

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the related literature which involves the following main topics, the nature of speaking, storytelling method, etc. Moreover, this chapter also includes the relevant research studies to guide the writer in this study, conceptual framework.

A. The Nature of Speaking

In learning a foreign language, speaking is one of the essential components that students must master, as it belongs to the category of productive skills. Speaking is employed by individuals to convey messages to others through conversation, and its outcome is manifested in the form of oral utterances. Furthermore, speaking serves as a medium to express information, ideas, thoughts, news, as well as other matters intended to be communicated. The term “speaking” can be understood as an attempt to articulate words with the purpose of providing information to others. Accordingly, an individual who engages in the act of speaking is referred to as a speaker. A speaker is required to possess an adequate mastery of vocabulary to communicate effectively.

1. Definition of Speaking

Speaking is one of the essential skills that must be mastered in learning a language, as it functions as a direct means of communication to convey ideas, feelings, and information to others. This skill does not only require the ability to produce comprehensible language sounds but

also involves a quick and organized thinking process so that the message delivered can be clearly understood by the listener. In its practice, speaking encompasses the use of several aspects such as appropriate vocabulary, accurate sentence structure, natural intonation, and fluency in constructing sentences spontaneously. Moreover, speaking should not merely be perceived as an activity of producing sounds, but rather as an interactive act that connects the speaker with the listener through the exchange of information within a specific social and cultural context. In other words, speaking is a complex skill that integrates linguistic, cognitive, and social aspects, enabling individuals to express themselves and build interpersonal relationships with others in diverse communicative situations.

Speaking is a productive language skill that involves the ability to use spoken language to convey meaning and engage in communication, requiring not only correct pronunciation but also fluency and interaction (Harmer, 1998, p. 32). This means that speaking skills are not only about producing sounds or words verbally but also demonstrate the process of active and meaningful language use. Through the aspect of fluency, speakers demonstrate their ability to deliver speech continuously. Not only that, but speakers are also required to be able to respond to their conversation partners, because speaking skills are part of a two-way interaction.

In addition, Goh & Burns argue that speaking is a combinatorial language skill (Daulay et al., 2023, p. 28). It means that speaking are interactive language abilities that involve the simultaneous use of various linguistics elements. These elements include phonological aspects, vocabulary, grammar, and pragmatic competence, which are used in an integrated manner to support the accurate and effective conveyance of meaning in communication. Through the integration of these elements, speakers are expected to be able to convey messages accurately, clearly, and effectively in accordance with the text of the communication situation.

In the process of language learning, speaking is not merely regarded as a basic skill, but also as an activity that involves various interrelated aspects. The complexity of speaking is reflected in the way individuals must simultaneously manage language, thought, and expression to convey messages effectively. As cited by Celce-Murcia, she defines that speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group (Derakhshan et al., 2016, p. 177). Speaking is regarded as a highly complex language skill, as it involves the integration of linguistic knowledge, cognitive process, and social interaction in its use. For this reason, speaking should be taught consistently across various learning contexts, both formal and informal. Furthermore, the development of speaking skill is considered more effective when learning takes places in group settings, as such

environments provide learners with opportunities to engage in interaction, exchange ideas, and practice language use in meaningful communicative situations.

In addition to being understood as a complex and integrative language skill, speaking also needs to be viewed from an interactional perspective that emphasizes the process of meaning construction in communication. From this perspective, speaking is not only related to the mastery of linguistic elements but also involves the active participation of speakers and interlocutors in negotiating meaning throughout the interaction. This view highlights that speaking is a dynamic communicative process that is shaped through social engagement in language use.

In language learning, speaking skills are understood as communication activities involving interaction between speakers and their conversation partners. Brown cited in (Awaliyah & Malihah, 2021, p. 113) mentions speaking is an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. From the statement above, it can be concluded that speaking constitutes a form of verbal interaction that extends beyond the unilateral transmission of messages. In speaking activities, each participant is actively engaged in the construction and interpretation of meaning related to the ideas, emotions, and information being exchanged there by fostering shared understanding. This process requires both speakers and listeners to adjust

their linguistic choices, provide clarification when necessary, and respond appropriately to ongoing discourse. Consequently, speaking skill involve not only the mastery of linguistic components but also the ability to communicate effectively across diverse social context.

