CHAPTER I

INTRODUCTION

This chapter consists of Background of the Study, the Reasons for Choosing the Topic, the Statement of Problem, and the Objective of the Study, Hypothesis, the Limitations of the Study, the Significances of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1. Background of the Study

English is widely used all over the world. Therefore, almost all schools around the world have English subject, especially in countries which use English either as their second or foreign language. English become one of the important languages to be mastered after the first language because some countries already used English as their daily language. Even though English is still a foreign language in Indonesia, it does not mean English is not important to learn. In reality, almost all schools in Indonesia teach English to their students from elementary school until university. There are four macro skills in English that should be mastered. They are receptive skills (listening, speaking) and productive skills (reading, writing).

Speaking is being one of important skills in English. It means people will be considered mastering English if they can speak well, even though they do not master writing well. People usually have a lot of vocabularies in their mind, but sometimes they still feel difficult to speak them out. Brown (2001) cites that when

someone can speak a language it means that he can carry on a conversation reasonably and competently.

Speaking in English is not as easy as when people speak in their mother tongue. In Indonesia English is still considered as a foreign language. As a foreign language, English is not used in all aspects of life; it is only used when Indonesian people communicate with foreigners. Therefore, even though English has been taught from junior high school until senior high school, students still find difficulties when learning English especially in speaking skill because they do not practice English speaking in their daily life but they only practice English speaking at school. Meanwhile, speaking is an oral practical skill so students must be active when learning. Besides that, another factor comes from teacher who often does not use appropriate technique to teach English Speaking.

Since Indonesian people know that speaking English is important especially in senior high school, the teaching learning process for English lesson should be designed carefully and precisely. By doing so, it will make students more interest in studying speaking skill. English teachers should have a good technique to teach speaking. The technique should be easier and fun. Therefore, the students will not feel bored when they study. One of teaching techniques to solve students' boredom is Readers' Theatre because this technique contains many activities. This technique will make the students enjoy because instead of merely speaking for a whole time, students also practice acting like in a theatre by using gesture and intonation. Readers' Theatre (RT) is a presentational performance with the purpose to entertain, instruct and persuade. It allows

students to take virtually any piece of literature, analyze it and adapt it into script. The script can be performed with a minimum of preparation, props or scenery (Adams: 2003). From the explanation above, it can be conclude that Readers' Theatre is one of the interesting techniques to teach English Speaking in senior high school, because the technique is easy and fun.

Readers' Theatre is one of the techniques to improve the speaking skill by improving students' creativity and activity. By practicing dialogue in front to the class they can train their ability in speaking. Besides that, this technique will make them more confident when speaking because readers' theatre helps students improve their self-esteem by offering 'psychological security' of them. It enables students to tell a story in a most entertaining form, without props, costumes, or set. Based on those reasons, this research will take a topic about the effectiveness of using Readers' Theatre technique to improve the tenth graders' Speaking Narrative text at an Islamic senior high school at Mranggen Demak in the academic year 2016/2017. This research does not mention the school' names because if the school' name is mentioned, it will make a worried whether the old technique is better or not.

1.2. Reasons for Choosing the Topic

There are some reasons for choosing this topic as follows:

1. Speaking is one of the most important skills in English teaching and learning process especially in senior high school. However, most

students still have difficulties when they have to speak English in front of the class.

2. Senior high school students need more interesting technique to their learning process, especially in speaking skill. They still assume that speaking is frightening and difficult.

3. This Readers' Theatre technique will make the students more active and creative in speaking English by practicing dialogues in front of the class and create script for their performance.

1.3. Problem Formulation

Based on the background of the study and reason for choosing the topic above, there was one question formulated in this study:

Is the use of Readers' Theatre effective to improve the tenth graders' speaking Narrative text at an Islamic senior high school at Mranggen Demak in the academic year 2016/2017?

1.4. Objective of the Study

Based on the problem formulation above, the objective of this study was to find out whether the use of Readers' Theatre was effective to improve the tenth graders' Speaking Narrative text at an Islamic senior high school at Mranggen Demak in the academic year 2016/2017or not.

