

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English during a few years has become a really important tool. It is the language for business, research, public relation, and the internet. In modern life, we have to be able to communicate with foreign language, especially in English. On the other hand, as an International language, English is used to communicate information, mainly in science and technology, internet and also sosial media.

Indonesian government of Education Department makes English as one of subject that must be studied from the elementary school until the universtity level. According to the curriculum of Senior High School in Indonesia, the first year students are expected to be able to speak English actively. It means that speaking becomes one of the most important and essential skills that must be mastered by the students. It is fundamental to communication in the second language. People who have ability in speaking will be better in sending and receiving information or message to another.

Speaking is the uniquely human act or process of sharing and exchanging informations, ideas, and emotions using oral language. The goal of speaking is to achieve an interactive communication between the speaker and the listener. Interactive communication can be developed if between the speaker and the listener master the language, so they are able to exchanging both ideas and information, ans share the emotions through the language.

The mastery of speaking skill is a priority. Learners often evaluate their success in language learning of English on the basis of how well their improvement on speaking the language. One of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Therefore, many people view learning the language as learning how to speak the language. Then, the importance of mastering the speaking skill can be seen in another aspect of life. As we know that speaking skill plays an important role for the learner who is studying English as a foreign language especially for teenagers as a foundation for the future.

In the process of learning speaking, students face many problems during the learning process. After doing pre-research by interviewing the students, the researcher found some reasons why speaking is difficult for students because first, the students do not have the habit of using English in daily communication. That is because students always use their mother's language system. It can be seen through the structure of words and contextual meaning when we speak. Therefore, the students tend to make some excuses to avoid speaking. Based on the problems faced by the students, it shows that students lack of practicing speaking, and also having low knowledge about the English language. So, the teacher needs to use another technique that can interest them by creating an enjoyable situation, interactive media, and a relaxing way to express their words. It can make them enjoy the learning process, so they will be easier to express their ideas, share and exchange information into words without the need to worry about making mistakes or damaging their image in front of the teacher and also their classmates' peers. Thus, the researcher will conduct the research on the practicing storytelling technique on students' speaking ability of third grade SMPN2 Pegagan Hilir.

1.2 The Problem of The Study

Based on the background of the study, the problem is formulated as following, “ Does the application of storytelling technique significantly affect the students’ ability in speaking ?”

1.3 The Objective of The Study

The objective of the study is to find out whether storytelling technique significantly affect the students’ ability in speaking.

1.4 The Scope of The Study

Students need to know their achievement in master the speaking ability and means that they need to do the testing English language speaking. There are some technique that usual used by the teacher or researcher, they are : Design Thinking, Word Wall, Story Telling, Handle Card, and etc. Design Thinking is based on resolving real-life cases through group analysis, brainstorming, innovation, and creative idea. Word Wall is the technique that use card as the tool to improve the students’ speaking ability. Handle Card is one of the technique that stimulate the student to speak up by the card they hold, and for the last storytelling is the technique that familiar to students, an easy technique, interesting, and able to stimulate students to think, speak, and retell.

Storytelling is chosen as the technique to get the data, where the benefit of storytelling such as; treat the students’ English pronunciation, developing students’ mind to produce sentences in the right word order and grammar, and developing ideas to share the story. Storytelling technique will be apply by using story tale in third grade of Junior High School to improve their speaking ability.

1.5 The Significances of The Study

The findings of this study are expected to be useful for:

a. theoretically:

1. Enrich the the horizon of language learning theory in speaking
2. Increasing the Technique of teaching learning

b. practically:

1. to the students : one way to solve the problem of speaking ability to junior high school by using storytelling technique
2. to the institutions: as the important academic document
3. to the researcher : become references for further studies

1.6 Hypothesis

Hypothesis is a tentative answer to a research problem that is advanced so that it can be tested. A hypothesis stresses that it can be tested. Developing hypothesis requires that you identify one character, variable or descriptor of a sampling unit that causes, affects, or has an influence on, another character, variable or descriptor of the same or other sampling units. The character, variable or descriptor that affects other variables or sampling units is called the independent variable. The character, variable or descriptor which is affected by the independent variable is called the dependent variable or response variable.

The hypothesis is formulate as follows:

Ha : There is a significantly effect of using Storytelling Technique on Students' Speaking Ability.

H0 : There is no significant affect of using Storytelling Technique on Students' Speaking Ability.

CHAPTER II

REVIEW OF LITERATURE

2.1 Speaking

Speaking is the way of people to express and communicate ideas to others orally. According to Gert and Hans in Efrizal (2012:127), speaking is speech or

utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. So, speaking is the process to attract the listeners attention. Additionally, Ur in Akhyak and Indramawan (2013:20) says that the succesful speaking activity has the characteristics as follow:

1. The language learners talk so much
2. All the participants of Speaking activity get the opportunity too
3. The language learners are highly motivated and have interest in the speaking
4. The language produced is at the acceptable level.

So, speaking is one of the most important skills that everyone should able in it. Speaking is part of the language skills which is important for language learners to be developed. As foreign language learners, we should master speaking skill in English as our priority. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of interesting teaching method that can motivate them to speak. Thus, this research applied storytelling in speaking class in order that the beginners are eager to speak English.

Speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English.

The aim in the speaking skill is challenging, so it is not easy thing. The teachers and students may face some problms in the teaching and learning of speaking. The inconvenient condition was appeared by the monotonous teaching technique used by some teachers. Also sometimes the classroom activities tended to be teacher centered.

Some students sometimes were only passive in the teaching and learning process. This is the challenge for the teachers to control the students' success in learning, they should be more active. Speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. They state that speaking is the verbal use of language to communicate with others. It means that speaking as the way to relay a meaning or message. It serves as vehicle for expressing desires, ideas, and concept which is important for the processes of teaching and learning. Speaking fluently and appropriately plays a critical role in learning a foreign language. A focus on speaking English as a Foreign or Second Language (EFL/ESL) is a major goal for language learners and teachers all over the world.

One factor can sometimes hinder rather than stimulate students' learning. This is the improper choice of methods in teaching English. The use of monotonous method or technique can make students bored so that they do not pay attention or participate in the learning process. They often try to find other activities to compensate for it with activities such as talking to friends, doing something with their friends or daydreaming. Most often the basic reason for language learning is that of being able to speak the target language. Therefore, many people view learning the language as learning how to speak the language as Nunan (1991) said, "success is measured in terms of the ability to carry out conversation in the (target) language". So, able to speak is a success to make the listeners pay attention.

However many students find that speaking is not easy and sometimes it becomes the most difficult skill to learn. As Celce-Murcia and Olshtein (2000:165) stated that in some cases speaking can be considered the most difficult skill to acquire since it requires

command both listening comprehension and speech production sub skills (e.g., vocabulary retrieval, pronunciation, choice of grammatical pattern) in unpredictable, sunplanned situation. So, some people difficult to speak because they think that speaking is hard to try.

There are some factors that contribute to make speaking become more difficult to be learned. The major thing deals with the Indonesian culture: the misinterpretation of “silence is golden”. In the classroom many students think that it is not necessary to speak or they prefer keeping silence to show that they understand, but in fact they don't. Moreover the lack of confidence makes it worse. They are too ashamed and not ready to make mistakes. They are not sure with their capability. From the writer's experience it is the most difficult to be handled.

2.2. The Nature of Speaking

According to Thornburry (2005) speaking is part of daily life that we take for granted. So, speaking is an essential tool in life. Brown(2001) defines speaking as an interactive procees of constructing meaning, involving producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant, their collective experience, the physical enviroentment, and the purpose of the speaking. Related to the process of interaction, they who are involved in interaction will get valuable feedback from each other. Thus, speaking is the process producing, receiving, and processing information.

Harmer (2001) explains, in many situations productive skill is combined with the practice of receptive skills. The conversation between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for

what the participant says next. The two kinds of language skills: receptive and productive skills should be taught to the students in language instruction. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. Speaking as one of the productive skills should be mastered by the students in order they can carry out the conversation with other people in a good way. So, speaking is the productive skill that should be mastered by students.

2.2.1 Speaking Ability

The mastery of speaking skills in English are a priority for many second-language or foreign-language learner's (Richard, 2008:19). This reality makes teachers and parents think that speaking should be mastered by their students and children. In high education level, English more difficult, especially in speaking ability such as in senior high school, students not only are expected to be able to receive the information in English but also they must be able to communicate to the others fluently.

Speaking ability consists of two words, they are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will be clarified one by one. Ability is potential capacity of power to do something physically or mentally. Those descriptions may be concluded that the ability is human identical ability. Traditionally, language teaching methods emphasize mastery of language skills or abilities. They are listening, speaking, reading, and writing. This study only concerns in teaching speaking ability. Speaking ability is difficult skill for foreign language learners because effective oral communication requires ability to use language appropriately in social interactions. Speaking ability is the first mode in children language acquisition, it is the part of the

daily involvement of most people in language activities, and it is the prime motor of language contact. Moreover, speaking is depending on the complexity of the information to be communicated; however the speaker sometimes find difficulties to clarify what they want to say. In English language teaching, learners need a special attentions and instructions.

In teaching speaking, teachers have to control all situations that happened in his or her classroom activities. Teachers arrange several activities which support their teaching. It is used to make a good teaching and learning process in classroom. Several speaking activities are not similar to be conducted in every class. As a teacher, they must use speaking activities depend on the level and what their role in class. It means that the teacher uses several activities to improve speaking skill of the students depend on the level and what their role in class .

Oller (1979:p.1) argued, language test as a device that tries to assess how many students have learned a foreign language course or some parts of course. In this defenition, Oller refers to the measurement of how far students master the learning materials and reach the objective of language course. In this study, the teacher conducted the test to measure the speaking ability of the students. In other words, the teacher measured the students speaking skill from three elements of speaking skill, hence, there are three(3) important things that should be explained. Such things include the accuracy of grammar, vocabulary and pronunciation.

a) Accuracy of Grammar

“Accuracy is the ability to use the correct grammar and the right vocabulary. It is important because however , in many situations, accuracy is the ability to make one self

understood”(Riddle, 2010,p.145). In this research, the element of accuracy means the accuracy of grammar.

b) Pronunciation

Merriam-Webster dictionary (2003) “Pronunciation is prominence (by means of stress or intonation) given to a syllable”. Another definition, according to Answer Staff(2012) “pronunciation refers to the way in which someone sounds out a word, but also to correctly emphasize its syllable.

c) Vocabulary

Webster Dictionary (1985)“Vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individual, etc. Hatch and Brown (1995) define that “vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use”.

