

## CHAPTER I INTRODUCTION

### **A. The Background of The Study**

English is very important tool of communication used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for communication but also for culture transfer. English is an international language; and the most important language which is taught in the most countries in the world. In Indonesia it is treated as the first foreign language, considered to be important for developing and applying science and technology, as well as for increasing International relationship and cooperation.

It is supported by Maxom (2009:183) who said that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students can express their ideas, feelings and desires to others. In school the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Izzan (2007:1) added that English as a second and International Language mostly used in all countries in this world. He said English is used in almost every aspect of our life, such as in science, education, technology, business and news. To get job, one must be qualified in fulfilling the job requirements including is speaking English fluently. In learning English, students are expected to be able to achieve and be familiar with the four language skills, such as listening, speaking, reading and

writing. In speaking, students find that speaking is difficult to practice. When the teacher asks students to say something about their opinion, most of the students feel unconfident to express it. They are ashamed to make a mistake in speaking English language. Piccolo (2010) said one speaking problem faced by the students occurred because they worried about making mistake, receiving critic or losing face in front of the rest of the class.

It is supported by Kartini (2010) who said that anxiousness about making mistakes when speaking in front of class is the problem faced by the students in speaking English. And according to Tsiplakides (2009) students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers.

As a result, they are silent and withdrawn most of the time, and do not participate in language activities. Students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation, rather than an opportunity for communication and skills improvement. The researcher strongly convinced that when something is not interesting for students, it does not matter what you teach or the best way you teach it; in the long run, it will be a waste of time. It is taken for granted that there must be more than one

way for developing fluently oral production, a way for students to express themselves orally in their own words, not memorizing lines.

The phenomenon above shows that there is a serious problem in learning speaking. The researcher found this condition when doing observation in SMP NEGERI 22 MEDAN. The students got direct material and forced to give correct respond to the question from the teacher without exploring it with their own knowledge. The situation above made most of the students bored and did not have big desire to learn and to speak English in the class. Only a few members of students are interested to be involved actively in learning the material and the rest passively involved without performing their best when the teacher ask them to speak about the material like table of Minimal Completeness Criteria (KKM) of English lesson for Junior High School below. The score of speaking from the students can be seen in table 1.1.

Table 1.1 The Eight Grade (IX) Students' Score of Speaking

Semesters	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2012/2013	<70	25	62,50	69,30
	≥70	15	37,50	
2 <sup>nd</sup> Semester 2013/2014	< 70	27	67,50	68,80
	≥70	13	32,50	

In this case, the researcher saw that the teacher taught in the class without used anything, just text book and chalk as a media. It makes the students think that English is a boring subject and uninteresting. So it makes the students cannot

remember anything from school. When the students graduated from their school, theoretical of study but they can not apply in their daily life, Daryanto (2010).

In order to face this speaking problem, the teacher should hold the prior role in changing the old strategy of learning and applying the suitable technique in teaching speaking skill. The teacher should apply a technique that emphasizes prior knowledge as the main point in teaching and learning process. For this purpose, Total Physical Response Storytelling (TPRS) becomes the technique that will be applied in increase students' speaking achievement. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. The storytelling strategies of TPR-S (Total Physical Response Storytelling) utilize the vocabulary taught in the earlier stage by incorporating it into stories that the learners hear, watch, act out and retell (Cantoni:2008). Brune (2004) added TPRS incorporates aspects from a wide variety of foreign language teaching methods to create an innovative and effective means of training students in a second language. It is an integrated technique that combining 3 skills in English, i.e., reading, listening and speaking.

TPRS begins by first establishing the meaning of a word in the target language. This is done by giving the word a translation, picture and teaching a gesture with a word. This is followed by storytelling process (Holleny: 2012). The technique emphasizes students' background knowledge as the main point to build a meaningful teaching and learning progress. The activities on the Total Physical Response Storytelling stimulate student's ability in thinking and imagining. All

ideas given by the students are appreciated so the students will not be afraid in making mistakes and students will be motivated to learn more and more. Moreover, students that work together have more chance to process information and improve their communication ability.

### **B. The Problem of The Study**

Based on the background of the problem above, the problem of study is formulated by following: “Does applying Total Physical Response Storytelling significantly affect student’s speaking achievement?”

### **C. The Objective of The Study**

In line with this problem, the objective of the study is to find out the effect of using Total Physical Response Storytelling (TPRS) on the student’s speaking achievement.

### **D. The Scope of The Study**

Based on the background above, this study will be limited to the effectiveness of using Total Physical Response Storytelling in teaching speaking in grade VIII at SMP NEGERI 22 MEDAN.

### **E. The Significance of the Study**

As this study concerns with the use of Total Physical Response Storytelling technique to affect the students' speaking achievement, the findings of this study are expected to be useful as :

1. Theoretically for the teachers to improve the quality of students' speaking skill and for the reasearchers to use this study as reference for next researches
2. Practically to improve the students' speaking achievement and widen their horizon about the function of total physical response storytelling technique in affect their speaking skill.