CHAPTER I
INTRODUCTION

This chapter presents aspects related to the background of the study, the purpose of the study, the research questions, the significance of study, the definition of terms, the scope of study and thesis organization.

1.1 Background of the Study

Speaking is a key to communication. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. Brown (2001) states that form and meaning depend on the context which they occur, including the participants themselves, their experiences, the environment, and the purpose of speaking. They are spontaneous, open ended, and evolving. Outside the class, speaking is used twice as often as listening, which is in turn is used twice as much as reading and writing. In the class, speaking and listening is the most often used skill.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such accuracy, fluency, vocabulary, and pronunciation. All of those elements need to be mastered by the students. In teaching and learning process, the teachers and lecturers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the class, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to perform their teaching practice in later semesters.

Many students in English Department in a university in Bandar Lampung still cannot communicate in English fluently. It is revealed from the fact that many English teachers and lecturers complain about the students being passive when

they have to perform or teach in the class for *Praktik Pelatihan Lapangan* (PPL) or pre-service training. It is necessary to find out the main factors affecting the students' performance. Many factors may affect students in taking part in speaking activities during their previous six semesters. Through observation that was held during matriculation class, it was indicated that the students' speaking skill was low. Having listing the causes, at least there were for problems; (1) lack of vocabularies, (2) the poorness of arranging utterances, (3) lack of ideas to speak, and (4) afraid to speak. The problems mentioned above cause the incompetency of students' speaking skill. Besides that, the participation of the students in the class tended to be passive where the teaching learning activities was lecturer-oriented. Too much emphasized on grammar caused the language used was bahasa Indonesia.

Speaking is perhaps the most demanding skills for the teachers and lecturers to teach in a foreign language education (Scott and Ytreberg, 1990). Teaching students to speak English as a foreign language is very challenging and rewarding for most English lecturers. The truth is that for many lecturers, the speaking class is actually one of the most difficult to teach well (Folse, 2006). If the English lecturers want their students to be able to speak English, then the lecturers have to speak English in front of their students when delivering out their English lesson.

Musthafa (2001) states that many Indonesian teachers of English have publicly admitted in seminars – and this has been supported by his own observation in many different contexts – that English is seldom used in the classroom. Teachers tend to use bahasa Indonesia to deliver out their English lessons, except perhaps when greeting students before the session begins and ends. It happens to English lecturers as well. In this kind of situation, students do not have good, functional English language models to learn from. It is difficult to imagine how students in this learning environment could improve their speaking skill.

Students' speaking skill improvement depends on what they experience in teaching and learning process. English lecturers should be able to create meaningful learning activities. How students acquire a language, Musthafa (2001) suggests that the students need language exposure, engagement, and supports. He elaborates that the most serious challenges facing our English teachers and lecturers include the issue of exposure to real-life English use, students' engagement in real-life communicative activities, and all kinds of environmental supports, learning to speak in a second or foreign language will be facilitated when students are actively engaged in attempting to communicate (Nunan, 1991).

English lecturers will always look for ways to improve students' competence and performance; how they can help students to learn English most effectively and efficiently so that they can use the language for real teaching in the future. Therefore, one of solutions that the lectures can do to solve the problems mentioned above is by providing students with something different and interesting. Various teaching method and technique have been used to improve their motivation and speaking skills. One of them is storytelling (Cox, 1995; Harmer, 2007b; Jianing 2007). Storytelling (Cox, 1995; Harmer, 2007b; Jianing 2007) is one of the techniques that can be used to motivate and encourage the students to speak in front of the audience. Lecturers can use plenty resources, including storytelling, in order to optimize students' learning process.

Storytelling is the original form of teaching (Pederson, 1995). All kinds of interesting storytelling are used in different situation which depend on the suitable of students' age and situation. As Jianing (2007) reported that using storytelling in English class is one of good techniques to encourage students to learn English. Storytelling also can help students become more self-confident to express themselves spontaneously and creatively (Colon-Villa, 1997). Moreover the storytelling is not only assisting to stimulate students' imagination, but also in improving their language skills (Koki, 1998).

Although using storytelling in English class might still satisfy nowadays, it is almost used in the kindergarten, primary school, and higher education respectively. In the level of higher education and undergraduate are rarely studies English through storytelling (Jianning, 2007). Because of the older age, the simple storytelling may not be enough interesting for learning English of undergraduate students. However, based on the researcher's observation, in general the students who study in this university do not have any experience at all in learning storytelling. They even do not familiar with the fables and fairytales. Therefore, the researcher decided to implement the storytelling techniques in speaking class and to use the very simple story to see their responses.

