CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the productive skills in English besides writing, listening, and reading. Proficiency in speaking allowed someone to speak well and could convey information accurately, acceptable, and details to make the listener could understand. People are constantly interacting and exchanging messages or communicating one another. Therefore, speaking is the first way of do interacting and communicating. In this case, speaking with highly important as a way of communicating ideas and messages orally especially for speaking English.

Speaking is the most important skill of all the four skills. The four skills (listening, reading, speaking, and writing) speaking seems to be the most important as people who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing a language. It means that speaking is an important part as the standard of mastering language including for students in language class. Burns (2019: 24) mentions that one of the most important aspects of speaking is that it always occurs within a context. When we speak we are both using language to carry out various social functions and choosing forms of language which relate in a relevant way to the cultural and social context. Back to the class environment, when the teachers want to make their students communicatively competent in English as a foreign or second language, it is justifiable to say that speaking will play a large part in the overall competence.

Proficiency in speaking, students need to listen and then try to speak up about what they have heard, because speaking is not just to remind or memories the words, sentences, and theory but the important one is how the students can speak well. It can be done by doing practice to speak. Krismayani (2015:127) states that speaking requires not only knowing how to produce specific points of language such as grammar, vocabulary, sound, pronunciation, intonation, stress, lexical, and semantic features which is known as linguistics competence one of which includes nonverbal communication such as eye contact, gesture, and facial expression. Speaking skill occupies the most important position that could be a communitive ability for students. Having the ability in speaking enables students to be the creative generation in speaking which is formed and trained to produce communicative speech, clear, coherent, and easy to understand.

Many peoples or students argued that learning English is difficult. It is supported by Bashir, Azeem, and Dogar (2011:36) who argues that it is difficult for the beginner to comprehend anything except what the speaker says about what the learner observes and knows. According to Dewi (2016:342), the causes of the students' low speaking skills are as follows: (1) not having enough time in practicing speaking, (2) not having enough vocabulary, (3) not having an interest in speaking because of uninteresting teaching method, and (4) not being able to relate the speaking content to their real life. Speaking in English is something that not easy to learn for beginners. They need to study hard to be fluent and master in speaking and need a lot of time to study. They must also be willing to learn more about vocabulary, pronunciation, and grammar.

Based on the classroom observation and informal interview with the English teachers in SMP SLUB Saraswati 1 Denpasar. It was found that students could not speak English well. It was caused by some factors such as vocabulary, grammar, pronunciation, comprehension, and fluency. In addition, students also sometimes do not understand the material given by the teacher and they regard English as a subject that is difficult to learn. Lack of vocabulary and less confidence make them not confident to speak. Students just keep silent during the learning process whereas they have ideas in their main but they are not have confidence to share their ideas because afraid or feel nervous to make mistakes when they speak.

An effective technique in teaching English could help the student to increase their speaking skills and be able to solve students' problems speaking. According to Brown (2001:35), techniques are the specific activities manifested in the classroom. In other words, a technique is about any of a wide variety of exercises, activities, or tasks in the language classroom used to achieve the objectives of the lessons. There are a number of techniques that can be used to ensure that students not only understand the meaning of a language form but they are also able to use it in exchanging or producing ideas and feelings. One of the techniques that can be used and applied in classroom activities is storytelling assisted with pictures.

The researcher chooses the storytelling technique as an effective way to help the student to increase their speaking skills. The researcher implemented the storytelling technique assisted with picture series. One of the exercises in learning to speak English was retelling the pictures series. In this activity, students must speak in front of the class to retell the story assisted with the picture series. The objectives of this practice were to develop students' storytelling abilities, speaking

skills, and English language proficiency. It is enjoyable for the students because it encourages activity in guessing the messages from the pictures based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently. The purpose was to grow language skills, creativity, shrewdness, and speaking ability.

In addition, storytelling technique trained students on how to speak and listen, how to pronounce the word, vocabulary mastery, and self-confidence in speaking. Storytelling activities make students more active in the class. Teachers give them space to interact with other students and talk with use their words because learning to speak was not only about mastering the theory but the important is how the students try to speak orally with their friends. Storytelling was the combination of language and funny stories. Students could be telling a funny story and do activities with their friends.

Based on the problem that was found, the researcher made research related to the problem with the use of storytelling technique assisted with picture series. This research was conducted in order to find out the solution and facilitate the students with an appropriate technique in improving speaking skill of the ninth grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023.

