

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is taught at school so that students can master the four skills of listening, speaking, reading, and writing. Speaking is one of the four English language skills that needs attention because speaking skills were quite difficult to learn. Speaking activities cannot be separated in the learning process that students experience in learning. Therefore, teaching speaking skills at school is a means to train and make students become confident in speaking. Speaking skills are one of the language skills that must be possessed by students. Speaking is needed because speaking activities can develop the ability to communicate orally. Speaking is probably the language skill that language learners most want to perfect. In the past, speaking was the only language skill that was difficult to practice.

Speaking skill is a means of communication. In accordance Thornbury (2005) speaking skill is so much a part of daily life that people take it for granted mastering the art of speaking is the single most important aspects of learning a foreign language. In learning process, Brown (2004) states that speaking skill has five components that the learners should be mastered; those are grammar, vocabulary, pronunciation, fluency, and comprehension. That is why, in the learning process, speaking English is especially difficult for foreign language learners to be mastered. Besides that, to speak in English requires to make an effective communication to able to use the language appropriately in social interactions. It may affect the students who learn English as a foreign language not only need interactions as the activity but also need to master the components of speaking skill

to be able to make an effective communication. If the listener understands what the speaker talks about, an effective communication is taking place.

Speaking is an oral language skill that is functional in everyday human life. Why not, because by speaking we can obtain and convey information. However, for Indonesians, speaking English fluently is a big challenge because we do not use English as a language of daily communication. Speaking is a productive ability. In communication, we can find speakers, listeners as well as messages and feedback. Besides that, speaking cannot be separated from pronunciation. Training and improving students' English skills in spoken language is something that is not easy. Teachers must have the right strategy for teaching speaking so that students' speaking skills can improve (Sadiku, 2015).

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. storytelling is a way to convey a story to listeners, using a loud voice, body movements, and facial expressions that depict the content of the story (Morrow, 2013). In this case, children can develop their creative powers according to their development, always activating not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, the ability to fantasize, and imagination of children which not only prioritizes the abilities of the left brain but also the right brain.

The researcher in this study would be concentrate on recount text that are in accordance with the flow of learning objectives in SMP N 1 Kuta Utara related to the learning objectives that students must achieve in the work that they produce.

Kagan (2009) states that a recount text is a kind of text to retell event with purpose of either of informing audiences or readers. The text has three generic structures, namely orientation, events, and reorientation. In the study, the researcher chose recount text.

Although previous studies have shown that storytelling techniques are effective in improving students' speaking skills, several gaps need further investigation. One of the differences lies in the use of supporting media, where previous studies utilized picture series as an aid but faced challenges in its implementation. Therefore, this study will use picture-cued tasks as a more structured and easily applicable alternative in learning. Additionally, the assessment focus in previous studies emphasized the use of idioms resembling native speakers, which can be challenging for students. To address this, the present study will emphasize the use of varied and contextually appropriate vocabulary without requiring students to master idioms. In terms of materials, previous studies used two types of stories, namely fables and fairy tales, which could lead to differences in vocabulary exploration and idea organization. As a solution, this study will use only fairy tales to ensure consistency in learning materials and help students organize stories more effectively. Moreover, previous studies lacked a clear initial explanation of the materials used, which may have caused confusion at the beginning of the learning process. To overcome this, the present study will provide a clearer structure of materials to ensure that students better understand the learning process. Thus, this research aims to develop a more practical and structured storytelling strategy to optimize students' speaking skills.

Based on the researcher's observation, the student of SMP N 1 Kuta Utara in the eighth-grade students in G class had difficulty in improving their speaking. Besides the lack of confidence, students also find it difficult to engage in learning. The researcher finds an interesting and effective technique to help the students improve their speaking skills by using the Storytelling technique. Storytelling is an effective technique for teaching and improving students' speaking skills. To solve the problem of the students, the researcher finds an interesting and effective technique to help the students improve their speaking skills by using the Storytelling technique. Storytelling is an effective technique for teaching and improving students' speaking skills.

1.2 Research Problem

Based on the background of the study, speaking is one of basic skill which is considered as a means of communication so that must be mastered by the students. In this case, students were reluctant to speak in English because of the technique that used by the teacher not interesting enough. Then, it makes them reluctant to speak English because there is no activity that force the students to speak in English; therefore, their speaking skill needs to be improved. The researcher statements of those problems could be formulated as follow: can speaking skill of the eighth-grade students of SMP N 1 Kuta Utara be improved through storytelling technique?

