CHAPTER I

INTRODUCTION

This chapter discusses some aspects dealing the topic of the research. They are the background of the research, the problem of the research, the objective of the research, the benefit of the research, the scope of the research, and the operational definition of the research.

1.1 Background of the Research

Speaking is a crucial aspect and a part of a learning a foreign language. Learning a new language is a difficult and complicated task for us as a learner. When students trying to learn a foreign language that are new to them, they can actually work on a new language system which is different from their own everyday language. Moreover, for the purpose of being a skillful learner, they should learn how to use the principles of the new system appropriately. Speaking is one of the components of this system. According to Bahadorfar and Omidvar (2015) speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker.

Speaking is the process of creating and sharing meaning in a range of circumstances via the use of verbal and nonverbal symbols (Zuhriyah,

2017). It is one of the most significant language skills in all language's studies from mother language studies to foreign language studies. Learning a new language is a difficult and complicated task even for an adult let alone a student of junior high school. When students learn a foreign language, they actually work on a new language system which is different from their own language. According to (Aliyah, 2011) Storytelling is a combined meaning of a Story which is something that people really like to tell and hear, and telling is something that prefers to someone that read and tells the story to the audience. Storytelling is an effort that can be carried out by storyteller in order to tell the feelings, thoughts and the story itself to the students in a verbal way. Storytelling is a type of teaching that can approach and assist students of junior high school such as student's in gaining knowledge, literacy, creativity, creation, and critical thinking (Fikriah, 2016). Storytelling is particularly beneficial for teaching foreign language like English to a young student's and stimulates children to be an active participant in the making of the story's meaning (Maulany, 2013). On the other words, storytelling is an important tool for language learning and teaching. Storytelling for Junior high school students in middle school and high school is important to create constructive and creative comprehension, this factor will motivate children to be an active participant in the construction of their curiosity to look for the meaning inside the story. In this activity, students are involved while listening to the story so they can manage to respond the language in a correct sentence and word to gain the upper comprehension that response

to the story. Moreover, for the purpose of being a skillful learner, they should learn how to use the principles of the new system appropriately. Speaking is one of the components of this system. due to lack of assessment of speaking skills, students didn't pay attention to it, thus graduates have low oral skills (Sarwar, et al., 2014). Speaking is the most difficult skill for most students who learn it as a second or foreign language due to their low proficiency (Alonzo 2014). Angelia and Listyani (2019) were administered to the participants. The findings revealed that students' speaking anxiety in English speaking class was derived from three main factors of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the questionnaires answers and interview data revealed, lack of vocabulary, underestimate their ability, lack of preparation, being afraid of making mistakes, and worried of being embarrassed at by his/her friends had also contributed to students' anxiety in speaking. These findings suggest that the teachers' role is very important in this situation. Students and teachers could build a positive classroom atmosphere in order to overcome students' anxiety. Speaking is the primary means to communicate with others in the social community, and the ability of the learner to speak is the first indicator of success in learning a language (Zuhriyah, 2017). Many concise "speaking" is not important and English teachers continue to teach speaking as a repetition of exercises or memorizing dialogue, whereas the world today demands that goals be able to improve communicative students because only in this way can students test themselves and learn how to apply

appropriate social and cultural rules in each communication (Tuan and Mai, 2015).

Some previous studies have been investigated the story telling method too in improving speaking ability. Zuhriyah (2017) applied storytelling in speaking class in order that the beginners are eager to speak English. The research was a collaborative classroom action research whose main purpose was to know whether or not storytelling could improve the students' speaking skill. The subjects were 23 students of class N of the second semester of Intensive English Program of Hasyim Asy'ari University (UNHASY) Tebuireng Jombang in the academic year of 2016/2017. The data for this study came from the collaborator's observations as well as the speaking exam. The results showed that after using narrative, students' speaking skills improved. The results of the second cycle's speaking test revealed that the students' speaking abilities had improved significantly. Their understanding, fluency, vocabulary, grammar, and pronunciation all increased as a result of storytelling. As a result, narrative has the potential to boost students' speaking abilities. Sharma (2018), In Nepal Rastriya Chandraganga Secondary School, Gagretal, Surkhet, researchers used a cooperative storytelling strategy to improve students' speaking skills. The goal of this joint classroom action research was to see if using a storytelling method may help students enhance their speaking skills. The data for this study came from observations made during a story-telling contest and a speaking exam. Students' speaking proficiency improved once the narrative method was