In line with storytelling and teaching speaking in the class, the syllabus in this subject (Speaking for General Purpose I) aims that in the end of the first semester, students are able to identify objects, pictures, and photographs, and to retell picture series, a very short story, or simplified novels. It is clear that speaking is targeted to be taught in the first semester to students and storytelling might facilitate that purpose.

Having students tell stories in the class is advantageous, for storytelling encourages them to work on their fluency, accuracy, pronunciation and vocabulary in delivering ideas. Consequently, the primary aim to conduct this study is to look into how effective speaking is taught through storytelling and the students' responses towards the implementation of teaching speaking through storytelling.

1.2 Purpose of the Study

This study was intended to:

1. Find out the effectiveness of using storytelling in improving students' speaking skill.

2. Find out the students' responses towards the implementation of teaching speaking through storytelling.

1.3 Research Questions

The study addressed the following research questions:

1. Can storytelling technique improve students' speaking skill?
2. What are the students' responses towards the implementation of teaching speaking through storytelling?

1.4 Research Design

The method used in this study is quantitative. This study will be used one group pre test-post test of pre-experimental design. The design can be illustrated as follows:

$$T_1 \quad X \quad T_2$$

T_1 : Pre-test
X : Storytelling treatments
T_2 : Post-test

1.5 Research Hypotheses

This study proposed null hypothesis (H_0) and alternative hypothesis (H_A) formulated as follows**:**

$$H_0 = \bar{x}1 = \bar{x}2$$
$$H_A = \bar{x}1 \neq \bar{x}2$$

The null hypothesis (H_0) in this study is that there is no difference of students' speaking skill between before and after storytelling treatment. While the alternative hypothesis (H_A) in this study is that there is a significant difference of students' speaking skill between before and after storytelling treatment.

1.6 Significance of the Study

With regard to the significance of the study, this research has the potential to the theory, practical and professional practices.

1. Theoretically, the result of this study is expected to shed light on and enrich the literature about teaching speaking through storytelling.
2. Practically, this study provides information related to teaching speaking through storytelling so that teachers and lecturers can use this technique as one of techniques to teach speaking in the class.
3. Professionally, the study can be an input for the teachers and lecturers to teach speaking through storytelling. While for the institution, this study will give information in order to know that storytelling technique is exist and can improve students' speaking skill. In this way, both teachers/lecturers and institution can work collaboratively to improve their students' speaking skill.

1.7 Definition of Terms

In this study, several terms were regarded as the key to facilitate understanding on this study. The key terms were speaking, teaching speaking, and storytelling which need to be defined in their specific meaning.

Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information (Brown, 2001). In this study, speaking is the ability to produce or express a story in terms of the content orally using the target language including the performance in delivering the story.

Teaching speaking is not separated from other objectives (Brown, 2001; Thornburry, 2005). It means that when we teach speaking, other skills like listening, reading, and writing would be included in the process. It is also meant

that the students were given opportunities to speak in English through activities which allowed them to use their imagination and which they feel they are able to do and to gain in confidence.

Storytelling is not just a listening experience but an interactive participatory process as well where the students can be assisted in the telling of the story and helped them to solve the problems of the characters as plot unfolds (Smith and Robinson, 1986). Conducting storytelling is suggested in the class since it is one of the activities that might facilitate and motivate students in learning speaking of English.

1.8 Scope of the Study

This study was focused on the implementation of the teaching speaking through storytelling to improve speaking skill of the students in the class of Speaking for General Purpose I. The story materials were selected from fables and fairytales. The stories were presented with pictures to help the students in delivering the story.

1.9. Thesis Organization

This thesis is organized into five chapters. Chapter one is general introduction which relates to the background of the study, the purpose of the study, research questions addressed, significance of the study, definition of terms, scope of the study, and the organization of the thesis. Chapter two elaborates the literature review underpinning the study. It includes the discussion of the speaking, teaching speaking, the problems in teaching speaking, and storytelling. Chapter three outlines the design and method of the study which includes research design, research questions, research hypothesis, population and sample, research setting, research instruments, and research procedures. Chapter four presents and analyzes the data obtained in the study. Chapter five describes the conclusion drawn from

discussions in chapter four as well as offers suggestions for English teachers, lecturers and researchers.

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