

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

According to Daulay (2011: 12), language is a social symbol and a set of rules that govern this combination of signs (language code can be defined as a normative structure). Convention or socially appropriate to provide ideas using symbols and combinations.

Language is an important factor in our lives as everyone needs language to communicate or entertain others. Without the language, it would be very difficult to perform any operations. We all use language as a different means of verbal communication to determine an individual's response to situations in order to stimulate the reactions and reflections of others. Language can also provide the information. As in verse 4 of Surah Al-Baqarah, this tongue is important in message:

وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ وَمَا أُنزِلَ مِنْ قَبْلِكَ وَبِالْآخِرَةِ هُمْ يُوقِنُونَ

*“And those who believe in the Book (Al Quran) which has been revealed to you and the Books that have been revealed before you, and they believe in the (life) hereafter”*

The above verse gives the explanation that foreign languages are important and allowed to be used and for the purpose of creating well. Thanks to foreign languages today, not only humans know all the information, but people also understand each other. At this time, the language used to communicate between countries was English because English is an international language, a means of communication between countries. This is why English is taught and learned in all schools and became a compulsory subject in Indonesia.

According to Daulay (2009, in Daulay, 2021:1) the development of science and technology requires students to have communication skills. Communication means one's potential to understand emotions and know information. Mastering communication skills in English really helps students to

deepen their knowledge and support other skills.

Hammer (1: 2003) stated that although English is not a language used by many native speakers or the most important first language, it has become a language. Lingua franca can be described as a language that is widely used for communication between people using different native languages and when one or both speakers use it.

Michelle (9: 2009) English is considered an accessible language anywhere in the world. Education in English as a Second Language (ESL) is increasingly gaining essential skills in professional development in academia, business and industry around the world. David (1:2011). In other words, students must be interested and motivated to learn English. In the development of English education in Indonesia, the purpose of teaching English in schools is to develop students' language skills.

Douglas Brown (232: 2001) says that the aim of English education is to develop four basic skills in English, namely listening, speaking, reading and grammar. Students must be able to master the four basic skills of learning English. One of the basic skills of English that must be mastered is speaking.

According to Fulcher (2:2003), speaking is the use of spoken language to communicate with others. Maxom in Nurokhma (183: 2009) says speaking is the most important English classroom skill that students need to master in school. Speaking with good pronunciation is not easy for students in Indonesia, they can't speak English, maybe because the students' social conditions are used to using regional languages, foreign languages are difficult to receive and communicate. Next. Learning to speak English at school helps students make it easier because students can speak English with teachers and friends in the school environment. Thus, speaking is the ability of a person to communicate with others in spoken language.

Daulay (1:2018) speaking is an activity to express ideas verbally. There are several examples of speech activity such as dialogue, interview, speech act, etc.

Hughes (200: 2011) states that speaking skills are included in difficult skills. This can be seen from the results observed during the teaching and learning process.

There are students who encounter many obstacles while learning the English language. They have trouble starting to speak, constructing sentences correctly, maintaining a continuous conversation, pronouncing words correctly, and even expressing their feelings, ideas, and thoughts.

Teaching speaking means teaching students how to create phonemic and pronunciation patterns in English, use stress of words and sentences, patterns of intonation and rhythm as a second language, and choose words and phrases. The use of language as a means to express values and judgments in a logical and meaningful solution by using words that are appropriate to the social context, objects, situations, and topics (Inayah, 17: 2006).

In addition, Coconi (15: 2013) defines storytelling as a means of communication by retelling events through the use of words and sounds. It presents expression and improvisation, giving the plot or narrative point of the story. There are different types of stories shared in different cultures around the world, intended to spread moral values, entertain, inspire and guide.

Providing activities that capture students' attention is very important as it can keep them interested in learning English (Adara & Taufik, 2020). In this case, one of the efforts to inspire students to learn English is to tell stories. Storytelling has various benefits in education. Storytelling has been used in performance and communication in various institutions such as schools and universities (Abrahamson, 2011). Stories and narratives in English lessons can provide an opportunity for students to find their "voice" in the target language (Nicholas et al., 2011). Storytelling can be a technique that can be used in English lessons to develop students' interest.

McDury and Alterio (2003) state that storytelling in education is a learning activity similar to real-world activities. Storytelling can enable learning, improve practice, and develop professional culture (Flanagan, 2015). Through storytelling, students learn to listen to other people's stories or experiences in English. This is an item that can improve vocabulary and understanding of sentences. In addition,

students can recount their experiences in English. Storytelling can be an opportunity for students to get feedback and practice their speaking skills. The above points show that the benefits of storytelling for students have a very positive impact and can be a way to develop students' interests in English pronunciation, intonation and vocabulary.

Based on observations for a week at the SMAS Kesuma Bangsa as well as a brief interview with an English teacher in class XI of the SMAS Kesuma Bangsa that students' English-speaking skills are still not fluent and students are not able to master pronunciation. So that students feel ashamed and lazy to speak in English. However, the English teacher also said that if you have not used storytelling techniques to students, the reason is that during online learning these techniques are difficult to apply. Currently, the school has conducted face-to-face learning. In addition to these factors, researchers are interested in researching storytelling techniques in order to develop students' speaking skills because of the experience of the researcher, while still in high school the researcher had difficulty mastering speaking skills for fear of being wrong and not in accordance with the speaking component.

Based on this background, the researcher is interested in conducting a research entitled "**The Effect of Storytelling Techniques to the Students' Speaking Skills**". This research discusses the use of speaking and storytelling skills, one of the basics that must be mastered in English, and the researcher hopes to use these skills to enable students to speak correctly in accordance with applicable regulations. Better speaking skills can be developed.

## **1.2 Identification of Study**

Based on the research background above, the problems of this study can be identified as follows:

1. There are still many students who can still speak English but their pronunciation is not fluent.

2. Most of the students feel shy and lazy to speak English.
3. Teacher does not apply the learning process as storytelling in learning English.

### **1.3 Limitation of Study**

Based on the background of the research, in order to focus more on achieving the expected goals in this research, the researcher focused on the limitations of this research problem, namely the effect of storytelling techniques to the speaking skills of students in class XI SMAS Kesuma Bangsa.

### **1.4 Formulation of Study**

Based on the limitations of the research above, this research aim to answer the question: Is there any significant effect to the students' speaking skills after using storytelling technique?

### **1.5 Objectives of Study**

Based on the formulation of the study that has been described, objective of this research is to determine the effect of storytelling techniques to the students' speaking skills.

### **1.6 Significance of Study**

This research that will be carried out provides theoretical and practical benefits, both for teachers, related institutions (schools) and readers, and improves the students' speaking skills in the use of storytelling techniques.

#### **1. Theoretical Significance**

The results of this study are expected to make a positive contribution to further research related to storytelling and speaking skills.

## 2. Practical Significance

Practically, the results of this study are expected to be useful especially for students, teachers, schools, and for other researchers.

- a. For the students, using storytelling techniques to increase their speaking skills makes learning English more enjoyable. Storytelling technique is expected to improve students' speaking skills and become solutions to existing problems.
- b. For teachers, this research is expected to provide feedback so that teachers can improve students' speaking skills by applying storytelling techniques of each student and provide varied and fun learning techniques to students.
- c. For school, that research can increase the quality of school learning and students' speaking skills. The research also provides techniques in learning English.
- d. For the other researchers, the results of this research can be used complementary materials, especially those related to various ways to improve students' speaking skills working with various skills and media. This research can also be used as a basis for other research