CHAPTER I

INTRODUCTION

1.1. Background Of The Study

English is a universal language spoken and used by people from all areas of life. Several linguists have underlined the need of developing communicative ability, particularly speaking abilities, in language training. "English is an international language that is the most extensively utilized medium of worldwide communication," writes Brumfit (2001:35). The most important purpose of language education is to help pupils learn to communicate effectively with others through language, with "success" defined as the ability to have a conversation in the target language. The national policy reflects the relevance of English in content standards through the minister of national education's regulation number 22 of 2006, which is based on several linguists' perspectives on the necessity of studying English communicative ability. In this circumstance, English is a necessary subject in schools.

According to Astrawan in 2013, speaking is one of the qualities that must be mastered and exercised in the field with other people as the interlocutor. Because speaking is such an important part of learning a foreign language, mastering this skill is crucial. According to the survey, English is taught in Indonesia as both a foreign language and an in-country language. The students had difficulty acquiring information or comprehending what they were saying in English. The purpose of junior high school speaking classes is for students to be able to communicate fluently in English. They can engage on ordinary conversations in English, ask questions and receive informational responses, debate, and offer solutions to difficulties.

The affecting factor As a teaching strategy, teachers take advantage of students' lack of speaking ability. Teachers prefer traditional learning methods, one of which is a speaking style that makes students bored and inactive in the classroom. Students rarely devise methods that teachers find more appealing. In order for learning to yield ideal results and for students' speaking abilities to increase, these inferior speaking abilities must be remedied. One strategy for

overcoming the student's poor speaking abilities is to employ a storytelling style.

Hidayat (in Rahayu, 2013:80) defines storytelling as "everything that informs of both true deeds, experience, or fiction." "Telling activities can provide entertainment and boost a child's imagination," according to Arini et al. (2006). Toddlers can strengthen their linguistic skills and internalize character stories by listening to stories.

One approach for encouraging students to learn to speak is to tell stories. When narrating a story, the storyteller and one of the listeners conduct a two-way conversation. As a result of this method, students get more involved in speaking English because they express themselves in English based on their own desires or thoughts. Speaking activities clearly entail the use of spoken language, as evidenced by some of the definitions above. Human nature is expressed through speech, and language is an aspect of that. People use spoken language to express their feelings, thoughts, and opinions. They also use it to understand and verify what they've learnt, challenge and scrutinize their ideas, and explore meaning. Speaking skills can be characterized as an interactive process of forming meaning that involves producing and receiving or processing information via words or articulation sounds, according to the aforementioned beliefs. It demands the use of accurate pronunciation, vocabulary, grammar, fluency, and comprehension in both transmitting and receiving communications.

1.2. Formulation Of The Problem

This study attempts to demonstrate how effective storytelling is in boosting students' English speaking skills in grade VIII SMP. This study also aims to improve students' public speaking abilities. In a nutshell, this study will address the following questions:

1. Can storytelling help students enhance their speaking skills?

2. How helpful is storytelling in helping students improve their speaking skills?

3. What are the benefits and drawbacks of using storytelling in junior high school?

27 students from SMPN 4 Tanjung Morawa's class VIII SMP participated in the study. "Storytelling" is the approach employed. Storytelling was chosen because it is simpler and more engaging for pupils. After watching the researcher's film, students will take turns performing this narration.

1.3. Identification Of Problem

Researchers will conduct interviews after making observations about the teaching and learning of English.Researchers will gather information and causes of challenges related to teaching speaking in class after performing observations and interviews. The media, teachers, and students will be used as tools and contributors.

In the classroom, a teacher has a significant impact on the teaching and learning process. Everything pertaining to classroom learning must be prepared by the teacher. During the learning process, the instructor must also be accountable. Students have a critical role in assisting teachers in achieving success in the classroom. Boredom is a problem that will arise in every learning process. This is because teachers who consistently employ the outdated teaching style are unmotivated to increase learning quality.

Learning media is a powerful instrument for enticing students to engage in the learning process. Especially if the media employed is in agreement with students' wishes and can help pupils learn English. This can help the classroom learning process go smoothly. Based on the aforementioned problem diagnosis, and in accordance with the researcher's title, "Students' Speaking Skill Through Storytelling Technique" to Improve Students' Speaking Ability, We, as researchers, will:

1. Students will simultaneously watch videos that have been provided by the researcher
2. Students will be given the opportunity to create a storytelling that they like
3. Students will be given the opportunity to read the storytelling they like in front of the class

4. Researchers will assess and correct any mistakes that students make

1.4. Research Purpose

1. For researchers
   a) Able to improve professional abilities in teaching, especially in an effort to increase students' enthusiasm for learning.
   b) Increase knowledge and experience in learning

2. For teachers
   a) Can be used as a reference material for classroom action research models.
   b) eachers are more creative in carrying out the learning process and achieving the expected goals.

3. For Students
   a) Students are more enthusiastic in the learning process
   b) Can broaden students' knowledge about speaking English
   c) Students will understand the learning material faster

4. For School Agencies/Organizations
   a) Learning outcomes can be used as material to increase creativity in learning English.
   b) Can be used as input to improve the quality of education in schools

1.5. Scope and Limitation of the Study

To avoid the issue of interpretation, the researcher will define and limit the scope of his or her investigation. The researchers will focus on eighth-grade junior high school students in this study. The purpose of this study is to see how effective students' knowledge is in helping them improve their English speaking abilities. Interviews and videos will be used to supplement this research.

1.6. Significance Of Research

This study aims to determine how influential storytelling is in improving students' speaking skills. Researchers hope that this research can provide benefits both theoretically, practically and socially.

1.) Theoretical Significance
This research is expected to contribute to English teachers. The theories in this study are expected to describe the ideological problems that arise in

'Storytelling' as a reference material in learning materials. Exploration of student problems in digital media is expected to be one of the efforts to develop learning communication studies in the midst of the diversity of media choices for consumption.

2.) Practical Significance

This research is expected to contribute to the development of learning in schools. Becomes important for future students, teachers and researchers.

a. Student

- By learning speaking skills using storytelling, students are more interested in participating in learning because they can learn while playing.
- Students will get interesting and creative teaching from the teacher in the classroom so that it can make it easier for students to understand every English lesson, especially learning about speaking skills.

b. Teacher

- Provide an overview to the teacher about how to teach in a fun and not boring way, especially in learning to speak English.
- The use of storytelling can be a very interesting variation in improving English speaking skills and will make students very excited.

c. Future Researchers

- This research can be a source of further research in seeking views on storytelling in learning, especially for future researchers who wish to conduct research on the same topic.
- This study will provide information to future researchers about the problems often faced by teachers in using storytelling as a medium of learning what they use most often and the reasons why they use it. Not only theory but also hands-on practice.