

**TEACHING SPEAKING THROUGH NARRATIVE TEXT
TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER



By

Azril

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FACULTY OF LANGUAGES AND ART
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HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Speaking Through Narrative Text
to Junior High School Students
Nama : Azril
NIM/BP : 10051/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Oktober 2010

Disetujui oleh:

Ketua Jurusan,

Dosen Pembimbing,

Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004

Dra. An Fauzia Rozani Syafei, M.A.
NIP. 19660424 199002 2 001

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

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**Nama : Azril
NIM/BP : 10051/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Oktober 2010

Tim Penguji

	Nama	Tanda Tangan
1. Ketua	: Dra. An Fauzia Rozani Syafei, M.A.	(_____)
2. Anggota	: Drs. Zul Amri, M.Ed.	(_____)
3. Anggota	: Havid Ardi, S.Pd., M.Hum.	(_____)

ABSTRAK

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Banyak siswa yang beranggapan bahwa belajar bahasa Inggris adalah hal yang sangat sulit dan membosankan. Hal ini disebabkan karena bahasa Inggris merupakan bahasa asing dan mereka takut untuk melakukan kesalahan. Hal tersebut terjadi karena berbagai faktor, seperti kurangnya penguasaan kosa kata dan struktur bahasa, suasana belajar yang tidak dapat memberikan daya tarik kepada siswa, atau strategi mengajar yang kurang menarik dari guru. Permasalahan tersebut dapat ditemui pada semua aspek kemampuan dalam bahasa Inggris, terutama sekali dalam berbicara.

Makalah ini membahas strategi atau media apa yang dapat digunakan oleh guru bahasa Inggris untuk membantu meningkatkan kemampuan siswa dalam berbicara dalam bahasa Inggris, yaitu dengan menggunakan teks cerita. Dalam mengambil materi pelajaran dari sebuah buku atau internet yang berbentuk teks cerita, guru harus mempertimbangkan aspek-aspek seperti latar belakang pengetahuan siswa terhadap cerita yang diangkat, misalnya cerita yang sudah lazim atau dikenal oleh siswa sehingga dapat mempermudah siswa dalam menyapaikan ide pemikiran yang sudah mereka kuasai.

Berdasarkan penjelasan diatas, penulis menyarankan agar guru-guru bahasa Inggris pada sekolah menengah pertama dapat menggunakan strategi pengajaran ini dalam mengajar bahasa Inggris, khususnya dalam berbicara sehingga siswa akan lebih tertarik untuk belajar aktif dan juga dapat meningkatkan keterampilannya dalam berbahasa.

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Finally, the writer hopes that this paper will be useful for English teachers, especially for those who are teaching English at Junior High Schools.

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Writer,

Azril

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CHAPTER 1

INTRODUCTION

1.1. Background of the problem

Speaking as an English skill should be mastered by the students. Speaking skill is a skill which is more difficult to master than the other skills because it cannot be held alone in the process in learning it. It needs a lot of practice to do it. But if someone can master it well, it can help in mastering the other skills, listening, reading and writing skills.

The general aims of teaching speaking according some experts that teaching speaking should improve students' communicative skills. Richard (1986:156) states that the goal of teaching speaking is to develop communicative competence. Hymes (1972) says that theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

Considering the importance of speaking skill for the students above, Indonesian government has made program based on the regulation of Minister of National Education (Permendiknas) No 22 year 2006 with the purposes: first, developing students' competency to communicate in English to reach literacy functional level namely to communicate verbally and orally, second, having awareness about the fact and the importance of English to improve the competitiveness of the nation in the global

community, third, developing understanding of students about the relevance of language and culture.

However, students have some problems with speaking. Most of the students do not make speaking activity as an important part of their daily activities. Besides, it is often found that students have no motivation to express their ideas in speaking and even they are reluctant to speak. Moreover, students dislike the topic that given to them in the class. In other cases, the students are worried about making mistakes. When the students were asked to present speaking task in front of the class, they do not know what to speak and they also make mistake in pronunciation. So, they cannot speak English fluently.

The problems also come from the teachers. English teachers do not give interesting topic to the students. English teacher just give the dialogue based on a given situation. In other case, teachers just do drilling or memorization of dialogues. Besides that, they also do not give clear explanation and example to the students. Moreover, English teacher do not give a model how to pronounce word and it makes the students are afraid, lazy and even reluctant to speak.

In solving those problems, teachers have great role here. Teaching speaking in the classroom should make the students active during the teaching and learning process. In other words, teachers' role is mainly as facilitator who helps the students to develop their language proficiency.

In teaching speaking, junior high school students must be able to understand several texts, such as: narrative, descriptive, procedure, report, and recount text. One of text is narrative text. Narrative text as a genre should be mastered by the students. Narrative text can be used in language learning as a tool to apply in language courses. A narrative text particularly can be an attractive media to be used. It can help in stimulating students' imagination and understanding of the world. And it can also decreases the boredom in the class and motivate them to learn more.

Based on the situations above, in order to make teaching speaking more effective, beneficial, and interested, the teachers must find a new strategy. So, the writer tries to write the paper on teaching speaking through narrative text to junior high school.

1.2. Identification of the problem

Based on the background of problems above, some problems are identified. Most of the students do not make speaking activity as an important part of their daily activities and do not have motivation. Moreover, students dislike the topic that given to them in the class. In other cases, the students are worried about making mistakes. When the students were asked to present speaking task in front of the class, they do not know what to speak and they also make mistake in pronunciation. From teachers' side, English teachers do not give interesting topic to the students. English teacher just give the dialogue based on a given situation. In other case,

teachers just do drilling or memorization of dialogues. Besides that, they also do not give clear explanation and example to the students.

1.3. Formulation of the problem

The problem of this paper can be formulated into the following question “how does a teacher use narrative text in teaching speaking to junior high school students”

1.4. Purpose of the Paper

The purpose of this paper is to give some explanations about teaching speaking through narrative text to junior high school students. This technique can be used in teaching English effectively. Hopefully, the teacher can use various techniques to teach speaking. However, she or he needs to choose the best technique, so that the students are motivated to speak English.