Overall, speaking can be understood as a multifaceted language ability that plays a central role in effective communication. It requires learners to coordinate linguistic resources, cognitive processing, and social awareness to convey meaning clearly and appropriately in various communicative situations. The development of speaking competence is therefore not limited to individual language production, but is closely connected to interaction, collaboration, and meaningful engagement with others. Accordingly, speaking instruction should be implemented in a comprehensive and interactive manner that supports learners in developing communicative competence across diverse contexts and real-life language use.

2. Types of Speaking

Speaking is divided into several types of speaking that can help students to improve their speaking ability, for example in this research using storytelling method. This study used a learning approach that not only help students organize their ideas systematically but also encouraged the development of contextual and meaningful speaking skills. Brown cited in (Van & Mai, 2024, p. 163) mentions that there are five types of speaking, namely imitative, intensive, responsive, interactive, and

extensive (monologue). This means speech has a concept in communication, as follows:

a) Imitative

Imitative focuses on the ability of students to imitate the speech produced by speakers. This means that imitative emphasizes accuracy in pronunciation and intonation, without emphasizing a deep understanding of meaning. The aim is for students to recognize and pronounce words directly.

b) Intensive

The intensive type requires students to produce controlled utterances aimed at practicing specific linguistic elements, such as sentence structure, vocabulary, and grammar. In this type, students begin to demonstrate their understanding of a language they are using through structured exercises.

c) Responsive

Responsive types refer to the ability of students to answer questions, make statements, and give brief instructions. In this type of speaking, students are required to be able to communicate spontaneously, even if it is still in the form of brief and limited interactions. Responses in this type can be simple answers, brief comments, or expressions of agreement and disagreement. This is done so that students can practice communicating directly with others.

d) Interactive

In interactive types, students are expected to be able to communicate with their conversation partners, and communication involves more complex two-way interactions between the speaker and the conversation partner. This type of speech requires the speaker and listener to maintain the conversation, negotiate meaning, and be able to adjust their speech to the context of the communication. This communication can be transactional, where the speaker and listener exchange information with the aim of building a social relationship.

e) Extensive

Extensive speaking or monologues focus more on the student's ability to convey messages or statements directly in the form of a long, neat, and structured presentation. In this type of extensive speaking, students do not need a conversation partner, they only need to convey what they want to say. For examples presentations, speeches, oral reports and storytelling.

In this study, the researcher used the extensive speaking type because it is in line with the technique used in this research, namely storytelling method. Based on the explanation above, extensive communication also helps students to speak orally in front of the class and boosts their confidence.

3. Aspects of Speaking

This aspect refers to the components of speaking ability. This aspect will determine effectiveness in speaking, particularly in learning a language. These aspects will help students ensure their speaking ability through several aspects. In this study, the researcher concentrates on several key components of speaking, namely vocabulary, pronunciation, grammar, fluency and comprehension. Consistent with Brown (2004, p. 157) There are several components of speaking. This means that there are several other aspects that support speaking, which can serve as guidelines for students in improving their speaking skills, as follows.

1. Vocabulary

To speak well, students need a large vocabulary and an understanding of the meaning of words. Mastering vocabulary and its meaning will help students use it in communication, so that students can choose the right vocabulary for the context of communication. The more vocabulary students master, the easier it will be for them to express their ideas and feelings in a more varied and appropriate manner.

2. Pronunciation

Pronunciation is the ability of students to pronounce the sounds of a word correctly. If students have good pronunciation, the message they want to convey will be easily understood by the listener. This will help reduce misunderstandings in verbal communication.

3. Grammar

Grammar is the arrangement of words in a sentence that students must understand. Good grammar usage demonstrates a student's ability to use sentence structures that are correct and in accordance with the rules of language.

4. Fluency

Fluency is the ability of students to speak well and accurately, as well as continuously without too many pauses, hesitations, or repetitive words. Fluency reflects the extent to which students can convey messages naturally and effectively. This ensures that the message to be conveyed is well communicated to audience.

