# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Speaking is one of the language skills which is important for second language learners to be developed. Furthermore, "the mastery of speaking skill in English is a priority for many second-language or foreign language learners" (Richards, 1990: 19).

Due to the important role of English in the global era, in Depdiknas (2006), the Indonesian government explicitly emphasizes that the purpose of teaching and learning of English in Indonesia is to make the students do something with English. According to the Standard of Competence for the speaking skills, junior high school students are expected to be able to express meaningful ideas for both simple transactional (to get something done or get the information) and interpersonal (to get in touch with others for social purposes) communication to interact with people in their nearest environment.

Depdiknas (2006) stated that the scope of the teaching English at *SMP* level covers 1) the ability to comprehend and/or produce oral and/or written texts which are realized in an integrative way in the four language skills, i.e. listening, speaking, reading, and writing to achieve functional literacy level, 2) the ability to comprehend and create short functional texts, and monologues, and also essays in the forms of procedure, descriptive, recount, narrative, and report, and 3) the development of

communicative competence which includes linguistic competence dealing with the knowledge of the language (grammar, vocabulary, and phonology), socio cultural competence which relates with the use of language utterance acceptably in society, strategic competence which deals with how to overcome problems which arise in the process of communication, and discourse competence which deals with the ability to construct or interpret a text based on a given context.

The objective in the speaking skill is high, so it is not easy to achieve. The teachers and students face some difficulties in the teaching and learning of speaking. Based on the observation in teaching-learning activity before the investigation, it was found that the unsatisfactory condition was provoked by the monotonous teaching technique used by the teacher. Also, the classroom activities tended to be teacher-centered. The students were passive in the teaching-learning process. This phenomenon above seems to be a problem that should be overcome by teachers because they are involved directly in the teaching-learning process and they are the determinant factors who control the students' success in learning.

Related to the problems above, it can be said that in the EFL classroom, teachers should try to develop speaking activities. The teachers should help their students by providing written texts to be learned to enrich their knowledge. The teacher should create a good learning situation in making the students happy, interested, and motivated in learning English. The motivation of learning the language can be enhanced by

creating good media, conducive situations, creative activities, in which the students will be actively engaged in the learning process.

There are many techniques that can be applied in teaching speaking such as, having a dialogue, playing games, singing songs, story-telling, oral reporting, role-playing, small group discussion, and debates. Looking at the subject of this study, that is the second-year students, the story-telling technique was used because it is a technique or an approach in teaching language. Storytelling can be an enjoyable tool for practicing both listening skills and verbal expression (Forest, 2000: 2 cited in Fitria). Activities in listening or reading a story can be matched with speaking by telling or retelling the story with student's own words.

Jennings (1992: 8) and Brumfit and Johnson (1979 in Mixon and Temu, 2006: 14) state that through story-telling, students with various language abilities find a non-threatening medium to participate. Reading or telling a story in class is a way to learn a new language. Through story-telling individuals can learn to express themselves and make sense of the external world.

According to the 2006 Standard of Content, there are five genres that must be taught to the junior high school students. They are descriptive, procedure, recount, report, and narrative. Story is a part of narrative text. Storytelling is a technique to perform narrative text to tell a story and entertain the audience using spoken or written language. It is told by a story teller or narrator.

Storytelling is a good means of developing speaking skills. According to Wendlin (in Farris, 1991: 130), engaging students in storytelling activities develops communication skills and encourages shared learning experiences. Telling stories enhances oral language and sharpens listening. Thornbury also states that storytelling is a universal function of language and one of the main ingredients of casual conversation (2005: 95). By using storytelling students can practice listening and speaking skill in a fun and interactive way. When the teacher tells stories to students, he/she communicates with them, entertains them, and passes on information.

Telling stories is a good way to combine instruction and entertainment. Stories are an effective tool for language teaching (Malkina, 1995: 1 cited in Fitria). Children usually love stories. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature (Pedersen, 1995: 2 cited in Fitria). By using storytelling the teacher can create an atmosphere in which the students can learn English and get entertainment.

Previous studies on the storytelling technique show that the use of story in the classroom can increase the students' interest in learning English. A study conducted by Ningtyas (2006) found that storytelling can increase the interest of the fifth grade of Elementary School students in learning English. Related to the use of story, Rachmajanti (1999) found that teaching items transformed into stories were easy and interesting to

follow. Rahmana (2002) found that the combination of a story and pictures can stimulate the students' interest in learning English.

Based on the advantages of using storytelling in motivating students and getting them more interested in speaking as reported by previous researchers above, this present study was intended to see the effect of the storytelling in teaching speaking.

**1.2 Research Question**

The main focus in this research was to develop students' speaking ability through storytelling. The research questions that would be answered through this experiment were as follows:

1   What is the effect of the use of storytelling technique in teaching speaking?
2   What are the students' attitudes toward the implementation of the storytelling technique in teaching speaking?

**1.3 Purpose of the Study**

In relation to the problem of the study above, this study was intended to find out:

1.  The effect of storytelling technique in teaching speaking.
2.  Students' attitudes toward the implementation of the storytelling technique in teaching speaking.

**1.4 Significant of the Study**

The study is expected to contribute to the English teachers, headmasters and other researchers. For the English teachers, the finding of this study can give them an alternative way or technique in English teaching to improve the speaking ability of the students and enhance their motivation. For the headmasters, the finding of this study will give them sight in order to provide teachers some facilities to develop appropriate techniques that can be applied in teaching-learning activities. For other researchers this finding is also expected to be reinforcing reference in carrying out a study in a similar field.

**1.5 Definition of Key Terms**

To avoid misinterpretation and misunderstanding on the content of the study, it is important to give clear definitions on the terms used in this thesis.

- Storytelling is the art of orally sharing a story or experience with an audience; usually face to face (Berman, 2006). In this study, storytelling is a technique or the art of using language in which the teacher presents a story orally in front of the students and also the students do the same thing in front of their fellow classmates.

- 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.

## 1.6 Scope of the Study

This study was focused on the implementation of the teaching of speaking using storytelling to improve speaking skill of the second year students in Bandung. The story materials were selected from fables. The story was presented with picture.

## 1.7 Thesis Organization

This thesis consists of five chapters presented as follows:

1. Chapter 1: Introduction

   This chapter presents the background of the study, research question, purpose of the study, the significant of the study, research methodology, definition of key terms, and thesis organization.

2. Chapter 2: Theoretical Framework

   This chapter elaborates relevant theories that underpinned this study. The theories deal theory with the nature of speaking, the importance of speaking in language learning, storytelling, storytelling for speaking skills, and related studies.

3.  Chapter 3: Research Methodology

    This chapter covers the research methodology of this study that covers research question, research design, research site, participants, data collection technique, and data analysis.

4.  Chapter 4: Findings and Discussions

    This chapter presents the finding and discussion the data obtained in the study.

5.  Chapter 5: Conclusions and Suggestions

    This chapter highlights the conclusions of the finding of this study and presents some suggestions for further study and teachers' professional development.