

CHAPTER I

INTRODUCTION

In this chapter, the researcher would describe the background of the study, research question, objectives of the research, significance of the study and scope of the study.

A. Background of the Study

English is one of the languages in the world that need to be mastered in many various fields globally. English is the media all people use around the world to communicate in both speaking and written forms. Nowadays many institutes, courses and schools are established so that people can learn English with them because they know that English is very important.

To be able to communicate in English, one should master the four language skills, i.e. listening, speaking, reading, and writing. Among the language skills, the most important students should master is speaking. Teachers may consider a similar approach about teaching listening and speaking while at the same time not ignoring other necessary skills. Because all of them have connections for communication to others.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994) and (Burns and Joyce, 1997). Its form and meaning are dependent on the context in which it occurs,

including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and however, speech is not always unpredictable.

Many students encounter difficulties to speak in English. They are fear of making mistake, fear of being laughed by friends, and are not confident of their own ability. All these difficulties need to be overcome in the learning process. Therefore, teacher should help the students to overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods that encourage students to take a part actively in every activity.

Based on the researcher personal observation, some problems encountered by students in SMPN 160 Jakarta. This was shown by the fact that the students' participation in speaking were low. The students did not get sufficient English exposures to be able to comprehend and respond effectively and efficiently. Moreover, the teacher explained the materials and gave the meaning of some words instructions mainly in Indonesian language.

To help students master speaking, they should be provided with appropriate opportunities to practice in real communication activities. They should be also taught using the activities and materials which suit their English level of mastery and interests. Finally, they need to be facilitated with more effective techniques which are interesting to them, and based on many current researches, short story use is very effective to facilitate the learning of speaking.

Tien's (2013) revealed that the use of short story improved the students' speaking. Aye and Phyu (2015) found that short stories help students' improve their spoken fluency and the cultivation of interest in literature and Mahbud's (2016) revealed that the researched was success. From all the reasons, the researcher will try to teach them by using short story.

Other researchers also found the advantages of using short story to develop students' speaking. Gonzales (1985) support the idea of using short story in the language classroom, especially with nonnative English speakers, because of its brevity and simplicity of language. Most short stories are few pages long. Thus they are short enough for a student to read several times. Furthermore short stories do not use difficult words too much. Another reason for the use of the short stories is that most stories deal with controversial issue (Crookes, and Chaudron, 1990). Such stories would lend themselves easily to a variety of post-speaking activities as students would give their opinions or reaction concerning the stories.

Short story as a multi-dimensional literary genre can be profitably utilized in the acquiring different language skills. The short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners. Short story is a motivating material and has general educational value. It develops students' interpretative abilities and knowledge. Students will enjoy it and it is fun. It is also highly valued and has and put message for reader or listener. In addition, it encourages students to talk about their opinions and feelings. Researchers who advocate the use of short stories to teach ESL/EFL list several benefits of short

stories. These include motivational, literary, cultural and higher-order thinking benefits. Nevertheless, before instructors look at these benefits in more details, they need to be reminded of one benefit that all instructors should take advantage of, reinforcement of skills (Erkaya, 2005).

Story retelling is an assessment tool that evaluates students' learning in an English speaking or writing comprehension of the story (Morrow, et al. 1986) and story retelling can direct the learner to achieve in the development of an English speaking skill. Story retelling is a part of learning to speak activities for this study, and story retelling takes places when students retell the important details of stories or stressing the focus on comprehension. Furthermore, story retelling provides students to analyze a story and creates a language in speaking or oral, and students get to know the related terminology (Schienkman, 2004).

Although many studies have shown the effectiveness of short stories to develop students' speaking skills, all of them were carried out of Jakarta. To the present research knowledge, there has never been a study carried out in the secondary school level. That's why the researcher was interested to carry out this study.

B. Research Problem

In this research, to be verified was stated problem as follow:

“Is short story effective to develop students’ speaking skill?”

C. Objectives of the Research

In this research, the research focused on finding out the effect of using short story for students’ speaking skill development at SMPN 160 Jakarta.

D. Significances of the Study

1. For teachers, this study will show that short story is effective to teach speaking in learning process. There will be more easily for teacher or student relationship through the use of short story as there will be an element of fun introduced to the teaching and learning.
2. For other researcher this study will show the positive result from the effect of using short story and the implementation for students learning process in the classroom. Using short story as media to teach speaking of students’ could identify their speaking ability, to build their confidence and to make them express their English to others.

E. Scope of the Study

This research was limited to the effect of using short story at SMPN 160 Jakarta. This research used experimental method; the data were quantitative, since the research was experimental, the researcher and the English teacher at SMP N 160 Jakarta agreed to use VIII D as the control group and VIII E as experimental group as the sample of this research. This two groups composed 30 students in control group; and 30 students in the experimental one.