

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is demonstrably taught through modelling. Since language is used to communicate, the language itself must be understandable. A good model of language is needed to get an understandable language.

In recent years, regarding with the implementation of competence-based curriculum (KBK) and school based curriculum (KTSP), there is a change on the approach of the English teaching-learning method. The teaching of English is emphasized on the function of language as a means of communication. The learners focus on how to use the language and not on what the language is. The curriculum does not concern mainly on the language understanding, but it aims to make students able to use language appropriately in daily conversation. As the result, the need for listening competence has recently attracted considerable attention.<sup>1</sup>

Long time ago teachers did not use fancy powerpoint presentation, overhead projectors or even chalkboards. Nevertheless, they shared their knowledge through stories. The power of stories has been acknowledged for centuries and even today, in Indonesia and beyond. Story is a natural model of teaching and thinking process. Before people start their formal education, they already listened to stories such as fables, fairy tales or family history. Some

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<sup>1</sup> [Harr-files.wordpress.com/2010/02/download\\_english-listening-materials-audio-script.pdf](http://Harr-files.wordpress.com/2010/02/download_english-listening-materials-audio-script.pdf)

researchers have even claimed that knowledge comes from story. Although this statement is still questioned, it is agreed that listening to stories give a powerful structure for organizing and transmitting information.

Listening to a storyteller provides models of oral linguistic use and non-verbal communication skills. The language of orality is very different from the language vocalized by reading aloud. Storytelling is supported by gesture, body language and facial expression. Those make the listener easy in catching both the content and the listening's aim itself. Story often provides a different type of cultures, ages and knowledge in it.

In this study, researcher focused in the implementation of storytelling in teaching listening of narrative text. There were some reasons why the researcher chose storytelling as media in teaching listening. First, story was the oldest form of education.<sup>2</sup> Indonesian culture always told story as a way of passing down beliefs, traditions and history to future generation. Second, story was the way of storing information in the brain.<sup>3</sup> A list of facts will be forgotten, but stories were remembered. Stories helped us to organize information and tie content together. Third reason was stories go straight to the heart.<sup>4</sup> That is because students were emotionally involved and trully enjoy storytelling. It could help to create a possitive attitude toward the teaching-learning prossess. The last reason,

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<sup>2</sup> William Killpatrick-Gregory-Suzanee Wolfe, *Why is storytelling an effective technique to use?*. Online from <http://www.teachingvalues.com/whystorytelling.html>. Browsed on Sunday 5 August 2012 at 15.48 a.m

<sup>3</sup>Ibid.

<sup>4</sup> Ibid.

storytelling could develop listening skill.<sup>5</sup> Storytelling helped students to develop their concentration and the pure pleasure that they experienced. So, listening to a story helps them to associate listening with enjoyment.

Listening is one of four language skills that play such an important part in teaching-learning English. A good and correct pronunciation is acquired through listening process. Then, a communication is able to happen smoothly. In short, oral skill can be done unless a good listening skill is acquired and taught. Chastain stated, “listening comprehension is at least as important as any of the other skill, perhaps more so.”<sup>6</sup> It means that listening is one of an important step when someone tries to understand something especially in teaching-learning activities. When teacher is explaining a lesson for example telling a story, students need to pay attention both to the text and the teacher. Those, teacher also needs to choose an interesting way and material in teaching listening text to attract students’ attention. One of an interesting and simple media in teaching is through story in form of narrative text.

Narrative text has been one of listening materials that taught to the students in this world. Narrative could be in form of story such as fairy stories, mystery, science fiction, etc. Telling a narrative story can be used to develop listening skill in teaching process. Indeed, stories recorded on tape as straight narrative are on the whole less easily listened to than those told or read by teacher.

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<sup>5</sup> Ibid.

<sup>6</sup> Kenneth Chastain, *Developing Second Language Skill: Theory to Practice* (USA: Rand Macnally College, Publishing Company, 1997), 41.

Students need to concentrate far harder in order to understand them and some of the enjoyment is lost.<sup>7</sup> Teacher can ask students about such information or do something after listening. The teacher can tell a narrative text then ask the students to recall the important events in order of their occurrence.

Narrative text as one of material that must be mastered by senior high school students according standard competence and basic competence becomes more difficult when it deals with listening skill, especially. Therefore, the researcher focused on the implementation of storytelling in teaching listening of English narrative text in order to know what kind of difficulties that are faced by both teacher and students of Senior High School in their teaching-learning activities.