5. Comprehension

The aspect of comprehension refers to students knowing and understanding what will be conveyed, as well as understanding what is conveyed by the other party in direct communication. In direct conversation, students' comprehension can be seen from how accurately they respond to what the other party says.

6. Task

Task refers to the students' ability to complete and respond to the speaking activity appropriately based on the given topic or instruction. It evaluates how well students convey relevant ideas and fulfill the purpose of the speaking task.

4. Assessing Speaking

Speaking assessment refers to an evaluative approach employed by teachers to examine student's oral communication abilities. Within the context of language learning, the assessment of speaking plays a crucial role in identifying students' proficiency in using the target language for oral expression. In the direct evaluation of speaking performance, particular criteria or components are considered to determine the overall quality of students' speaking competence. The aspects of speaking encompass several key components, including vocabulary, pronunciation (covering both segmental features such as vowels and consonants as well as suprasegmental elements like stress and intonation) grammar, fluency (which refers to the smoothness and rate of speech production) and comprehension.

Considering the complex nature of speaking assessment and the need to evaluate multiple speaking components, suitable assessment approaches are required to reflect students' actual oral abilities. In this context, performance-based assessment is widely regarded as an appropriate means of assessing speaking skills in authentic and meaningful communicative situations. In line with Luoma (cited in Fadila & Trisno, 2025, p. 1551) emphasizes, speaking is crucial part of language education and must be evaluated through thoughtfully design, performance-based tasks. Based on the statement above, it can be concluded that assessing students' speaking skills should be conducted

with careful consideration, given the central role of speaking in language learning. Therefore, assessing speaking skills requires the thoughtful design of performance-based tasks that allow students to demonstrate their oral abilities in contexts that closely reflect real-world language use.

In line with this, the implementation of instructional strategies that effectively support the assessment of speaking skills becomes essential. In this study, the researcher will use storytelling method as a tool to help students organize their ideas in a structured manner before expressing them directly. The use of storytelling method enables students to present their speaking abilities in a more coherent and purposeful manner within communicative situations that reflect everyday language use. Accordingly, this instructional approach facilitates the assessment of speaking skills through students' observable oral performance, aligning with the principles of performance-based assessment in language learning.

5. Teaching Speaking

Teaching speaking skills involves guiding students in using language as a means of communication to convey ideas and build meaning together with others. In general, teaching can be understood as the process of imparting and developing knowledge to students, while speaking is the activity of expressing oneself verbally in a natural and meaningful way. Thus, teaching speaking can be interpreted as the process of helping students develop their oral communication skills in a foreign

language. The ability to communicate clearly and effectively in a second language contributes positively to students' academic success and benefits them in various aspects of their lives.

The main objective of teaching speaking is to prepare students to be able to communicate effectively in various situations. Students are expected to be able to express their ideas and opinions clearly so that the message conveyed can be well understood by the listener. Therefore, speaking instruction should not only emphasize memorizing vocabulary or sentence structures, but also create a learning environment that encourages students to engage in meaningful communication practices. The application of various speaking activities can help students develop essential communication skills while making the learning process more interesting, enjoyable, and effective.

Teaching speaking involves guiding learners through complex processes such as planning, articulation, and self-monitoring to develop fluency and effective communication skills (Thornbury, 2005, p. 6). The integration of meaningful speaking activities, particularly storytelling, allows students to use English in real-world communicative situations, thereby fostering the development of their speaking ability for social and academic purposes while promoting a more engaging and effective learning experience. Through storytelling activities, students are encouraged to organize ideas, express meanings clearly and interact with others in a communicative manner.

Storytelling in the context of language learning is used as a learning strategy that allows students to practice oral communication in a structured yet meaningful way. Through this activity, students are encouraged to organize their ideas logically and convey messages coherently, which are very important aspects of effective speaking. In addition, through storytelling activities, aspects of students' speaking skills such as vocabulary, pronunciation, grammar, fluency, and comprehension can develop, and students can also be directly involved in producing longer spoken passages. Through storytelling-based activities, students are also exposed to communication situations that resemble interactions in real life.

