

## **Chapter I**

### **Introduction**

#### **Background of the Study**

Among the four language skills, speaking can be said the most obvious indicator of someone's language mastery. Besides, speaking skill plays a big role in communication. However, not many Indonesian students can speak English although they understand the language. There can be many underlying causes of the condition one of which might be the teaching technique used by the teachers.

Chaney,(1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal symbols in a variety of contexts. In addition, Cohen (1998) says that a major trait of successful speakers is that they use strategies to keep the conversation going on (p.56).

As speaking is one of the important skills, it should get sufficient time and serious attention. Learning the English speaking skill takes a relatively long process for EFL learners. This common problem also happens to the students of Junior High School Kamal Bangkalan, Madura.

Speaking English as a foreign language is not an easy thing especially for those students since almost of all the students in the

school speak Madurese as their native language besides the national language, bahasa Indonesia. In the teaching and learning process in the classroom, the students get difficulties in speaking English because they do not only have to use the right vocabulary and grammar but also the right pronunciation. Moreover, in such a village in a small town, the students hardly get English exposures except from the teacher. Most students often speak their mother tongue and rarely speak Indonesian at school, let alone English. Only very few students once in a while speak English when greeting their English teacher such as “Good morning Mr. Hartono”, expressing apology “Madame, I am sorry I don’t bring my media”, or giving information “Sir, Arif is absent today”, etc. Most of those students take an English course outside or learn English from their parents. In fact, not many of the parents are highly educated and see the importance of English. In such a condition, speaking English is a big challenge for them as well as for the English teachers.

Communicative Language Teaching (CLT) is one of the guidances that can be used by a teacher to teach his/her students productive skills. According to Savignon (2005), CLT means different things to the different people who practice it. Brown (2007) gives his definition of CLT as an approach to language teaching methodology that emphasizes authenticity, interaction,

student-centered learning, task based activities, and communication for the real world, meaningful purposes.

To make students brave to speak, English teachers can apply some interesting techniques to teach speaking, such as guessing games, storytelling debate, small group discussions and role-play (Lubis,1988:40-45). Out of those techniques, the writer observed that the English teachers at Junior High School Kamal Bangkalan prefer using role-play technique to teach speaking. This technique has been used for many years by the English teachers in assessing speaking achievement since it was efficient and practical for the teachers.

However, as far as the writer is concerned, the use of role-play technique in Junior High School Kamal Bangkalan can only make students speak English in a limited way because each student only learns his/her own part. For example, in a group that consists of five or more students that will take the roles of the characters in Malin Kundang story, a student will take the role of Malin Kundang, another plays the role of Malin's mother, and the others take the rest of the characters. In such an organization, each student's speaking part is very limited. This happens because each student only focuses on his or her role by memorizing the lines. If, for instance the part only appears at the beginning of the dialogue, he or she will not care the rest of it, and vice versa. As a result, the

students' speaking achievement did not develop well.

As Rivers (1983:67) says that to develop ability in communication in foreign language, students must have continual practice in communicating. To help students to develop their communicative achievement, the teacher has to be able to choose and apply an appropriate technique which motivates and encourages the students to participate in classroom activities especially in speaking. The most important thing that the teacher should always be aware is that he has to be able to make the students feel free to express their thought without being haunted by the anxiety of incorrectness.

Considering the weaknesses above, and having a desire to improve students' speaking achievements, the writer is interested in trying another teaching technique that is storytelling. Besides, storytelling is one of the National Festival and competition of art and literature (Festival dan Lomba Seni Sastra Nasional) wellknown as FLS<sub>2</sub>N for Junior High School level. It is held annually at regional level as well as the national one. Moreover, in the final examination English at Junior High School, storytelling is one of the target achievement that the students must perform.

Basing on the reason above, the writer is challenged to use storytelling technique to teach speaking. To support the writer in conducting the research, the writer found a number of related

research about storytelling with both positive and negative results. First, Rizqon (2011) studied the use of animated film for improving Indonesian students' speaking achievement in storytelling of grade eight students. The research showed that the use of animation as the media made the effective teaching in storytelling to improve speaking skill. Second, in her research, Farida (2011) studied about "The Developing Students' Story Retelling Ability Through Collaborative Learning Techniques. She used the research sampling from VIII A students of SMPN 2 Semarang for grade eight by focusing on the speaking ability. The first goal of her research was exploring to what extent CL or collaborative learning techniques could increase the ability of the VIII A students of SMPN 2 Semarang in storytelling. Meanwhile, the second goal of this study was to investigate whether the CL or Collaborative learning could develop their performance of the VIII A students of SMPN 2 Semarang in storytelling.

The result of this research showed both negative and positive. The positive result was the successful development of students' English speaking ability after using CL technique in storytelling, but the negative result was that the CL technique could not successfully develop students' performance in storytelling.

Third, Aliakbari & Mohsennejad (2014) studied The Effect of The Storytelling Opinion Gap Task on Iranian EFL Students'

Speaking Skill. The samples of this research were 29 students from Zaban Sara Institute in Khorram Abada and they studied in an intermediate of English. The purpose of the study was to investigate the efficiency of storytelling opinion gap on the promotion of Iranian EFL students. The participants were divided into the control and experimental groups. The research design was a quasi-experimental, and the tasks had three strategies namely pre, while, post. The researchers analyzed the result from t-test statistics, and found that students speaking skill can be promoted by storytelling opinion gap.