Speaking is the ability to express something in a spoken language. It is the action of providing information or expressing one feeling in speech. Speaking activities commonly involve communicative conversation between the speaker, who delivers the message, and the listeners, who receive it. So, speaking ability is the essential aspect in attention and instruction. Which is speaking ability as a central element.

2.2.2 The importance of Speaking in Language

Speaking is considered as a very important aspect of learning a foreign language. As stated by Bailey and Savage (in Celce and Murcia, 2001) that speaking in a second language or foreign language has often been viewed as the most demanding of four skills.

Teaching speaking means to teach students to produce the English speech sounds and sounds patterns, to use word and sentences stress, intonations patterns, and the rhythm of the second language, to select appropriate words and sentence according to proper social setting, audience, situation, and subject matter, to organize their thoughts in a meaningful and logical sequence, to use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan:2003). So, teaching speaking is teach the the students produce speech sound, and sound pattern.

In line with (Nunan:2003) Burns and Joyce state that one of the most important aspects of speaking is that it always occurs within context. When we speak we are both using language to carry out various social functions and choosing forms of language which relate in relevant way to the cultural and social context. Nunan said that learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. Speaking is closely related to self-realization; much of impression about people comes from what they say it. For the reason, the teaching of speaking should be able to give contribution to the improvement of students' abilities. So, while we teach the student speak it means we teach them to improve the ability in speaking

2.3 Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help the to learn particular things. In teacher education programmes-and continuing professional development- a lot of time is devoted to the "what" of teaching- what areas we should we cover, what resources do we need and so on.

In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'what is teaching?' is to look at what those called 'teachers' do- and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching.

2.3.1 Teaching Speaking Skill

Now many linguistics and EFL teachers agree on that students learn to speak in the foreign language by "interacting". Communicative language teaching is based on real-life situations that require communication. By using this technique in class, students will have the opportunity of communicating with each other in target language. In the classroom, a major part of teacher's job is to expose students to language so that they can use it later. Foreign language learners need opportunities to develop the skills especially speaking skill, by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible.

2.3.2 The Problems in Teaching Speaking Skill

Students sometimes have some problems when they actually want to talk in front of public, or in this case is talk in front of the classroom. According to Ur (1996) the problems in speaking activities are as follows:

1. Inhibition. Students are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter the words.
2. Nothing to say. Students sometimes find fault that they do not have something to say. In other words, they cannot express themselves.

3. Low or uneven participation. Only one participant talks because of some learners dominate, while other speaks a little or not at all.
4. Mother tongue use. In the class, all students share the same mother tongue, so they feel unnatural to speak in the foreign language. They are also less exposed and less disciplined or motivated one.

So, by the founding above there some problems in teaching speaking that make students nowadays difficult to speak, such as: Inhibition, Nothing to Say, Low or Uneven participation, and the use of mothertongue.

Burns and Joyce (1999) identify three factors that may cause students reluctant to take part in classroom tasks involving speaking. They said learners are unwilling to participate in spoken tasks due to cultural factors, linguistic factors and psychological or affective factors.

1. Cultural factors. Cultural factors derive from students' prior learning experiences and expectations created by these experiences. Bern (2002) emphasize that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behaviour on his or her conversational partner.
2. Linguistic Factors. Linguistic factors that inhibit students to speak include (1) difficulties in transferring from the students' first language to the sounds, rhythms, and stress patterns of English, (2) difficulty with the native speaker pronunciation of the teacher, (3) lack of understanding of common grammatical patterns in English and how these may be different with their own language, (4) lack of familiarity with the cultural or social knowledge required to process meaning.

3. Psychological or Affective Factors. Is one of the dominant factors that can affect language learning especially speaking. The factors include (1) culture shock, especially where new arrival are coming to a new country, (2) previous negative social or political experiences, such as war or personal trauma, (3) lack of motivation, especially where they may not have chosen to learn, have negative views of the target language culture or do not see a purpose in learning the language, (4) anxiety or shyness in class, especially if their previous learning and language learning experiences were negative, and (5) perceptions, some of which may also be cultural (e.g they are too old to learn a new language). So, some student difficult to speak because of some factors, such as: cultural factors, linguistic factors, psychological or affective factors.

To sum up, the problems in speaking might happen to the students in the teaching-learning process, especially the feeling of anxiety. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is a part of the learning process.

2.3.3 The Classroom Speaking Activities

The teaching of speaking in target language should enable the students to use the language orally for many purposes. The success of the teaching-learning process can be achieved if the teacher can present the materials in such a good way that can increase the students' interest. The teacher should be creative in presenting English to the students. They also have to practice various techniques of teaching, carefully select the materials, and use interesting instructional media that are suitable. So, in this case the teachers

hopefully can use the interested technique to make the students fun, easy to catch, and suitable.

