

CHAPTER I

INTRODUCTION

This chapter is going to discuss about fundamental aspect of this present study such as background of study, scope of study, research question, purpose of the study, significance of study, and definition of key terms. The aim of this chapter is providing rudimentary rationale of composing this research.

1.1. Background of Study

The preceding learning language makes Storytelling Technique as one of the oldest forms of human communication (Deborah, 2011) and much have been said in the literature about its effectiveness as a pedagogical tool in the development of language skills in first (L1) language, and also in a foreign or second language (L2). Traditional Storytelling has been widely used in India long time ago before western education influenced the education system (Mercer, 1995). Furthermore, Storytelling is even claimed to be more effective in language teaching than traditional teaching materials, such as textbooks. Indeed, studies generally believe that effectiveness of Storytelling relies on the fact that it is fun, engaging and highly memorable, raising learners' interest in listening to stories, as well as in speaking, writing and reading (Atta-Alla, 2012 and Kim, 2010). Nowadays, modern Storytelling get includes various media such as pictures, videos and songs so that the Storytelling method becomes more interesting (Olivia, Bidarra & Araujo, 2017). Modern Storytelling also includes a component of experience where students not only retell but are encouraged to talk as a storyteller (Richard, 2015). Marvie (2014)

argues that Storytelling will improve students' speaking abilities gradually. Starting by telling an interesting experience of students with their classmates or in pairs will attract students to tell stories even though they still seem shy but they want to try to start. This will be more interesting because it builds communicative atmosphere in the classroom.

In general, students are very interested in sharing their stories with their friends (Matthew, 2014). Through telling their experiences, the language form that is formed will be easier to convey because it comes from students' own thoughts (Mofareh, 2015). If students already have the willingness to start speaking, then students will be brave to perform speaking in front of the class. This will attract other students to be able to perform in front of the class; students are motivated and have confidence. Storytelling becomes a practice for students to make students' speaking skills fluently. Storytelling methods in addition to producing speaking, listening also acts as feedback (Johnston, 2016). Students can comment on each other's delivery of friends. Once accustomed, they finally are not afraid to make mistakes in learning process.

Significantly, Storytelling increases student's vocabulary and as a boost of interest in term motivation (Mahmood 2016). In line with Yang & Wu (2012), Storytelling is claimed to be a motivating, efficient and interactional pedagogical tool, enabling learners to share their stories and provide one another with feedback on their content or performance in a fun and engaging manner. Nguyen and Stanley (2014) explored how Storytelling was used in teaching Chinese as a second/foreign

language (CSL/FL) in China. The participants took a teacher or student survey about their interests, the practice, benefits, and challenges of doing Storytelling in the CSL/FL classroom. The results of the survey indicated that the participants were interested in Storytelling because of the perceived benefits of language learning, comprehension, community building, and multicultural understanding. Children can become personally involved in a story as they identify with the characters and attempt to interpret the narrative and illustrations. This imaginative experience helps develop their creative powers (Kuan, 2012). Gonzalez (2010) has put a Storytelling approach into practice which highlights the urge for the implementation of story reading and Storytelling as a teaching tool for teaching English to young learners.

This globalization era, humans need to interact more broadly in terms of their development (Djoko, 2013). As social human, people always interact and communicate one another. In order to compete, speaking skills are needed as additional behavior from the individual (Widyawati, 2015). Speaking is the productive skill. So, speaking skill more impact on student's growth (Kolucki and Lemish, 2011). Speaking skill not only improve in pronunciation but also in vocabulary, grammar, and listening skill. Sepahvand (2014) argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals. Additionally, Tahir (2015) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak it.

Meanwhile, Khasawneh (2016) argues there are some reasons why students should learn speaking in class such as students can interact with other people, fluently and appropriately; and speaking is an oral expression of thoughts. This means that through speaking, people can try to express what they think or feel directly (Yuditra, 2018). As a matter of fact, the national curriculum has put English as one of the important subjects to be taught at school. However, even though the National curriculum obliges students to learn English, the implementation of teaching and learning of this skill at school is still problematic.

Unfortunately, many students still have only limited ability to use English both inside and outside the classroom. There are several factors which cause this problem. There are both external and internal factors (Hanum, 2017). The external factors are mostly related to the teachers and their ability in handling the teaching-learning process, such as their teaching strategy, class management, mastery of materials, evaluation, and media. The internal factors come from the students themselves. Most of the students are afraid to make mistakes, are shy to speak or do not want to speak.

