CHAPTER I

INTRODUCTION

This chapter contains Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

1.1 Background of the Study

One of the four language skills used for achieving many purposes in learning English is speaking. The purposes of it are such as having a social contact with other people, having a discussion over a subject, having an informal conversation, and the important one it may aim to express opinions, according to Richard & Renandya (2002) cited in Zafarghandi, et al (2015).

Speaking as a media of communication is very beneficial in language teaching and learning. As stated in Ekaningsih, N (2017), creating condition with full of supporting environment to speak English proved students' familiarities to be free discussing. This means that the school's language teacher should create appropriate condition to make students speak English fluently and well. The way how to do it will depend on teachers' models of teaching speaking in classroom activities. The teacher's model of teaching can be applied in the classroom with some supported and related materials.

There are two kinds of teaching materials in English language learning, which are compulsory English material and supplementary English material. Those have theirownfocuses. Compulsory English material focuses on the use of language as a communication tool. Besides, supplementary English material focuses not only on the use of language as a communication tool but also on the ability of students in appreciating literature things in English. Speaking skill is the second of the four language skills taught in schools. Others are listening, reading, and writing. Those are included as aspects of the compulsory English material. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce 1997, cited in Nuraini, 2016). A product of speaking constitutes communication unless what is said is comprehended by listeners. Therefore, speaking skill requires seriousness and sincerity in terms of learning.

In the process of communication, the speakers of a language should have knowledge of the pattern of language they use. Many teachers rarely don't pay attention to the problems in teaching speaking. They also tend to use textbook only in their English teaching. Appropriate English models to teach speaking are rarely presented. Furthermore, the teachers are the only models for students to learn pronunciation, fluency, accuracy in the classroom learning process.

To help the students develop their speaking ability in story retelling, the teacher should implement interesting, and engaging strategy. One of various strategies is using chunking in speaking activities of story retelling.Chunkingrefers to

the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information. The reason of the brain needs this assistance is because ofworking memory, which is where we manipulate information, holds a limited amount of information at one time (Malamed, 2012).Through this way, the students are more able to produce the target language. They will experience speaking activities in story retellingin a memorable way and communicatively.

Based on the explanation of caseabove, the researcher will conducta study entitled "The effectiveness of chunking strategyin developing students' ability in story retelling". This research is to assist English teachers to improve the students' ability in story retelling and to help the students achieve the goal of learning English.

1.2   Reasons for Choosing the Topic

This study took consideration for some following reasons, they were:

1)   As during speaking, students think too much grammar much that makes speaking more difficult for them, more and more intention to develop speaking skill with many variants of strategy is necessary.

2)   In high school level, especially in MAN 01 Pekalongan where the research was conducted, the process of English speaking activities was stagnant. It was because there was a minimum variety of teaching strategy used in teaching and learning English especially for speaking.

3)   Chunking is one of the interesting and communicative strategies that could be used for teaching English speaking activities, especially in

developing students' ability in story retelling because chunking students could help students memorize the chunk words more easily.

4) Chunking could help students in producing speaking product fluency for students senior high school especially in the story retelling activity.

1.2 Statement of the Problems

Based on the background of the study and reasons for choosing topic, this study tried to answer the following question:

Is chunking strategy effective in developing student's ability in story retelling to the tenth-grade students of MAN 01Pekalongan in the academic year 2019/2020?

1.4 Objective of the Study

The objective of the study was to investigate if chunking strategy was effective in developing student's ability in story retelling to the tenth-grade students' of MAN 01Pekalongan in the academic year 2019/2020.

1.5 Hypothesis of the Study

The Hypothesis is a temporary explanation about therelationship between two or more variables that need to be tested further in order to produce clear implications (Mourougan&Sethuraman, 2017). The hypotheses of this study were::

H_0= There was noa significant differences between the test mean score of tenth grade students who were taught story retelling by using chunking strategy and the tenth grade students who were not taught story retelling without chunking strategy.

H1= There was a significant difference between the test mean score of tenth grade students who were taught story retelling by using chunking strategy and the tenth grade students who were not taught story retelling by using it.

1.6 Limitation of the Study

The study was limited to three aspects. There were strategy, skill focus, and the subjects. Strategy which used in this study is chunking. Then, this study concentrated on English speaking skill in the form of story retelling. This study took subjects from tenth-grade students of MAN 01Pekalongan in the academic year 2019/2020.

1.7 Significance of the Study

1. Practical Significance

   a. For teachers

      This study could offer an alternative strategy used in teaching learning process, especially in teaching speaking activities in story retelling. It was useful for the English teachers in developing their teaching strategy, so that students can comprehend the materials, and get involved in teaching learning process, especially in story retelling.

b.   For of students of English education program

This study could facilitate the students in comprehending how to develop their ability in story retelling by chunking as a strategy.

c.   For other researchers

This study may be a reference for other researchers in a similar topic research or can be aguidance in speaking activities strategy in the classroom or teaching-learning process for the future.

2.   Pedagogical Significances

This study hopefully could give English teachers and students of MAN 01 Pekalongan knowledge and experiences to improve their speaking teaching-learning skill especially in the field of story retelling by using chunking as a strategy in story retelling ability.

1.8   Definition of Key Terms

1. Chunking

Chunking is the recoding of smaller units of information into larger, familiar units. Chunking is often assumed to help bypassing the limited capacity of working memory (WM).It influences much in speaking, because it processed more quickly and the mind made chunks in the long term memory used in language production, Zafarghandi (2015). Native speakers use plenty of

chunks in their everyday language, they are considered as fluent speakers of language Conklin & Schmitt, (2008) cited in Mohammadi (2018).

2. Teaching Speaking Strategy

Teaching speaking strategy is providing learners to explore their experiences in oral ways as stated by Ekaningsih, N (2016).Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010)(Issac, Jerin C. (2010). It is a particular trick, procedure to accomplish an immediate objective especially in speaking skill, how learners easier in getting improvemet their fluency in speaking skill. It must be consistent with the method and harmony with approach as well. Either teachers and students have to be great in having relation in the teaching-learning speaking process.

3. Story Retelling

Story retelling is one of activities in the speaking skill, which has focus in increasing an understanding, respect, and appreciation for the culture (Inten, 2016). It is one of a simple ways in speaking activity. By catching the main of story, then remember it, after that produce it in a spoken language.

1.9   Organization of the Study

This final project is organized into five chapters as follows :

Chapter I deals with introduction. It contains Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II describes about review of related literature. It contains General Concept of Chunking, General Concept of Teaching Speaking Strategy, Story Retelling, Relation between Story Retelling and Developing Speaking Skill and Review of Previous Studies.

Chapter III is about the research method which presents Design of the Study, Subject of the Study, Variables of the Study, Instruments of the Study, Validity and Reliability of the Instrument, Technique for Collecting Data, and Method of Data Analysis.

Chapter IV describes Finding and Discussion which consist of Description of School's Profile, Description of the Participants, Validity and Reliability of the Instrument, Analysis of Pre-Test, Analysis of Treatment, Analysis of Post-Test, and Discussion of the Research Findings.

Chapter V is about the Conclusion of this Study and some suggestions based on the result of this experimental study.