

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, including the reasons why the writer conducted the study of the use of the storytelling method to improve students' speaking skill. It also presents the research problems, research formulations, the research objectives, significance of the study, and the hypothesis of the study. Finally, this chapter provides the definition of key terms to clarify the meaning of the research and avoid misunderstanding among readers.

A. Research Background

English plays an important role in education as one of the international languages used for global communication. Good English language skills open wider opportunities for students to access knowledge, participate in international academic activities, and prepare themselves for competition in the era of globalization. In the Indonesia education curriculum, English is studied as a foreign language that requires mastery of four language skills, namely reading, listening, speaking, and writing. These four skills are interrelated and must be mastered in a balanced manner so that students are able to communicate effectively. Among these four skills, speaking holds a particularly crucial position, as it directly reflects students' ability to use English in real communication. In other words, speaking serves as the most visible indicator of students' communicative competence in English. Students

who have good speaking skills can express their ideas, feelings, and thoughts clearly, coherently, and in a way that is understandable to the listener.

Considering its essential role in facilitating communication, the mastery of speaking skill should ideally become a primary goal in English language learning. However, the reality in the classroom often shows a gap between the expected outcomes and students' actual abilities in speaking, which makes it important to understand the challenges they encounter in developing their speaking skills. Speaking skills are also a measure of the extent to which students can use English functionally in everyday life. However, in practice, speaking skills are one of the most challenging skills for students to master, especially at the junior high school level. Speaking requires the ability to combine several aspects of language simultaneously, such as vocabulary, grammar, pronunciation, and fluency.

Based on the results of the writer's interview with English teacher in class eight B of SMP Negeri 9 Sintang, it was found that most students still have difficulty speaking using English. The difficulties faced by students are not only related to vocabulary mastery, but also to aspects of pronunciation, fluency in speaking and the use of the right sentence structure. Some students still feel hesitant to pronounce words in English because they are not familiar with the correct pronunciation. In addition, in the process of speaking students also often stop in the middle of sentences because it takes time to think of the right words to compose a correct sentence. This causes students to tend to talk intermittently or even choose to be silent for long time.

This problem shows that students need learning method that can help them to practice their speaking skill more actively and provide opportunities for students to use English in a more meaningful context. Storytelling is one of the methods that can be used to help students improve their speaking skills. Storytelling that involves students telling stories orally can provide opportunities for students to use language more naturally and communicatively. Through storytelling activities, students can learn to convey ideas, events, and plots of stories in a more structured and coherent manner using English. Through this activity, students are helped to train various aspects of speaking skills such as the use of proper vocabulary, clear pronunciation, appropriate sentences preparation, and can improve fluency in speaking. In addition, using storytelling can create a more interesting and interactive learning atmosphere so that students become more excited to participate in speaking activities in class.

In the implementation, the writer provided several story choices for the students. The students were then asked to choose one of the stories they were interested in learning and retelling. After selecting a story, the students read and understood the content of the story first. Next, they were asked to retell the selected story using their own words. To assist the students in retelling the stories in a structured manner, the writer provided several guiding questions related to the stories. Through this activity, the students were expected to become more confident in speaking and to develop their speaking skills by

paying attention to important aspects of speaking, such as vocabulary, grammar, pronunciation, and fluency.

This method is expected to help students in developing speaking skills more effectively because students are not only required to memorize the story but also understand the content of the story and convey it in their own words. Through this process, students are given the opportunity to be actively involved in using English in a meaningful communication context. In addition, guide questions are used to help students organize ideas and explore the stories systematically so that they can convey the story more clearly and concisely. With these activities, students indirectly practice using various aspects of speaking skills such as choosing the right vocabulary, using appropriate sentence structure, clear pronunciation and fluency in telling stories. Thus, through storytelling activities, students are not only trained to speak but also helped to build confidence in using English as means of communication.