The above problems also occur in class XI students at MAN 1 Konawe and English teachers who teach them. Besides, most of them are not too interested in learning English, few of them also have lack of vocabulary. This also relates to the way they learn in class and how the teachers teach them. After conducting observations and interviewing 6 samples of students, on average they have the same answer from nine questions and said they need a more interesting learning atmosphere in English caused by the shortcoming of teacher's classroom

management and teaching media such as picture, video even song. The learning process that they get in class is not effective to develop their English language skills as well as the lack of confidence to try to speak English. This lack of confidence even reduced their enthusiasm for learning English and thought that learning English was difficult. Feeling inferior to a handful of friends who already have a basic in English makes them increasingly indifferent to learn it, then there was specific attention to only a few students. Researcher thought that to make the students speak should give them something to tell, and then students need some stories to begin their speaking. This what makes researcher choose storytelling as a proper technique in enhancing students' speaking skill.

Other researchers who also examined the same thing refer to previous speaking skills research which was located at SMPIT Al-Khairaat Yogyakarta, which has the same picture as the teaching-learning situation in MAN 1 Konawe. Based on the speaking categories of investigations namely accuracy, fluency and comprehensibility, the Storytelling method is more effective in increasing the students' accuracy and fluency in speaking. Feedback is also supported that the Storytelling activities made the teaching learning process more fun. In short, Storytelling activities supported by the various media, the use of dictionaries, and the feedback improved students' speaking skills (Renny, 2018).

Storytelling technique also brought by Wahyu (2016) at SMPN 22 Konawe Selatan. The majority of the students agreed that Storytelling was motivated them in learning. Through retelling the story in front of the class, it would be motivated their other friends to try the same performance. The result, students who watched

their friend's performance will persuade themselves to try to speak as their friends did. They motivate each other then.

Researcher present a solution to this problem by introducing Storytelling. Because of the difficulty they face is their difficulty in speaking, the Storytelling method becomes an appropriate way to improve speaking skills and present an interesting learning atmosphere (Pakula, 2019). Cameron (2001) says that Storytelling can be an enjoyable tool for practicing both listening skills and for verbal expressions. Through Storytelling, students can also take moral messages and take lessons from an experience. Besides presenting interesting stories, it can also be interspersed with images, audio and drama jokes. Class activities will be more alive with the communication between fellow students, they will also be asked to be able to tell stories relating to the experience or even pictures, videos and songs in front of their friends. This has applied by the researcher in her classroom as a supporting media to increase their motivation to be confident in being able to speak in front of the public.

1.2. Research Question

As the center, the research question of this study was “Is there any significant difference in speaking score before using Storytelling technique and after using Storytelling technique at class XI IPA 1 MAN 1 Konawe in academic year of 2020/2021?”

1.3. Purpose of Study

Based on the research question, the researcher intended to find the significant difference that occur in class XI IPA1 MAN 1 Konawe students. Through this research, the aim was to describe the main problem, how to solve it and what the improvements in speaking that are seen in students.

1.4. Scope of Study

This present study was limited on the significant differences in speaking ability before and after the students were taught by using the Storytelling technique. This study focused on speaking skill aspect. The students of XI IPA 1 MAN 1 Konawe were faced with pre-test and post-test to see the significant value of students before and after treatment.

1.5. Significance of Study

Theoretically, researcher hopes this study can give the solution of problem that found in enhancing students' speaking skill. While practically, researcher hopes this study hopes can be used by teachers as additional references that may be useful for teachers' good learning strategies and the using of media can be interesting in teaching and learning process. This also can help students to develop their speaking skill quality to motivate them in learning English and more confidence in speaking in front of public. Furthermore, the result of this research can be used as further reference for the next researcher.

1.6. Definition of Key terms

To avoid misunderstandings, the researcher presents the following operational definition of variable:

- Storytelling technique is not just about telling stories but it trains students to become storytellers who tell stories in their own way. In line with Richard (2015) Storytelling technique makes the students to talk as a storyteller who develops it through their own language.
- Storytelling technique helps students to be able to talk through the elements of experience in it. In addition, students are able to more easily talk if the topic of conversation comes from students' own thoughts (Mofareh, 2015).

