

**THE IMPLEMENTATION OF TEACHING SPEAKING  
USING ROLE PLAYING AND RETELLING STORY  
TO THE BEGINNERS: A CASE STUDY AT  
AMERICAN ENGLISH COURSE (AEC)  
IN GEMOLONG  
SRAGEN**



**RESEARCH PAPER**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a tool of communication. The speaker can express his feeling and idea to someone else, and others will understand what the speaker wants. According to Tchudi and Mitchell in <http://esl.about.com/english-speaking/> (1989:1) “speaking is the social interchange of thought, information or feelings between people. In life, speaking is used to establish the self-esteem, build relationships, assess feelings, and seek information”. Boer (1982: 142) states that “speaking is a part of getting along with people, which helps others to know you and it helps you to know others”.

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity, such as industry, military, business, tourism, transportation, sports, international relation etc.

English is used as the first foreign language in Indonesia. It is used as a subject learned at the school because it gives good prospect in the future. It has been taught from Elementary School up to Higher Education, even many courses grow offering qualified English education.

English language covers abilities of language. One of them is speaking ability. Paultson and Brunder (1975) stated that the objective of the language teaching is the production of the speaker’s competence to communicate in the target language. Rivers (1968) stated that the teacher should give the students

opportunities to practice speaking. She further stated that if the students are able to practice the new speech habit throughout as the children do in his native language, the problem of speaking fluency of foreign language would be lessened. Speaking is one of the main focuses in the English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students of Elementary School are directed to have life skill for communication to meet the need for continuing their study to the higher level.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998: 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking for beginners is different from teaching speaking for advance. It needs appropriate methods that arouse student's interest in speaking. Retelling story and role playing are two of them. They are methods that help students learning English especially speaking because it offers different way. Retelling story fosters student's creative thinking because it helps students express their ideal in the format of beginning, development and

ending, while role playing leads the students to speak what they think and feel. Both of them attract students to speak more.

American English Course (AEC) gives opportunity to the students to express their idea by following speaking class. The course always tries to train the students to use English, for example by greetings and asking their news. According to Reeves in <http://esl.about.com/english-speaking//> (1981:1) children can begin learning second language in pre-school and should begin at the age of 10 years old, to take advantage of young children's natural arbitrary to acquire language.

The writer's purpose to take a study about the way of teaching speaking to the beginners is to give further information to the tutors in the way of teaching their students in speaking skill as role playing and retelling story. From this reason, the writer is interested in observing the teaching learning process in American English Course (AEC) in Gemolong Sragen because the course emphasizes speaking skill in introducing English language to the students.

## **B. Problem Statement**

Considering on the background above, the problems which are investigated by the writer are stated as follows:

1. How is the implementation of teaching speaking for beginners at American English Course (AEC) by using role playing and retelling story?
2. What kinds of problems faced by the students in learning skill for the beginners at American English Course (AEC)?

3. What kinds of problems faced by the tutors in teaching speaking skill for beginners at American English Course (AEC)?

### **C. Limitation of the Study**

In order to get a good and valid result, the writer limits the study as follows:

1. The subject of the study is limited to the tutors and the students of level (speaking class) at American English Course (AEC).
2. The object of the study is limited on using role playing and retelling story methods and the problems faced by the tutors and the students in teaching and learning process.

### **D. Objective of the Study**

The objectives of the study are to:

1. Describe the implementation of role playing and retelling story method used for teaching speaking skill at American English Course (AEC).
2. Find some problems faced by the students in teaching and learning process when use the methods.
3. Find some problem faced by the tutors in teaching and learning process when use the methods.

### **E. Benefit of the Study**

In this study the writer expects that research paper has benefit both theory and practices.

#### 1. Theoretical Benefit

- a. The result of the research paper can be useful input in English teaching process especially in teaching speaking using role playing and retelling story
- b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process

#### 2. Practical Benefit

- a. The research will improve the writer herself in mastering English
- b. The reader will get a large knowledge about teaching speaking using role playing and retelling story
- c. For English teacher, the result of the study can help the in teaching speaking using role playing and retelling story competence and motivate students to be active in teaching learning process.

### **G. Research Paper Organization**

The writer makes an organization of this paper in order to make an easy understanding. Chapter I is introduction. In introduction, there is a little explanation about background of the study, problem statements, objectives of the study, benefits of the study and research paper organization.

Chapter II presents theories which deals with this study. This chapter consists of previous study, the notion speaking skill, teaching speaking skill to beginners and method of teaching speaking to the beginners.

Chapter III is research method. This chapter deals with the research method covering type of the research, subject of the study, object of the study, data and data source, method of collecting the data, and technique for analyzing data.

Chapter IV is research finding and discussion, this chapter describes the implementation of teaching speaking at American English Course (AEC), the objectives of teaching speaking, the material of teaching speaking, teaching and learning activities, tutor's problems in teaching process, student's problems in teaching process, and discussion.

Chapter V is conclusion and suggestion. In this chapter the researcher draws the conclusion and proposes suggestion taken from the results of the study.