

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Language is a means of communication in an area in a certain allocation. Language is also so important that it allows speakers to indicate their existence or that of others, ask for something, express approval and rejection. Therefore, speaking or spoken language can be considered a principle.

Learning a language is also learning to communicate. Nowadays, the demand for foreign language is very important. Therefore, the use of foreign language can be directed to improve young learners abilities and skills in communicating with good and correct, both orally and in writing. Azmi, (2019). Scope of foreign languages covers four aspects of skills language, i.e; listening, speaking, reading, and writing.

Language skills are needed to be able to communicate well. The more often you practice using the four aspects of English, the smoother and better the communication will be. This is in line with Panyingkiran & Sumedang, (2017) Listening, is a change the form of sound will be a form of meaning. Speaking is the process of changing the form of thoughts/wishful thinking/feelings become a form of language sounds that will have meaning or meaning. Reading is a deformation process symbols/signs/writings become a form of meaning or meaning. Writing is a process changes in the form of thoughts/wishful thinking/feelings it is a form in the form of a symbol/sign/writing.

Among the four skills, the first thing that young learners need to master is listening comprehension. According to Lubis, (2022). Listening comprehension is a process that includes activities such as listening to language sounds, identifying, interpreting, assessing and reacting to the meaning contained in oral discourse.

Listening comprehension is one of the media that is considered effective in capturing information. Listening comprehension always it begins with listening to the sound of the language either directly or through recording, radio, or television. The language sounds picked up by the ear are then identified. Then, the grouping will be syllables, words, phrases, clauses, sentences, and discourse.

From listening comprehension it is hoped that young learners will be able to be trained and become creative and critical listeners. Listening comprehension are a language skill that does not grow itself. If the listening process in young learners is not good, then the development of listening skills also not good. It could even be that the young learners is not good at presenting or may not be able to respond conversation of the interlocutor.

Good listening comprehension are not possessed by all young learners. Low listening ability is indicated by young learners feedback for learning that is not optimal, including a lack of response to the teacher and a little slow in answering the teachers questions. Thing the worst of low listening comprehension is the attitude of not caring when learning takes place, even the young learners ignorant attitude towards his classmates. Girsang et al., (2019)

What we need to remember when teaching young learners is that they are mixed classes with varying abilities, different levels of motivation, expectations, knowledge and learning styles. We need to give a lot of variety to our approach and offer as many opportunities as possible to make the whole class find a little something to grow. To develop listening comprehension it is essentially necessary to take a closer look and further discussion among the young learner teachers so that they will find guidelines to get young learners involved and interested in learning a foreign language.

A strategy is needed for beginners. For young learners, to start learning a foreign language is like starting to learn one's native language. They need more time to hear and repeat some of the speeches they hear in foreign languages. Therefore, teachers need to open opportunities and time for learners to listen to words, speech, a set of phrases as a process of developing young learners listening comprehension.

Teachers when teaching young learners should have the skills to say every word, phrase, and sentence, because young learners will repeat what they hear, they will keep everything the teacher says. What young learners already learn in the early stages will be a little difficult to change in the future. Teachers need to maintain a relaxed atmosphere and remain positive in the classroom, because this is one of the factors that determine maximum achievement results. Young learners need more attention, when teachers teach, need to emphasize and open up as many opportunities as possible for young learners to continue to practice speaking English either in the classroom or outside classroom.

Based on the results of initial observations conducted before the implementation of the research at Al Munawwiry Islamic School (AIS), Jember, after seeking information from classroom teachers and English teachers, they were of the opinion that their listening comprehension was still below average. Some of them had difficulty understanding the readings delivered by the teacher. Young learners also have difficulty determining important information that can be taken from teachers.

Some of the previous studies have been done, according to Tarigan (2019) in a study entitled “Improving Listening Comprehension Through Storytelling”. After analyzing the data, it was proven that all students could answer the questions heading into the exam. Most of them got an improvement score of up to 75%. Another study entitled “The Use of Digital Storytelling to Improve Students Listening Comprehension”, finding that can help young learners in participate and focus on storytelling is performed by the teacher. Really young learners pay great attention to instruction and questions of the teacher. They are involved in asking for help from friends, teachers, or researchers, so they can do listening assignments. (Zamruddyn, 2020). Storytelling method have a great effect on the learning of young learners.

In addition to learning methods, learning media also has an important role as one of the components of the learning system. According to Magdalena et al, (2021). The use of media in the learning process can arouse students' interest and motivation in learning, reduce or avoid verbalism, generate orderly, systematic reasoning, and to foster understanding and develop values in students. The

learning methods is everything that can be used to convey a message so that it can stimulate young learners interests, thoughts, and feelings in learning to achieve learning goals Khotimah et al, (2021).

