

CHAPTER I

INTRODUCTION

1.1. Background

English is one of the foreign languages in Indonesia plays important roles on both written and oral communication. As an international language English has been took since childhood, starting from kindergarten but mostly from elementary high school until senior high school even up to graduate from bachelor`s degree. In Indonesia English is not a strange thing, because English has been including in the curriculum at every level of education. The goal of including English in the education curriculum in Indonesia is so that all students can develop their ability to communicate in English, to face the outside world, both in further education and in the world of work.

Speaking is a part of daily lifes that we take it for granted (Thombuy, in Yashori Revola article : 2006 459). Speaking is person`s ability to convey a word to express situations and conditions verbally. Speaking is one of the four expertise that pupils should master. It's the elemental skill that pupils process in order to be equal to enter other knowledge Speaking is one of important expertise in schooling erudition process. Given the importance of learning to speak in a language class, Citizenship policies under the Minister of Public Affairs Ordinance reflect the importance of English in the standards of content. In addition, Indonesia has established English as one of the most important foreign languages in academia and as one of the subjects tested in the Citizenship Exam. This provision is intended for Indonesian students to prepare for the day of globalization. So they`re grew up in preparation and fighting other people with different native English.

Besides of that there are several problems in speaking this problem caused by two factors, namely internal factors and external factors. Internal factors are come from the students, including students have a limited vocabulary and have the principle that English is difficult. So, this result in they are not intending to learn English and it has a negative impact on their speaking ability. Secondly, Students have no idea Or an English speaking initiative. This is due to lack of vocabulary, grammatical patterns, and poor English speaking. Thirdly, students still often make mistakes when pronouncing English words. Fourth, problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstandings in communication. External factors such as teaching methods, curriculum, teachers, institutions, environment and society occur naturally.

The researcher decides to solve the problem. In this research, the researcher will use story telling method. Story telling method is assumed that it can improve students speaking ability. Applying story telling method is very important because this method can be able to give change and to increase students speaking ability.

Based on the problems that have been described, researchers try to use one of several techniques that are able to encourage students to contribute to the teaching and learning process. Therefore this research process applies the story telling technique because this method has its own advantages compared to other methods. Indirectly story telling can develop imagination and concentration so that students are interested and have confidence when speaking. By giving an opportunity every students to speak in a classroom, the researcher believe that this technique have big effect for their speaking skills.

Story telling is the art in which a teller or someone conveys a message, truths, information, knowledge, or wisdom to engage an audience in an entertaining way. This method is good to enhance them to speak up in English.

1.2. Problem research

Based the background of the above issues, the issues in this study are:

1. Does the story telling affect on student's speaking skills?

1.3. Purpose of the study

The purpose of this study was to investigate whether storytelling strategies affect students' speaking ability.

1.4. Speaking

1.4.1. Defenition of speaking

According to Brown and Yule in Nunan (1989:26) argue that speaking is using spoken language which consists of short, incomplete or separate speech in the sphere of pronunciation. The pronunciation is very closely related to the reciprocal relationship between the speaker and the listener the ability to speak English is a preferred language or a foreign language. He said speaking is the most important skill in communicating and sharing ideas in communication, Speaking is one of the language skills that we have to start communicating. Nunan (in Kayi 2006:1). So speaking is person`s ability to convey a word to express situations and conditions verbally.

1.4.2. Kinds of Speaking

The Kinds of Specaking Activities Sasmedi (2008) classified that there are many kinds of speaking activities :

- 1) Monologue Monologue is that when one speaker uses times of spoken language of any length as in speeches, lectures, readings, news broadcast, and the like.
- 2) Pair Work Pair work involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is

to convey prepositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information or schemata).

3) Question and Answer The teacher can begin by simply questioning to the learner in this activity. But the learners have mastered the question pattern. They should practice questioning one another. After numbers of question forms have mastered. Question and answer drill can cover a wide of variety topics. There are many topics about which question can be asked.

4) Retelling is an interesting activity of speaking games for making relax of the students while speaking. It can create the motivation of the student's to speak English. Like guessing games. speech through actions, and tell again what have been heard.

1.5. Story Telling

1.5.1. Defenition of Story telling

Story telling is an activity carried out by someone verbally to another person with tools or without tools about what should be conveyed in the form of messages, information or just a fairy tale which is to be heard pleasantly because it is the person who presenting the story convey it attractively (Dhieni, "2008: 6.3). According to Echols (in aliyah, 2011) storytelling consists of two words, namely story means story and telling means storytelling. Two words combined story telling means telling a story or telling a story. Other than that, storytelling is also called telling or story telling as suggested by Malan, story telling is telling stories based on oral traditions. Story telling is the effort made by the storyteller in conveying the content feelings, thoughts or a story to students verbally.

Student' can easily summarize tale and stories they've heard from someone before, Or they can create their own story to tell their classmates. Storytelling promotes creative thinking. It also helps students express their ideas in an early format, For development and ending, including character and story settings. Students can also tell riddles and jokes. For example, at the beginning of each lesson. The teacher can call some students and open short riddles and jokes. In this way, the teacher not only highlights the student's speaking ability, but also draws the attention of the class.

1.5.2. Steps of Story Telling

Story telling is going to be used by the researcher in this research. In conducting this method, the researcher must follow the steps of story telling method to ensure the method runs well. Samantaray in Zuhriyah (2017:3) described the procedures of story telling as follows:

1. the teacher hangs four different pictures on the white board

2. the teacher asks the student's to make groups of eight
3. the teacher asks every group take one of four pictures from the white board
4. the teacher asks them to develop a story in 30 minutes
5. the teacher asks them to retell their story based on the group discussion
6. the teacher gives award to the group considered the best group

1.5.3. Types of Story Telling

According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), there are some kinds of fairytale. They are legend, fable, mite, and sage.

1. Legend

Legend is a kind of fairytale which has relation with historical event or nature phenomenon. It means that legend is local people story which tells the origin of event or place. Sometimes, it is different from the origin story because it is not always written.

2. Fable

Fable is one of traditional story which appear animals as character in that story. Children almost love this story because the animals like human. They can talk each other, attitude, and has intellect like human. According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), Fable is one of traditional story which appear animals as character in that story.

3. Mite

Tale which contents elements of mystery, supernatural world, and god world that supposed it was really Vol. 3. No.1 Maret 2020 ISSN. 2620-5599 Jurnal Liner, Institut Pendidikan Tapanuli Selatan 181 happened by society as the owner of the story. Sometimes this story is exaggerated.

4. Sage

Sage is a fairytale which contents of history elements, equipped with both supernatural power element and miracle. It can be concluded that sage contents many elements of history. This fairytale is spoken by people to people.

1.6 Hypothesis

Based on the theories were explained above, it can be posed a theoretical hypothesis as follows :

- 1.6.1 The story telling technique would be well applied for students' speaking skills