1.3 Objective of the Study

The researcher decides that the objective of the study in this research is to figure out whether or not speaking skill of the eighth-grade students of SMP N 1 Kuta Utara be improved through storytelling technique. This research study is

expected able to show how storytelling technique can improve the students' speaking skill.

1.4 Limitation of the Study

In this study, the researcher wants to limit the scope of the research. Based on the problem identification, there are many problems to be solved. 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. Therefore, this research is limited to storytelling with recount text. This school implements the Merdeka curriculum, so the learning materials used to teach students were based on the Merdeka curriculum and teaching modules for grade VIII students of SMP N 1 Kuta Utara.

Based on the problem identification above, in this present study, the researcher engaging eighth-grade students in G class of SMP N 1 Kuta Utara in the academic year 2024/2025. This present study is focused on improving the students' speaking skill based on the five components of speaking skill those are grammar, pronunciation, vocabulary, fluency, and comprehension which would be delivered by recount text. In addition, the performance of the students would be scored based on the three main components of speaking skill that must be mastered by the students; those are fluency, comprehension and grammar. Therefore, the researcher conducted improving speaking skill through storytelling technique with recount text based on teaching modules for eighth grade students of SMP N 1 Kuta Utara in accordance with the problems found at school.

1.5 Significance of the Study

All researchers expected scientific research results that were theoretically and practically important for those involved in this topic. This research focuses on the application of storytelling to improve the speaking ability of eighth grade students of SMP N 1 Kuta Utara in the 2024/2025 school year. Similarly, the results of this study would be useful for teaching recount texts. This research is expected to provide theoretical and practical implications.

Theoretically, the findings of this study were expected to support existing studies regarding the use of storytelling in teaching and learning recount texts and theories regarding the working principles and knowledge of English in teaching. In addition, the findings of this study were expected to provide more empirical and acceptable evidence in investigating the effectiveness of the application of storytelling in improving the speaking ability of eighth grade students of SMP N 1 Kuta Utara in the 2024/2025 academic year. Some of the information and theories provided in this study could be taken to enrich the reference.

Practical implications, this research provides more benefits for teachers, students, and other researchers. For teachers, it is hoped that this research could be used as a consideration in choosing the right method or way in the teaching and learning process at junior high school, especially to improve speaking skills in students. In addition, it could be used to vary speaking activities that support and motivate students. Students feel interested in storytelling activities because speaking activities would be supported by pictures, and this can make them happy in participating in the lesson and they can share ideas with other students in their group and help their friends in expressing ideas. For other researchers, the findings

of this study could be used as a reference in conducting research in the field of English language teaching, particularly the application of storytelling combined with pictures in the teaching and learning process.

1.6 Definition of Key Term

In order to avoid misunderstanding, ambiguity, and confusion in the perception of some key terms which were used in the present study, the researcher would like to explain the key terms on this research study shortly because, it is crucial to define some theories also definitions related to the variable. Here some terms used in this study were clearly defined and briefly explained, and then it is elaborated as follows:

1.6.1 Speaking Skill

Speaking ability is operationally defined as the ability of eighth grade students of SMP N 1 Kuta Utara in creating and presenting stories based on the elements of speaking, which would be assessed through several criteria such as fluency, comprehension, and grammar.

1.6.2 Storytelling Technique

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. 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. 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.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A good research study must be accomplished based on some relevant theoretical review because it gives a basic thought about some key terms which is equipped by some expert theories. Additionally, the relevant theories that were drawn from many sources and used to support the underlying ideas were succinctly conducted on the basis of theoretical foundations. They were created with the expectation that they would provide real-world relevance and evidence. On the other hand, it used as a framework to solve the problem in the present study. This study is conducted under some following theoretical reviews, those are;

2.1.1 Speaking Skill

Speaking is a productive skill in which people produce words and send messages orally. This skill is closely bound up with receptive skills at work. As Harmer (2007) states, in many situations productive skills are combined with the practice of receptive skills. A conversation between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what each participant says next. Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to other through communication. Speaking is one of the productive skills and a two- way process between speaker and listener.