The research was conducted at Islamic Senior High School Rejosari, Madiun since this madrassa is one of most wanted Islamic Senior High School at Rejosari, Madiun. This school also has complete facilities for its language laboratory especially for listening. By this reason, it could be seen that this madrassa pays quite good attention for the development of students' English language. Nevertheless, the complete facilities at the laboratory were not supported by the students' spirit in learning English especially listening English in form of narrative text. From those reason, the researcher wanted to know the implementation of storytelling in teaching listening of English narrative text

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<sup>7</sup> Penny Ur, *Teaching Listening Comprehensio* (New York: Cambridge University Press, 1984), 64.

related to the teacher's creativity in overcoming the problems that might be appeared.

### **B. Statement of the Problem**

This study tried to find out the answers of these following questions:

1. How is storytelling implemented in teaching listening of English narrative text at MAN Rejosari, Madiun?
2. What are the problems faced by both teacher and students while storytelling is implemented at the Madrassa?
3. How does the teacher overcome the problems faced by both teacher and students while storytelling is implemented?

### **C. Objectives of the Study**

Based on the statements of the problem above, the objectives of the study are to describe:

1. The implementation of storytelling in teaching listening of English narrative text at MAN Rejosari, Madiun.
2. Problems faced by both teacher and students while storytelling is implemented in teaching-learning listening of English narrative text at the madrassa.
3. To find out how the teacher overcomes the problems faced by both teacher and students while storytelling is implemented at MAN Rejosari Madiun.

#### **D. Significance of the Study**

1. The result of the research will be beneficial for english teacher at Islamic Senior High School Rejosari Madiun, especially in overcoming the problems of teaching listening skill.
2. The result of the research will be beneficial for the students who want to be a better listener.

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

The research focused on the scope and limitation below:

1. This research was conducted to describe the teacher and students activities when storytelling was implemented in teaching listening of English narrative text and the problems faced by both teacher and students in teaching listening of English narrative text.
2. This research was also designed to analyze how the teacher overcome the problems faced by both teacher and students in teaching listening of English narrative text while storytelling is implemented.
3. The subject of the study were english teacher and students at Islamic Senior High School Rejosari, Madiun.

#### **F. Definition of Key Terms**

To avoid misunderstanding and misinterpretation in reading the thesis, the writer gives some lists of difficult words, as follow:

1. In this research, **storytelling** is defined as the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of story to a specific, live audience. A central, unique aspect of storytelling is its reliance on the audience to develop specific imagery and detail to complete and co-create the story.<sup>8</sup>
2. **Teaching** means the work of a teacher, especially at school or classroom.<sup>9</sup> The word **teaching** in this research means the work of teacher in teaching listening of English, especially at school or classroom.
3. **Listening** is an active activity that involves receiving, deciphering, and perceiving the message with intent to respond planning ahead for a conversation improves a receiver's ability to listen to a message.<sup>10</sup> The best definition of listening in this research is an active activity that involves receiving, deciphering, and perceiving the message of a story.
4. The word **narrative** means a text which contains description of event, process or skill of telling a story.<sup>11</sup>

## G. Research Report Writing Organization

The research report writing organization of this thesis is:

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<sup>8</sup> <http://www.eldrbarry.net/roos/st-defn.htm>. Browsed on Monday, 5 March 2012 at 12.00 a.m.

<sup>9</sup> *Oxford learner's pocket dictionary: new edition* (Oxford: Oxford University Press, 2000), 443.

<sup>10</sup> <http://www.toolingu.com/definition-950120.54367-listening.htm>, the definition of listening. Browsed on Monday, 5 March 2012 at 12.10 a.m

<sup>11</sup> *Oxford learner's pocket dictionary: new edition...*, p. 284.

- CHAPTER I** : Introduction consists of six sub topics those are, background, statement of the problems, objectives of the study, scope and limitation of the study, definition of key terms.
- CHAPTER II** : Review of literature contains the theory about the teaching listening, English narrative text, media in teaching, storytelling, the implementation of storytelling in teaching listening and the previous studies.
- CHAPTER III** : Research method describes the step and the instruments of data collection. This chapter consists of research design, setting of the study, data and source of data, research instruments, data collection technique and data analysis technique.
- CHAPTER IV** : This chapter consists of the findings and analysis of the data.
- CHAPTER V** : The last discussion of the study consists of conclusion and suggestions.