1.2 Research Problem

Based on what has been explained in the background of the study above, the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar still had troubles in

speaking. The problems that students faced are grammar, vocabulary, pronunciation, fluency, and comprehension. It must need a good technique that could be applied in the classroom to solve that problem. In the present study, the technique that was used by the researcher to improve students' speaking skill was storytelling that assisted with picture series. Based on the problem that has been exposed above, the research problem can be designed as follows: can speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 be improved by using storytelling technique assisted with picture series?

1.3 Objective of the Study

Finding a solution to the research was the main objective of the study. To figure out the problem a researcher needed to use an appropriate technique to solve the problem. Based on the research problem that was mentioned above that speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar needed to be improved. So, this study research was conducted to improve speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar by using storytelling assisted with picture series in academic year 2022/2023. The researcher hoped that an implementation of this strategy would be a better way for teachers to improve speaking skills of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023.

1.4 Limitation of the Study

The limitation of this study was such an important thing in making discussion about research problems more specific and avoiding deviation or enlargement of the main problems of research. The problem discussed was limited to narrative text with used storytelling technique that assisted with picture series to improve speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023. Then, based on the syllabus of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar, the researcher only focused on the third main competency and basic competency 3.7.

The third main competency was concerned on understanding, implementing, and analyzing in the realm of concrete and abstract domains relevant to the development of what they learned in school independently, and being able to use methods according to scientific principles. The third main competency was about understanding knowledge (apply, analyze, factual, conceptual, procedural, and metacognitive) based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems. Then, the basic competency 3.7 was about comparing social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairytales, short and simple, according to the contexts. Therefore, this present study was restricted to speaking activities to improve speaking skills by using storytelling technique assisted with picture series.

1.5 Signification of the Study.

Practically, the result of this present study was able to give a beneficial contribution to the students of SMP (SLUB) Saraswati 1 Denpasar, English teacher, school, and other researchers.

For the Students, the researcher expected that using storytelling assisted with pictures can help them to improve their speaking skill which students trained to speak by using their words. Storytelling activities have many benefits for students such as increasing vocabulary, phrases, pronunciation exercises, and the ability to arrange the sentences well to read and heard. Other benefits of applying this technique to students were increased comprehension and concentration. For the teacher, it is expected that the technique can help the teacher in teaching speaking to students during the learning process because this technique can encourage students to learn to speak. For the schools, it is expected that storytelling technique can became an interesting technique and stimulate the students especially to increase speaking skill. It also can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not monotonous. For other research, the researcher expected that the result of this study can use as a reference for the new researcher that conducted similar research.

1.6 Definition of Key Term

The definition of the key term was really important to describe, in order to avoid misunderstanding of the reader about the main concept in this present study. There are some key terms that were operationally defined by the researcher in this

present study to make a clear explanation about that. The research defines the operational definition of speaking skill and storytelling. Therefore, there were the definitions of key terms that operationally defined as follows:

1. Speaking Skill

 Speaking skill in this study is defined as the ability of the ninth-grade students of SMP (SLUB) Sarasawati 1 Denpasar in academic year 2022/2023 in telling a story in front of the class by using their own words with the correct structure sentences and other values like vocabulary, grammar, pronunciation, fluency, and comprehension.

2. Storytelling assisted with picture series

 Storytelling assisted with picture series is operationally defined as a teaching technique to improve the speaking skill of the ninth-grade students of SMP (SLUB) Sarasawati 1 Denpasar in academic year 2022/2023. In the storytelling activity the researcher gave a series of pictures to the students in paper form. Then, asked students to arrange the story based on pictures and performed that in front of the class. Some criteria that should pay attention to of students are including their use of appropriate vocabulary, pronunciation, grammar, comprehension of the entire story's substance, and fluency while retelling the story. Students' performance was scored by the researcher.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is about any references or theories that are related to this research. The researcher will take relevant theories from the expert to give more sources in this present study. Relevant theories that use in this study research can help the researcher to give more evidence which gives theories that can be supported to solve this problem research. Theoretical reviews focused on involving the theory that supported the present study rather than its implementation in practice. For the goals of this present study, some important theoretical viewpoints, as well as empirical evidence, are reviewed. More detailed explanations are discussed as follows:

2.1.1 Speaking Skill

Speaking skill is defined as the skill which allow us to communicate effectively. Success in speaking effectively is not easy because the learners should produce utterances as clearly as possible. In conveying ideas to the audience, they also should speak fluently, and accurately to make the information content could be conveyed clearly. Moreover, the four language skills (listening, speaking, reading, and writing) become the main requirements in which each supports the others. In learning a language, speaking is the ability that should be improved. According to Joni and Dharmayanti (2016: 124), who argues that there are two ways to improve students' speaking skill namely formal learning at school and autodidact. With formal learning in schools, students are guided, taught, and directed on how to speak

English with correct pronunciation, fluency, and improvise. Speaking is really important to improve because it is the way to show, deliver, and transfer information orally from a speaker to the listener.

