CHAPTER I
INTRODUCTION

This chapter presents: (1) Background of the research, (2) Problem formulation, (3) Objectives of the research, (4) Limitation of the research, (5) Significance of the research, (6) The research hypothesis.

1.1. Background of the Research

Language is the primary source of communication. To understand the language, people need to learn about the four skills of language they are listening, speaking, reading, and writing. In order to master a language, a learner must be able to speak that language because speaking skill clearly indicates that the learner knows to use that language (Laiya, 2024). For most people mastering speaking skill is the most important aspect of learning a foreign language, and the success is measured in terms of the ability to carry on a conversation in that language (Nunan, D, 1991).

Brown and Yule (1983) stated "Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students". In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher must make the students feel comfortable and interested in studying English by using a creative technique, So the students will focus on the learning process.

In learning speaking, students often find some problems, such as difficult to use English, lack of motivation to practice English, especially English in the

conversation. They also feel too shy and afraid to take part in the conversation, many factor can cause problem for students.

Based on preliminary observation, students at SMPN 30 Muaro Jambi faced difficulties in speaking. The teacher also said "The students' speaking skills are still lacking". This was due to the limitation of vocabulary, fluency, accuracy, clarity, intonation, volume, and content. This happened in the school because the students rarely replay English speaking in the classroom. The students also have difficulties in memorize and comprehending the unfamiliar words. Students are not interested in learning, difficult to understand, and boring. Besides, the students are shy and not confidents in speaking English. There are many techniques to teach speaking English for students. For instance, practicing dialogues, playing games, singing a song, small group discussion, giving speeches, and oral reporting.

In teaching and learning process, the teacher has a right in applying the method, technique, or approach as long as they can achieve the instructional goal. In order to make progress in students' learning and to teach speaking effectively and interesting, the teacher has to choose the right teaching technique. Teacher is supposed to be imaginative and creative to improve the students' speaking skill and make the lesson more exciting. It can be built by applying storytelling technique.

Zaro and Salaberri (1995: 3) defines storytelling is an activity involving the which requires a certain level of interaction between the storyteller and the audience and between an the individual and the listener in the certain level. The

storyteller can obtain the collaboration of the audience at several points during the story. For example, by asking the listeners to guess the ending of story, by getting them to suggest an alternative ending and by getting the audience's opinion. Storytelling can solve speaking problem in two ways. First, storytelling has some strengths such as stimulating students' imagination, understanding the world, developing students' language ability and appreciating literature. Besides, by using storytelling technique, the students must find the story they will share to the audience or their friends. Students have to use the right grammatical structure, right pronunciation and right vocabularies. They can tell a story related to their own experiences or their daily lives and story from books. They have to love their story, so they will give pleasure to their friends and their teacher.

Furthermore, the primary reason of the students in eighth grade of SMPN 30 Muaro Jambi to use storytelling in the speaking classroom is because stories are motivating and immensely interesting, can best attract listeners, and promote communication. It indicated the characteristics of students who want to master English, especially speaking by using a new technique.

Sara and Lisa (2018), using storytelling in the classroom was one way to address literacy development by improving oral language. Because the interrelated nature of the process storytelling is an effective pedagogical strategy that can be woven into instruction to increase students' competencies in all area.

Based on the explanation, the researcher is curious to conduct the experimental research by applying storytelling technique to know the result of whether or not there is an effect of storytelling on students' speaking skill. The

research is entitled "**The Effect of Storytelling on Students' Speaking Skill at SMPN 30 Muaro Jambi**".

1.2. Problem Formulation

Based on the background of the study above, the researcher formulates the problem as follows: Is there any significant effect of storytelling on students' speaking skill at eighth grade of SMPN 30 Muaro Jambi?

1.3. Objectives of the Research

The objective of this research is to know whether or not there is a significant effect of storytelling on students' speaking skill at eighth grade of SMPN 30 Muaro Jambi.

1.4. Limitation of the Research

The researcher limits the research to effort in implementing storytelling to foster students' speaking skill. This research will focus on the eighth-grade students in SMPN 30 Muaro Jambi. The reasons for choosing the eighth-grade as the subjects of this research was based on the consideration that the eighth-grade students were in the middle position, with a stable level of adaptation. This matters because the eighth-grade students are still at the stage of adjustment, a transition period to the environment and learning process. Meanwhile, nineth-grade students were preparing for exams.

1.5. Significance of the Research

The researcher hopes that the research could be beneficial for:

a) Teachers

This study is expected to be useful for the teachers in teaching English speaking to improve the students' speaking skill.

b) Other Researchers

This researcher is expected to give information, model and reference to developed for future studies, the researcher hopes that other researchers evaluate, revise, reconstruct or modify this research and write the further studies for other levels and objectives.

1.6. The Research Hypothesis

The hypothesis for this research is formulated as follows:

H_a: there is significant effect of the students' speaking skill whom being taught by using storytelling technique than who earn no treatment.

H_0: There is no significant effect of the students' speaking skill whom being taught by using storytelling technique than who earn no treatment.

From the basic problem of the study and theoretical framework which have been started, the researcher draws the hypothesis of the study which can be started as follows: "The use of storytelling technique affects students' speaking skill at Eighth Grade of SMPN 3O Muaro Jambi"