

CHAPTER I INTRODUCTION

1.1. Background

Speaking is the first way to interact with other in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginner to speak the foreign language, especially English. There are a lot of reason why they get difficulties in speaking, lack of chance to speak, and lack of the interesting teaching method that can motivate them to speak. Thus, this research applied story telling in speaking class in order that the beginner is eager to speak English. According to Tompkins & Hoskisson (1995) state that the most important general goal in language instruction is to help students learn to communicate effectively with other trough oral and written language, and mastering the art of speaking is the single most important aspect of learning second or foreign language, the success of which is measured in terms of the ability to carry out a conversation in the language. So the quality of person language speaking is based on how students quantity and quality on speaking English and thus it would more likely that person who have both of quantity and quality on speaking English are more likely skilled in the English conversation.

Furthermore. In the last 2-3 years our country has undergone much change since covid 19 struck Indonesia. This pandemic make people start to limited their social activity. So that's why many people try to adapt to the current condition by starting using some online app to communicate to each other like zoom, google classroom, and many more, and some people try to spend their time by listening to many made up story from content creator on youtube and seeing people playing videogame on twitch.

Many researchers have been done in recent years, focusing on the effectiveness of English teacher, the benefit of online speaking from social media but they conclude most of the teaching via online is not too effective.

While the transition face to face online learning is really affect the teaching and learning process but the result on speaking tell stories via social media is undoubtly not effective and student seems cannot adapt to all the thing like talking and telling story face to face . But thankfully the pandemic is over and now offline learning is being put on the top again and teaching speaking via story telling is becoming more effective. And it make student easier and more capable on telling their story or history with more confident and having a help from a teacher unlike in online many people start to feel tired on the screen.

1.2 Problem Statement

Based on the research above, the researcher formulates the problem statement is the storytelling effective to improve students speaking skill?.

1.3 Objective of the Research

Based on the problem statement above, the objective of this research is to find out if it effective in teaching students speaking skill.

1.4 Significance of the Researcher

This research is expected to be able to increase or improving student speaking ability using story telling by provide benefit for the teacher, the students, and the next researcher. So that in the future all of them can apply this method that is suitable in teaching speaking English.

1.5 Scope of the Researcher

In this research, the writer was focus on the use of storytelling in improving students' student speaking skill, it was implemented at English class Cokroaminoto palopo.

1. Teaching

Teaching is a set of events, outside the learners which are designed to support internal process of learning.

2. Speaking

Speaking is a way to communicate through voice from your mouth to make a sentence based on your own language that you learn from your country and any other language from foreign country.

3. Story

Story is an event that happens on some person life or it can be a fiction that people imagine to make an interesting event even though it hasn't happen before.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Some Pertinent Ideas

2.1.1 Speaking

Definition

Speaking is the act of communicating verbally. We use a variety of body organs to produce sound when we speak, including the lungs, vocal chords, vocal tract, tongue, teeth, and lips. (Ahmad Syafi 'I 2018).

Kind of speaking

Brown (2004) states that there are some basic types of speaking as in the following;

1. Imitative, At one end of a continuum of types of speaking performances is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence, while this purely phonetic level of oral production, a number of prosodic lexical and grammatical properties of language may be included in the criterion performance
2. Intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3. Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral

interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

2.1.2 Story telling

Definition of Story Telling

Storytelling is an oral activity that incorporates improvisational tale telling, facial expressions, and bodily movement in order to captivate an audience by leveraging multimodal arousing emotions of an event (Stanley and Dillingham, 2009: 2). According to a different theory, storytelling involves more than just narrative, according to Champion, who was referenced in Irawati. S. (2003). Storytelling is an oral activity in which vivid words and gestures are utilized to build scenes in a sequence. Storytelling is a valuable teaching tool that can be used in conjunction with speaking exercises in the classroom to help students concentrate on story structure. (Brown 2004)

A youngster can take a significant part in re-telling stories through the process of storytelling. It emphasizes growth in both social and academic areas. They engage in extensive linguistic use when telling a story. They create the plot. Their linguistic development is accelerated by this practice. (Brown 2004)

