

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research identification, research questions, purpose of the study, significance of the study and thesis organization.

A. Background of the Study

Speaking is a crucial part of life, people express their ideas by speaking. Nowadays, speaking in English is also needed in order to interact or to communicate with other people from other countries. The people who do not use English as their national language have to learn English as the second language or the Foreign Language (EFL). Kayi (2006, p.1) says that “speaking is a crucial part of second language learning and teaching.” For the EFL students, Harmer (2007, p.12) suggests that “it has been suggested that students of EFL tend to learn the language so that they can use it when travelling or communicating with other people, from whatever country, who also speak English.”

In Indonesia, English language is also taught as the foreign language (EFL). The goal of teaching English is that the Indonesian students can use English language for communication. The English language in all school levels is presented in four skills, such as: listening, speaking, reading and writing.

According to the curriculum - 2006 as quoted in the Indonesian Ministry Rules number 23 (2006, p. 25), the English lesson at the level of Junior High School is also developed in four skills, namely: (1) *listening*, to understand the meaning of oral discourse of the simple transactional and interpersonal, formally or informally, in the forms of recount, narrative, procedure, descriptive, and report in the context of daily life; (2) *speaking*, to express orally the meaning of the simple transactional and interpersonal discourse, formally or informally, in the forms of recount, narrative, procedure, descriptive and report in the context of daily life; (3) *reading*, to understand the meaning of written discourse in the simple transactional and interpersonal, formally or informally, in the forms of recount, narrative, procedure, descriptive and report in the context of daily life; (4) *writing*, to express meaning in simple written transactional and interpersonal

discourse, formally or informally, in the forms of recount, narrative, procedure, descriptive and report in the context texts of daily life. It is clear that English speaking skill is taught at the level of Junior High School.

Based on the explanation of the English curriculum above, speaking skill is learned by all students of Junior High School in their English lesson. But unfortunately, the students' skills in speaking English is still a problem for them. They said that English speaking skill is more difficult than the other skills. This argument is in line with Turk's argument (2003, p.1), who says that "when we are asked to speak, it is often not so easy." Lazaraton (2001, p.103) also argues that "the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least another speaker". There will not an interaction if there is no speaking activity.

Speaking English is not only a difficult activity but also a complex activity for the students. There are many things that they have to think when they are speaking English, as said by Thornbury (2005, p. 1) that "we now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge." Musthafa (2001, p. 303) also talks about the complex activity of speaking English, speaking activity needs to use many linguistic skills not only one skill at a time, even though in a normal communication event. This is also as stated by Bailey & Savage (1994 in Lazaraton, 2001, p. 103) that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills." So that before speaking, the students have to prepare everything. They have to prepare the appropriate words and sentences to make the good connection with the utterances that were said by the other speakers. The students have to know the use and function of words in sentences, and also they have to know how to say the words in the right way, "this is especially important since the way people speak is often significantly different from the way they write" (Harmer, 2007, p. 133).

For the EFL students, the difficulties will increase with the status of English as the foreign language (EFL). The EFL students have to learn English language harder because they have the opportunity to speak English only in their

English class, as stated by Lengkanawati (2007, p.661) that “English as the Foreign Language (EFL) means the students only get the opportunity to use English in their class interaction context, meanwhile in their living, there is no opportunity to use the target language of their daily activities.” The same opinion is also said by Kimtafsirah (2010, p. 2) that “speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.” That is why that most EFL students do not always speak in English although they are in their English class.

Similar with the description above, many researchers also found some speaking problems. In their research, they wrote that the students’ oral language skill were far below grade level and they had problems with speaking English so they could not respond actively in their English classes (Jianing, 2007; Songsiri, 2007; Masa, 2008). Other researchers stated that many students had some difficulties in speaking and they could not communicate in English because they can not speak fluently. The problems seem to happen in the teaching learning process in the classroom context today in Indonesia. Many EFL teachers complain about their speaking classroom in which a considerable number of students are not responding actively in speaking exercises (Asniatih, 2009; Farida, 2011; Setiawaty, 2012).

The students’ low speaking skill can be caused by two cases. It can be caused by their problems themselves which have been discussed before, and it can be also caused by the teachers’ way of teaching. Generally, some teachers still use the old paradigm in their teaching process as explained in the following paragraph.

The characteristics of the old teaching paradigm can be explained in some steps. *First*, teachers just give the materials to their students. Budimansyah (2010, p. 53) said that “the teachers teach just for delivering the material, it does not matter whether the students study actively or not”. In line with Budimansyah, Lie (2007, p. 3) also argues that one of the old teaching paradigms is transferring knowledge from teacher to student like filling in empty bottles with knowledge. It

means the teachers do not know the students' needs, they just give the material which is printed in the curriculum. And of course they do not apply the communicative activities in their teaching learning. *Second*, the teachers do not teach all four skills of English lesson, especially speaking skill. They rarely teach speaking skill in their classes. Musthafa (2001, p. 304) states that "most teachers do not frequently offer speaking activities to the students in their class". It can be indicated that the teachers seem powerless to raise the students' speaking skill in their English class. Most teachers just teach the material of reading and writing which are tested in the national examination to their students. *Third*, the teachers do not use the interesting technique or the teachers find difficulties to provide the effective techniques in teaching speaking. In relation to this, Musthafa (2010, p. 124) suggests the use of "various teaching techniques for short periods of time to avoid boredom on the part of learners and keep focus on the teaching items from one instructional move to another so that children's learning is ensured". It means that the English teachers have to prepare a good and interesting teaching planning before they do their teaching learning process in their classes. So, when the English teaching activity is interesting, the students will enjoy in learning English.

