

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an international language, which needs to be taught for the development of science, technology, culture and the relationship between countries in the world. The teaching of speaking skill has become increasingly important. Hayriye Kayi said:

“Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.”<sup>1</sup>

However, today's world requires that the goal of teaching speaking is to improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

There are some reasons why the English speaking teaching learning process in SMP Muhammadiyah 8 Semarang cannot be conducted well e.g.: First, the noisy class may disturb the students who really want to study, it can influence the students in contacting their mind to the subject given in class. The condition like this can make the students feel bored and do not like to study. If the condition continues, students may not be interested in studying the English lesson. Second, most of students are passive and shy to ask about the teacher explanation. Students do not have opportunities to practice speaking English in a communicative way and become bored with the monotony of classroom activities.

There are some techniques, which can help teachers for teaching speaking such as discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing

---

<sup>1</sup>Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking In A Second Language*. University of Nevada (Nevada,USA), p. 1 retrieved from <http://unr.edu/homepage/hayriyek> in 26 February 2010

cards, picture narrating, picture describing, and find the differences.<sup>2</sup> The teacher must consider and decide which technique will be the most effective and efficient. There is no formula for matching the objective and techniques because what something works for one teacher may be a failure for another.

Speaking is an important skill of English language in conducting communication, so that, the students should learn it well and the teacher should find suitable technique and media to draw student's interest to create cheerful atmosphere in learning speaking.

Media is the means of communicating with large number of people, television, radio and newspaper.<sup>3</sup> According to Gerlach and Ely (1971) said that media in general is human, material, or event that build the condition of students so that they able get knowledge, skill, or attitude. In this case is teacher, textbook, and school environment also media.<sup>4</sup> Story maze is one of media in teaching speaking for students. The writer will introduce the media, which may gain the student's interest in learning speaking, especially to tell story. Moreover, students will be more interested and active during the learning process. They will feel that they are not only as an object of teaching process but also as a subject of it.

As stated in verse 120 of Surah Hud about advantages of the prophet story.

وَكُلًّا نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِ الرُّسُلِ مَا نُثَبِّتُ بِهِ فُؤَادَكَ وَجَاءَكَ فِي هَذِهِ الْحَقُّ وَمَوْعِظَةٌ وَذِكْرَى لِلْمُؤْمِنِينَ.<sup>5</sup>

“All that we relate to thee of the stories of the apostles, - with it We make firm thy heart: in them there cometh to thee the Truth, as well as an exhortation and a message of remembrance to those who believe”. ( Hud: 120)<sup>6</sup>

---

<sup>2</sup>*Ibid*, p. 2

<sup>3</sup>Hornby, A.S, *Oxford Advance Dictionary*, (England: Oxford University Press 1995), p.727

<sup>4</sup>Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada 2005), p. 3

<sup>5</sup>Al Quran, Surat Hud, Ayat 120, Juz 12, (Bandung: C.V Diponegoro 2000)

<sup>6</sup>Yusuf Ali, *Translation*, Retrieved from <http://www.harunyahya.com/quran-translation30.php> in 11 January 2010

From the verse above, the writer assumes that by using story to teach speaking, it will make the teaching process easier. The students also will find that the method used is interesting. By using the story, we can also deliver some messages and moral values. In the result, when the teaching learning process conducted by that method, the writer assumes it will give many advantages. This experimental study will conduct to the eight grade students of SMP Muhammadiyah 8 Mijen Semarang.

## **B. Reasons for Choosing the Topic**

As note above, the title of this final project is “Story maze as a medium of instruction to increase students’ speaking skill. The writer chooses the topic based on the following considerations:

1. The teacher in SMP Muhammadiyah 8 Mijen Semarang taught English traditionally, she let students to memorize the vocabulary and write down the words without asking the students to use it in communication. The traditional method influenced the English learning process in which there were problems appear. Firs, condition of class, the noisy class may disturb the students who really want to study, it can influence the students in contacting their mind to the subject given in class. The condition like this can make the students feel bored and do not like to study. If the condition continues, students may not be interested in studying the English lesson. Second, most of students are passive and shy to ask about the teacher explanation. Students do not have opportunities to practice speaking English in a communicative way and become bored with the monotony of classroom activities.
2. Teaching speaking needs media to make the lesson well. Story maze is a good media for doing that. By using story maze to tell a story in speaking, the writer wants to make the students interested in studying English by designing the learning process so that the students more active and enjoyment. Finally the students can get the good achievement.

### **C. Research Questions**

In this research, the problems can be stated as follows:

1. How is the students' speaking skill before the treatment in SMP Muhammadiyah 8 Semarang?
2. How is the students' speaking skill after the treatment in SMP Muhammadiyah 8 Semarang?
3. Is the use of story maze as a medium can increase students' speaking skill in SMP Muhammadiyah 8 Semarang?

### **D. Objectives of the Study**

1. To measure the students' speaking skill before the treatment in SMP Muhammadiyah 8 Semarang.
2. To measure the students' speaking skill after the treatment in SMP Muhammadiyah 8 Semarang.
3. To measure the effectiveness of using story maze as a medium in increasing students' speaking skill in SMP Muhammadiyah 8 Semarang.

### **E. Limitation of the Study**

This study is limited of the following limitations:

1. Writer only use story maze as a medium to increase students' speaking skill in SMP Muhammadiyah 8 Semarang
2. Writer only use telling story in teaching speaking in SMP Muhammadiyah 8 Semarang

### **F. Significance of the Study**

This study is aimed to give some contributions to the English language-learning context and will be beneficial for many sides such as:

1. For the students of SMP Muhammadiyah 8 Mijen Semarang  
The students will develop their speaking skill, especially in telling story. Story maze may help them in improving their speaking skill in fun learning atmosphere.

## 2. For the teachers

The result of this study will be a kind of reflection for teachers who frequently use monotonous media in teaching-learning activity. So, story maze as an alternative media can be used in teaching speaking skill in the classroom so that the students are interested and more enthusiastic in learning English.