The speaker employs the language for a considerable amount of time when narrating stories. Increased language development, comprehension, and interest in reading come as a result of this active engagement with stories. After reading, the reader is given another chance to reconstruct the text by telling. (Brown 2004)

The act of telling a tale encourages children to reconstruct the text and allows for interaction between the tutor and student. When necessary, the teacher can assist the student in reconstructing the text's meaning by asking open-ended questions and employing lead-ins. Asking a young child what happened next, for instance, when they halt and appear perplexed Say, "Tell me more about this character," if a child needs assistance describing a main character.(Brown 2004)

Forms of Storytelling

According to Gibson (2003a), storytelling encourages students to be more confident, advance their language skills, practice fluent speaking and listening, and increase their level of participation in class. When adopting the storytelling

method, the student finds studying to be more pleasurable. because pupils can study languages while also studying physics, history, and other subjects. There are eight distinct varieties of narrative (Gibson, 2003:1) :

1. Cave Painting

Prior to the development of writing and languages, cave paintings on cave walls depicted historical events, served as warnings, or were merely made-up tales for children's amusement or education.

2. Oral Tradition

The next advancement in storytelling was the custom of passing stories around orally. Stories spread far more quickly when new languages emerged, people gathered in greater groupings as the population increased, and people started speaking to one another. Even though oral traditions were among the earliest types of storytelling, they are still commonly practiced today, which just goes to show how traditions endure when they have value. Gibson (2003: 1).

3. Fable

A fable is a brief, straightforward tale that typically features animals and is frequently presented to young children in order to impart a moral lesson. Most likely "Si Kancil," who frequently shared these little moral tales with the populace, is the author of the fables that are most well-known and well-liked. Gibson (2003:1).

4. Myth

A myth is a tale that typically centers on the world's creation, gods/goddesses, or other supernatural beings, or mythical figures (mythical meaning made up and almost completely unbelievable). Myths have their roots in Ancient Greece as well, and even if they are untrue, they represent a viewpoint on the nature of this universe.(Gibson, 2003:1).

5. Legend

The purpose of a legend is to illustrate human qualities like bravery, honesty, and courage. Stories like King Arthur are legends that depict a historical figure who exemplifies these qualities, with the aforementioned legend displaying human traits like strength, bravery, and betrayal. These tales are true and not made up, but they are frequently embellished or adjusted to highlight a hero or

significant event that stands in for something else. Like most forms of storytelling, they have been passed down down the generations. However, depending on where and when they were told, they may have altered through time. (Gibson, 2003:1).

6. Theatre

Theater was a medium for telling stories to an audience. It was the switch from merely verbally retelling the story to really acting it out in order to convey the meaning of the tale much more effectively. Ancient Greeks were the first to use theater, and they did it in enormous amphitheaters, which had excellent acoustics due to the bowl-shaped design that allowed the sound of the voices to be heard by sizable crowds. The term "audience" refers to those who might hear the story rather than see it.

Theatrical storytelling is significantly more interactive. Later on, the actors invited the audience to participate and engage with them by chanting catchphrases or attempting to assist the main character on stage (Gibson, 2003:1).

7. Text

Textual storytelling has evolved and changed significantly since it first began. Writing has existed since the creation of languages, but it wasn't the best method for storytelling because it took a lot of time and could only be read aloud by one person at a time. Not to mention that many were illiterate. When the printing press was invented, text started to be used frequently for narrative. This allowed for the creation of several copies of the book, and as transportation improved, strategies for transferring them from one location to another were created throughout time.

Text has evolved over time, starting with handwriting and moving via printing presses, computers, and mobile devices. Up to this point, only text-based stories could be copyrighted because there could be written documentation of who owned the concept. There are many examples of lengthy texts, but some notable contemporary examples include the Harry Potter and The Hobbit book series. These contemporary examples demonstrate how text continues to play a significant role in storytelling today while also demonstrating how each story still connects to the others because they are some text stories that have been adapted for the film form of storytelling. (Gibson, 2003:1).