As a good speaker needs to understand how to convey the idea or thought so that the listener is easy to understand. Joni (2019:89) states that speaking seems intuitively the most important skill to master and in an interactive process of constructing meaning that involves producing, receiving and processing information. The speaker needs to use appropriate words and correct grammar in delivering the ideas or thoughts and also needs to construe the ideas that want to be delivered in a logical way to make the listener can understand what the speaker speak about.

Besides, a good speaker also needs to master other components of speaking skill that can help to succeed in delivering the ideas such as fluency, comprehension, and grammar. The ability to communicate through speaking is an ability that society uses to establish relationships, therefore acquiring a language can serve that goal. By mastered in speaking we can interact well with other people in our social life. Speaking is an active use of language that make learners of language term of sharing meaning. In other words, speaking is the active use of language to express meanings so that other people can understand to do interact with each other (Cameron, 2002:40). Speaking is the interactive process of building meaning that involves producing, receiving, and processing information. Speaking is an important language skill that has to be learned to be better speaker. According to Louma (2004:1) to speak in a foreign language, a student must master the sound system of the language and have almost instant access to appropriate vocabulary

and be able to put words together intelligibly with hesitation. Thus, to construct understanding in a foreign language, speakers use their existing language resources and build up from their previous experience of language to deliver their thoughts, ideas, and information better.

Speaking is regarded as the most challenging skill for someone to demonstrate proficiency in a foreign language, especially the English language. Nunan (2003:54) states that speaking is very challenging for students in foreign language contexts because they have very few opportunities to use the target language outside the classroom. In addition, sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. In addition, some second language learners (especially those who arrive in their new country as children) achieve notable speaking skill, but much others progress to a certain proficiency level. Their speech also seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems.

Grammar, vocabulary, comprehension, fluency, and pronunciation are the five components that speaking requires. All of the components are necessary for a learner to be a good speaker. According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of the test-takers' speaking ability, which necessarily compromises the reliability and validity of an oral production test. Moreover, Brown divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refers to producing the smaller

chunks of language such as phonemes, morphemes, words, collection, and phrasal units. The macro skills imply the speakers' focus on larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategy option.

From the statements above, it can be concluded that speaking is one of the productive skills that are really important in teaching English as a foreign language, Besides, Speaking has also become a target in learning English that should be mastered by all the students. Besides, Speaking is a tool in making interacting with other people in social life around the world so that people be able to do conversations or share ideas orally. Speaking is considered an important aspect of communication to express or convey ideas, opinions, meaning, information, and one's thoughts in spoken language. Therefore, speaking skill should be thought to the students to try how to speak well in any situation.

2.1.2 Storytelling

In teaching English storytelling is a technique that can make students more active in the class and also be able to try their skills in speaking. According to Purwatiningsih (2015:57) states that implementing the story-telling technique using picture series in teaching speaking encompasses several procedures: 1) understanding the narrative text carefully, 2) understanding grammar and difficult words, 3) employing dictions based on its context, 4) discussing the text in groups, 5) using own sentences to deliver a story, 6) avoiding mistakes by having picture series, 7) understanding the message or social value of the text, and 8) giving reward to enhance motivation. Retelling a story made the speaking exercise enjoyable which students tried to describe the chronological events of the story. Students can show that they understand the story by retelling it to others.

Storytelling is one method used to enhance communicative abilities in a real context. Cooperative storytelling is an approach used by language teachers around the world, especially for teaching English as a foreign language to help teachers in telling stories to the learners in their foreign language. According to Ling Julia (2015:14), storytelling as a learner-centered method helps the students to use the information and deliver the messages to others. Thus, it can be said that storytelling is a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.

One technique used to teach speaking is storytelling. It is an engaging technique and provides every student a chance to speak, storytelling helps teachers enhance their students speaking abilities. According to Hidayati (2019:135), telling a story is an active process that encourages children to reconstruct the text, it also allows for interaction between tutor and child. It means that students can rearrange the story by themselves and then students need to retell it with their style language and also that they can retell the story chronologically.

