

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents some aspects related to the topic of the research. They are the background of the research, the problem of the research, the research objectives, operational definitions of the variable (Storytelling and Listening comprehension), the significance of the research, the scope of the research.

### **1.1 Background of the Research**

Listening activities create a situation where the listeners become silent receivers of the message. They have more opportunities to listen a spoken text rather than to speak it, so that listening must be prepared the situation and performance outside their control. Further, this condition makes the students work hard to get the message. To solve this condition, the English teachers are expected to be able to arouse the students' motivation in studying listening. Teaching listening to young language learners, especially the eleventh year students of vocational school is considered as the main point for English teachers to create an attractive atmosphere in the teaching learning process and make the students enjoy their listening activities. In addition, the English teachers have responsibility to arouse the students' motivation. Burden and Byrd (1999:43) say that motivating students to learn is a vital role. In this case, the English teacher can motivate the students by creating an attractive situation in the teaching learning process, including the listening class. So, it is necessary to choose

an applicable technique in teaching listening to motivate students and improve their listening skill.

Storytelling is very interesting. The English teacher as the storyteller tell it in front of the students by using expression such as gestures,mimes, and varying intonation. The teacher does that in order to make the stories that he/she tells more interesting and alive.

To support this idea, Scott and Ytreberg (1999: 28) said that storytelling technique create an interesting atmosphere in teaching listening comprehension skill. This is because, the students are involved in the story by paying attention to the teachers' gestures, mimic, and intonation of the voice and the media used by the teacher. There will be no feeling of fear of them when learning English especially through storytelling. By using storytelling the students are asked to pay attention the teacher story. Halliwell (1992: 7) confirms that children are intended to involve their imagination and fantasy.They will be invited to use their imagination and fantasy through listening about the story. They will directly bring into the condition and situation about the story read by the teacher. Through their imagination, the teacher guides the students to encourage their thought about the gist and the details of the story. So, the students will not feel bored in listening to the stories and will not feel tense in the teaching learning process. It makes them enjoy and relax doing the listening activities. Teaching listening through storytelling is quite simple. The teacher tells the story while the students listen attentively. After that the teacher and the students discuss it. It covers the characters, setting and the messages that are stated in the story. To know the students understanding about the story, the teacher

asks them to find the information of the story by answering questions whether orally and verbally.

In accordance to the explanations above, a research on teaching listening through storytelling will be conducted with the title “ The Effect of Using Storytelling on the Eleventh Grade Students’ Listening Comprehension at MA Al-QodiriJember in the 2016/2017 Academic Year”.

## **1.2 Problem of the Research**

Based on the background of the study before, the researcher formulated the problem of study as: is there any significant effect of using storytelling on the listening comprehension at MA Al-QodiriJember in the 2016/2017 academic year?

## **1.3 Objective of the Research**

This research aims to know whether using storytelling has a significant effect on the eleventh year students’ listening comprehension at MA Al-QodiriJember in the 2016/2017 academic year.

## **1.4 Operational Definitions**

### **1) Storytelling**

Storytelling refers to narrative story. The storytellers can lead a discussion about the story and listeners can act-out the story as a skit, so that the teacher can tell the stories briefly. Besides, the stories told must be interesting, well chosen and meet the students’ interest.

## **2)Listening Comprehension**

Listening comprehension refers to the understanding of being listened or the ability to hear the story folktales that is used in language learning. In this research indicates the students' understanding about narrative story.

### **1.5 The Significance of the Research**

The result of this research is expected to give some contributions to the English teacher, students, and to other researchers.

#### **a. The English Teacher**

Hopefully, the result of the research will be useful for the English teacher as information or input to develop the teaching of listening by using storytelling to improve the students' listening comprehension skill.

#### **b. The Students**

Hopefully, the treatments will be useful for the students to sustain their motivation in listening using storytelling to change their listening comprehension.

#### **c. Other Researchers**

Hopefully, the results of the research are useful for other researchers as a reference or information to conduct a further research to broaden the view concerning with the effect of using storytelling on other language skills such as reading, speaking, writing or other language components, such as vocabulary and structure.

## **1.6 The Scope of the Research**

The scope of this research that will be discussed here is to know the significant effect of using storytelling on the eleventh year students' listening comprehension at MA Al-Qodiri Jember in the 2016/2017 academic year.