English Speaking is to be used at help level I as an introduction to English as a second language. (A description of level I, its objective, content, method, and materials, is attached). The three basic sentence patterns in English speaking are positive statement, negative statement, and question. The content words that are taught by means of pictures will vary within the sentence patterns. In addition to the three basic sentence patterns in English speaking, you will also need to teach, functionally, the imperative or command sentence such as “listen, “repeat after me”, “read this sentence” and etc.

2.3.4 Teaching Techniques of Speaking

Technique refers to what actually takes place in the classroom. It is a particular trick, strategy, or special skill used to do a particular job. A teacher will choose the right technique to teach students. According to Lemov (2010;25) a technique is a thing you say or do in a particular way. A teacher should know to choose the best teaching technique that will increase the students' skill. Teachers will always use the teaching technique as a tool in class. According to Wikipedia, a teaching method comprises the principles and methods used by a teacher to enable student learning. So, technique is a tool to help the teacher make the process of learning easier and interesting.

To interest the students in the teaching and learning process, a teacher should use a teaching technique. There are so many teaching techniques actually in speaking, such as:

- 1) Ask and Answer is the technique where a teacher asks the students to note some interview questions, and asks them to memorize. Then, the student will ask to another

student. For final process, ask the students to make a note from the question. 2) Describe and Draw is the technique where the teacher ask the students to make a group consist of two people. The students have a picture that B don't know, and vice versa. 3) Discussion, in discussion, the teacher will choose a topic that will be taught to the students, and ask tthe student to discuss the picture in group. 4) Guessing is the technique where the teacher will prepare some picture and students have an information that will be guessed. 5) Storytelling is the technique where the teacher is use storytale to improve their ability and ask them to retell the story.

Teaching people to do something is not an easy task. Teaching them properly is even harder. Unfortunately, few callers receive extensive training in the techniques and skills required to properly teach people to dance. Most callers apply teaching techniques through trial and error. Many callers simply teach the way they were taught. In some cases this may provide a good learning experience for students while in other case the students will be confused or frustrated. This confusion and frustation can severely hinder learning. The result can very easily be poorly trained dancers. A teacher should be familiar not only with the material they are teaching; many refer to the defenition of a move before teaching it. Because teaching is such an important part of the job of a caller, anytime spent studying

2.3.4.1 Storytelling

Coconi (2013) defined storytelling is the communicating of events through the use of words and sounds. This is an art of expression and improvisation, which revolves around a plot and/or narrative point of view. There are a number of differents types of

storytelling that are shared within many different cultures of the world, aiming to spread moral values, entertainment, inspiration, and advice.

Maynard (2005) defined stories as the way people communicate their experiences, the way they understand the experience of others, the way they liberate their imaginations, the way they make the sense of the world and their position within it. That stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

In general, Hamilton and Weiss (2005) states that storytelling is the oldest form of basic education techniques. People around world have always told tales as a way of passing down their cultural beliefs, traditions, and histories about the actual events to the generations in the future.

a) The Way to Tell the Stories

according to Walter Ong in "Orally and Literacy," has changed dramatically over history. Stories can be told using different methods, from words and letters sounds, pictures, and even the teller's and listeners' bodies.

1. Telling stories out loud

Oral stories represent the oldest type of storytelling. These are stories relayed through spoken words, from a speaker or teller to audience of listeners.

2. Writing Stories Down

Written stories mark another old type of storytelling. These are stories relayed almost exclusively through written words, consigned to paper by an author and read in private by individual readers.

3. Showing Stories With Pictures and sounds

Multimodal stories can include both oral and written components, but will also include other forms of expression in their telling of the story such as pictures, sounds or videos,

4. Enacting Stories Through Play

Computer game designer Chris Crawford argues that video games signal a shift from stories as things that are passively received to things that are actively created. For Crawford, an interactive story's audience isn't distanced from the story as she would be with oral, written or even multimodal stories. Instead, the audience is immersed in the story, and the story is told through the audience's enacting of assumed roles.

b. Why Tell Stories

Story Telling Book, Eleanor watts(2006), In every society, adults tell children stories to teach them about life. Stories present us with situations that paralleled our own. They help us to explore relationships, hopes, fears, and ideas at a safe distance from our own lives. As stories are essential to the learning of the mother tongue, they are also invaluable to children learning a second language. Here a few reasons why:

a) Stories Set Language in a Meaningful context

Dry language drills are quickly forgotten because they don't engage children's interest. New language makes sense when it is used in real situation

b) Storytelling is a Motivator for language Learning

When children are breathless to know what happens, they will concentrate –and their brains will be alert to make sense of unfamiliar language.

c) Stories are Enjoyable

Children learn when they are having fun. Stories are not only enjoyable for themselves; they also give scope for role play, mime, craftwork, and games.

d) Stories Link Well to Topics and Cross-Curricular work

Many stories have a theme that enables the teacher to cross various topics. So for example, in this book, *The bus won't go* can serve to introduce vehicles.

e) Stories Teach Ideas

Stories can teach abstract concepts because they root ideas in concrete situations. It isn't easy for children to understand that the world is round when it looks flat.

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story. According to Zaro and Saberi in Akhyak and Indramawan (2013:20), storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level.