The purpose of using learning media, namely in order to facilitate the teaching and learning process, help students focus on learning, learning resource tools that can stimulate students to learn, physical means that contain instructional materials, as well as technologies that can carry information.

The selection of learning media must be tailored to the needs, situations and conditions of each. Teachers can develop it precisely in terms of the content, message and characteristics of young learners to determine the learning media. One of the learning media can be used in improving young learners listening comprehension, namely by storytelling. Khotimah et al, (2021). The storytelling method is one of the learning strategies that it is conveyed through oral speech by telling a story or an event and information without leaving the predetermined learning objectives.

Storytelling is an arrangement of the strategy that systematic in the form of transfer activities stories from storytellers to listeners. Storytelling methods is a method that is expected to be able to train the concentration power of children, provide learning experiences to practice listening or listening, and can stimulate children in asking young learners curiosity in the plot or other parts of the story.

This research is very important because based on the researchers experience, several phenomena have been found, there are still young learners who are in the

process of listening comprehension that are still not good. So, with this research is expected to build knowledge and facilitate learning, to understand various problems and raise public awareness especially regarding the problem of listening comprehension for young learners, especially in learning English. Then, to gain new knowledge and information, get answers to the phenomena that occur, and find a solution to a problem.

1.2 Research Problem

Based on the background above, it can be formulated the problem that became the focus in this study “how can storytelling method be used to improve the listening comprehension of the 2nd grades at Al Munawwiry Islamic School (AIS), Jember?”

1.3 Research Objective

Based on the above research problem, the purpose of this study is to investigate how story telling method can improve the listening comprehension of the 2nd grades at Al Munawwiry Islamic School (AIS), Jember.

1.4 Operational Definition of The Research

Avoiding the perception of the use of the term in research and also affirming the research variables, it is necessary to provide operational definitions as follows:

- a) Storytelling method is a way or one of the activities of conveying something through a story. Story telling comes from English, judging by the wording that has two words namely story and telling.

Storytelling is one of the techniques that can be used to improve listening skills in children. Storytelling is the best way to educate non-violence, instill values morals and ethics are also the truth, as well as training discipline. The stories read by the teacher are stories that are often listened to by young learners and remain related to the events that occur around or the experiences experienced by the students. Such as folklore, natural disaster events, student experiences, and so on. Light and frequent stories around students make it easier for students to understand the event, so that they are more focused and able to listen well.

When telling a story students are asked to retell the content of the story that has been determined by the previous teacher and at the end of the story the student must also respond to the story. It is expected that by using the storytelling method, students will not only focus on the storyline, but students can improve their speaking skills without thinking to be mistaken, afraid of mistakes, embarrassment, and students can also improve vocabulary. When teachers are no longer teaching they will have the will to speak them through storytelling.

- b) Listening is one of vital elements in learning English, because can develop focus to what is faced in daily life, especially in the school environment. Listening comprehension are also one of the factors which is very important for young learner success in learning effectively. In this case researcher tries to focus on how to solve the problem that young learners had before.

In this case, the researcher tried to focus on how to solve the problems that previous students had. It deals with focus and listening well. In addition, researchers can improve students' listening skills by providing opportunities for them to briefly recount what they have heard or ask questions that the researcher has provided before.

The level of speaking of students that researchers want is at the elementary level. Where students are considered to be able to understand the stories heard and can also answer questions related to the story.

- c) Young learners who are unable to speak properly or have difficulty participating in learning activities when asked to speak in front of the class or in public.

The study was conducted on children aged 7-10 years. They are children who get English lessons at their school. Children aged 7-10 are able to speak fluently, answer and make simple questions, as well as retrying the story. Sulianto et al., (2014). The average young learners is 7 years old to 8 years old, which means the level of maturity or the child's intellectual development is already at the concrete operational level (the concrete operational).

1.5 Practical Significances

In accordance with the above research objectives, it is expected that benefit.

These expected benefits are;

- a. It can be used as input for improvement the quality of English language learning in schools.

- b. It is expected to apply storytelling methods to improve young learners listening comprehension.
- c. It is able to turn conventional learning process into effective and fun learning, useful for teachers who have the similar problem.
- d. It can give practical significance for teacher to apply the method storytelling.

1.6 Scope of The Research

The scope or limitations of this class action research are:

- a) Students who are subject to research are 2nd.
- b) The problem in this class action research is the use of storytelling methods to improve young learners listening comprehension.
- c) This class action research was conducted in the odd semester of the 2024/2025 school year.