Speaking is a skill which is worthy of attention in both first and second language. Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003).

Both kinds of language skills, receptive and productive, need to be practiced by students in teaching-learning ESL. Receptive skills are the ways in which people extract meaning from the discourse they hear and/or see. Besides listening, reading is included in receptive skills. While productive skills are the skills that involve the process of language production either in oral or written forms Harmer (2007) states that Speaking is one of the productive skills that must be mastered by students in order that they can carry out a conversation with other people with ease.

Speaking skill is a part of daily life that people take it for granted. This means, as speaking skill is taken for granted by people, speaking skill becomes the single most important skill. Besides that, it could be supported by his statement about the two main purposes of speaking in life; first, speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services; second, it serves an interpersonal function, is to establish and maintain social relation. By seeing its functions, it means, speaking skill must be mastered by students because it greatly affects the

life interaction to prepare them getting better in communicate with other people as the lingua franca (Thornbury, 2005).

In teaching and learning process, speaking may be one of the most difficult aspects for students to master because it needs a stronger mind to master the five components of speaking skill. In line with Pollard (2008) said that this is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person they are communicating with. There are several reasons may affect why speaking skill is considered as a difficult skill to be mastered; first, the students were reluctant to speak a foreign language. Second, another reason is caused by the technique used by the teacher in the teaching speaking skill is not suitable enough to make them eager to learn speaking English well.

Kürüm, (2016) states that Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics, and social interaction. Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas.

Speaking is one of four skills that very important to the students because they can understand what the people say by speaking, they can know what the people mean and what the people feel. By speaking students can communicate and interaction with other people. The students can utterance their feeling, idea, and

giving opinion. Oral communication can take place everywhere and it became part of daily activities as our spoken language (Megawati, 2018). According to Richards (2008) states that the mastery of speaking skill in English is a priority for many second language learning as well as the effectiveness of their English course based on how much they have improved in their spoken language proficiency. It means that second language learning as the effective way to improve their speaking skill. They can increase the ability in spoken language.

Speaking skills is an ability to say or state something so that people can get the idea or message that we deliver to. This activity at least involves two persons in which they are share any kind of information they have. It seems that there is a gap among the people that encourage them to do an information exchange. This activity will help them to get any kind of information they need. Speaking is one of the skills that must be mastered by students in learning English. It is important for students to know the definition first. Many experts define speaking in different ways (Anggryadi, 2014).

In communication the speakers must know grammar in use, vocabularies, and also pronunciations of each word. According to Brown (2019) There are five aspects in speaking. There is pronunciation, grammar, vocabulary, fluency, comprehension. The five aspects could be explained as follow: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to other through communication. Speaking is one of the productive

skills and a two- way process between speaker and listener. Speaking could be increased by doing storytelling in the classroom. Storytelling is the interactive activity of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination (Lipman, 1999).

In summary, Speaking is an activity used by someone to communicate with other. Speaking is one of four skills that very important to the students because they can understand what the people say by speaking, they can know what the people mean and what the people feel. A conversation between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what each participant says next. It takes place everywhere and has become part of our daily activities. Therefore, to improve students' speaking ability, teachers must study and teach it properly. In addition, speaking focuses on pronunciation, grammar, vocabulary, fluency and comprehension. The goal is to help students see each stage as important and dedicate themselves to each stage.

2.1.2 Storytelling

Storytelling is a way to convey a story to listeners, using a loud voice, body movements and facial expressions that depict the content of the story (Harmer, 2007). In this case, children can develop their creative powers according to their development, always activating not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, the ability to fantasize and imagination of children which not only prioritizes the abilities of the left brain but also the right brain. In other theories, there are several steps in carrying out storytelling learning, among others: Pre-storytelling activities are crucial in preparing students for engaging with stories. They involve introducing the topic and motivating students

to read or listen, which helps activate their prior knowledge and prepare their minds. Warming up, such as informal speaking, fosters good relationships and helps anticipate potential language and concept issues. While-storytelling activities focus on the actual storytelling process, where students read and respond to stories, and engage in discussions and modelling with the teacher. Post-storytelling activities include reviewing and summarizing the lessons, with opportunities to develop productive skills like speaking and writing, and often serve as homework. These activities not only consolidate language learning but also boost students' confidence and make learning English enjoyable and relevant.

