

CHAPTER I INTRODUCTION

A. The Background of The Study

The role of English as a foreign language in Indonesia is very important. Precisely, English is not only a communication tool but also an internationally media to develop modern science. Moreover, students are also required to be able to communicate in English. Rogers (1995:74) stated in developing countries such as Indonesia, English is defined as a communication tool internationally, means to accept the technology expansion, science, development and progress from the West.

Based on the regulation of culture and education's minister, number 70 year 2013 about the basic design and curriculum's structure of secondary school, English is one of obligatory lessons to be taught at secondary schools in Indonesia. Furthermore, the Curriculum of Educational Stratified Level (KTSP) had implemented English based on its culture to be taught in every province in this country. It means that the knowledge that is taught to students should be relevant to the students' needs.

In learning English language there are four skills to be taught; speaking, listening, reading and writing. These four-skills have its interests. In fact, students' disabilities of those four-skills are still weak especially in speaking. Speaking is one of the most important skills that will be assessed in the last of their examination. Moreover, the Curriculum of Educational Unit Level (KTSP) requires students to be able to express and respond several expressions in English.

In fact, speaking is the most difficult skill to master especially for those students in senior high school because it insists students to actualize their mind orally.

Oradee (2012:533) states EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environment that allow them to use English for communication and expression. In the other hand, Oradee (2012:533) also emphasizes that in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication. It can be concluded that speaking is an important and essential skill to be mastered. But, the students rarely use English for communication, this affects to the students' speaking ability which is considerably weak. In addition, based on preliminary observation conducted to students of tenth grade at Madrasah Aliyah Negeri 1 (MAN 1) Medan, most students feel confused in speaking. It was found that their performance in speaking needs to be improved.

Moreover, from the interview with English teacher, there are some specific problems that faced when teaching-learning process conducted. Firstly, students hesitated to actualize their words even if they had it in their mind. Secondly, the teacher does not involve them in speaking activity when teaching learning process. Teacher tends to speak Indonesian than English when explaining the lesson. The last, the teacher applies a lecturing method which the source of the study comes only from the teacher himself/herself.

From the problems above, it can be concluded that students' achievement in speaking was considerably weak and it impacted to the students' achievement.

The implication of the problem was gone to their first semester result which passed only below the Minimum Criteria Mastery (KKM).

In order to improve students' achievement in speaking, the writer will overcome those problems by giving a treatment, it is Paired Storytelling Technique. According to Rossiter cited in Eck (2006:10) storytelling is a form of communication that predates written human history as a means of teaching lessons and passing history down from one generation to another. In addition, narrative storytelling provides the basic structure of how we create meaning out of our existence and everyday lives. It means that the storytelling technique provides an easier way to learn English especially in speaking.

Furthermore, Lie (1994:1) states that the paired storytelling technique was encouraged students to be actively engaged in the reading process, through the activities the students use their prior knowledge and developed their imagination. In addition, The youngest forms of storytelling were oral, combined with gesture and expression; words were spoken from one person to another in an effort to communicate a message or a feeling.

(newmedia.yeditepe.edu.tr/pdfs/isisimd_0624.pdf)

Based on the explanation above, paired storytelling technique is compatible to improve speaking ability since the activities in paired storytelling its self use oral language. Surprisingly, there is a new way to accelerate learning becomes joyful and enjoyable, it is called learning revolution. In other words, it is also called as Student Centered Learning (SCL).

From these explanations about the superiority of Paired Storytelling, the writer believes that students' achievement in speaking will be improved. Hopefully Paired Storytelling is one of the alternatives to improve students' achievement in speaking.

B. The Problem of The Study

Based on the background of the study, the problem of this study is formulated as follows:

“Is there any significant effect of applying Paired Story Telling Technique on the students' achievement in speaking?”

C. The Objective of The Study

The objective of the study is to investigate significant effects of the application of Paired Story Telling Technique to students' speaking achievement.

D. The Scope of The Study

Based on the English syllabus for students at Senior High School, there are many materials of speaking that should be learned they are dialogue, such as asking and expressing opinion and monologue such as expressing meaning in monologue text, narrative text etc. This study is limited on students' speaking achievement in monologue text especially narrative text.

E. The Significance of The Study

Practically the result of the study is expected to be useful for:

1. English teachers, as a selective way to motivate students to speak.
2. English learners, to motivate students in speaking well.
3. Stakeholders, to provide significant information for English teachers especially in usage of the technique.

