

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the research, statement of the research problem, objectives of the study, significance of the research, scope and limitation, research hypothesis, definition of key terms and organization of the study.

### **A. Background of the Research**

Language has evolved to allow people to communicate efficiently. By using language everyone can communicate with others people. It is very important to be able to speak and understand English language. Wardhugh (1998) states that language is something privilege in particular social area. So every country has its own national languages as the unity language of all areas. Besides national language, there are many languages in this world either as the first, second or foreign language.

English is used as an international language. English is a foreign language in our country and it has an important role in the field of education. English has made very big influence in the parts of human life. Learning English is not only important to get education but also to get new technology, science, and knowledge. It is spoken in almost every nation in the world. English is known as a universal language. Anywhere we go in the world, we will find people who speak English. And majority of the world entertainment also use English. English as the main foreign language has been taught to the

students from elementary school up to university. It has been put in the curriculum of education as one of compulsory subject.

People need a communication to know each other. It is a basic human activity, and basic of all human's communication is language. Language has some functions in people life, in everyday activities. People use language; they can introduce themselves, communicate with other, and enlarge their knowledge. Without language it is hard to imagine how people can cooperate and get along with other. In one of theory says that language is a means of communication among the nations and people, will be utilized to deliver someone's idea, feeling, thought, and opinion to someone else.

English is one of the important languages in the world. All around the world, student of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly Harmer (2007) Some student, of course, only learns English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. The function of it is as a means of communication in meeting business or other activities among government over the world. Besides, English is used as science of knowledge, new invention in field of modern technology, pharmaceutical, medical, etc. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world.

Recently, English becomes important. Since it's important, English is taught widely at formal school starting from elementary school up to

universities; even at informal school i.e. courses. There are four skills in learning English they are listening, speaking, reading and writing. One of the skill in the learning English is Speaking.

Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, comprehension and fluency. As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulty in speaking. This problem also appears to the students of Senior high school. The students' difficulties occur when they speak English. This caused by students' limitation in mastering the component of speaking. Beside it, students

practice speaking English rarely. They only have a little chance to practice speaking English out of class because most of their friends speak Indonesian.

Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking ability can be improved and the process of learning can be enjoyable. In the meantime, many experts as Brown (2001), Richard Rodgers (2001), and Curran (1976) had found out the techniques in speaking learning, one of the technique is story telling. According to Otto (1979) “telling measures comprehension by asking the students to tell as much as the story as he or she can recall. Usually without referring back to the text, this statement means that the students will show their understanding after telling the stories.

Storytelling is a teaching technique to improve verbal communication and critical thinking skills. A storytelling technique has already been widely recognized as a teaching activity, its use for speaking assessment has not been fully studied. Storytelling is a practical and powerful teaching tool, especially for language learning. Teachers in language classrooms, however, may hesitate to incorporate storytelling into language instruction because of an already overloaded curriculum.

Storytelling is “one of the most powerful tools for surrounding the young learner with language”. Including storytelling in the curriculum can improve the level of learning in these four language skills (Wilson, 1997). In addition, storytelling is a creative art form that has entertained and informed

across centuries and cultures, and its instructional potential continues to serve teachers.

Storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model storytelling before expecting students to tell stories. Storytelling fosters creative thinking. Storytelling allows students to internalize important aspects of story beginnings and endings, settings, characters, and plot lines. It provides practice in expressing ideas in thought units, using colorful and descriptive language, developing ideas in sequence, and choosing effective action words. The teacher can encourage students to retell stories which they have read in their books or found in newspaper or on the internet such retelling is a valuable way of provoking the activation of previously learnt or acquired language (Harmer, 2007).

From this statement, the writer believes that storytelling can make students active. They can explain their experience, their imagination or tell a story that they heard and read. Based on the reasons above, the writer carries out a study entitled "*The effectiveness of storytelling through video towards students' speaking ability at MA Al Ma'arif Tulungagung*".

## **B. Statements of Research Problem**

The problem that will be discussed in this study can be stated as follows:

1. Is there significant differences on the students' speaking ability taught before and after being using storytelling method?

### **C. Objectives of the Research**

Based on the research problem above, the objective of this research is to know the effectiveness of storytelling through video towards students' speaking ability at MA Al Ma'arif.

### **D. Significance of the Research**

In this research will get some benefits, such as:

#### **a. For the Teacher**

This can be as reference and input to the students' speaking ability improvement using storytelling as teaching technique. So the teachers will know how to choose and use suitable material (topic) and techniques in teaching English effectively.

#### **b. For the Students**

Hopefully, this study helps the students of Senior High School in getting the target language acquisition well, their speaking skill can be improved and it motivates them to get a best result.

#### **c. For the Reseacher**

It can improve our experience and have good understanding of English, especially on the students' speaking ability using storytelling as teaching techniques.

### **E. Scope and Limitation**

The scope of this study conduct at MA Al Ma'arif Tulungagung, it foccuss on the process of teaching learning in speaking by using storytelling method. In this research, the writer limits the study only on the

implementation of storytelling through video towards speaking ability of the students of MA Al Ma'arif Tulungagung. It will be done at the Ten MIA Grade of MA Al Ma'arif Tulungagung.

#### **F. Research Hypothesis**

The researcher proposed two hypothesis before conducting this research:

Ho : Null hypothesis states that there is no significant difference on students' speaking ability before and after taught by using storytelling method.

Ha : Alternative hypothesis states that there is significant difference on students' speaking ability before and after taught by using storytelling method.

#### **G. Definition of Key Terms**

The writer explain the key terms of this study as bellow:

##### **1. The Effectiveness**

The Effectiveness is producing the result than one wants Martin (1995). The effectiveness of this study is means the significant different score of the student achievement on speaking ability taught by using story telling technique. It can be seen from their interest, motivation in studying English and the score that they get at examination. If the students' score of test who are taught after using story telling is better than those who are taught before using story telling means that the use of storytelling technique is effective. And if the students' score of test who are taught before using story telling is better than those who are taught after using storytelling means that the use of storytelling technique is not effective.

## **2. Storytelling method**

Storytelling or retelling story is a practical and powerful teaching tool, especially for language learning. Storytelling is increasingly recognized as having important theoretical and practical implications Kim (1999). Farrell and Nessel (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. storytelling can be defined by explaining each word separately.

First, retelling refers to reproducing a story orally in English. An examinee can retell a story either in a different way or in the same way as the original Chaudron (2003). A story is defined as any type of written description consisting of two or more sentences that are connected to one another. It includes a description, either true or imaginary.

## **3. Speaking Ability**

Students' speaking ability is capacity, fitness or tendency to act or be acted on specific way or competent in doing to express thought, idea, feeling, etc. Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener O'Malley and Pierce (1996). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Bailey and Nunan (2005). Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching.



## H. Organization of The Study

The researcher divides it into five chapters to make the readers understand the main point of the research. They are:

1. Chapter I : introduction. This chapter presents background of the research, statement of the research problem, objectives of the study, significant of the research, scope and limitation, research hypothesis, the definition of key terms and organization of the study.
2. Chapter II : it is presents some reviews of relevant theories and studies and previous research.
3. Chapter III : it is research method. This chapter presents research method including research design, population, sample and sampling, research instrument, validity and realibility testing, and data collecting method.
4. Chapter IV : it is findings and discussion. This chapter presents the findings and discussion that included of the research findings, the normality and homogeneity testing, data analysis, the hypothesis testing, and discussion.
5. Chapter V : it is conclusion and suggestion.