Teachers play an important role in teaching speaking by facilitating and designing creative and interesting learning activities that encourage active and meaningful use of language. In this case, teachers act as facilitators rather than simply delivering materials, so teachers must be able to create a conducive learning environment for effective verbal interaction. Through carefully selected speaking strategies and activities, students are given the opportunity to practice using English in various communication contexts. Thus, through the language teaching process, students are helped to develop effective communication skills, not only by paying attention to linguistic accuracy, but also to the meaning of the message to be conveyed.

Based on the description above, it can be concluded that teaching speaking skills needs to be design as a learning process that focuses on the communicative and meaningful use of language. Through storytelling activities, which are one form of contextual speaking, students are given the opportunity to develop their speaking skills holistically through communication practices that resemble the use of language in real life. In this case, teachers have a very important role in creating a learning environment that supports students' verbal interaction and active participation. By applying appropriate speaking teaching strategies, students are expected to develop their communication skills effectively and appropriately in various social and academic contexts.

B. Storytelling Method

1. Definition Storytelling

The ability to speak in language learning is not only related to mastery of linguistic structures, but also to the ability to convey ideas in a structured, meaningful, and communicative manner. Storytelling is one approach that can be used to develop students' speaking skills. Through storytelling activities, students can express their ideas, experiences, and imagination by telling stories directly, so that they are not only trained to use language contextually but also develop their communication skills in a more natural and meaningful way.

Storytelling is commonly regarded as one of the most natural and effective way to introduce learners to continuous and coherent spoken

discourse, as it allows them to engage with language in a meaningful and connected manner (Cameron, 2001, p. 159). This perspective emphasizes that storytelling is a natural approach that is in line with the way humans communicate and various experiences in everyday life. Through storytelling activities, students not only produce separate utterances, but also convey a variety of ideas that are interconnected. Through this, students can be involved in the use of language in a contextual and meaningful way, so that language use is not limited to practicing structures or vocabulary alone but is more complex.

Through storytelling activities, students are given the opportunity to develop important aspects of speaking skills, such as fluency and confidence in communicating directly. The ideas that students have and organize into a meaningful story sequence will help them maintain continuity of speech and convey messages more clearly to listeners. Students are required to be actively involved in storytelling activities, as they must interpret, organize, and express ideas using their own language. Through this process, students are helped to reduce their dependence on memorizing texts and are encouraged to use language spontaneously. In addition, storytelling activities help students practice using language in various contexts and communication situations, so that their speaking skills can be developed to be more flexible and applicable.

Furthermore, Cameron (cited in Salsabila et al, 2023, p. 277) argues that storytelling serves as an engaging approach to enhancing

students' oral expression and has been extensively implemented across different levels of education. This statement highlights that storytelling is not only a fun learning activity but also has an impact on the development of students' verbal expression skills. Storytelling encourages students to express their ideas, feelings, and experiences verbally.

Overall, storytelling can be understood as a relevant and effective learning approach in supporting the development of students' speaking skills. Through storytelling activities, students are expected to be able to convey ideas in an organized manner so that they can form coherent and easy-to-understand speech. Storytelling activities can encourage students to use language in real contexts, so that the speaking learning process does not only focus on linguistic aspects separately, but also on the delivery of meaning.

Storytelling in language learning has many benefits. Here are some of the benefits of storytelling

a. Enhancing Vocabulary and Grammar Understanding

Stories can increase students' vocabulary. Students can write unfamiliar words and look up their meanings, and students will also gradually understand grammatical patterns without having to focus on complicated rules.

b. Increasing Speaking Skills

Through storytelling activities, students can speak casually without pressure from their environment. The more stories' students listen to, the easier it will be for them to retell the stories they have heard using their own words.

c. Developing Listening Skills

By listening stories, students will become familiar with the sounds, intonation, and pronunciation of words in English. They can understand the meaning of words and sentence structure through the stories they hear.

d. Increasing Creativity and Imagination

Stories can stimulate students to use their imagination and enhance their creativity in thinking and developing ideas. They can discuss stories or even create new stories based on their own ideas.

e. Encouraging Self-Confidence

Many students feel afraid when speaking in front of the class, afraid of making mistakes. Through storytelling activities, students can feel relaxed and find easier to speak in front of the class, even they must use English to express their ideas.