Storytelling is an ancient art that is a valuable instructional tool. Teacher shares literature with their students using storytelling technique and students tell stories too. Storytelling is entertaining and stimulates children's imaginations. It expands their language abilities, and it helps them internalize the characteristics of stories and develop interpretations of stories. According to Samantaray (2014:42) describes the procedures of storytelling as follows: (1) the teacher hangs different written stories with colorful papers on the whiteboard, (2) the teacher asks the students to make groups of five, (3) the teacher asks every group take a paper from

the whiteboard, (4) the teacher asks them to develop a story in 15 minutes, (5) the teacher asks them to retell their story based on the group discussion, and (6) the teacher gives award to the group considered as the best group. Additionally, Fikriah (2016:96) presents the procedures of storytelling as follows: (1) the students are asked to sit in groups, (2) then, the students make a story based on a sequence of pictures having some key sentences given by the teacher, and (3) the teacher asks the students to tell the story based on the result of their discussion in front of the class.

2.1.3 Picture Series

In teaching speaking skill, the teacher should be considered several ways that can help or stimulate students to talk. One of the important ways to stimulate students to talk is through picture series. Bailey (2005:37) states that in a speaking lesson pictures series can provide the motivation for talking. Then, he also stated: Using pictures as the basis of speaking lessons also gives the learners something to talk about, something to focus on other than their own uncertainty with the new language. Whether you use colored photographs from calendars, advertisements cut out from magazines, or pictures you locate on the internet, pictures add interest to speaking lessons and can motivate people to speak, Bailey (2005:37). It means that teachers can stimulate the students to talk by giving them a series of pictures and asking them to produce an oral story based on their imagination of the picture.

Rostam (2019: 8) states that one or more pictures might illustrate a dialogue or story; if the dialogue and pictures are understood then it is hoped that the language which is new to the student will also be understood. Picture also can motivate student want to pay attention and want to take part. Picture can be used to

motivate the learner and to remind him or her what want to say. A more demanding activity is when the student tries to remember a number of lines of text and is prompted by a series of pictures. Series of pictures is the sequence of the pictures that illustrate a story (or a process).

Students more active in the class if the teacher can create an interest method in teaching, especially if it encourages them to speak English in class. Storytelling assisted with picture series encourages the students to speak. The students' interest in responding to all questions concerning the pictures. The purpose of the picture series in the teaching and learning process is to encourage the students to talk. Suri (2022:84) states that picture series can be used to guide the students' ideas to stimulate in the learning process by delivering the content of teaching material so that the construction of the sentences becomes easier. Picture series that can be used for teaching and learning speaking provides activity containing one scene with many different objects. The most useful picture series that can build students' vocabularies and ideas. The picture which consists of a person's activity. Here, the researcher will use picture series that consists of many pictures. The researcher chooses picture series as a technique for making the learning process more interesting and understandable.

2.1.4 Speaking Assessment

At the end of the learning process, we need the evaluation. It was really important to know how students develop in learning a language and the authority level of the student toward the predefined competence. A language test according to the communicative perspective was the purpose to measure how the students that join the test be able to use language in real life. The assessment also created students

more active as the effect of the feedback that had been given by the teacher during the evaluation.

Assess students routinely as an effort of a teacher to guide the students during the learning process to achieve the best result for the student's development. Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance. The test is a subset of assessment; they are certainly not the only form of assessment that the teacher can make. A test can be a useful device, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. Louma (2004:1) states that speaking ability is a more important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging; however, there are so many factors that influence how well students can speak a language.

In the learning process, the teacher's role was an important thing to monitor students. Hence, a teacher not only gives an assessment of the learning outcomes of students but learning process also. Harmer (2007: 64) states that the teacher gives the students the assessment of how well they have done, whether during a drill or often a longer language production exercise. The assessment was the way the teacher assesses the students and the procedures on how to collect the students' data. It includes a broad range of activities and tasks that teachers use to evaluate students' progress daily. Teachers must provide educational authorities with evidence that their intended learning outcomes have been achieved. Thus, the

developer of a speaking assessment must have a clear understanding of what speaking was like and define the kind of particular context, test, and rating criteria.

Good guidance affected students speaking development. It was done by doing interaction routinely with students. Rukmini (2017:265) states that assessments of speaking should focus on students' ability to interpret and convey meanings for authentic purposes in an interactive context. Authentic assessment refers to various evaluation methods that reflect student learning, knowledge, motivation, and attitudes of students about classroom activities. Teachers must make certain preparations to implement authentic assessments. They must be able to make good assessment and learning objectives that are appropriate for students.