Although various methods have been applied in teaching speaking, many students still have difficulty in developing their speaking ability optimally. This condition indicates that an appropriate teaching method is needed, one that not only provides opportunities for students to speak but also creates a more engaging and communicative learning environment that encourages active participation. The storytelling method is considered one of the approaches that can help students develop their speaking ability because it allows them to use language in a more natural way through the activity of retelling stories. Through this activity, students can practice organizing their

ideas, using appropriate vocabulary, improving their pronunciation, and developing fluency in speaking. Therefore, investigating the use of the storytelling method in speaking instructions is important to determine the extent to which this method can influence the improvements of students' speaking ability. Based on the explanation above, the writer is interested in conducting a study entitled *The Effect of Storytelling Method on Students' Speaking Ability at Eight Grade B SMP Negeri 9 Sintang*.

B. Research Formulation

Based on the background of this research above, the writer formulated the research formulation as follows:

1. Is there any significant effect of using storytelling method on students' speaking ability at eight grade B SMP Negeri 9 Sintang?
2. How are the students' responses towards the use of the storytelling method in improving their speaking ability at eight grade B SMP Negeri 9 Sintang?

C. Research Objectives

Relating to the research formulation above, the writer outlines the objectives of this research:

1. To find out any significant effect of using storytelling method on students' speaking ability at eight grade B SMP Negeri 9 Sintang.
2. To identify the students' responses towards the use of storytelling method in improving their speaking ability at eight grade B SMP Negeri 9 Sintang.

D. Research Significances

By doing this study, the writer expected to give valuable contributions to students, the teacher, the next researcher, and for STKIP Persada Khatulistiwa Sintang both theoretically and practically.

1. Theoretically

This study is expected to contribute to the development of research in the field of speaking skills teaching, particularly in the application of storytelling method as an innovative learning strategy to improve students' speaking skills. The findings may also serve as a reference for educators and researchers exploring effective strategies to improving speaking skill in English.

2. Practically

a. For Students

The result of this study is expected to give them new experience in English learning. Learning English through storytelling method, expected to demonstrate the positive impact of students' speaking skill. Thus, expected to be able to help students make them feel enjoy and be able to help them to build their self-confidence in speaking English. This study is about the using storytelling method, expect to fix the students' problem in speaking. Therefore, it is also expected to be useful for students to improve their speaking skill particularly in their pronunciation and vocabulary.

b. For Teachers

This study is expected to give contribution to the English teachers that innovative, interesting, and effective alternative learning techniques to improve students' speaking skills.

c. For Next Researcher

This study provides information, model, or references to be developed for further studies. The result of this study also be able to develop the experience of writer that related to their knowledge in research on English teaching particularly for speaking. It also gives insights to the writer about the things which must be considered in every teaching and learning process in the classroom.

d. For STKIP Persada Khatulistiwa Sintang

This study serves as a valuable resource, offering insights and knowledge for students conducting studies on related topics. It can acts as a reference for their work and enrich the library of STKIP Persada Khatulistiwa Sintang, particularly withing the English Language Education research program.

E. Hypothesis

The hypothesis of this research is whether storytelling method be able to enhance students' speaking ability. The null hypothesis is rejected if p-value $< 0,05$ and can be formulated as follows:

Ha: There is a significant effect of using storytelling method in improving students' speaking ability.

H0: There is no significant effect of using storytelling method in improving students' speaking ability.

F. Terminology

To avoid misunderstanding in this study, several key terms will be specifically defined. The following definitions aim to provide a clear understanding of the main concepts related to this study:

1. Speaking

Is one of the skills in English, often referred to as a productive skill, which we use to communicate with other using language with others in every day. There are many aspects in speaking. This study found that there are many obstacles to speaking ability, particularly in terms of vocabulary and pronunciation. Pronunciation refers to the way words are spoken and the manner of pronouncing the sounds of words. Furthermore, vocabulary is the collection of words that a person possesses or masters in a language.

2. Storytelling Method

Is a learning activity that emphasizes the skill of oral storytelling with training students' language skills. Storytelling is not limited to reading aloud a story text but is a communication activity that requires students to organize ideas, choose the right vocabulary, and convey messages with intonation, expression, and a coherent flow so that they can be understood by the audience.

3. Pre-Experiment Design

This is a form of quantitative research design used to determine the effect of treatment on a specific variable involving the administration of treatment to one group, whose abilities are measured before (pre-test) and after treatment (post-test) to determine the effect of the treatment administered.