Chapter I

Introduction

This chapter presents background of the research, research question, scope of the research, aim of the research, hypothesis, significance, research methodology, clarification of the key terms, and organisation of paper.

1.1   Background

It is common that English skills are divided into four skills. In the process of teaching English, speaking, listening, writing and reading have commonly been known as four skills. In language learning, these four skills are very important. Not only the four skills, but also there are two other components which support English teaching learning process. The basic of language curriculum in Indonesia, covers the four language skills. They are speaking, listening, writing, and reading, and two other language parts i.e. grammar and vocabulary (Widyanto 2000). Those four skills are significant to sustain the language performance and communication (Brown 2001). However, there are some people who consider that reading and writing are more important than listening and speaking.

On the other hand, improving listening skill is not as easy as improving the other skills because of some reasons such as: the learners do not get special treatment from the teacher during the course; the learners do not use and practice their skills intensively (Pinter 2006:45; Mandelson 1984). This statement denies peoples' presumption about listening. Therefore, there is a need to find a way in order to improve listening comprehension optimally.

Regarding this, there is a technique named teaching proficiency through reading and storytelling (TPRS). This technique is an extension from its previous method, i.e. Total Physical Responses (TPR) which was developed by Asher (Gaab, 2001). Further, teaching proficiency through reading and storytelling (TPRS) was developed to gain the effectiveness of teaching vocabulary. This belief comes from a research conducted by Sumiati (2006) who proves that TPRS is effective to teach Vocabulary. Furthermore, it is found that the story in TPRS technique has many benefits by bringing motivation, joy, and fun to the classroom (Wiliyanti 2008). McKay Cites in Asher (2000) compared one class with TPRS and another with ALM (audio lingual method), and the result is the performance of the class with TPRS is higher than ALM class.

Based on the results of McKay's research, the focus of this study is to discuss the use of TPRS in improving student's listening comprehension and its advantages and disadvantages. It is expected that this research will contribute to improve the quality of English teaching, especially in listening comprehension.

1.2 Research Question

This research is conduct to answer the following research question;

a. Can the use of teaching proficiency through reading and storytelling (TPRS) improve students' listening comprehension?

b. What are advantages or disadvantages of using teaching proficiency through reading and storytelling (TPRS) perceived by the teacher and students?

1.3   Scope of the Research

This research is only focused on the effectiveness of using teaching proficiency through reading and storytelling (TPRS), in order to improve student's comprehension in listening English at second grade in one of private junior high school in Bandung. Moreover, the study investigates the advantages and disadvantages of it.

1.4   Aim of the Research

The aim of this research is to find out whether or not teaching proficiency through reading and storytelling (TPRS) is going to improve students listening comprehension. This research, also obtains the information about advantages and disadvantages of using this technique.

1.5   Hypothesis

This research uses null hypothesis. This means, that if there was no difference between before and after treatment was applied, the null hypothesis is accepted. In other words, the teaching proficiency through reading and storytelling (TPRS) technique is not effective to improve students' listening comprehension. But if there are some differences, between before and after the treatment was applied, it means that the null hypothesis is rejected.

$$Ho: \mu \text{ pretest} = \mu \text{ posttest}$$

This means, that there is no difference in students listening comprehension before and after the teaching proficiency through reading and storytelling (TPRS) technique was applied.

1.6   Significance of the Research

Hopefully, the finding of this research would contribute some information that teaching proficiency through reading and storytelling (TPRS) is able to help English teacher improve their students' listening comprehension, and know why he/she should teach by using this method. This research hopefully can explain what the advantages and disadvantages of using TPR Storytelling in the classroom are.

1.7   Research Methodology

1.7.1   Design of the Research

This research uses pre experimental design which used one group pre test-post test design. This technique occurs in one class, firstly the try out was held, then the class was given both pre and post test. Treatment of teaching proficiency through reading and storytelling (TPRS) was acquired among the pre test and post test. Both pre test and post test are measured and compared in order to find out whether or not teaching proficiency through reading and storytelling (TPRS) is able to improve student's listening comprehension.

1.7.2   Population and Sample

The population of the research was private junior high school students in Bandung. The class chosen was the second grade of junior high school. The second grade was taken because the material which is used in this research is learned in this grade. There was only one class involved in this study, this class obtained pre-test and post-test to measure their capability.

1.7.3 Data Collection

Data of this research was collected by:

1. Pre-test. Listening comprehension test was given in order to find out the basic ability between experimental group and control group.

2. Post-test. Listening comprehension test was given in order to find out the differences between the two groups after the treatment.

3. Interview: interview was given both to the teacher and the students. The teacher was interviewed about his/her opinion about TPR Storytelling, which was used in his/her class during the study. While the students would be interviewed about their opinion about this technique.

1.7.4 Data Analysis

In order to answer the research question which was mentioned before, there were four steps to analyze the data as follows;

1. Calculating students' prior listening comprehension from the pre-test by transforming the achieved score into 1-100 scale.

2. Calculating students' prior listening comprehension from the post-test by transforming the achieved score into 1-100 scale.

3. Analyzing the result of the pre test and post test by using SPSS 18 program for Windows.

4. Converting the teacher and students interview in the form of chart.

5. Interpreting the research finding in order to explain the result of the study.

1.8 Clarification of the Key Terms

This research mentioned some uncommon terms. The terms which were mentioned in this research are;

1. TPR Storytelling

   TPRS (Total Physical Response Storytelling) or also known as (Teaching Proficiency through Reading and Storytelling) is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner (Gaab 2011).

2. Listening

   Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotion from the speaker (Rost 2002).

3. Storytelling

   Storytelling is a linguistic activity that is educative because it allows individuals to share their personal understanding with others, thereby creating negotiated transaction (Egan 1986).

4. Reading

   Reading is to look at carefully so as to understand the meaning of (something written, printed) (Ed. Urdang 1968).

5. Proficiency

   Proficiency is Skill; ability; expertness (Ed. Urdang 1968).

6. Comprehension

   Comprehension is the act or process of comprehending (Ed. Urdang 1968).

1.9 Organisation of Paper

This paper was presented in five chapters, they are;

a. Chapter 1: Introduction

This chapter contains the background of the research. This chapter is also covers research questions, scope of the research, aim of the research, null hypothesis, significance of the research, and method used in the research.

b. Chapter 2: Theoretical Foundation

This chapter presents theories used in the research

c. Chapter 3: Research Methodology

This chapter serve details of method in the research.

d. Chapter 4: Findings and Discussion

Not only contains findings of the research, but this chapter, also discuss the finding of the research.

e. Chapter 5: Conclusions and Suggestions

This chapter contains conclusions of the research and suggestion for the next researchers.