2. Types of Storytelling

Storytelling is a widely used technique in language learning that can be implemented in various ways depending on the context and medium of delivery. Rather than being limited to a single form,

storytelling can be categorized into several types based on how the stories are presented to students. In this study, storytelling is commonly divided into two main types, oral storytelling and digital storytelling. These two types represent different approaches in delivering stories and engaging students in the learning process. The two types are further explained as follows:

1. Oral Storytelling

Oral storytelling is considered one of the fundamental forms of storytelling in language learning, particularly due to its interactive and meaningful nature. In educational setting, this type of storytelling allows students to engage directly with the story through listening and personal interpretation. Therefore, oral storytelling is not only mean of delivering narratives but also a medium that facilitates deeper understanding and connection between the story and students' experiences.

According to Dujmovic (cited in Choo et al., 2020, p. 47) oral storytelling enables the students to connect the story to their own lives so that they understand human behavior. This indicates that storytelling is not merely an activity of listening to a narrative, but also a process in which students actively interpreted and internalize the values and experiences presented in the story. By relating the story to their personal experiences, students can develop a deeper level of comprehension, as well as emotional and social awareness.

Furthermore, this connection helps students recognize patterns of human action, motivation and consequences, which are essential in understanding real-life situations. Oral storytelling can be considered an effective approach not only for enhancing language skills, particularly speaking, but also for fostering students' critical thinking.

2. Digital Storytelling

Digital storytelling has become an increasingly popular approach in language learning, especially with the integration of technology in the classroom. This type of storytelling allows the teacher and students to present stories in more engaging and varied ways by combining different media elements. As a result, digital storytelling not only supports the delivery of content but also creates a more interactive and meaningful learning experience for students.

When looking at how digital storytelling is defined, it is often closely related to the use of technology in representing stories. According to Robin (cited in Choo et al., 2020, p. 47) digital storytelling as the practice of using computer-based tools to tell stories. This means that storytelling is no longer limited to oral or written forms, but can also involve multimedia elements such as images, audio, video, and animation. Through this approach, students can express their ideas in more creative ways and become more actively involved in the learning process. In addition, the use

of digital tools can make stories more visual and easier to understand, which may help students improve their comprehension as well as their motivation to learn. Therefore, digital storytelling can be seen as an effective way to combine language learning with technology while encouraging students' creativity and participation.

3. Teaching Procedure Using Storytelling

One of the effective methods that can be used in teaching speaking is storytelling, because it provides students with opportunities to express ideas, improve fluency in speaking and help students to practice the use of language in a meaningful context. Through storytelling activities, students not only practice telling stories orally, but also enrich vocabulary and increase confidence in communication. Wright (2009, p. 25) states that retelling stories is valuable for students because it can help develop their confidence and fluency in speaking. Therefore, the application of the storytelling method in the learning process needs to be carried out through several stages so that the activity can take place systematically and support students' speaking skills. The writer concluded that the procedure for teaching speaking skills using storytelling method is as follows:

- a. First, the writer introduces the topic or theme of the story to be used in the learning activities. At this stage, the writer provides an overview of the content of the story so that students have an initial understanding before starting storytelling activities.

- b. Second, the writer conveys the story clearly by paying attention to the right storyline, expressions and intonation so that students can understand the content of the story well.
- c. Third, students are directed to pay attention to important elements in the story, such as the characters, setting, and sequence of events contained in the story.
- d. Then, the Writer gives students the opportunity to practice retelling the story they have heard using their own words.
- e. After that, students are asked to retell the story orally in front of the class as a form of exercise in developing speaking skills.
- f. Lastly, the writer provides feedback on students' performance, especially related to aspects of pronunciation, vocabulary, grammar and fluency in speaking

4. Advantages dan Disadvantages

The storytelling method is one of the methods that can be used in learning to speak because it provides opportunities for students to practice telling stories orally. However, like other learning methods, the use of storytelling also has several advantages and disadvantages. The following are the advantages and disadvantages of using storytelling method:

1. Advantages

There are several advantages to using storytelling method. According to Ellis and Brewster (2014, pp. 6-7), storytelling offers several advantages for students, including:

a. Increased Students' Motivation

In storytelling learning, it can increase students' motivation to learn. Interesting and easy-to-understand stories create a more enjoyable learning atmosphere so that students become more enthusiastic in participating in activities.