The Advantage of Storytelling

Storytelling is the oldest form of education. Cultures around the world have always told tales as a way of passing down their beliefs, traditions, and history to future generations. Stories capture the imagination, engaging the emotions and opening the minds of listeners. Consequently, any point that is made in a story or any teaching that is done afterward is likely to be much more effective. (Zuhriyah, Mikminatus.:2017)

The most important advantages of storytelling may be summarized as follows:

1. Narratives are engaging, inspiring, and can foster good attitudes toward learning a foreign language. They may inspire a desire to study more.
2. Narratives stimulate the imagination. As they empathize with the characters and attempt to make sense of the narrative and images, students might become emotionally invested in a story. Their own creative abilities are strengthened by this imaginative encounter.
3. Storytelling in class is a shared social activity. Reading and writing are frequently solitary pursuits, but storytelling elicits a shared reaction of amusement, grief, excitement, and anticipation. This response is not only entertaining but may also boost students' self-esteem and promote social and emotional growth.
4. A few students like hearing the same stories over and over. Certain linguistic skills might be learned thanks to the continuous repetition, while others are being unnecessarily reinforced. Key terminology and structural elements are frequently repeated in stories naturally. This makes it easier for kids to recall every detail, which helps them progressively develop the ability to predict what will happen next in the tale. Repetition also promotes involvement in the story. Words acquisition requires the ability to predict language and follow meaning.
5. Reading aloud stories by exposing the students to language in different, memorable, and familiar circumstances, which improve their thinking and gradually enter their own speech, the instructor is able to introduce or refresh new vocabulary and sentence structures. Storytelling helps students improve their listening and concentration abilities. via:

1. visual cues (such as images and drawings),
2. their past understanding of how language functions, and
3. their general knowledge.

This enables kids to comprehend a story's overall meaning and apply it to their own experiences.

Teaching speaking using story telling

To implement the story telling technique the researcher introduce and tell the story like folklore and fairy tales, did exercise and evaluated the story with students and the last step took student's assessment includes pronunciation, vocabulary, fluently, and understanding. (S. Archanai & K. usha rani 2017).

2.2 Previous Study

1. Jundullah Faris Mu'tashim (2018) in his journal "The Power Of Storytelling In Teaching Speaking" this research focus on how effective and how many potential that story telling can give on increasing children language skill and speaking ability and it help the teacher to deliver the material.
2. Mukminatus Zuhriyah (2017) in this journal "Story Telling to Improve Student' Speaking Skill" This research aims whether by using storytelling students' speaking skills can improve. The research technique used is class room action (CAR).
3. Arina Maylia, Islamic University Of Kalimantan ,Neneng Islamiah Islamic University Of Kalimantan ,Taufan Dayu Angga Islamic University Of Kalimantan: "The teaching of speaking Troughs Story telling"
4. Azlina Kurniati, Eliwarti, Novitri. A Study on "the speaking ability of the second year students of SMK Telkom Pekanbaru". Student of English Study Program Language and Arts Department Faculty of Teachers Training and Education Riau University
5. Parmawati & Inayah: Improving English speaking ability through movie to scope student speaking ability.

2.3 Conceptual Framework

This research focuses to know that the use of storytelling to improve student speaking ability. The conceptual framework of this research is shown in the below.

- a. Student's basic speaking skill
- b. Applying storytelling to improve student's speaking skills
- c. Students speaking skills improved

For this research, the researcher firstly give the students some test to measure the student's comprehension reading of what they have read. After the first step, the researcher then start to apply storytelling material to the students for the time that has been considered. For the last step, the Researcher conduct his post-test to analyze the students reading skill after given the treatment.

2.4 Hypothesis

In this research the researcher used a technique to test the student speaking skill by using "the effectiveness of storytelling in teaching speaking" the hypothesis of this research was formulated below

- (H0) : There is no significant difference between the pretest and posttest after giving treatment.
- (H1) : There are significant differences between the result of pre-test and posttest after giving treatment