

CHAPTER I

INTRODUCTION

This chapter present and discusses background of the research, the statement of the research, objectives of the research, significance of the research, scope and limitation of the research.

1.1 Background of the Research

English as a lingua franca has been used by people in different countries and different languages as means of communication. It is also used as a media to relate with others in whole aspects of our life like business, science, technology, culture, and education. From the education side, we can see that all the schools in Indonesia apply English as a compulsory subject, especially for Senior High School. The government intended that the students are able to master English as means of communication, transfer communication, and develop their knowledge in the globalization era.

Teaching English to the students' of Senior High School, especially in the first grade, is not an easy work to do. Teacher must use the right method of teaching, so that students can study and understand English well. In English teaching process, there are some language skills that students' have to understand and master. They are listening, speaking, reading, and writing skills. Speaking seems the most important. Speaking is a communication skill that enables a person to verbalize thoughts and ideas (Zainatuddar, 2015). It is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts. It means that speaking is a productive skill that requires the speakers to produce words or sentences with particular meanings that can be received and comprehended by listeners. Speaking is a productive skill in oral activity. As an oral activity, speaking English has many elements at least vocabulary, pronunciation, grammar, and spelling. Speaking is the skill that the students' will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

“Speaking is also considered as an integral part of people’s daily life because speaking is seen as interaction and a social and situation-based activity which language learners should develop” (Luoma, 2004) . By speaking, we can convey information, ideas, and maintain a social relationship. In addition, a large percentage of the world’s language learners study English in order to be able to communicate fluently. In learning speaking skills, there are some factors that make it difficult to be mastered. Students’ are worried about making mistakes fearful of criticism, or simply shy (Al Hosni, 2014). Students’ have no motivation to express themselves. The factors mentioned above influence unsuccessful speaking skill lessons. It is needed an appropriate technique in teaching English that can encourage students to talk without worrying about making mistakes. So, as teacher, we have a responsibility to prepare the students’ as much as possible to be able to speak English in the real world outside the classroom.

Based on the pre-research done in the first grade of SMA Muhammadiyah Boarding School Al-Amin Bojonegoro, the researcher found problem dealing with their low speaking skill. First, commonly students’ feel afraid and nervous when they want to speak or communicate using English in front of their classmates. Second, the students’ do not have any ideas or initiative to speak English, it is caused by the lack of vocabulary, grammatical patterns, and lack of practicing English speaking. Third, the students’ still frequently made mistakes in pronouncing the English words. Those problems make the students’ reluctant and unmotivated to speak.

Having observed that situation, the researcher wants to improve the speaking skill using storytelling to overcome the problems of students’ speaking skills in the first grade of SMA Muhammadiyah Boarding School Al-Amin Bojonegoro. In the teaching learning process, the teacher has a right in applying the method, technique, or approach as long as they can achieve the instructional goal. In order to make progress in student’ learning and to teach speaking effectively and interesting, the teacher has to choose the right teaching technique so that the students’ can apply the technique that the teacher gives. Teacher is supposed to be imaginative and creative to improve the students’ speaking skill and make the lesson more exciting. The interesting materials and techniques

have to be created by teacher in teaching learning process. It can be built by applying storytelling technique.

Storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level (Zuhriyah, 2017). The storyteller can obtain the collaboration of the audience at several points during the story. For example, by asking the listeners to guess the ending of story, by getting them to suggest an alternative ending and by getting the audiences' opinion. Storytelling can solve speaking problem in two ways. First, storytelling has some strengths such as stimulating students imagination, understanding the world, developing students language ability and appreciating literature. Besides, by using storytelling technique, the students' firstly must find the story they will share to the audience or their friends. Students' have to use the right grammatical structure, right pronunciation and right vocabularies. They can tell a story related to their own experiences or their daily lives and story from books. They have to love their story, so they will give pleasure to their friends and their teacher.

Secondly, the primary reason of the first grade students' at SMA Muhammadiyah Boarding School Al-Amin Bojonegoro to use storytelling in the speaking classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication. It indicated the characteristics of students' that they want to master English especially speaking by using storytelling.

Based on the description above, the researcher want to conduct a research about the effort to improve the students' speaking skill using Storytelling of the tenth grade students' of SMA Muhammadiyah Boarding School Al-Amin Bojonegoro. The research is entitled "*The Effect Of Storytelling To Improve Students' Speaking Skill*"

1.2 The Statement of The Research Problem

1.2.1 Identification of The Problem

Based on the information presented above, the writer identifies the problems:

1. Commonly, students' in SMA Muhammadiyah Boarding School Al-Amin

Bojonegoro feel afraid and nervous when they want to speak or communicate using English in front of their classmates.

2. The students' do not have any ideas or initiative to speak in English, it is caused by the lack of vocabulary, grammatical patterns, and lack of practicing English speaking.
3. The students' still frequently made mistakes in pronouncing the English words.

1.2.2 Research Question

Based on the formulation mention above, the research question is :

1. How to teach speaking by using storytelling?
2. How is the effect of using storytelling to the students' speaking score?

1.3 Objective of the Research

This research is intended to :

1. To find out how to teach speaking by using storytelling.
2. To find out the effect of using storytelling to the students' speaking score.

1.4 Significance of the Research

After researcher finished this study, the researcher hope the result of this study is expected to give a contribution to the teaching and learning process in English especially storytelling

1. For the English Teacher

The researcher hopes that this research can improve the teacher ability to help students in teaching storytelling in the class. Besides, the English teacher is able to use the interesting media to improve the students speaking skills using storytelling. Therefore, teacher can know, the using of storytelling to improve the students speaking skills including its strength and weaknesses.

2. For the Researcher

- a. This research hopefully can be a good reference for the researcher to improve students speaking skill in using Story Telling.
- b. The researcher gets valuable experiences which can be used for doing a better action research in the future.

3. For the Student

This research can be used to help students' in speaking. It means, that students' can practice to using storytelling. It is expected that this study

can pump up the students' motivation to study storytelling, make them loving to learn themselves and improve their speaking skill.

1.5 Scope and Limitation of the Problem

In the research, the researcher limits the problem of the research to make it more understandable. Furthermore, this study focuses on the Effect storytelling to improve students' speaking skills in senior high school students. Accordingly, the setting chosen for this research is SMA Muhammadiyah Boarding School Al-Amin Bojonegoro. Students' of senior high school consist of three levels. They are students of the one grade, two grade, and third grade. This research chosen the Tenth grade of SMA Muhammadiyah Boarding School Al-Amin Bojongoro in academic year 2021/2022. This research conduct in two class. And each class consist 20 partisipant. So the total of partisipant are 40 partisipant. The research also is limited only on students' senior high school skill in using storytelling.

1.6 Definition of Key Term

In order to lead the reader to get the better understanding, the writer includes the definition of main terms, those are :

1. Speaking skill is a productive skill that requires the speaker to produce words or sentences with particular meaning that an be received and comprehended by listener.
2. Storytelling is Activity to share or retell ideas and experience through word and action to communicate.
3. Component Speaking is about Pronunciation, Grammar, Vocabulary, Fluency, Comprehension.
4. Speaking Score is students' score from speaking test.