

Chapter One

Introduction

This chapter mainly presents the background in conducting this research. The researcher will provide some reasons which a rise the researcher's interest in doing this research. This chapter consecutively consists of the background of the study, statement and limitation of the problem, research question, the objective of the study, significance of the study, and outline of the study.

Background of the Study

Speaking is an important part of language skill. Irawati (2014) defines speaking as an activity to produce saying in the form of words and sentences orally in order to communicate with others. Speaking is one of the important aspects of learning, especially second language learning. Bailey and Savage as cited in Celce and Murcia (2001) argue that speaking in a second language or foreign language is considered as the most important skill. A good speaking skill is important in order to make other people easy to understand what we are talking about and to minimize misunderstanding.

However, sometimes students face some problems in their speaking, either when they want to make communication in public, speak in front of the class, or speak with others. According to Inayah (2015) there are four problems that usually occur in speaking, namely inhibition, nothing to say, low or uneven participation, and mother tongue use. The first problem is Inhibition. Students are often inhibited when they want to try to speak in foreign language classroom. When this happens, they are afraid to make mistake, and shy to speak. The second problem is that they have nothing to say.

This problem happens when students cannot express themselves, and they feel difficult to explain something. The third problem is low or uneven participation. When a communication is happening, sometimes there is one person who dominates the communication, while the other speakers talk only a little or do not talk at all. The last problem is the use of mother tongue. This happens because all students share the same mother tongue so they feel unnatural to speak in English. The aforementioned problems can make students to be lacking of speaking practice, less exposed to English, and also less motivated in speaking English.

There are some strategies that can be used to solve students' speaking problems. One of the strategies is by using storytelling. Farrel and Nessel(1982) as cited in (Isbell, Sobol, Lindauer, &Lowrance, 2004) explain that storytelling can increase speaking fluency, and it also can help to remember vocabularies. It means that by using storytelling, students can learn how to speak English fluently and remember English vocabulary easier. Therefore, storytelling can be a strategy that the teacher used to improve the students speaking skill.

As mentioned before, there are some barriers in speaking faced by students which are inhibition, nothing to say, low or uneven participation, and mother tongue use. Storytelling is meaningful for speaking because storytelling builds vocabulary and comprehension (Samantaray, 2014). It shows that storytelling can solve problem about 'nothing to say'. Samantaray (2014) contends that the students have nothing to say because the students have limited vocabulary size. Besides, Samantaray (2014) states that by storytelling, the students can increase their vocabulary and understanding so it

will help the students to be able to share their ideas and thoughts. Moreover, storytelling also evokes students' imagination and interest Samantaray (2014). It means that storytelling can solve another problem in speaking which is about low participation.

Based on the researcher's observation, storytelling strategy was used in one of the junior high school in Panggang. The school made the storytelling activity to be one of their extracurricular activities. The reason was that the teachers considered storytelling to be used in increasing students' speaking skill because it required the students to speak orally in the practice. According to Coconi (2013), storytelling is communicating events by using words and sounds. Besides, this is also supported by Taylor (2000) who contends that storytelling is an activity of telling a tale to listeners through voice and gesture. Teachers of Junior high school in Panggang hoped that by joining storytelling activity, students could solve their problem in English speaking, increase their speaking skill, and improve their other skills in language. This was supported by Nuraeningsih(2012) who argues that storytelling is useful for the proficiency in the four language skills, namely speaking, listening, reading, and writing, and the language components, such as vocabulary, pronunciation, and grammar.

Based on the researcher's observation, teachers said that students of junior high school in Panggang joined storytelling activity because they were required to increase their listening, reading, speaking, and writing abilities. However, it did not mean that their speaking abilities were increased. By this case, it showed that students' speaking abilities had not directly improved because of several factors. Those factors were about the challenges or problems they faced, and strategies that they used to solve the

challenges. Based on the explanation above, the using storytelling could be a solution to solve the problem that students faced in speaking. Therefore, by conducting this study, the researcher aimed to find out challenges that the students faced. Last, the researcher also aimed to find out strategies that can be used to solve the challenges, so the students' speaking skill will be improved by using storytelling.

The junior high school in Panggang used storytelling as an extracurricular activity to support their students in learning English. As the researcher's observation not many school that have storytelling in their extracurricular. The researcher, therefore, is interested to investigate the possible challenges that might appear in joining the activity as well as the strategies that they utilize to solve the problem.

Statement of the Problem

Speaking is the important aspect of learning a second language. Speaking is used to communicate with other people, to make relation, and to exchange information with other people. Although speaking is important for students but some students face some problems when they want to speak in English. Some of the problems are inhibition, nothing to say, low or uneven participant and mother tongue use. To solve that problem, the students can use storytelling method, because it can improve their speaking ability. The storytelling method is used by one of the junior high school in Panggang. However, there are challenges that students face in doing storytelling. Therefore the researcher would identify the problem and the strategy that students used to overcome the problem.

Delimitation of the Problem

This study will be delimited to address the question of students' perception on the challenges that they face in practicing storytelling in their extracurricular and the strategies to overcome the problems. This study is conducted in one of the junior school in Panggang. The research is done by interviewing some students who join storytelling activity. Besides, this research also will be delimited using qualitative research by interviewing some students who join storytelling.

Research Questions

The researcher has several question, the question are:

1. What are the challenges that students face in practicing storytelling in their extracurricular activity?
2. What are the strategies to overcome the challenges in practicing storytelling in their extracurricular activity?

Objectives of the Research

The objectives of this research are:

1. To identify the challenges that students face in practicing storytelling in their extracurricular activity.
2. To investigated the strategy to overcoming the problem in practicing storytelling in their extracurricular activity.

Significance of the Research

This research gives advantages for:

The researcher. This research gives knowledge to researcher about the challenges that students face from storytelling activity especially to improve students' speaking skill and the strategy to overcome the problems. So when the research when want to implemented the storytelling became their strategy to teach they can minimize the problem

Students. This research provides information for students about the challenges that students face from storytelling activity especially to improve students speaking skill. Besides, because this research will reveal some challenges in storytelling, it shows that this research will be used by the students in order to know how to overcome those problems. So the students can use the strategy to solve their problem if they have the same problem.

Teachers. This research provides information for teachers about the challenges that students face from storytelling activity especially to improve students speaking skill and the strategies to overcome the problems. So the teacher who also used storytelling became the strategy in their teaching they can anticipate the problem.

Other researcher. This research might be used as a reference for other researchers who want to conduct a further study related to the topic of challenges in employing storytelling and the strategies to overcome the problems.

Outline of the Research

This study consists of five chapters. The first chapter provides the introduction to the study. It consists of the background of the study, statement of the problem, limitation of the problem, research question, objective of the study, significance of the study, and limitation of the study.

The second chapter is literature review which presents some related theories about the explanation of speaking, the important of speaking, the problem that students face in speaking and also explain the strategy to solve the problem. The theory is used to support this research.

The third chapter is research methodology which discusses how this research is conducted. This chapter explains the design of the research, the data collection method, the participant of the research, and the technique that be used to analyses the data.

The forth chapter will provide discussion of some of the students' perception on the challenges on joining storytelling extracurricular. This chapter will also provide discussion of some of the students' perception on the strategies that they used to overcame the problem.

The fifth chapter is about conclusion and recommendation. In this chapter, the researcher concludes this research. This chapter provides the conclusion about the background of this research and the conclusion about how this research is conducted by the researcher. Last, this chapter provides the conclusion of the findings and the recommendations.