used, according to the findings. The results of the second cycle's speaking test revealed that the students' speaking abilities had improved significantly. Their understanding, fluency, vocabulary, grammar, and pronunciation all increased as a result of storytelling. As a result, it's possible that the storytelling method will help students enhance their speaking skills. Erfiani (2017) on her research This research used class action research. The subject of the research is the second semester of English education in A class in the academic year of 2016/2017. There were 30 students for the research subject. Based on the data analysis, there is a significance improvement in each cycle. The average of students' speaking ability in Cycle I is 67%. That average is taken from vocabulary aspects 68%, pronunciation aspect 67% and grammatical aspect 66%. Then, in cycle II the average of student's mark is increasing into 81% that consist of vocabulary aspect 83%, pronunciation aspect 795 and grammatical aspect 81%. Therefore, this research indicates that storytelling model can improve the speaking ability of second semester students in Universitas Timor.

Why I choose the 9th grade students of SMP IT Al Auliya Balikpapan? because based on my observation in the past, the students are excited and willing to improve their English-speaking skills through various of method, the method that I'm using in this research is improving the speaking skills through story telling. Which means students have to read a story in English with all of their capabilities in speaking.

This research had the main purpose to discover that story telling method could improve speaking skill of the 9th grade students in the SMP IT Al Auliya Balikpapan.

1.2 Problem of the Research

To Research about how to improve the ability of students from SMP Al Auliya Balikpapan in speaking and pronunciation with the used of storytelling method in English teaching.

The research problems will focus on the following problems:

1) How does Story telling method used at the SMP IT Al Auliya Balikpapan?

2) Is there any challenges that students face during using story telling method?

+1.3 Objective of the Research

The Focus or the objective of the research are

1. to know how the storytelling method was implemented at SMP IT AL Auliya Balikpapan.

2. To know the challenges faced by the students during the implementation of storytelling method at SMP IT Al Auliya Balikpapan.

1.4 Operational Definition

1.4.1. Speaking

Speaking is the way of human to communicate and express their ideas and feelings to others orally. Speaking is a speech or utterances that produced by the speaker with the intention of being known or noticed, the listener processes the word and sentences so that the what speaker is sayings in order to know the intention of the speaker that why he/she said it in the first place. Speaking also allow the listener to learn what the speaker is really tried to tell or ask depending on the sentences that the speaker is really want to say and expressed to the listener.

1.4.2. Story-Telling Method

The story telling method is basically a method that uses fairy tales which are situations that occur in everyday life which sometimes using puppet or story books. Storytelling Method is the original form of teaching and has the potential of fostering emotional intelligence and help the child gain insight into human behaviors. Storytelling also promotes language learning by enriching learners' vocabulary and acquiring new language structures.

1.5 The Benefit of the Research

1.5.1. Theoretical Benefit

A. The result of the research can be used as an input in English teaching learning process especially in teaching speaking using story telling method.

B. The result of this research can be used as the reference for those who want to conduct further research in English teaching-learning process using storytelling method.

1.5.2. Practical Benefit

The result of this research hopefully will be useful for both the students and the teacher after using the story telling method for teaching speaking skills so students can learn new vocabulary and also improving their ability in speaking based on the story they read and heard during the learning session.

1.6 Assumptions of the Research

The assumptions of the research for this kind of topic to find if there any effect of storytelling method to students speaking ability

1.7 Scope of the Research

This research is focused investigating learning activity using storytelling method and the effect from this method to speaking ability in 9th-grade students of SMP IT Balikpapan when using Storytelling Method.