b. Developing Imagination and Creativity

Storytelling encourages students to use their imagination by visualizing characters, settings, and events in a story. This process can also foster creativity as students explore different ideas and perspectives.

c. Supporting Social and Emotional Development

Through storytelling, students can understand various emotions, values and experiences presented in stories. It also helps develop confidence, empathy, and positive social interaction among students.

d. Improving Language Acquisition

Storytelling supports language acquisition by exposing students to vocabulary, sentence structures, and language expressions in

meaningful context. This exposure helps students understand and retain language more effectively.

2. Disadvantages

In addition to the advantages described above, the use of storytelling method also has disadvantages. Satriani (2019, pp.117-118) argues the weakness of using storytelling method are follows:

a. Students' English Proficiency

The level of language ability that students have varies so that it becomes an obstacle in storytelling activities. Students who have low language skills often have difficulty understanding the content of the story and in telling the story.

b. The Length of the Text

The length of the story can also affect the effectiveness of storytelling. Stories that are too long can make students lose focus or have difficulty understanding the storyline.

C. Implementation of Storytelling Method in Teaching Speaking

In speaking learning, the storytelling method is implemented through several structured stages so that the learning process can take place effectively and provide opportunities for students to develop their speaking skills. First, to start the learning activity, the writer will first introduce the topic or theme of the story that will be used in the storytelling activity. In this section, the writer also provides a brief explanation of the context of the story so that students have an initial idea of the content of the story to be studied. Second,

the writer conveys the story to the students orally using clear pronunciation, intonation, and expressions so that students can understand the storyline well. By conveying interesting stories, it is hoped that it can increase students' attention and interest in learning activities.

After the story is delivered, the writer invites students to identify the important elements in the story, such as the characters, setting and the series of events that occur in the story. This activity aims to help students to understand the structure of the story in more depth. To assist students in understanding the content of the story and prepare them to retell the story, the writer provides guiding questions. These questions aim to help students remember important parts of the story so that they can more easily retell the story orally. Next, students are asked to retell the story they have learned orally in front of the class. Through this activity, students are given the opportunity to practice speaking skills, organize ideas, and increase confidence in using English.

Finally, the writer provides feedback on the students' performance, especially related to aspects of pronunciation, vocabulary, grammar, and fluency in speaking. This stage aims to help students to understand the mistakes that occurred and improve their speaking skills in the next learning activity.

D. Related Studies

To support this research, several previous studies have investigated various teaching techniques and instructional strategies aimed at improving

students' English language skills, particularly in junior high school contexts. Reviewing related studies is essential to provide an empirical foundation, identify effective instructional practices, and reveal research gaps that warrant further investigations. In relation to the present study, prior research has primarily focused on the use of, communicative activities, including storytelling in English language teaching.

The first research that was conducted by Purba et al., (2022) entitled "The Effect of Storytelling Method on Students' Speaking Skills at the Second Grade of Junior High School". The purpose of the study was to examine whether the storytelling method has a significant effect on students' speaking ability. The researchers applied an experimental method involving two groups, namely an experimental group and a control group. The experimental group was taught using the storytelling method, while the control group received conventional teaching methods. The sample of the study consisted of 20 students, which were divided into two groups with 10 students in each group. In this study, the experimental group was given a pre-test, treatment, and post-test, while the control group only received a pre-test and post-test without the storytelling treatment. The findings of the study indicated that there was a significant improvement in students' speaking skills in the experimental group compared to the control group. Therefore, the researchers concluded that the storytelling method has a significant effect on improving students' speaking ability.

The second research was conducted by Pratiwi and Zulfitri (2024) entitled "The Effect of Using Storytelling Technique on Students' Speaking Skill of II Class at SMPS Plus Kasih Ibu Patumbak". The purpose of the study was to investigate the effect of the storytelling technique in improving students' speaking skills. The researchers employed pre-experimental design, specifically a one group pre-test and post-test design. The study involved one class as the sample, in which the students were given a pre-test to measure their initial speaking skills before the implementation of storytelling technique. Afterward, the students received the treatment using storytelling activities in the teaching and learning process. At the end of the treatment, a post-test was administered to determine the improvement in students' speaking skills. The study revealed that the use of storytelling technique contributed positively to the development of students' speaking skills. The students showed improvement in several aspects of speaking, including pronunciation, vocabulary, fluency, and comprehension. Therefore, the study concluded that storytelling can be considered an effective technique to enhance students' speaking skills in English learning.

