CHAPTER I
INTRODUCTION

This chapter presents the background of the study related to speaking, storytelling, and puppet to improve students' speaking skills. It also covers research questions, aims of the study, significance of the study, scope of the study, clarification of terms, and organization of the study.

1.1 Background of the Study

Speaking is one way to communicate ideas or messages conveyed orally, the need to be implemented clearly so that students can communicate (Dedi Efrizal, 2012). It is an indicator of one's success in learning language as a skill taught in Junior High School. Students sometimes find it difficult to explain what they want to say because of the limited vocabulary knowledge (Gert and Hans, 2008: 207) and to understand what is heard and delivered (Bashir, Azeem, and Dogar, 2011).

Speaking requires students' understanding not only how to manage linguistic competencies but also how to understand sociolinguistic competencies. Linguistic competencies are in the form of grammar, pronunciation, and vocabulary while sociolinguistic competencies relate to when, why, and how to speak (Khorashadyzadeh, 2014). One of the problems in speaking is that students feel fearful and nervous when speaking in English in front of their classmates, as a result, students do not have idea to speak unless they ask questions, or when they have ideas, even sometimes they do not know how to express the idea (Purwatiningsih, 2015). In addition, Tahir (2015: 174) states that someone is considered successful in learning a foreign language when the person has the ability to speak the language in all aspects especially English which has an extensive vocabulary and high self-confidence.

In this case, storytelling has become one of the strategies applied as a technique to improve students' speaking skills. Barzaq (2009) defines storytelling as a knowledge technique by distributing information targeted to the audience.

Storytelling is a teaching technique in conveying events, ideas, and moral values (Fachraini, 2016). For this reason, improving English language proficiency is very important for Indonesian students, that speaking is necessary to contribute to students in honing their communication skills better (Wahyu, Sahlan, and Amirudin 2016). Storytelling can be beneficial for remediation, practice, or review which is very beneficial for students and according to students' needs in learning (Nilson, 2010). It has been found that storytelling is a fun and enjoyable way of learning English (Samantaray, 2014). Storytelling is a fairy tale for one or more listeners through voice and gesture in oral narrative, can be exemplified if students have difficulty on following and using storytelling will make the way of student learning fun and enjoyable (Taylor, 2000 as cited in Wahyu, Sahlan, and Amirudin 2016). Furthermore, storytelling can improve students' fluency in English, some important points including mastery of grammar, correct pronunciation, extensive vocabulary, and appropriate content (Akhyak and Indramawan, 2013). It can be concluded, storytelling can be applied as one of the strategies to improve students' speaking skills. In storytelling, students retell the story using the own words involving certain interactions between storytellers and listeners. Students speaking ability in storytelling can be seen in how they convey the story by processing the words.

Storytelling strategy can be reinforced by using puppet as the media. Puppet can help students to process language patterns, develop student self-confidence, and provide opportunities for students to be brave to speak (Lepley, 2001). The use of puppet as a media to speak English, puppet positively influenced the process of speaking as children more relaxed and spontaneous to speak (Bregizer, 2005). Puppet allows students through to express the story using their imaginary while playing freely using puppet (Lippoff, 2011).

Moreover, puppet media is an attractive way to improve students in speaking English (Torrobio, 2002). It can make the environment during learning more enjoyable by creating a comfortable learning atmosphere. Puppet media is not only improving students' speaking skills, but also allowing each individual to achieve success in speaking skills, one of which is to increase self-confidence

(Bennett, 2002). Therefore, the use of puppet was intended to increase the involvement, motivation, and development of student knowledge in speaking skills.

1.2 Research Questions

From some of the above ideas that appear, it can be reinforced by research questions that arise, including:

1. How can the use of puppet as learning media improve students' speaking skills?
2. What is the students' perception in using puppet as learning media?

1.3 The aims of the Study

Based on the description in the background, the study is aimed to:

1. Find out the use of puppet as learning media improve students' speaking skills.
2. Find out about students' perceptions toward the use of puppet as learning media to improve students' speaking skills.

1.4 Significance of the Study

This study is expected to have several significance theoretical, practical, and professional benefits.

1. Theoretical Benefit

This research findings can theoretically contribute towards the research about the use of puppet in storytelling to improve students' speaking skills.

2. Practical Benefit

The research findings can be a guideline for teachers, students, and also the readers who want to teach English using puppet as a learning media.

3. Professional Benefit

The research findings can be a reference to other teachers who want to use puppet into the speaking class to create an interesting classroom atmosphere and improve students' speaking skills.

1.5 Scope of the Study

The scope of this study is to determine the use of puppet in storytelling to improve students' speaking skill. In addition, to see and convince students' perceptions in using puppet as learning media.

1.6 Clarification of Terms cope of the Study

In this study, there are several keys attached to clarify and avoid misunderstanding of the requirements submitted by the researcher to the reader. The terms is as follows;

1. **Speaking** refers to a technique intended for students as a benchmark for the purpose of this study (Richards and Renandya, 2002).
2. **Storytelling** means the expression of ideas in developing a story from beginning to the end, including the character and background story that must be had (Kayi, 2006).
3. **Puppet** refers to a media that affects' students speaking skill by providing opportunities for students to develop creative abilities in speaking (Muller, 2011).
   o **Hand Puppet** refers to the type of puppet used in this study because it is more communicative and appropriate for use as needed (Riswanto, 2016).

1.7 Organization of the Study

This research is presented in three chapters as follows:

Chapter I: Introduction

This chapter presents the background of study, research questions, aims of the study, significance of the study, scope of the study, and clarification of terms.

Chapter II: Literature Review

This chapter explains theoretical foundation which are relevant with the topic in the study.

Chapter III: Methodology

This chapter elaborates the methodology used in this study. Including of design of the study, sites and participants, data collection, and data analysis.

Chapter IV: Findings and Discussions

This chapter analyze and discuss the finding of the study in a clear and appropriate way. In addition, this show the result of the use of puppet in storytelling to improve students' speaking skills in detail.

Chapter V: Conclusion

This chapter present the conclusion of the study based on the analysis in chapter four. The conclusion states the answer to the research question in the previous chapter about the use of puppet. There are also several suggestions for further research related to the use of puppet in storytelling to students' improve speaking skills.

1.8 Concluding Remarks

This chapter has presented several points including the background of study which followed by several theories and research. Besides that, two research questions will be focus in this study. Moreover, this chapter also has the aims, the significance and the scope of the study. The next chapter, will focus on theoretical review related to the study.