents the background of the study, problems statement, the objectives of the study,

benefits of the study, organization of the thesis, and definitions of key terms. The review of related literature underlines the study is presented in chapter two. The next chapter, chapter three, gives an explanation on the research methodology that describes the research design, subject of the research, procedure of the research, method of collecting data and data analysis method. It is followed by the findings of the research and its discussion, which is presented in chapter four. The last chapter presents the conclusions of the study and suggestion for further study.