E. Framework

Speaking ability is a crucial language skill in English learning as it serves as the primary means of oral communication. However, in classroom practice, teaching speaking often presents various challenges, including limited vocabulary, low students' confidence and difficulties in organizing and expressing ideas coherently. In addition, students frequently struggle to

maintain fluency and continuity when producing extended oral discourse. Therefore, appropriate instructional strategies are needed to support students in developing their speaking ability more effectively and meaningfully.

One approach that can be applied to address challenges in teaching speaking is the use of storytelling activities. Storytelling provides students with opportunities to express ideas, share experiences, and construct meaning through spoken language. In the context of speaking instruction, storytelling functions as a communicative activity that encourages students to organize their thoughts, develop narratives, and deliver them orally in a structured manner. Through storytelling, students are guided to produce more coherent and meaningful spoken discourse, which can enhance both their fluency and confidence.

The use of storytelling activities is expected to help improve the speaking ability of students in class eight B at SMP Negeri 9 Sintang. This approach allows students to express their ideas more freely while maintaining focus during speaking tasks. Based on preliminary observations, students still experience difficulties when speaking in front of the class, particularly in remembering what they want to say and organizing their ideas effectively. These difficulties are reflected in several aspects of speaking including limited vocabulary, pronunciation, fluency, grammatical structure, and limited comprehension in maintaining meaningful communication. Students often hesitate, pause frequently, and struggle to produce continuous speech. In addition, they tend to switch to Indonesian when they are unable to express

certain ideas in English. These conditions indicated that students face challenges not only in vocabulary mastery but also in overall speaking performance. Therefore, the writer believes that storytelling activities can help students improve their speaking ability by supporting them in organizing ideas, enhancing fluency, and developing more accurate and meaningful spoken language.

The design of this research was a one-group pre-test post-test. Only one class was involved to measure students' speaking ability. The pre-test was administered before the treatment to assess students' initial speaking ability. After the treatment, in which students participated in storytelling activities, a post-test was conducted using the same format as the pre-test to determine whether there was an improvement in their speaking ability. The independent variable of this study was the use of storytelling activities, while the dependent variable was students' speaking ability, which was assessed through direct speaking performance. Furthermore, data were also collected using questionnaire administered after the treatment to explore students' responses towards the use of storytelling activities. The collected data were analyzed using a paired sample t-test to compare the pre-test and post-test results and determine whether there was a significant improvement in students' speaking ability after the treatment. Therefore, this study aimed to investigate whether the use of storytelling activities had a significant effect on students' speaking ability.

The following is the structure of the research:

