

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the thesis. It covers the background of the study, the research questions of the study, the objectives of the study, the significance of the study, the scope of the study, the clarification of terms, and the organization of the study.

1.1 Background of the Study

Teaching speaking skills seem a crucial issue to be discussed in Indonesia. Obviously, Indonesian students are difficult to use English in their daily activity. Because English is a foreign language in Indonesia, the students tend to use English only in their English classes. English language learning is introduced as a compulsory subject from elementary to tertiary level. To some extent, English language learning is implemented as general subject at tertiary level. Creating the appropriate English classes becomes a challenge for English teachers in Indonesia in order to require students to speak English. Therefore, the English teachers should take the occasion of English teaching and learning process in the classroom favorably.

English teachers use several language teaching methods to develop students' language competence. Thanasoulas (2002) arranges the sequence of the historical of language teaching method. The sequence began with Grammar Translation Method (GTM) and Direct Method (DM). These two methods were known as classical method. In the early 1950s, Audio-Lingual Method (ALM) was appeared. After that, the Designer Method period in 1970s such as Total Physical Response (TPR), Community Language Learning (CLL), Suggestopedia (SUG), and The Silent Way (TSW). Then, Communicative Approach (CA) or Communicative Language Teaching (CLT) is becoming a recent period.

However, students' English performance particularly in speaking skills are lacking compared to their linguistics competence (Astuti, 2012). She claims two reasons why Indonesian students are lack of speaking skills. First, English teacher are still focusing on teaching grammar or structural aspect. Second, listening-

speaking activity are rarely practiced in the classroom. According to Paputangan (2014) in his research, factors that might be influenced students' speaking skills are: linguistics, psychological, cognitive, and performance factors. Regarding the findings of the research, linguistics factors refers to lack of vocabulary, lack of grammatical pattern, and incorrect pronunciation. Psychological factor refers to afraid of making mistake, shyness, nervous, and lack of confidence. Then, when the students are not really familiar with the topic, it refers to cognitive factors. When the English classroom does not display a good classroom interaction, it refers to performance factors.

The findings of two researchers in the previous discussion are similar to the findings from Latha & Ramesh's study (2012) and Tuan & Mai's (2015). These two studies were conducted in Vietnam and India where their students are not English native speakers. According to the findings, several factors that affected learning speaking skills are: learner inhibition, lack of motivation, lack of subject matter, lack of proper vocabulary, lack of confidence, improper listening skills, poor non-verbal communication, anxiety, strong and quick learners' domination in the class, family background, excessive use of mother-tongue, lack of proper orientation, Indian phonology, mother tongue and its influence, certificated competence teacher, building rapport, building confidence, improved teaching facilities, utilizing different method, and listening ability (Latha & Ramesh, 2012; Tuan & Mai, 2015).

From the previous discussion, it can be concluded that linguistics, psychological, cognitive and performance factors are related to each other. The English teacher should pay attention to each aspect in order to help the students in developing their speaking skills. In developing speaking skills, the teacher also have to pay attention to other skills. In real communication, people are not in isolation language skills of four basic skills of language learning (Oxford, 2001; Hinkel, 2006). Listening, speaking, reading, and writing skills are related to each other. For instance, in meaningful communication, both speaker and hearer are demanded to master more than one skill: listening and speaking skills (Jing, 2006). In other words, what people hear, read or see (input) will influence what

people write or speak (output). Thus, the more people receive (listen, see, or read) the language, the more people produce the language.

One of the theories of input in language acquisition comes from Krashen. Input hypothesis is one of the five Krashen's hypotheses of Second Language Acquisition (SLA) (Krashen, 1987). He states that the optimal input in language acquisition are interesting, relevant, not grammatically sequenced and be sufficient quantity. He also claims that comprehensible input is a causative factor and fundamental approach in language learning. The characteristics of Krashen's input hypothesis are: comprehension, interest, relevance, and ungrammatical sequence (Chao, 2013). Wu (2010) could get some benefits on the application of input hypothesis in teaching listening and speaking for the college students. Based on the data analysis findings, it was found three evidence to support the advantage of the implementation of comprehensible input. The first, comprehensible input could arise students' interest and get a better understanding of the listening material. The second, the more the students' listen and understand, the more they desire and imitate to speak. The last, comprehensible input could help the students to build up the confidence and critical thinking.

This study investigates one of the language teaching methods named TPRS (Teaching Proficiency through Reading and Storytelling). This method includes the comprehensible input in order to solve the students' difficulties in linguistics, psychological, cognitive, and performance factors. This study is focused on how TPRS covers the students' lack of vocabulary and grammar as the linguistics factor, afraid of making mistakes as the psychological factor, lack of comprehension to the topic as the cognitive factor, and lack of confidence as the performance factor in speaking skills.