The students will learn the importance of listening, of how communicate ideas and interact with other. It means that by using storytelling students can learn listening and communicate with other people by speaking. Storytelling technique is the way to help student express idea, development and ending story. The students learn what the speaker say, and then think what the speaker are mean, also understand the content of the story, after that the students can give information from what they get from the story (Davies, 2007).

Story is always out there but the important step has still to be taken, the unremitting flow of events must first be selectively attended to, interpreted as holding relationships, causes, motives, feelings, consequences-in a word, meaning. It means that story is interpreting a relationship, something that happen which tell by speaker. Speaker tells a story an event which have meaning, and some feelings. In implementing storytelling, it's important to look in the procedures. The procedures of conducting storytelling for teaching speaking are as follows: giving a story to the students as example, finding some topics for storytelling, ordering

students to make a story from the topics they have chosen, sharing some vocabulary or the story to the students that can give the inspiration, giving at least 15-20 minutes to prepare the storytelling, performing the storytelling by the student, discussing the story that has been told, it could be as question- answer activity, finding another student to perform (Doecke & Parr, 2009).

Storytelling can be an enjoyable tool for practicing both listening skills and for verbal expression (Williams, 2002). Besides, storytelling as a teaching technique has been extensively used in preschools and elementary schools up until university level where the teacher can choose stories from folk tales, guide books, literary tales, real life stories, festivals, and mythology. According to Megawati (2018) story telling is situated practice common to all speech communities in many cultures and is differently characteristic in each. It means that storytelling could be used to practice speak in different culture also characteristic itself. We can speech in a community with a different culture.

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. storytelling is a way to convey a story to listeners, using a loud voice, body movements, and facial expressions that depict the content of the story (Morrow, 2013). In this case, children can develop their creative powers according to their development, always activating not only intellectual aspects but also aspects of sensitivity, subtlety, emotion, art, the ability to fantasize, and imagination of children which not only prioritizes the abilities of the left brain but also the right brain.

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. Every culture has its own stories or narratives, which are shared as a mean of entertainment, education, cultural preservation or instilling moral values. Storytelling is an activity carried out by storytellers to convey ideas, thoughts or stories conveyed to children (Nurhikma, 2022). Storytelling, the art of telling a story from memory rather than reading is one of the oldest art forms. And storytelling is the original form of teaching and has the potential to foster emotional intelligence and help children gain insight into human behaviour. Storytelling also promotes language learning by enriching the child's vocabulary and acquiring new language structures. In addition, storytelling can provide a motivating and low-anxiety context for language learning intended to help teachers as storytellers to prepare storytelling "performances" for students (Dos et al., 2019).

Based on the explanation above, the researcher will focus on storytelling technique according to (Morrow, 2013) which stated that Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. For the storytelling steps, the researcher will use theory by (Doecke & Parr, 2009) which states that the storytelling steps giving a story to the students as example, finding some topics for storytelling, ordering students to make a story from the topics they have chosen, sharing some vocabulary or the story to the students that can give the inspiration, giving at least 15-20 minutes to prepare the storytelling, performing the storytelling by the student, discussing the story that has been told, it could be as question- answer activity.

In summary, storytelling is not only to entertain but can also be used as an effective teaching technique in a language classroom. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling. Storytelling as the relating of a tale to one or more listeners through voice and gesture, and they emphasize that it is not congruent with simply acting out a drama or reciting a story from memory or a text, but it is the creation of mental images of the elements of a story through voice and gestures to an audience. However, throughout the telling of a story, the teller and the audience give complete attention and engage and share in a learning experience.

2.1.3 Recount Text

Recount text is a text that tells the reader about one past story, action or activity. Recount text uses simple past tense as the language feature because it talks about the writer's experiences or events in the past. According to Nurohmah (2013) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. It is the simplest type of narrative genre; a recount is different from a narrative text in terms of the problems in the sequence of events. Its purpose is either to inform or to entertain the audience. Recount text is one of many texts that the students like. Recount text talks about the events or experience of our life in the past. Because of it, there are many students who can write this type of text easily (Aprilia, 2006).

The definition of recount text has come from Fadillia et al., (2019) recount text is a piece of text retells past events, usually in the order in which they occurred.