Assessing the speaking activity is a difficult skill. It is argued as something difficult because some factors can affect people's perceptions of how effectively they can communicate in a foreign language. Brown (2004:144) states that there are five types of speaking performance assessment imitative, intensive, responsive, interactive, and extensive speaking. Imitative speaking is a type of speaking performance that simply parrots back (imitates) a word or a phrase or possibly sentence. Intensive is the second type of speaking frequently that is employed in the assessment context of pronunciations of short stretches of oral language design to demonstrate competence in a narrow and grammatical, phrasal, lexical, or phonological relationship. Responsive assessment task includes interaction and text comprehension but at a somewhat limited level of the very short conversation, standard greetings, and small talks, simply request and comment. Interactive speaking between interactive and extensive speaking includes a task that involves relatively long stretches of interactive discourse. An extensive (monologue)

speaking assessment task involves complex, relatively, long stretches of discourse. The task includes speeches, oral presentations, and storytelling with minimal verbal interaction.

Assessment of speaking skills is an assessment activity to determine a person's speaking skills. It is carried out to determine the speaking quality of a person. Ulker (2017:136) states that speaking assessment is usually reported as an overall mark on bands scales or score points, to provide valid, reliable, and consistent results of the assessment that show the learners' speaking achievement/level. There are two types of speaking skill assessment scales: holistic and analytical. The holistic technique of assessment is utilized to evaluate learners' performance as a whole. This assessment is commonly used in assessment that needs to be performed very quickly. It may be more appropriate for formative assessment to assess students' work very quickly, where it can be difficult to evaluate students' performance on a set of criteria. The analytical method is used to judge students' performance by first assessing individual parts separately, then the results of individual scores are summed to calculate a final total score. The analytical assessment rubric consists of two parts - criteria and scales (weight). This method of assessment provides useful information for students and teachers about areas of strength and weakness. However, compared to holistic assessment, analytical assessment is time-consuming and, even with a good rubric, assessors may not arrive at the same score (if the criterion is not well-defined).

2.2. Empirical Review.

Empirical review is the review of the relevant research that has been conducted in which it reviews the previous research that is relevant to the present study. In conducting this study, the researcher wants to improve the students' speaking skills by using storytelling technique that assisted with picture series. The researcher uses storytelling technique in the teaching-learning process which can improve the students' speaking skill. The researcher used those previous studies which were used as a basic consideration to conduct the present study. The related studies which are used as references are described as follows.

The first research was conducted by Andi (2021). His study was entitled "The Use of Storytelling Assisted with Picture Series to Improve Speaking Skill of The Ninth Grade Students of SMPN 4 Tegallalang 2020/2021". The previous study was designed to improve speaking skill of the eight grade students of SMPN 4 Tegallalang in academic year 2020/2021 by using Storytelling technique. In addition, the result of this study is storytelling technique can be improved the speaking skill of the eighth-grade students SMPN 4 Tegallalang in academic year 2020/2021. It showed that the implementation of storytelling can improve students' speaking skills and increase self-confidence while students were practicing the language. Storytelling also encourages students' interest, practice language without feeling ashamed or afraid, enrich their vocabulary and improve their speaking skills. At the and 80 % students can pass the assessment score of ≥ 67 KKM.

The second similar research was conducted by Permata Sari (2020) entitled "The Implementation of Storytelling with Picture Series to Improve the Speaking Skill of The Ninth-Grade Students of SMPN 2 Kuta Utara in Academic Year

2019/2020". The objective of this study was to figure out the effectiveness of storytelling technique to improve speaking skill of the ninth-grade students of SMPN 2 Kuta Utara in academic year 2019/2020. In addition, the research found that the findings showed that the students' speaking skill of the ninth-grade students of SMPN 2 Kuta Utara in academic year 2019/2020 can be significantly improved by implementing storytelling technique.

The research above gained the same results in which the findings showed that after conducting two cycles there were constant improvements after the researcher applied. On the other hand, the scoring rubric of the first researcher emphasized the used idioms that were similar to the style of a native speaker (vocabulary). To make it different from the previous study, the researcher has not emphasized the used idioms but focused on the use of appropriate and varied words. Consequently, students were able to retell the story well using simple words and correct vocabulary to convey the content of the story being told without having to ask students to learn idioms. Then, the test that was used in the second research used two kinds of fiction stories: fable and fairytales. In this present study, the researcher used fairytales for all of the tests. It was purposed to avoid enlargement of students' exploration to find the words. In addition, the students were not challenged in choosing the words and were able to arrange the story well.