Storytelling is a kind of teaching technique that has been used by our ancestors for thousands of years as a medium of handing down man's history from one generation to another. People tell stories for many purposes, for instance for entertaining, teaching wisdom, moral or religion, and so on. Unfortunately, at present the respect for storytelling as a tool of learning is almost lost. There are only few people who are still aware of its benefits by telling their children stories at bedtime. Parents' career is usually claimed as the main reason to leave their children until late. At university level it is mostly used to teach speaking or listening class. But for secondary school level, it seems that this technique is ignored. The reason may come from the fact that storytelling is

infrequently being introduced among English teachers. They may have already known about the technique but they are probably not aware of its benefits to learning. Another problem is the lack of teachers' creativity and their awareness of the importance of their teaching quality.

Storytelling is probably the oldest form of narrative in the world. And it is not the same with reading aloud because the interaction between a teller and his or her listener(s) is direct or without any barrier, books in this case. Furthermore, in storytelling a teller will actively explore his or her ability to make his or her listener(s) understand the story by controlling his or her voice, using body language and gestures or using props.

Several studies have proved that storytelling is a valuable source in the development of the teaching learning process. Listening to the teacher's stories can arouse students' curiosity and interest to read and know the original text in written verse.

Those studies above and some other ones concerned with storytelling usually gather data through children who became respondents in the study. In fact, not only children but teenagers as well as adults like stories. This arouses the writer's curiosity to seriously investigate the phenomenon to prove her assumption that this technique can motivate students to improve English speaking skill.

Storytelling has been recognized as a good technique of teaching for hundreds or even thousands of years. When children are engaged in the process of storytelling, they get several benefits in the cognitive, social, and emotional aspects (Boltman, 2001).

These benefits are, among others:

- a. Storytelling rebuilds authenticity
- b. Storytelling enhances the verbal skill

- c. Storytelling develops students' imagination
- d. Storytelling guides students towards constructive personal values
- e. Storytelling can encourage students to explore their uniqueness and expressiveness. It can heighten a students' ability to communicate thought, ideas, and feeling, in an articulate, lucid manner
- f. Storytelling is accessible to all ages and abilities

Furthermore, Boltman(2001) lists many more storytelling benefits from several sources. They are as follows:

- a. Storytelling provides familiarity with events beyond one's personal experience
- b. Storytelling aids in critical thinking
- c. Storytelling develop listening skills and concentration skills/attentiveness
- d. Storytelling assist in comprehension
- e. Storytelling facilitates recall of content and facts
- f. storytelling fosters vocabulary development
- g. Storytelling asissts writing development
- h. Storytelling supports reading development
- i. Storytelling enriches the general curriculum
- j. Storytelling nurtures a sense of mind
- k. Storytelling stimulate a positive attitude for reading and apperciation of literature
- l. storytelling contributes to mental health and sense of wellpbeing
- m. storytelling reveals an intimate classroom atmosphere
- n. Storytelling provides enjoyment and entertainment

Stories have been considered a powerful and effective tool in language learning. Stories engage the learners, expose them to new language and help them to acquire the target language unconsciously, and almost effortlessly. Practitioners who have used stories with young learners in their first or second languages have highlighted many benefits, such as the development of the four language skills, improved syntax, a better understanding of story structure, and heightened language and cultural awareness.

Storytelling also features as a valuable pedagogical approach in primary MFL (Modern Foreign Language) lesson in England.

Research findings on storytelling with learners of first and foreign languages indicate that stories have the potential to harness the learners' creativity and imagination and to increase their confidence in their use of language. In addition for that, they have been found to contribute to development of oral skills in a first language.

Storytelling is not limited to entertainment but can also be used as effective teaching tool in a language classroom. This study is to identify the effect of storytelling on students' communications skills. The findings show that storytelling has beneficial effects on reading skill by students being able to associate meanings and emotions with words. Students also develop their vocabulary and learn when and where to use certain words and phrases.

Storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. Educators have been saying that the arts can play the role in student academic success and emotion well being. The art of storytelling is a great opportunity for student exploration. Storytelling is accessible to accessible to students of all ages and abilities. Storybooks can be found in bookstore or borrowed from libraries or

friends. In addition, stories can be found from internet the most convenient and quickest way for students nowadays.

Stories are interesting and motivating, thus attracting listeners and promoting communication. As storytellers, students have the opportunity to do it all, read, write, listen, and speak. They have fun experimenting with the voice, facial expressions, emotions, and gestures that make the story “just right” for telling. As they present their story, the art of listening becomes a two way street. By using good eye contact and body language these storytellers communicate with their audience.

In other words, speaking is seen as an interactive processor constructing meaning that involves producing and receiving information in order to get the particular end between speaker and listener.

Speaking is also depending on the context speaking being used. People learn language because they want to apply language in specific purpose. For example, speaking between students is about the assignments, score and everyday situation at school. It is different with speaking used by air traffic controllers.

Speaking is the ability to express something in a spoken language. It is the action of providing information or expressing one feeling in speech. Speaking activities commonly involves communicative conversation between the speaker, who delivers the message, and the listeners, who receives it.

Other authors would say that many story ideas come from their own experiences, past and present. “To write what you know about is a basic principle of writing,” these authors say. Therefore, it is logical to write your own experience. And, it is true that the early stories and novels of many writers are autobiographical, at least in

part. These stories may not be exactly what happened in the author's life, but they are based on such fact.

