

## **Chapter One**

### **Introduction**

This chapter presents several points which are related to the discussion of this research. In the beginning of this chapter, the researcher presents the background of the study. After that, the researcher presents the statement of the problem. Afterwards, the researcher explains about delimitation of the study. Also, in this chapter, it presents the research questions. Subsequently, the researcher talks about the objective of the study. Finally, the researcher discusses the significance of the study.

#### **Background of the study**

One of the important skills that should be mastered in learning English is speaking skill. Speaking can be one of evidences whether or not a learner has success of learning English. Richards and Renandya (2002) said that “A huge percentage of the language learners study English in order to develop their speaking proficiency” (p.201). Then, in his book they also said that speaking is used for some different purposes such as social contact with people, casual conversation and clarify the information. Many English learners learned how to improve their speaking ability so that they can communicate easily. The reason is when the students graduate from their school, they have to be able to communicate using foreign language especially English language. Shumin (2002) argued that speaking is one of elements of communication. In his study, he said that speaking is an aspect that needs special attention and instruction in EFL teaching. It is necessary for EFL teachers to examine the factors, condition, and components that underlie the effectiveness of speaking skill. It can become effective from language input and speech. Then, it will gradually help learners to speak English fluently and appropriately. Based

on the statement, it means that speaking is an important instrument used by people to communicate with others.

Learning speaking is not simple and easy. There were some difficulties that student face in teaching and learning of speaking. The first problem that the students often face was they feel nervous when they want to speak English. One of speaking skill's problems was confidence, and it can influence students to speak out (Morely as cited in Varasarin, 2007). The second problems was the student was lack of motivation to speak English. The third was the students afraid of doing mistakes when they speak up, it was because they are lack of vocabulary, less of correct grammar, and less of speaking practice. Yesilyurt & Dincer (2013) argued that the difficulty in speaking is because it contains linguistic and non-linguistic elements like vocabulary, intonation, articulation, formal and informal expression, and also gesture. The fourth is the unsupported environment to speak up. Then, the other factors such as clustering, redundancy, reduced, forms, performance variable, colloquial language, rate of delivery, stress, rhythm and intonation, interaction, and affective factors (Brown, 2001). Brown said that affective factor can be one factor which can make learning speaking is difficult.

To solve the students problem in speaking and also to improve students' speaking ability, the teacher must choose appropriate technique in teaching speaking. Besides, the teacher must provide a technique that involve students to practice to speak, and the students can get the motivation to speak up. One of effective techniques that the teacher can use in teaching and learning speaking is story telling technique.

Story telling is an activity where some people write an re-tell a story. Story telling is a way to communicate, to understand the experience of others, to liberate people imagination and

make sense the world on their position (Maynard as cited in Pravamayee, 2014). Story telling can help students to improve their language skill. It is line with Pravamayee (2014) who stated that “ story telling is one if the best tehniques that can be used to develop skill of English language learners”. In addition, Inayah (2015) argued that students taught by using story telling have better performance in speaking skill than those taught by other techniques. Story telling have some benefits to student who teach using story telling. The student can have a good ability to speak up. Fikriah (2016) stated that story telling has a good effect in student speaking ability, comprehensive grammatically correct sentences, and they can speak fluently and accurately. Then, story telling also has a good effect for teacher in teaching learning process. It can make students enjoy in classroom. Ikrammudin (2017) stated that story telling make teaching learning process interesting and enjoyable. It can help students easier in receiveing material. It lead the students to more independent.

From the literature above, the reseacher believes that story telling can make the students active to speak up. It can be an interesting activity in teaching learning process because it involved the students creativity in retelling an story. The students can explain their own experience, and tell the story that they have heard or read using their words. Besides, the students can have imagination to paraphrase an story in a new words.

Additionally, there were some cuurent problems in students' English speaking skill. Those problems were lack of speaking practice, felt shy to spoke up, and insufficient vocabulary. Besides, the teacher were not aware that storytelling can be implemented in teaching learning process to improve students' English speaking skill. The teaching technique that can be used to solve the problems was storytelling. Storytelling was the effective technique in improving

speaking skill. According to Sharma (2018) said that the implementation of storytelling in teaching speaking skill improved some aspects such as vocabulary, grammar, comprehension, and fluency.

