I. INTRODUCTION

This chapter deals with the introduction of this research. It involves background of the problem, identification of the problems, formulation of the problem, limitation of problem, research questions, objective of the research, uses of the research, scope of the research, and definition of terms.

.

1.1. Background

English as a foreign language is very necessary. The teaching learning of English is a process that contains a series of actions between teacher and students on the basis of reciprocal relationships that take place in an educational situation to achieve a certain goal. Good interaction between teacher and students will give good condition for the continuity of the learning process. Interaction in the teaching and learning events has a wider sense, not just the relationship between teacher and students, but in the form of educational interaction.

In this case, not only the delivery of messages with the subject matter, but teaching and learning process presents the attitudes and values on students who are learning. The process of learning has meaning and a broader sense than the notion of teaching

only. Learning process imply the existence of an inseparable unity between the activities of student and teaching of teacher. Between these two events involves interaction and mutual support.

In Pre research on the school of SMAN 1 Sidomulyo, the students' performance in speaking shows that the students have low ability in speaking. It is the problems which faced by the students. The problems just not come from the students, but the English teacher too. English teacher says that he does not give the supports rapidly like correction during speaking. The teacher has his own reasons why he is not correcting the mistakes of students, like the students will get shy or etc. Basically, the teacher can give the support by giving the correction when the students making an error in speaking.

Error correction is one of all supports which teacher can give to the students. Error correction can make the students should be better in the process of teaching and learning. But, it can a lot of problem faced by students. Considering the purpose of English learning is for communication (Yoosabai, 2009), hence speaking is the most important aspect in English learning. Moreover, the students lack of speaking exercises too. The students do not know how to pronounce words, use grammar and vocabularies in correct way. The students never teach and get input in spoken language. Inherent in the profession of teaching is the need to make corrections, but teachers are often unsure and forget as to how much to correct, when to correct, or even how to correct the students' speaking ability. Moreover, teacher often forget to give correction to students who say the wrong words. Goh (2007: ii) says that

although speaking is now an essential part of many language curricula, it is probably true to say that while it frequently occurs in class, speaking is less frequently taught. The problem comes not only from the students but also from the teacher.

In learning a language, someone should do a lot of practice. In general, students would start with understanding the message given orally and comprehending certain words, in order not to get wrong interpretation or miss understanding. In responding, students should initiate to speak like native speaker in order to make students able to produce the sound correctly or at least nearly the same as native speaker. So, the teacher should give inputs to correct the students' speaking performance.

Davis and Pearse (2000: 103) state that errors are integral part of language learning and not evidence of failure to learn. Many studies have indicated that errors are signals that learning occurs; in other words, errors indicate students' stage which reflects parts of lesson that have been understood and to be improved (Smith, 1994 and Hedge, 2000). Error correction is defined as a response either to the content of what a student has produced or to the form of the utterance (Richards and Lockharts, 1996: 188). It means that error is the stage where the students try but students still wrong. So, when students get wrong the teacher should give corrections to repair and give inputs to the students. After the students get the input, they will get an better way to remmember again and don't try to false. They will correct themself before they speak. There are so many experts who classify the error correction. Lyster and Ranta's (1997) model to categorize the types of spoken error correction as explicit correction, recast, clarification request, metalinguistic clues, elicitation and repetition.

For example, when student speaks "*there is a little milk in fridge.*", the teacher will correct the students by saying "*in **the** fridge*". It means that the teacher give an input for the students to repair the student's form of sentence but in spoken language. It calls oral error correction.

In another case, using story telling in teaching speaking helps the students to be creative. Students can briefly explain about the story has been read or make their own story to tell to their friends in front of the class. Storytelling is one of the techniques commonly used in language learning. According to Cameron (2001:160), story telling is an oral activity, and stories have the shape they do because they are designed to be listened to and in many situations, participated in. Story telling forced students to be creative in the delivery in order to make the story interesting. But there is not an input during the students' perform in front of the class. It will make a lot of errorlike pronounciation, proper words and etc. Then, if there is not justification, it will make the students still in wrong speaking ways.

By combining of oral error correction and storytelling, the students are hoped to pronounce the English words correctly, and the teacher will also find out the difficulties which the students face, whether in their spelling or in the way they pronounce the word, especially words context and correct them. Storytelling is the process of reading a story and then retell the story in his or her own words. This technique will give learning experiences and give an effective way to improve students' speaking.

The analysis and characterication would probably show more details that may be useful for many purposes that may benefit language users and learners to achieve better teaching and learning process.

1.2 Identification of the problem

There are some problems usually found in speaking teaching learning process. There are many factors can make many problems emerge. Problems that usually found are as stated below:

1. The students are lack ability of speaking
2. Not all of teachers give error correction in speaking form (oral error correction)
3. Some teacher do not know how much to correct, when to correct, and how to correct.
4. Students need exercise to improve practical situation in classroom.
5. Students need some inputs and supports to improve their performance.

1.3 Limitation of the Problem

This research is limited to deal with the use of Oral Error Correction technique to solve the problem faced by the students, especially to increase students' speaking achievement.

1.4 Research Questions

Based on the background above, the research questions of this research are formulated as follows:

1. Is there any significant difference on students' speaking achievement before and after being taught through oral error correction in storytelling at second grade of SMAN 1 Sidomulyo?

2. In which aspect of speaking does Error Oral Correction give the highest improvement?

1.5 Objectives

The objectives of this research are:

1. To find out if there is improvement of students' speaking achievement before and after being taught through oral error correction in storyteling at second grade of SMAN 1 Sidomulyo.

2. To find out which aspect of speaking that has the highest improvement.

1.6 Uses of the Research

This research has some uses as follows:

1. Theoretically, the result of this research is used to confirm the previous theory about the effect of teaching speaking by using oral error correction in storytelling at the second grade students.

2. Practicallly, The result of the research can be used as a tool that helps English teacher or English students to learn English in effective and proper way. Then,

the eminences of teaching speaking by using oral error correction in storytelling could be used as informations for the reader.

1.7 Scope

This research was conducted to find out the process of teaching speaking by using error correction in storytelling at the second grade students of SMAN 1 Sidomulyo. This research was focused on five aspects of speaking: Pronunciation, Fluency, Grammar, Comprehension, and Vocabulary. This research was conducted in the level of senior high school. The research focused on the process of teaching speaking by using oral error correction in storytelling at the second grade of SMAN 1 Sidomulyo and the improvement of students' speaking achievement after being taught by using oral error correction in storytelling.

1.8 Definition of Terms

Considering the presence of the non-general terms in this research that may cause misunderstanding, some definitions of term use in this research are stated as below:

1. *Achievement* is the students' result after studying with effort, skill, or courage.
2. *Oral Error Correction* is the process of detecting errors of the students by giving good comments and correct way in transmitted messages in oral form.
3. *Story telling* is an oral activity that used in this research to show the students ability.

4. *Teaching speaking* means teaching how to use the language for communication, for transferring idea, thought or even feeling to others in form of monologue.