1.5.   Hypotheses

According to Purwanto and Sulistyastuti (2007), the hypothesis is a statement or allegajtion that a temporary to a research problem that the truth is still weak (not necessarily true) and should be tested empirically.

Based on the problem formulation, the hypotheses of this research are:

H_0: There is no moderate/significant difference in the mean score of the tenth graders' speaking Narrative text between experimental class which use Readers' Theatre and control class does not use Readers' Theatre at an Islamic senior high school at Mranggen Demak in the academic year 2016/2017.

H_a: There is moderate/significant difference in the mean score of the tenth graders' speaking Narrative text between experimental class which use Readers' Theatre and control class does not use Readers' Theatre at an Islamic senior high school at Mranggen Demak in the academic year 2016/2017.

1.6.   Limitations of the Study

This research focused on three points as follows:

1. Teaching technique which used is Readers' Theatre for speaking skill.

2. Focus only on Narrative text.

    Subject of the study for experimental is only one class of the XA graders' of an Islamic senior high school at Mranggen Demak in the academic year 2016/2017.

1.7. Significances of the Study

The significance of the study is divided in to two aspects. There are practical and pedagogical significance.

1. Practical Significance

For teachers

- The teacher have more varieties of technique to teach English speaking that can interest the student to learn more about English speaking.

- The teacher can improve their ability in teaching English speaking by using Readers' Theatre technique.

For Students

- Using Readers' Theatre to learn English speaking will give the students the same opportunity to speak in front of the class.

- The students indirectly increase their speaking ability.

- Students more interested in learning English speaking because this technique is fun and attractive.

For Further Researchers

- The finding of this research can be useful for other researchers who are interested in Readers' Theatre.

- By reading this research, other researcher can get information and knowledge especially about teaching speaking technique.

2. Pedagogical Significance

- For Teacher and Students

  This research is expected to give English teachers and students of an Islamic senior high school at Mranggen Demak in the academic year 2016/2017 knowledge and experience to improve their speaking skill by using Readers' Theatre.

- For School

  This research hopefully improves the quality of students in an Islamic senior high school at Mranggen Demak in the academic year 2016/2017 which eventually also increases the quality of the school.

1.8. Definition of Key Terms

To clarify some term in this study, there are some definitions of the terms as follows:

1. Readers' Theatre

   According to Adams, (2003) readers' theatre is the term that is used to describe a form of dramatic reading in which play, narrative, or dramatic piece of work designed to entertain, inform or influence is performed for an audience. The activity was developed after World War II from the combination of the fields of conventional theater and oral stroll eying.

2. Speaking

    Luoma (2003) states that speaking form is a part of the shared social activity of talking. It means that speaking is an ability of giving and receiving information.

3. Definition of Narrative

    According to Pratyasto (2011), narrative is type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways. Narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

1.9.   Outline of the Study

The report of this research is divided into five chapters. This final project proposal begins with chapter I as an introduction, then chapter II review of related literature, chapter III method of the research, chapter IV consist of finding and discussion and finished by chapter V conclusion and sugesstion. The detail organization can be seen as follow:

Chapter I consists of the background of study, the reasons for choosing the topic, the research questions, the objective of the study, the hypothesis, the limitations of the study, the significances of the study, the definition of key terms, and the outline of the study.

Chapter II is about literature review which will present review of some theories about definition and meaning of teaching English speaking in senior high

school, Readers' Theatre, Teaching English Speaking with Readers' Theatre technique, Narrative text, and the last is review of previous study.

Chapter III elaborates the Research Design, the Variable of the Research, the Subject of the Research, the Instrument of the Research, the Validity of the Test, the Reliability of the Test, the Procedures of the Test, the Scoring Technique, and Technique of Data Analysis.

Chapter IV explains about the Findings of the research which covers the Research Respondent, the Analysis of Instrument's Validity and Reliability, the Pretest Analysis, Treatments, Posttest Analysis, and the Discussion of Research Finding.

Chapter V presents the conclusion of what have been discussed in the previous chapters, as well as the suggestions for language teaching that may be useful for both teacher and students of English major.