Forth, Pinandhita (2011) studied “Improving Students’ Speaking Skill by Retelling Technique Using Video”. She used a sample of 2I students at IKIP PGRI Madiun. The purposes of the research were, first, she investigated students’ speaking proficiency after using story telling technique by using video. Second, she wanted to find out students’ motivation in the speaking class. The result showed that Retelling technique by using video can improve students’ speaking ability. She also found that story retelling technique by using video can improve students’ motivation in a speaking class.

Fifth, Spencer (2009) studied “The Effect of Intervention Narrative Retelling the Story of Preschoolers’ Story Retelling and Building The Personal Story Generation Skills At Utah State

University”. She examined the effects of intervention on a story telling and personal story skill to preschoolers. The researcher selected seven students who attended preschool at Logan Head Start to be the samples in this study, and the researcher used short stories and story pictures in this study. Moreover, the researcher used materials, activities, and instructions to help to increase students’ storytelling and individual story. The results showed that the narrative intervention could improve students in narrative retelling and individual story generation skill. Also, the results could direct the participants to achieve in narrative retelling. The researcher calculated scores from INC or the index of narrative complexity and found that the prenarrative to post narrative intervention for personal generations could interpret to an improvement stor telling.

Finally, Suwanpattama (2009) studied “Improving Students’ English Speaking by Retelling Story Task after Watching Film Activity In SALLC at The Rajamangala University of Technology in 2009. She investigated English speaking skill of students through using story telling after watching the film in Self-Access Language Learning Center or (SALLC) of 50 students in the second-year Hotel. The instruments of her research were pre-test, post-test, and film. The score of pre and posttest were calculated by using mean and percentage. There were two results of this research. The first

result was students' speaking ability has been a little bit improved. She also found that retelling story after watching the film could not help improve students in grammatical and lexical knowledge. However, the activities used in story telling could improve their pronunciation, intonation, and fluency.

Considering the facts mentioned above, the writer is interested in applying the storytelling technique in teaching speaking since this technique of speaking will cover the speaking steps that comprise how to tell the story orderly and clearly to the listeners. Although the students will get difficulties to tell the story thoroughly since they have to study more words or sentences, they will be able to understand the whole story. With this technique, it is hoped that students will be familiar with the language features and generic structure of the story. For the teacher, using storytelling technique is a challenge because he or she should be patient to guide students to speak much longer than they do in the role-play technique.

## **Research Questions**

Based on the background of the study, the research question is formulated as follows:

- Do the 9<sup>th</sup> grade students who are taught speaking using storytelling technique show a better speaking



achievement than those who are taught using role-play technique?

## **Hypothesis**

The writer uses hypothesis to find whether or not the experiment is significance by using the hypothesis as follows:

1.  $H_1: \mu A > \mu B$  : There is significant difference between the students' achievement in speaking after and before receiving treatments.
2.  $H_0: \mu A = \mu B$  : there is NO significant difference between the students' achievement in speaking after and before receiving treatments.

## **Objectives of the Study**

In accordance with the research questions of the study, the objectives of the study are formulated as follows:

- To find out whether the 9<sup>th</sup> grade students who are taught using storytelling technique show a better speaking achievement than those are taught using role-play technique.

## **Theoretical Framework**

As speaking is a productive skill, the students are encouraged to speak in order to be able to use their achievement in speaking. The

writer will use storytelling technique in teaching speaking to encourage students to speak individually and freely using their own ideas and words. The writer will examine students' speaking achievement such as grammar, vocabulary, pronunciation and intonation using speaking rubric of (*WorldView Levels Copy right 2005 by Pearson Education*).

### **Scope and Limitation of the Study**

This study is limited to the teaching-learning process which focuses on teaching speaking. To minimize the misunderstanding of the scope of the study, here are the delimitation of the study;

1. The research was conducted in Junior High School Kamal Bangkalan.
2. There were nine classes JHS Kamal Bangkalan and the writer used two classes, they were IX G as an experimental group and IX I as controlled one.
3. The materials were taken from the eighth grade syllabus in the second semester, to make sure they had already got those materials in the previous lessons.

### **Significance of the Study**

Storytelling is one of the techniques to provide students with opportunities to actively participate in speaking English (Fe Hsin,

1988:8). By conducting this study, the writer hopes it will contribute in teaching English as a foreign language, especially an input to teaching speaking using Storytelling technique. Although it is a bit more consequences using storytelling technique, the writer expects to get a better result of doing this research. Secondly, the writer also hopes that storytelling activity will help the students of Junior High School Kamal Bangkalan as well as other junior high schools to develop the speaking achievement. The writer realizes that this technique will take more consequences than using other techniques such as role-play since the students are encouraged to produce the language a bit more than they do in the other techniques. However, the teacher can anticipate the difficulties that may arise in implementing it. Thus, they can prepare themselves with all the things needed before implementing it since this research provides how storytelling technique is implemented in the teaching speaking, and how students' responses to it and also the difficulties faced by the teachers in terms of materials.

It is also hoped that the English teachers reach the main objective of the teaching of speaking skill that is encouraging the students to express their thoughts, feeling freely, and can use the findings of this study using storytelling technique So that by the end of the course, they could have a sense of better ability in

speaking that will surely encourage them to speak English often, whenever and wherever they are.

## **Definition of Key Terms**

**Speaking achievement** : A score which emphasizes English speech sound and sound pattern to express thought and opinions by utterances in oral communication with other people.

**Storytelling teaching technique** :Teaching activities using a story to produce their own words after they have read it from a hand out given by the teacher or listen to the audio recorder.

**Role-play teaching technique** :Teaching activities using a role play to produce their own words after they have read it from a hand out given by the teacher or listen to the audio recorder.