Readers enjoy stories that are similar to their own lives. Your own problems, fears, challenges, hopes, and joys are probably similar to most other people's. The most difficult part of making ordinary events in your life interesting is to be honest. You must learn to be aware of your true thoughts and feelings about the things that happen to you, and around you.

Barzaq (2009) defines storytelling as a knowledge management technique, a way of distributing information, she added that stories provide natural connection between events and concepts and finally, she added that visual storytelling is a way of telling stories through images.

Certain characteristic of storytelling:

1. It provokes curiosity.
2. It evokes student's imagination and interest.
3. It builds vocabulary, comprehension, story sequencing.
4. It improves listening and oral communication skills.
5. It is an interactive and co-operative process.
6. It binds listeners together.
7. It uses all kinds of language convention to make the story vivid.
8. It makes listeners forget their mystery.

2.4 Previous Researches

Several previous researches have been conducted by the former researchers telling about the use of storytelling in teaching English. First, Mukmiatus Zuhriyah (2017) a study entitled “**Storytelling to improve students’ speaking skill**”, found that storytelling has great affects on students’ learning of English language. Furthermore, Khairani Nur Adha (2016) **analyzed the effect of students’ speaking ability through storytelling in senior high school**. The result of her study showed that teaching speaking by using storytelling as higher than by using lecturing technique. It implies that storytelling is appropriate to be applied in speaking. Based on Khairani Nur Adha research, it is believed that by applying the storytelling technique, the speaking ability can improved then measured. Akhyak and Indramawan (2013:18) found some implementations in “ **Improving the students’ English speaking competence through storytelling**”, storytelling implemented in teaching speaking could improve the students’ fluency, grammar, pronunciation, vocabulary, and content.

From those explanations above, researcher interested to conduct the research that is titled “**The Effect of Storytelling Technique On Students’ Speaking Ability of Third Grade Junior High School**” which is this research never done yet by the other researchers.

2.5 Conceptual Framework

Speaking is an important skill that must be matered by the students. Speaking is the production of human speech that function to communicate orally with others. Speaking is the process produce sentences to express desires, ideas, and concept of human thinking. Speaking ability is the capability of someone in speaking a certain

language which fulfills the requirements of speaking aspect proficiency. which expresses ideas about what they are thinking about, and able to convey its meaning to listener. Speaking ability often refers to the ability of someone in speak a certain foreign language . So, people are admitted having the ability if they are able to speak that language correctly and fluently.

Storytelling is tells a story to others through voice and gesture which is deliver in oral speaking, by remembering the story first. And, in telling a story, a story teller can paraphrase or summerize the story without lose the important information about the story, and also able to represent the meaniing which is meant by the write.

Testing the speaking ability through storytelling is doing a test to measure the speaking ability of someone by using storytelling technique as the instrument. It means that story telling used as the oral test that must be done. Then, in doing the technique, the using of certain media will improve the researcher to get theh data of students' spoken product. The media that is chosen is recording.