Based on the background above, the researcher wants to conduct an experimental research entitled " *The Effectiveness of Story Telling in Improving Students' English Speaking Skill in Junior High School Level*". The researcher had been reading some undergraduate thesis about teaching speaking skill or storytelling in English Language Education Department at one of Private University in Yogyakarta, but there were no many researchers who conducted about the effectiveness of storytelling in improving students' English speaking Skill. It was also the reason why the researcher wonders to have a study about the effectiveness of storytelling in improving students' English speaking Skill. The participant of this research was students eight grade in one state Junior High School in Godean, Yogyakarta. This research was conducted to see whether or not the implementation of storytelling in teaching learning process is effective to improve students 'English speaking skill.

### **Statement of the problem**

Researcher had an observation in a State Juinor High School in Godean, and the researcher also had discussion with an English teacher in that school. Based on the researcher observation almost all of students felt shy to spoke up. Then, they did not have willingness to speak up. It was seen when the English teacher in that school taught and asked the students to spoke up; the stduents found difficulties in their pronunciation, because of insufficient vocabulary, and there was still hesitation when they spoke up. Therefore, the stduents were not interested in speaking practice.

In additional causes, there were only some schools which implement story telling in the teaching learning process. The teachers were not aware that story telling can be used to teach speaking to enhance students' speaking ability. It can helps students to improve their speaking proficiency and solve students' difficulties in speaking. There were some difficulties in speaking such as pronunciation, effect of first language, and students' confidence. In addition, more than a half of learners felt shy when they want to speak up (Nazara, 2011).

### **Delimitation of the study**

There were some techniques that can be used in teaching speaking like role play, game, presentation, and reading aloud. In this study, the reseacher used story telling as a technique to teach speaking to improve students' English speaking skill. The reseacher used narrative text as a material in teaching speaking because narrative text included in their curriculum and narrative text contains art and culture.

This research was conducted in one state Junior High School in Godean, Yogyakarta. The participants of this research were students of eight grade in academic years 2018/2019. The researcher took two classes to conduct the research. The researcher taught the class himself with the help of the class teacher. The research was conducted around eight meetings of teaching learning process. The reseacher used experimental as a research design. This research was conducted with the topic was the effectiveness of story telling on students' English speaking skill in Junior High School level.

### **Research question**

Based on the above formulated problem, the reseacrh questions tried to answer are:

1. How is the students' English speaking skill before and after the implementation of storytelling in experimental class?
2. How is the students' English speaking skill before and after the implementation of storytelling in control class?
3. Is there any significant effect of using story telling to teach students' English speaking skill?

### **Objective of this study**

1. To investigate the students' English speaking skill before and after the implementation of storytelling in experimental class.
2. To investigate the students' English speaking skill before and after the implementation of storytelling in control class.
3. To investigate the effectiveness of the storytelling in improving students' English speaking skill.

### **Significance of the study**

This research aims to give benefits especially for the researcher, students, and also English teachers:

**The researcher.** This research will give benefit to the researcher to get the understanding that story telling is one of effective techniques that can be used in teaching speaking. Then, the researcher can use story telling as a technique to teach speaking skill in the future when the researcher becomes English teacher.

**The students.** The students can improve their speaking ability by storytelling. Then, the students become more creative to develop a story, and they have a brave to speak more. Besides,

the students also get their own motivation to speak up after knowing the effectiveness of storytelling in improving speaking ability. Additionally, the students may use storytelling technique to improve their speaking proficiency.

**The English Teachers.** The research will give advantages for English teachers to understand that one of techniques that they can use to teach their students to speak English is by using storytelling. From those benefits, the teacher can drive the students to speak more in the teaching learning process by implementing storytelling. Hopefully, the teacher will use the storytelling as a technique in teaching speaking to make the activity more challenging and attractive