CHAPTER I

INTRODUCTION

A. Background of the Study

English has an important role in our life. It is one of essential means to communicate and to express idea among people from different countries. Today. Basically, people need communication with others. To do this, they need language to express their feeling, ideas and desires to others. English as an international language is widely spoken all over the world. In Indonesia, as the first foreign language, it has very important roles in some aspects of life such as science, technology and educational fields as well.

Learning English means learning four skills: listening, speaking, reading, and writing. Besides four language skills, it also learns three important components such as pronunciation, vocabulary, and grammar.

Based on the statement above, it is clear four major skills the three components of English cannot be separated one to another, because they are as unity. Unity means the skill are supported by components of English language.

As one of the basic skill of English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others.[1] Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings

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[1]Glenn Fulcher,(2003), *Teaching Second Language Speaking,* New York: Pearson-Longman, p.24

and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be theirtheir facilitators and pairs to practice English.[2]

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability.

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 (1979:183) "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.

In teaching and learning process, there are many problems faced by teacher and students. When the writer conducted preliminary study in The Second Grade MA Al-Rahmah Walantaka Kota Serang, there are many students who got problem in speaking. Most of them found difficulties in speaking because they are afraid of making mistakes and have less confidence. It came from their vocabularies which are still low, and also that speaking English skills provided by teachers are dominant by using grammar that makes students know only the form of language tenses, without giving an opportunity for student to practicing phrases. This affect of those the student have not skilled to communicate in English.

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[2]Nurokhma, (2009), *Elicitation Technique Used in Teaching Speaking,* Yogyakarta:Unpublished Thesis, p.183

From this statement, the writer believes that story telling can make students active. They can explain their experience, their imagination or tell a story that they heard and read.

Based on the result of the preliminary study, the writer wants to conduct a classroom action research entitled **Using Story Telling Technique to Improve Students' Speaking Skills (Aclassroom Action Research at 2nd Grade MA Al-Rahmah Walantaka Serang).**

B. **Statement of the Problem**

Based on the background of the study, the problem of the study is: How is Students' speaking skills of the students of The Second Grade MA Al-Rahmah Walantaka Kota Serang ?

C. **Purpose of the study**

Based on the statement of the problem the purpose of the study is to find out how is students' speaking improvement and how is applied story telling technique in teaching speaking skills of the students of The Second Grade MA Al-Rahmah Walantaka Kota Serang .

D. **Objective of the Study**

Related to the formulation of the problem, the objectives conducting this study are:

1. To know how is the Students' speaking skills?
2. To know how is the Students' speaking improvement?
3. To know how is story telling applied in teaching speaking?

E. **The Significance of the Study**

The result of this study might be significant for field of education, in the form of giving information to the teachers and the students about how story telling is implemented at school

especially at The Second Grade MA Al-Rahmah Walantaka Kota Serang . Furthermore, it might be able to help the teachers to give additional information about story telling and become an alternative technique in teaching speaking. The result of this study is hopefully able to bring the students to improve their English speaking skill.

F. Previous Study

The first previous study, based on the research that done by Amru Bin in 2014 entitled "Teaching Speaking by using Storytelling technique at Second grade of Students' SMPN 27 Takengon, Aceh Tengah (An Experimental Study at the Second Grade Students of SMPN 27 Takengon, Aceh Tengah)." This Thesis, Graduate Program in English Language Education, Syiah Kuala University, Darussalam, Banda Aceh. The storytelling technique used in this study is based on the students' difficulty in mastery speaking skill. This technique aims to involve students' speaking skill in their real life situation. The objective of this study is to measure the students' mastery after they practice speaking through storytelling technique. In order to address issue, this study employed two groups as the sample which classified into the experimental and control group. The experimental group was taught by using storytelling technique, while the control group was taught by using conventional technique. In collecting the data, test and questionnaire were used and the procedures in collecting the data were done through experimental study. The research findings show that the mean score of the post-test of the experimental group is 76 which is higher than that of the control group 57. Furthermore, the result of t-test reveals that the score of experimental group is higher than that in the control group (2, 30>1, 68). The data indicates that the students taught by using storytelling technique significantly achieved better score in speaking than those taught by using conventional technique..

Second previous study,based on the research that done byDewiFaizah from Muhammadiyah University of Jember. Faculty of Teacher Training and Education, English DepartmentJember, East Java Indonesia

Vocabulary is the component that must be achieved first by the students, because vocabulary is basic skill to learn other language. However, many studentsfind vocabulary as one of the problem that they face when they want to learn English. Therefore, it is important to do a research entitled "Improving Students'Vocabulary Achievement by Using Storytelling".

In this research the problems are,How can storytelling improve the second grade A students'vocabulary achievement? and How can storytelling improve the second grade A students'active participation?and the objectives areTo know storytelling can improve the second grade A students'vocabulary achievement? .

And it can improve the second grade A students'active participation", the hypothesis are "Using Story Telling can improve students' vocabulary achievement by giving motivation, challenge, and fun activities and students' active participation by provoke a shared response of laughter, sadness, excitement, anticipation at MTS Hidayatul Mubtadi'in Rowotamtu Rambipuji Jember in 2014/2015 academic year".

The kind of this research is Classroom Action Research (CAR). The design of this research is Kemmis and Mc.Taggart's design. Each cycle has four stages of activities are: Planning, Implementing, Observing, and Reflecting. The research subject is second grade A consisting of 20 students'.

The different from above two previous study, the writer focuses on the implementation of story telling to improve the speaking skills of the students of The Second Grade MA Al-Rahmah Walantaka Kota Serang by using narrative text. The reasons why the researcher

used narrartive text: 1) narrative text is included in their curriculum; 2) narrative text contains some norms, ethics, art, and culture.

G. Scope and Limitation of the Study

There are many activities used to teach speaking skill such improvisation, role play and buzz group. The scope of this study is teaching speaking by using story telling to improve speaking skills of the second-year students of The Second Grade MA Al-Rahmah Walantaka Kota Serang in the academic year of 2019/2020.

In this research, the writer limits the study only on the implementation of story telling to improve the speaking skills of the students of The Second Grade MA Al-Rahmah Walantaka Kota Serang by using narrative text. The reasons why the researcher used narrartive text: 1) narrative text is included in their curriculum; 2) narrative text contains some norms, ethics, art, and culture.

H. Organization of the Study

The organization of the research paper is given in order to make the readers understand the content of the paper :

Chapter I involves background of the study, statement of the problem, purpose of the study, scope and limitation, significanceof the study.

Chapter II provide theoritical framework, it contains the part of the theory about the definition of the key terms.

Chapter III it consist to covers research method, place and time of research, population and sample, instrumet, data collection and data analyzing.

CHAPTER IV: Research Finding and Discussion, Data from preliminary study, the classroom action research data, Discussion of the finding.

Chapter V:Conclusion, Empirical conclusion and Suggestion**.**