CHAPTER I

INTRODUCTION

This first chapter starts with the background of the study and also focuses on the identification of problems, research question, limitation of problem, objective of study, significance of study, and definition of key terms.

A. Background of the Study

Speaking is one of the skills or abilities in English to express thoughts and make comments, and speaking in English involves expressing thoughts, commenting, rejecting opposing viewpoints, and asking and answering questions. Speaking ability refers to the ability to express or produce an opinion or idea through spoken sounds, as well as the ability to converse with others. Speaking is the most important of the four skills (speaking, listening, reading, and writing). The basic goal of all English language training should be to teach students how to use English effectively and properly to improve their communication skills. Pronunciation, grammar, vocabulary, and fluency are all important aspects to grasp when learning to speak. Chaney (1998) stated that speaking is a process of building and sharing meaning through verbal and nonverbal symbols in various contexts.[1]

According to Harmer (2007), speaking is an interactive process that involves the production and comprehension of verbal messages.[2] This skill is

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[1] A. L. Chaney, *Techniques in Teaching Speaking* (Longman, 1998).
[2] Jeremy Harmer, *The Practice of English Language Teaching*, 4th edn (longman, 2007).

crucial for learners as it enables them to express ideas and interact in various contexts. However, many students face challenges in speaking, such as anxiety, limited vocabulary, and insufficient practice opportunities. Therefore, innovative and engaging teaching strategies are essential to help students overcome these challenges and enhance their speaking abilities. Based on the observations made during the learning process and the demands of the essential English abilities, most students are hesitant to speak, particularly in front of teachers or friends, and they confront several problems when learning to speak English. The issue stems from students' lack of confidence in speaking, especially when requested to speak in English. When students first start speaking in front of the class, they feel ashamed and uneasy, and they don't talk in English. According to Nunan (1991) emphasize that structured and planned speaking practice can positively influence students' abilities.[3] Teaching methods that encourage interaction, such as group discussions or simulations, can create an environment that supports students in speaking more confidently. Thus, it is important to integrate engaging and interactive strategies into language instruction, allowing students to practice speaking more effectively and enjoyably.

Students often struggle to express themselves effectively in English. Storytelling is a rare pastime its purpose and function have been superseded by internet. Storytelling has many benefits especially if it is used for learning. According to Bruner (1996), storytelling allows individuals to construct

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[3] Davin Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Prentice Hall, 1991).

meaning through narrative and create emotional connections with the content.[4] By using storytelling, students not only learn the language but also understand the cultural values embedded in the stories. This method encourages students to be more actively involved in the learning process, enabling them to improve their speaking abilities naturally.

Storytelling is expressing events using words, images, and sounds, typically with improvisation or embellishment. While storytelling strategy refers to how we communicate our lives' stories. Storytelling can help students improve their speaking skills by making the learning process more enjoyable. The storytelling strategy offers a unique experience for students, allowing them to learn to speak without feeling pressured. The use of puppet media in storytelling adds an additional engaging dimension. Kearney (2014) states that visual media, such as puppets, can enhance the appeal of the story and make students more emotionally engaged.[5] Puppets serve as tools that help students express themselves and practice speaking in a fun atmosphere. By utilizing puppets, educators can create a learning environment that encourages active participation and experimentation with language, ultimately contributing to the improvement of students' speaking abilities. The combination of storytelling and puppet media offers an innovative approach to language teaching, making the learning process more effective and enjoyable.

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[4] Jerome Bruner, 'The Narrative Construction of Reality', *Critical Inquiry*, 18 (1991), pp. 1–21.
[5] W. J. Kearney, *Storytelling with Puppets: Developing Language and Literacy* (Routledge, 2014).

Many previous studies on training speaking skills through storytelling have been undertaken. There are several studies that have proven that storytelling can improve students' speaking ability by Munira (2024) entitled *"Using Storytelling Technique in Improving Students Speaking Skill"*. aims to determine the effectiveness of storytelling technique in improving the speaking skills of grade VIII students at Madani Palu Integrated Model Junior High School. Using a quasi-experimental design, the results showed an increase in students' speaking skills after treatment, with the average score of the experimental class higher than the control class. Statistical tests showed significant results, so the alternative hypothesis was accepted. The storytelling technique proved effective in improving students' speaking skills.[6]

Research conducted by Lestari (2023) entitled *"The Effectivesness of Storytelling to Teach Speaking Skill: An Experimental Study at Ninth Grade Students of SMPN 11 Mataram Academic Year 2022/2023"*. examined the effectiveness of storytelling techniques in teaching speaking skills to ninth grade students of SMPN 11 Mataram. Using a pre-experimental design with pretest and post-test, the results showed an increase in scores after treatment. The t-test showed a significant value, so the alternative hypothesis was