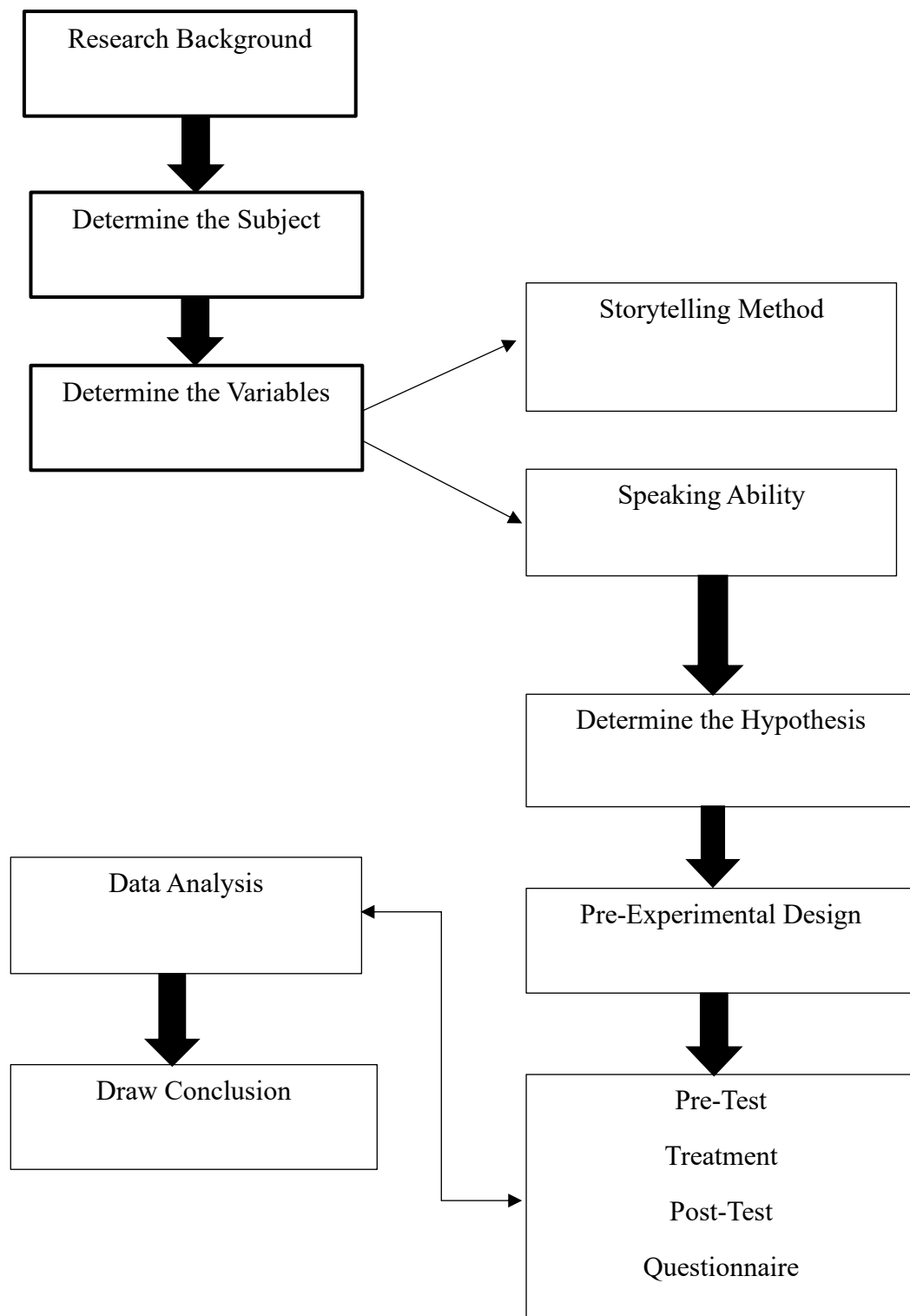


Figure 2.1 Conceptual Framework

Referring to the conceptual framework presented earlier, this research was designed to systematically examine the influence of storytelling activities on students' speaking ability. The study was initiated by outlining the research background as the basis for understanding the problem under investigation, followed by the determination of the research participants and variables. In this research, the use of storytelling activities functioned as the independent variable, whereas students' speaking ability was identified as the dependent variable. The framework emphasized the causal relationship between the activities and students' speaking performance as the central concern of the study. Based on this relationship, a hypothesis was proposed to determine whether the implementation of the activities led to a significant improvement in students' speaking ability. To verify this hypothesis, a pre-experimental research design was employed, involving several procedures: conducting a pre-test to measure students' initial speaking competence, applying the treatment using storytelling activities, administering a post-test to evaluate students' speaking development, and administering a questionnaire after the post-test.

Furthermore, the research process continued with systematic data collection and analysis to obtain empirical evidence regarding the effectiveness of the implemented technique. The data collected were then analyzed using appropriate statistical procedures to determine the extent of students' speaking improvement after the treatment. Following the analysis, the final stages involved interpreting the findings to generate meaningful

insights into how the use of storytelling activities influenced students' speaking ability. These interpretations served as the basis for drawing conclusions and providing pedagogical implications for teaching speaking. Ultimately, this study was expected to contribute both theoretically and practically to the development of effective instructional strategies in speaking instruction.