TPRS is the extension of conventional method, named TPR (Total Physical Response). TPRS combines TPR with the theory of language acquisition that allowed teachers to teach grammar, reading, and writing along with vocabulary (Safdarian, 2013). TPRS is created by Ray in the early 1900's, which is emphasized 'Storytelling' as one step further aspect to create an innovative and an effective second or foreign language learning. Stories seem as one of the most

valuable tools to deliver a compelling comprehensible input to the students (Hedstrom, 2012).

Akhyak & Indramawan, A. (2013) in their study state that the characteristics of stories are motivating students, rich in language experience, and inexpensive. This study also found that storytelling could develop students' fluency, grammar, pronunciation, vocabulary, and content. Ray & Seely (2008) claims that TPRS is a great significance method that introduced stories as comprehensible input in the second or foreign language teaching.

TPRS is abbreviation of Total Physical Response Storytelling. However, as long as the researchers have conducted the study either to investigate the effectiveness or to compare with other methods, some researchers found that the use of TPR was slightly reduced and more emphasized on the use of reading and storytelling to provide the comprehensible input (Ray, 2004). Hence, Ray (2004) claimed that the abbreviation of TPRS is not only as Total Physical Response Storytelling but also as Teaching Proficiency through Reading and Storytelling. The development of TPRS is because this method promotes proficiency in listening skills and reading skills (Gaab, 2008). Since this study has dealt with the secondary high school students as the participants, the use of TPR was slightly reduced. It indicates that this study prefers to use the term Teaching Proficiency through Reading and Storytelling as the abbreviation of TPRS.

Many studies have been conducted the research related to the use of TPRS in teaching speaking skills. Simanjuntak & Sihombing (2012) investigate the use of TPRS on the students' speaking performance. This experimental study was conducted at the junior high school students with seventy two participants. The participants of the study were divided into experimental and control group. After giving the TPRS treatment for experimental group and non-TPRS for control group, the participant were asked to retell the narrative short story based on the topic given. Each group consisted of four students. The findings showed that there was a difference of output between experimental and control group. Based on statistical of t-test formula, the mean score of the experimental group was higher

than the control group and t -observed (3.693) was higher than t -table (1.994) with the level significant 0.05.

Another research was conducted by Watson (2009). She compared TPRS method with traditional foreign language instruction at the high school level. She investigated the use of comprehensible input in TPRS with conscious learning in traditional teaching method. To get the data of the treatment, four sessions of each instruction were audio-taped. This study was focused on the use of questioning techniques, vocabulary repetition, and the amount of group work in teaching and learning process. Both experimental and control group were asked to read and to do the assignments outside the class every week. In order to measure these two different methods, a final written and an oral examination were administered to these two groups. The final written exam consisted of listening, vocabulary, grammar, and reading test. In listening test, the students were viewed and listened to a video and indicated whether statements were true or false. In vocabulary and grammar test, the students were asked to fill in the blank of some sentences. In reading test, the students were asked to read two passages and to answer some comprehension questions. Meanwhile, the students were asked to choose randomly a topic from the card in the oral test, then they should explain it in two minutes. Regarding the data analysis findings of the research, the audiotapes confirmed that TPRS and traditional classes were very different. TPRS teacher could ask 141 questions and traditional teacher could only ask 18 questions. TPRS students also outperformed statistically from non-TPRS students both in the final and oral examination. However, there was no evidence to hypothesize the difference of the attitude and motivation between these two groups in this study.

The strongest benefits of TPRS method over some conventional teaching methods are in speaking skills, reading skills, and grammar (Lichtman, 2014). She claims that the TPRS students typically outperform from the conventional teaching methods students on the assessments of these skills. Meanwhile, Lichtman claims that TPRS students sometimes are equal and sometimes

outperform from students who get a conventional method in students' listening skills, writing skills, and vocabulary mastery.

Li (2013) did a research on the effectiveness of TPRS method to teach a foreign language to young language learners. Li concludes that TPRS method is highly effective in teaching language skills, especially for listening and speaking skills. Even though advocators claim that TPRS could improve not only listening and speaking skills but also reading and writing skills, Li argues that the claim of TPRS promotes reading and writing skills need some empirical studies.

Regarding the previous discussion, this study is focused on investigating whether or not the use of TPRS method is effective to teach speaking skills at one of senior high schools in Bandung. As it is mentioned in the previous discussion that English language learners in Indonesia face some difficulties in terms of linguistics, psychological, cognitive, and performance factors. To get an in-depth data, this study also captured the process of how comprehensible input in TPRS was implemented in speaking class, and the students' attitude after the implementation of TPRS method in their classroom.