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[6] Munira and others, 'Using Storytelling Technique in Improving Speaking Skill of Grade Eight Students of SMP Negeri Model Terpadu Madani Palu', 2024, doi:10.13140/RG.2.2.38236.86755.

accepted. The storytelling technique proved effective in improving students' speaking skills.[7]

Research conducted by Pratiwi (2024) entitled *"The Effect of Using Storytelling Technique on Students' Speaking Skill of II Class at SMPS Plus Kasih Ibu Patumbak"*. aims to determine the effect of storytelling technique on students' speaking skills at SMPS Plus Kasih Ibu Patumbak. Using the experimental method, the research was conducted through oral tests before and after treatment. The results showed a significant improvement in students' speaking skills after the storytelling technique was applied.[8]

However, there are still few researchers who examine the effect of storytelling on speaking ability within the scope of Madrasah. To fill the gap in the literature, this study was made to complete the gap to find out how much influence teaching speaking through storytelling has in madrasah schools and the researcher using puppet media in this research. This study also focused on ninth grade students as the participants who will be the subject of this study because they will have many opportunities to learn English well and the ninth-grade students at MTs Darussalam Rejotangan Tulungagung still feel anxious and lack confidence when speaking English in class. The researcher believes that using storytelling strategy can make public speaking more enjoyable and

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[7] Rabianti Lestari and others, 'The Effectiveness of Storytelling to Teach Speaking Skill: An Experimental Study at Ninth Grade Students of SMPN 11 Mataram Academic Year 2022/2023', 2023.

[8] Tania Pratiwi and Zulfitri, 'The Effect of Using Storytelling Technique on Students' Speaking Skill of II Class at SMPS Plus Kasih Ibu Patumbak', 2024.

engaging. Storytelling is a way to share and retell an experience. Storytelling is a participatory practice in class that use words, expressions, and movements to enhance the story's appeal and enjoyment. The researcher performs research with the title **"The Effectiveness of Storytelling Strategy Using Puppet Media on Speaking Ability of the Ninth Grade Students at Mts Darussalam Rejotangan Tulungagung".**

B. Research Problem

Based on the information above, the problem of this study can be formulated as follows: "Is there a significant effect of the storytelling strategy using puppets media on the speaking ability of ninth-grade students at MTs Darussalam Rejotangan Tulungagung?"

C. Objective of the Study

The objective of this study is to find that there is any effect storytelling using puppets media on speaking ability of ninth-grade students at MTs Darussalam Rejotangan Tulungagung.

D. Research Hypothesis

Based on the research problem and objective, the hypothesis for this research is:

a) H_0 (Null hypothesis)

There is no significant effect of storytelling strategy on students speaking ability.

b) H_a (Alternative hypothesis)

There is significant effect of storytelling strategy on students speaking ability.

E. Significant of the Study

The researcher hope that the result of the study is useful for:

a) Teachers

To allow the teacher to teach their students speaking skills and to allow the teacher to teach in using strategy in teaching of speaking.

b) Students

To increase and motivate the students in speaking and give the students learning experience using storytelling strategy with puppet media.

c) Future Researchers

For future researchers, the result of this study can be used as a reference for those who want to conduct further research, the effectiveness of storytelling strategy on speaking ability.

F. Scope and Limitation of the Study

1. Scope

The scope of this study covers storytelling strategy using puppet media on speaking ability in ninth-grade at MTs Darussalam Rejotangan Tulungagung.

2. Limitation

The researcher limits the study to the effectiveness of storytelling strategy using puppet media on speaking ability of the ninth-grade at MTs Darussalam Rejotangan Tulungagung.

G. Definition of Key Terms

This section contains some explanation based on this title stated in provided articles

1. Speaking Ability

   According to Brown (2000), speaking is an interactive activity where meaning is constructed through the production, reception, and processing of information. Therefore, in this research, speaking performance refers to the ability to effectively use language in social interactions, encompassing verbal communication skills.[9]

2. Storytelling Strategy

   Storytelling is an activity related to telling a story to one or more listener, in storytelling, the storyteller engages in a two-way interaction with the listener, then tell the story. Storyteller tell stories using words, sound, and movement according to Alterio (2003), storytelling is a unique of human experience that allows us to tell stories using the languages of word, allowing us to better understand the real and imagined worlds.[10]

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[9] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2000.

[10] Janice McDrury & Maxine Alterio, *Learning Through Storytelling in Higher Education: Using Reflection and Experience to Improve Learning* (Routladge, 2003).