Its purpose is to provide the audience with a description of what occurred and when it occurred. Recount text is written to retell event with the purpose of either informing or entertaining their audience or readers (or both). Recount is reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recount begins with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order.

The purpose of recount is to entertain or to inform the reader(s). "A recount text is a text that telling the reader about one story, action, and activity. Its goal is to entertain or inform the reader." From the above explanation we can conclude that recount is a non-fictional text that has purpose of entertaining or informing some experience of the author or other people, and it is arranged in a chronological order. The characteristic of this text are the factual event or experiences being told and the chronological description about the event and the time of occurrence (Fitriyani et al., 2020).

Recount text is a type of narrative writing that retells events or experience in chronological. According to Sianipar et al., (2020) Recount text is one of the texts aimed to explain about an event that happened in the past time, for example an accident, activities report, experience, etc. Since the even happened in the past time, the tense used to tell the idea is simple past tense. Beside the simple past tense, Recount Text has one main characteristic that is the use of conjunction after, then, finally, etc. The purpose of recount, on the other hand, is to tell what happen in the past. To achieve its purpose, the text moves through a different set of stages: An

orientation letting the reader know who is involved, where, when, etc. and retelling of a series of events in chronological sequence.

A recount text has linguistic characteristics or in English terms is language features. This statement supported by Saragih (2014) they state that the language features in a recount text is use of nouns and pronouns to identify such as animals, people and something, use of past action verbs refers to the events, use of simple past tense to located events in relation to experience's time, use conjunctions and time connectives to make sequential the event, use of adverb and adverbial phrases to indicate place and time, and use of adjective to describe nouns. The language features of a recount text that should be fulfilled are specific participants, using material process, a circumstance of time and place, using past tense and temporal sentence.

In summary Recount text is a text that tells the reader with tone past story, action or activity. Its purpose is either to inform or to entertain the audience. Recount text uses simple past tense as the language feature because it talks about the writer's experiences or events in the past. Recount text is one of many texts that the students like. Recount text talks about the events or experience of our life in the past. Because of it, there are many students who can write this type of text easily. Therefore, recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events. In every story, no matter how simple, need an orientation.

2.2 Empirical Review

The empirical review requires evidence that supports the present study. The first research was conducted by the previous researcher by Ardi (2023) entitled

“The Use of Storytelling Assisted with Picture Series to Improve Speaking Skill of The Ninth Grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2022/2023”. The strength of this research is the students were successful in improving their speaking skills by using storytelling combined with picture series. The students can get more scores on each cycle. 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.

The second researcher was conducted by Fatimah (2023) entitled “The Use of Storytelling to Improve Students' Speaking Skill at The Eighth-Grade of MTsN 3 Sukoharjo in The Academic Year 2022/2023”. The strength, of this research is the students were successful in improving their speaking skills by using story telling. The students can get more score on each cycle. However, there were still some problems. The problem from the researchers is they do not explain before what is material that they would use in the class, so that, at first the readers would feel confused about is the material would use.

Previous researchers, both Ardi (2023) and Fatimah (2023) successfully improved students' speaking skills by using storytelling techniques. However, there is one difference in the two studies, namely the first researcher used pictures series as an auxiliary media in learning while the second researcher did not use pictures. The students were able to score more than the minimum passing grade at school from cycle I and cycle II after they were taught using storytelling techniques. On the other hand, the assessment rubric of the first researcher emphasized on the use

of idioms like native speakers' style (vocabulary). To make it different from the previous study, the researcher did not emphasize on the use of idioms but focused on the use of appropriate and varied words. As a result, students were able to retell the story well using simple words and appropriate vocabulary to convey the content of the story without having to ask students to learn idioms. Then, the test used in the second study used two types of fiction stories, namely fables and fairy tales. In this study, the researcher used fairy tales for all tests. This aims to avoid expanding students' exploration to find words. In addition, students were not challenged in choosing words and can organize the story well, so as to stimulate students' ideas that can improve their speaking quality.

However, in contrast to the current study, in the current study the researcher no longer uses picture series as an auxiliary medium to implement the technique, because seeing from previous studies it is a little difficult to implement picture series, therefore in the current study would use picture cued tasks as a learning medium.