1.2 The Research Questions

According to the previous background of the study, this research was focused on the following questions:

- 1.2.1 Is Teaching Proficiency through Reading and Storytelling (TPRS) method effective to improve students' speaking skills?
- 1.2.2 What are the students' attitudes to the implementation of Teaching Proficiency through Reading and Storytelling (TPRS) method in teaching speaking skills?

1.3 The Purpose of the Study

The purpose of this study is to find out the effectiveness of the use of TPRS method in teaching speaking skills. This study is mainly aimed specifically

for finding the answers to these two research questions that mentioned earlier as follows.

- 1.3.1 To investigate the effectiveness of the use of Teaching Proficiency through Reading and Storytelling (TPRS) method in teaching speaking skills to the senior high school students.
- 1.3.2 To investigate the students' attitude to the implementation of TPRS method in their classroom.

1.4 The significance of the study

This study provides three major significances: theoretically, practically, and professionally (Creswell, 2003). Theoretically, this study is expected to enhance empirical support to the existing theories, literature, and scientific research findings of Teaching Proficiency through Reading and Storytelling (TPRS) as the method in teaching speaking skills. Practically, this study is expected to support and explain the benefits of the application of TPRS methods to improve students' speaking skills. It is hoped that the teachers are able to replicate the findings of this study in their language teaching. Professionally, this study is expected to motivate the teachers in their teaching activities; to help the teachers to improve their professionalism; and to understand how TPRS method is appropriate in second or foreign language teaching.

1.5 The Scope of the Study

This study focuses on the use of Teaching Proficiency through Reading and Storytelling (TPRS) as the method in teaching speaking skills. This study focuses on the use of TPRS in teaching spoken recount at the first graders in one of senior high schools in Bandung. The participant of this study were two classes of tenth grade that divided into experimental and control group. The experimental group were treated by TPRS method and the experimental group were not.

1.6 The Clarification of Terms

It is important to clarify all terminologies that are used in this study to avoid misconceptions and misunderstanding. Several terms are clarified as follows:

a. Total Physical Response (TPR)

One of the conventional language teaching methods from James Asher in 1996 that emphasized students' kinesthetic response. This method was designed to provide students' with comprehensible input.

b. Teaching Proficiency through Reading and Storytelling (TPRS)

The extension method from TPR, which is created by Ray in 1990s. Since TPRS method had combined Asher's TPR with theory of language acquisition from Krashen, the abbreviation of TPRS is Total physical Response Storytelling. However, Ray (2004) claimed that the abbreviation of TPRS could also stands for Teaching Proficiency through Reading and Storytelling. It was because TPRS could not only effective to teach grammar and vocabulary but also four basic language skills. It was also found that the use of TPR was slightly reduced.

c. Storytelling

Storytelling is defined as "relating a tale to one or more listeners through voice and gesture" (National Council of Teachers of English, 1992). Using storytelling allows the learner to become engaged with the target language and increases learners' interest (Nguyen, et al., 2014). Stories seems as one of the most valuable tool to deliver a compelling comprehensible input to language learner (Hedstrom, 2012).

d. Comprehensible Input

Comprehensible Input refers to how the language learners acquire, improve, and progress the language after they receive an interesting input (Krashen, 1987). He claims that if the language can be

understood by the listeners or reader (students), it is called that the language is comprehensible for them.

e. Speaking Skills

Speaking is one of language skills that should be mastered by the language learners that seems quite hard to become skill at (Brown, 2001). Underwood (1997) claims three areas that involved in mastering speaking skills: mechanics includes pronunciation, grammar, and vocabulary; function includes transactional and interactional; and cultural rules and norms.

f. Recount Text

A recount text is retelling someone's past events, experiences, and achievement in the order of time happened (Anderson & Anderson, 1997; Emilia, 2011). Anderson & Anderson and Emi say that the purpose of a recount text is to inform the reader about a personal past event with a simple past tense, first person pronouns, and specific participant action verbs as the features of this text.

1.7 Organization of the Paper

This study is organized into six chapters. The first chapter is an introduction, which highlights the basic concern of the study. The second chapter deals with theoretical and portrays the theory of TPRS and speaking skills. The third chapter discusses the research methodology, research design, data collection, and data analysis. The fourth chapter presents and discusses the data analysis in order to answer the two research questions of the study. The last chapter describes the conclusion, the limitation, and the recommendation.

1.8 Concluding Remarks

This chapter has discussed the introductory phase of this study. It is started with the background followed by the research questions of this study. Then, the purposes, significance, the scope of this study, and the clarification of terms to avoid misconception. The next chapter presents the theoretical foundation and the relevant literature of this study. The detail description of TPRS method and how it is applied in teaching speaking skills will be provided in the next chapter. The theory of students' attitude also is presented in the next chapter.