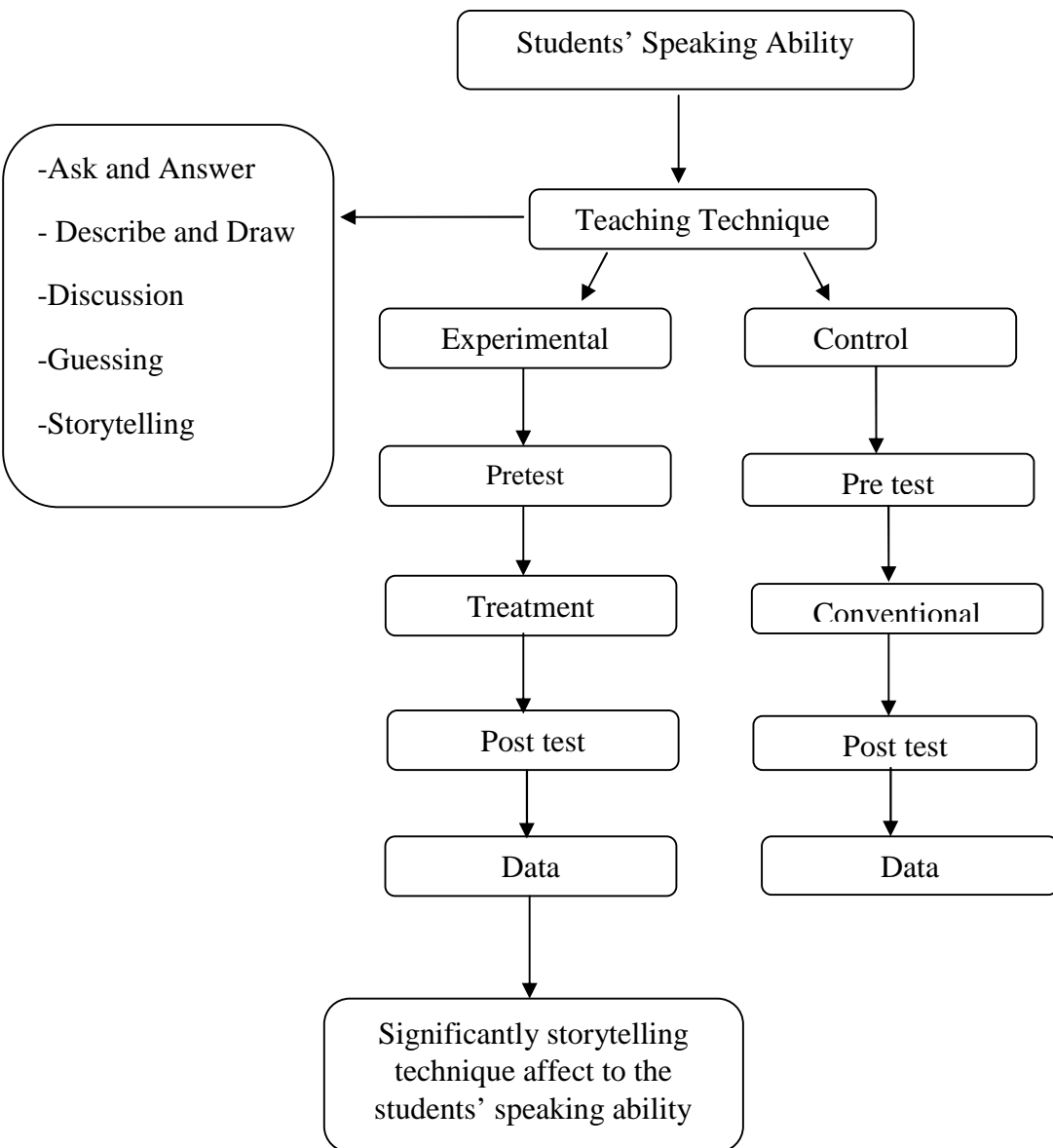


Figure 2.1. Conceptual Framework of Storytelling Technique on Students' Speaking Ability of Third Grade SMPN2 PEGAGAN HILIR (Mia Fiona Simanjorang:2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher uses experimental quantitative research design. This researcher applied this design because the researcher wants to measure the effect of storytelling technique in students speaking ability. According to Arikunto (2001), experimental design is a study which aimed to know there is or not the effect of the variable studied. Experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particularly hypothesis of the study.

According to Arikunto (2001) quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions.

Experimental research is an observation in order to know the effect of storytelling techniques on students' speaking, where the sample two groups are used, namely experimental and control groups. Both groups will be given pre-test and post-test. The experimental group is

the group that receives the treatment. The research of this study consist of two variables. They are dependent and independent variable. The dependent variable of this study is storytelling technique, while the independent variable is speaking ability.

3.2 Population and Sample

In this session, the writer would explain all about population and sample.

3.2.1 Population

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	✓	Giving treatment by using storytelling technique	✓

Population is a group of people to be investigated by the researcher.

Population is the total subject of research. In this research, the population is the third grade students of junior high school. There are two classes, they are IX-1 and IX-2. The total of the students are 60 students.

Control	✓	Without treatment (using conventional strategy)	✓
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3.2.2

Sample

Sample is a small proportion of population selected for observation and analysis. Sample is some or representative of population which is going to be observed, they will be picked up from IX-1 (15 students) and IX-2 (15 students). There are some ways to obtain the sampling they are cluster sampling, purposive sampling and random sampling. Purposive sampling also called judgement sampling, is the deliberate choice of a participant due to the qualities the participant processes. Purposive sampling chosen with goal without pick them randomly. So, the writer used purposive sampling to obtain the sample.

3.3 The Instrument of Collecting Data

In this research, the instrument for collecting data by speaking test. The students will be test by asking them to retell a story through storytelling technique. In this case, the same test in pre-test and post-test would be given to both sample classes; experimental and control group. The writer will be conducted the test to know the students achievement in speaking ability.

3.4 Validity of the test

This research used oral test. Oral test is the way for getting students to tell the story by their own words. Validity is concerned with the extent to which an instrument measures what one thinks it is measuring. It means that the test is given to measure the students' ability in speaking.

3.5 The Procedure of the Collecting Data

The data were the students' speaking ability. To obtain the data, some procedure are done as follow:

3.5.1 Pre-Test

Pre-test is administrate to the sample before doing the treatment. The pre test will be give to both groups (the experimental and control group). It is use to measure the students' ability in speaking before applying the treatment.

3.5.2 The Treatment

The experimental group and control group will be think by the same but different instruments. In the experimental group, the writer used storytelling tehniqe on the students achievement in speaking skill and control group that is teach by conventional method.

