CHAPTER 1

INTRODUCTION

1.1   Background of the Study

Language is a tool of communication for people. By having language people are able to interact each other. One of the way in communicating is speaking. Speaking is one of producing skills, beside writing which contains of utterance and meaning delivered from communicator to communicant. It is a part of language skills apart from other skills namely reading, listening, and writing. Harmer (2001:28) states when speaking, on the other hand, we construct words and phrases with individual sounds, and we also pitch change, intonation, and stress to convey different meaning. However, speaking becomes the first way in communication in this world. By speaking, everybody is able to deliver the messages to each other.

Brown (2001:140) states while speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production. Moreover, people can express their idea and purposes orally to the listeners through speaking. Most speakers need active listeners who will directly respond to what they say and directly show understanding and joining the interaction. Learning to speak is different from learning to write. It should be learnt consciously what demanded a lot of practice and confidence..

In fact, speaking becomes a big problem for English learners, especially for Senior High School students. According to Brown (2000:92) teens are in between childhood and adulthood and therefore a very special set of considerations applies to teaching them. Therefore, as an English teacher should implement the appropriate way to teach young students.

Somdee & Suppasetseree (2012:166) comment as for the students, they are lack of confiedence to speak English with their teacher and classmates because of the effect from their mother tongue. It is absolutely difficult for students to speak, because English is a new second-language for them. This problem is also found by students of MA Mathalibul Huda Mlonggo. Most of the students face some difficulties in learning speaking, especially in pronouncing the word and expressing the idea. Therefore, the researcher uses *wayang golek* as a medium for the students in order to solve their speaking problem.

Brewer (1980:223 cited in Phaiboonnugulkij 2014:144) specified that the narrative is a discourse that attempts to gather the series of events that takes place in a language and the reason or coherence. Javanese folktales are the part of narrative which discussed in this study. The researcher took Javanese folktales because they are popular story students have heard. In another word, the students have knowledge of Javanese folktales before they improve to speak.

In this case, the puppet is represented by *wayang golek*. It can be a good media for teaching speaking. Turnbull (2007:41) states puppet uses a powerful declarative language that can describe the required configuration in platform-independent terms. Moreover, as the teacher should be able to use a media to deliver the materials.

The purpose of this study is to improve students' ability in speaking English. When they have a lot of motivation in learning English, they are curious about English more. They also want to develop their speaking skill with their friends during the process of teaching learning in the English class. After students are able to break their problem, a teacher is going to give them more knowledge in speaking skill. Therefore, the researcher decides to conduct a research entitled "**The Use of Wayang Golek to Improve Students' Speaking Skill in Performing Javanese Folktale"** *(An Experimental Study of the Eleventh Graders of MA Mathalibul Huda Mlonggo in the academic year of 2018/2019)*

1.2   Problem Statements

There are three problems which become main discussion in this study as stated below:

1. How is the achievement of students' speaking skill in performing Javanese folktale before using *wayang golek*?

2. How is the achievement of students' speaking skill in performing Javanese folktale after using *wayang golek*?

3. How effective is the use of *wayang golek* to improve students' speaking skill in performing Javanese folktale?

1.3.   The Objectives of the Study

In line with the problem statements above, the objectives of the study can be elaborated like the following:

1. To describe the achievement of the students' speaking skill in performing Javanese folktale before using *wayang golek*.

2. To describe the achievement of the students' speaking skill in performing Javanese folktale after using *wayang golek*.

3. To describe the effectiveness of using *wayang golek* to improve students' speaking skill in performing Javanese folktale.

1.4   Scope of the Study

To limit the scope of the study, this research focuses on the media which are used in improving student's skill, especially in performing Javanese folktale. Then, the subject of the research the eleventh graders of Junior High School students. In this study, I choose the eleventh graders of MA Mathalibul Huda Mlonggo in the academic year of 2018/2019 as the subject of the research.

This research focuses on how students perform Javanese folktale in front of the class. The researcher will focus on some aspects of students' speaking skill, they are: pronounciation, grammar, vocabulary, fluency and comprehension.

1.5 Significances of the Study

This study is expected to give some significances of using *wayang golek* in order to improve students' speaking skill. The significances will be theoretically, pedagogically, and practically.

Theoretically, puppet (*wayang golek)* is based on the fact that speaking and learning are social processes. Puppet is a medium which can be used as models in teaching. Because every subject needs a medium in order to make students feel comfortable in teaching learning process.

Pedagogically, this study is expected to educate students that they can learn everything by using all things around of their environment. Therefore, students do not only learn from their books, but also they can use another thing which related to their materials

Practically, students are able to participate actively in learning because they focus on teacher's explanation. They also can imitate their teacher's expression and retell a story after the teacher has explained. By using puppet also make students remember the material easily. Because they do twice actions, they are: listening and speaking.

1.6. Thesis Organization

This study consists of five chapters. **Chapter 1** covers the general background of the study, reasons for choosing the topic, problem of the study, objective of the study, scope of the study, significance of the study and thesis organization.

Chapter 2 discusses review of the related literature. It comprises teaching speaking to the students by using *wayang golek* as the teaching media.

Chapter 3 deals with research design which consists of kind of the research, setting and subject of the study, population, sampling, variable, research activities, technique of data collection and technique of data analysis.

Chapter 4 discusses data analysis and data interpretation

Chapter 5 is the final chapter that contains conclusions and suggestions on the basis of the research finding.