If the old paradigm is still used by the teachers, it will cause bad effect toward the English learning especially in speaking skill. In the old paradigm, there is no good communicative activity between the teacher and the student. On the other hand, in the new paradigm, there is full of communicative activity. According to Lie (2007, p. 3) the new paradigm is divided into four main parts, such as: (1) knowledge is expressed, shaped and developed by the students; (2) students construct their knowledge actively; (3) teachers need to develop the competence and ability of students; and (4) education is a personal interaction between the students and the interaction between teachers and students. The all four parts really build communicative activities between students and teachers. They can discuss about the English lesson to develop knowledge and competence, or they can interact in their groups or in their classes.

Regarding to the new paradigm and the speaking problem above, the teachers should become creative and innovative teachers in order to make students

feel enthusiastic in the class of English learning, especially in speaking learning. The English teachers need to use good and interesting techniques to enlarge and to improve the students' speaking skill in their teaching learning activities. One of the possible techniques which can be used in the class is the five finger retelling technique.

The five finger retelling technique is expected to improve the students' speaking skill. By using this technique in the English activity, the students' speaking and reading comprehension increase and they are able to understand, synthesize and infer the story (Blickenstaff et al, 2013; Gibson, 2003). Related to the five finger retelling technique, Harmer (2007, p. 130) also states that "we can encourage students to retell stories which they have read in their books or found in newspapers or on the internet." Hence, the five finger retelling technique is one of the retelling techniques which can be tried by teachers in the classroom to improve the students' speaking skill. This technique can become a good teaching model for practicing speaking, as stated by Musthafa (2001, p. 304) that "one obvious example is that students need to have good models to learn from and a great amount of exposure to language use in real life context."

The five finger retelling technique is also relevant with the standard of process which can be found in the Indonesian Ministry Rule number 41, 2007. It states that the activity in the classroom must be interactive learning process, being inspiring, joyful, challenging, motivating for students to participate actively and provide enough space for innovation, creativity, and independence according to their talents, interests, physical development and physiological learners. The five finger retelling technique is a technique which fits with the standard of process above. It means that this technique inspires and motivates students to interact with their friends in their groups in a speaking activity when they discuss the story. This technique is also joyful and challenging because students use their fingers as the medium which can be played based on their desire. Then this technique can make them become innovative and creative students because they have to build or reconstruct a story relate to their ideas of the story given.

Regarding to the all explanations above, this present quasi-experimental study of the effect of the five finger retelling on the students' speaking skill is aimed at providing an alternative solution of the teachers' problem in improving the students' speaking skill.

B. Research Identification

Based on the background above, it can be said that, in a Junior High School, there has not been any research yet about the effect of the five finger retelling technique on students' speaking skill as an effort in improving the students' competence to communicate in English orally for their daily activity needs.

C. Research Questions

According to the problem and the background of the study, the research questions are formulated as follows:

1. Is the five finger retelling technique effective for developing students' speaking skill?
2. What is the students' perception toward the five finger retelling in learning speaking?

D. Purpose of the Study

The purposes of this study are to find out:

1. The effect of the five finger retelling technique on the students' speaking skill.
2. The students' perception towards the five finger retelling technique in learning speaking.

E. Significance of the Study

Teaching speaking is an important part of foreign language teaching learning process. The finding of this study is expected to contribute an innovation teaching model for the teachers in teaching speaking, because the five finger

retelling technique that is used in this study is an interesting technique that can enhance students' speaking skill. It also can increase the motivation for the students to improve their speaking ability. For headmasters, this finding will inform them sight in order to provide teachers some facilities to develop the appropriate techniques that can be applied in the teaching activities.

F. Thesis Organization

This thesis is organized into five chapters. Chapter I is introduction. It deals with the background and the significance of the study.

Chapter II is the literature review. It presents the underlying theories which include relevant research and publications concerning the concept of speaking and the five finger retelling technique.

Chapter III is the research methodology. It focuses on the research method and explains how the data were collected and analyzed in the light of theories presented in chapter two.

Chapter IV is the data analysis, findings and discussions. The findings are interpreted and discussed by relating and comparing them to the relevant studies discussed in chapter two.

Chapter V contains the conclusions, limitations and recommendation. The conclusions of this study are provided and suggestions for the English teachers and for further research are proposed.