3.5.2.1 Teaching Representation in Experimental Group

The treatment is conducted after the administration of pre-test. The teacher teach the representation to the experimental group by the following procedures:

Table 3.4.2.1 Teaching Procedure in Experimental Group

Steps	Meeting	Teacher's activities
1	Introduction	<ol style="list-style-type: none">1. The teacher greets the students.2. The teacher gives motivation to the students3. the teacher takes the students' attendance list4. the teacher give an opinion about the relate topic5. the teacher ask the students to read a story that teacher give

2	Main activity	<ol style="list-style-type: none"> 1. the teacher retell the story by using storytelling technique 2. the teacher asks the student to read the story together 3. the teacher give chance the student to think about the story 4. the student give chance to the student to ask some questions to the relate topic 5. disscuss the format of the story and ask them to analyze the story 6. then review again about the story
3	Closing	<ol style="list-style-type: none"> 1. ask the students to retell the story by their own words in front of the class 2. the teacher scoring the student while they are retell the story

3.5.2.2 Teaching Presentation in Control Group

In the teaching learning process that will be applied in the control group by using conventional technique can be describe as follows:

Table 3.4.2.2 Teaching Procedure in Control Group

Steps	Meeting	Teacher's activities
1	Introduction	<ol style="list-style-type: none"> 1. The teacher greets the students. 2.. the teacher give an opinion about the relate topic
2	Main activity	<ol style="list-style-type: none"> 1. the teacher read the story by using conventional technique 2. the teacher asks the student to read the story together 3. the teacher give chance the student to think about the story 4. then review again about the story
3	Closing	<ol style="list-style-type: none"> 1. ask the students to retell the story by their own words in front of the class 2. the teacher scoring the student while they are retell the story

3.5.3 Post Test

After the teaching presentation, both experimental group and control group, two groups are given a post were tested by giving a post test. The post test was the same as the pre-test.

3.5.4 Assessment on the Test

Speaking is often one of the areas of learning English that is not usually assessed. However, speaking is an important skill for students to develop, and it is important to include activities in the English classroom that provide opportunities for students to speak in English. These could be telling a story, a role play, an interview or discussion.

There are some criteria to be considered to know the students' speaking achievement. In Fulcher(2003:228-229) there are five categories of speaking assessment adapted from FSI proficiency rating, namely accent, grammar, vocabulary, fluency, and comprehension.

Assessing speaking activities can tell you about your students' progress in English, what they have learned, how confidently they can speak in English, or whether they are having problems speaking English. The highest score possibly acquired is 100 if a student gets the highest point in each category.

Table 3.1 Assessment in Speaking Ability

Proficiency	Feature	Score
Accent	Pronunciation frequently unintelligible	0
	Frequent gross errors and a very heavy accent make understanding difficult, require frequent, repetition.	1

	Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	Market 'foreign accent' an occasional mispronunciation that to do not interfere with misunderstanding	2
	No conspicuous mispronunciation, but would not be taking for a native speaker	3
	Native pronunciation, with no trace of "foreign accent"	4
Grammar	Grammar almost entirely inappropriate or inaccurate, except in stock phrases.	6
	Constant errors showing control of very few controversial micro skill or major patterns, and frequently preventing communication.	12
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	18
	Occasions errors showing imperfect control of same conversation micro skill or some pattern, but no weakness that causes misunderstanding.	24
	Few, errors with no pattern of failure.	30

	No more than errors during the conversation.	36
Vocabulary	Vocabulary limited to minimum courtesy requirements.	4
	Vocabulary limited to the basic personal areas and very familiar topics (time, food, transportation, family).	8
	Choice of the words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.	12
	Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions.	16
	Vocabulary broad, precise and adequate to cope with complex practical problem and varied social situations.	20
	Vocabulary apparently as accurate and as extensive as that of an educated native speaker.	24
Fluency	Speech is not halting and not fragmentary, so that conversation virtually possible.	24
	Speech is never done slowly and uneven except for short or routine sentences : frequently punctuated by silence or long pause.	4
	Speech is never done frequently hesitator or jerky: so that sentence may be left uncompleted.	6

	Speech is never do rephrasing and grouping for words so that it is like occasionally hesitatant.	8
	Speech is effort to hear smooth and easy to understand.	10
	Speech on all general topics as effortless and smooth as native speaker.	12
Comprehen sion	Understand to respond the topics.	4
	Understand only slow, very simple speech on topics of general interest: requires constant repetition and reprhasing.	8
	Understand careful, somewhat simplified speech directed to him, with considerable repetition and reprhasing.	12
	Undersatnd quite well normal educated speech directed to him , but requires occasional repetition and reprhasing.	15
	Understand everything in normal educated and conversation, except for every colloquial or low frequently items or exceptionally rapid or slurred speech.	19

3.5.5 Technique of Analyzing the data

After collecting the data, the next step is analyze the data again. In this study the data are obtained from the experimental and control groups.

The writer doing the data analysis follows the procedure:

Scoring the students speaking test of experimental group and control group in pre-test and post-test. In this step the writer gives score by using assessment test and formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score

R = Correct Answer

N = Number of Test

100= Cumulative range 0-100

1. tabulating the student's score

The writer tabulates the score of the test in pre-test and post tes

2. Comparing the score in the pre-test and post-test by using the formula.

The formula of the test presented as the following;

Technique for analyzing data is order to know the difference effect between two groups, the writer use t-test formula as in the following:

$$t = \frac{Ma - Mb}{\frac{da^2 + db^2}{Na + Nb - 2} \sqrt{\frac{1}{Na} + \frac{1}{Nb}}}$$

Where:

Ma : the mean of experimental group

Mb : the mean of control group

Da : the standard deviation of experimental group

Db : the standard deviation of control group

Na : the total number of samples in experimental group

Nb : the total number of samples in control group