

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background, problem statements, research objectives, research significances, and research scope.

A. Background

Language is a communication tool and everybody knows that communication is one of human basic needs in life. According to Coopman and Lull (2012), “no matter what you do in life, you’re going to communicate with others verbally” (p. 3). We tell classmates about a concert we attended, answer questions in class, or persuade friends to go to malls.

English is now the first international language. It is used everywhere. So it is a must for most young learners in Indonesia to learn English so that they have longer time to learn for mastering it better. However, facilitating young learners to study English sooner alone in a foreign-language country where English is not commonly spoken cannot guarantee better mastery. Tuan and Mai’s (2015) research exposed most of learners thought that their speaking performance was affected by topical knowledge, and lacking of listening ability and practices.

According to Folse (2009), speaking in a second or foreign-language country has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Little chance for foreign-language young learners to speak English makes educators need to find and apply some effective teaching methodologies in order to improve learners' speaking not only for reaching higher intelligences or academic competence, but also giving the learners real-life and meaningful experiences which can develop their speaking knowledge and skill to face their future.

Hosni's (2014) study showed that the main speaking difficulties encountered by grade 5 learners are linguistic difficulties, mother tongue use, and inhibition. Learners were unable to speak in English because they lacked the necessary vocabulary items and grammar structures. They also lacked sentence formation skills, which result in using the mother tongue. Learners also thought of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.

Kayaoglu and Saglamel's (2013) research analyzed the possible reasons, effects, manifestations and ways to cope with language anxiety were investigated from the students' perspective through the interviews. It was found that linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of failure in front of others, fear of exams, fear of failure in communication, lack of self-esteem, and fear

of making mistakes, the role of teachers, competitiveness and lack of information were considered to be correlates of language anxiety.

After doing some observations in one of the primary four classes, which consists of nineteen learners, for about two months (April 2018 to May 2018) at Pelangi Kasih School, Jakarta, the researcher encountered the same condition. The learners couldn't speak English properly and confidently. When the researcher talked to them during recess, they understood what the researcher had said, they could reply but they were shy and most of them spoke broken English. For example, when the researcher observed the learners in the classroom, the air conditioner was suddenly off. Then the English teacher, Ms. Eva, told one of them to ask an air-conditioner remote to an office girl who usually stayed at the corner of the corridor. A few minutes after that he came back and said, "The maid don't have." The researcher needed some times to get what he meant. Actually he wanted to say, "Sorry, I could not find her. She was not there."

In relation to these phenomena, the urgency for providing young learners English classes with useful and interesting techniques is very obvious. If we do not take this problem seriously, the learners will speak broken English continuously and they will not be able to communicate effectively with others, especially native speakers in the future, then they will be timid and the worst thing is they decide to stop speaking English.

Experiences and previous studies revealed there are some effective techniques for teaching young learners to communicate in English in a foreign language setting.

Using songs, karaokeing, and storytelling are the most highly recommended. After reconsidering many aspects, the present researcher finally decided to use storytelling. This is supported by many previous study results. Indramawan (2013) concluded that storytelling gives motivation, meaning, fluency, language awareness and stimulus for learners' speaking.

Shin and Crandall (2014) claimed that storytelling is most beneficial for young learners of English because it is an authentic form of communication, introduces new culture to children, teaches young learners in an entertaining way and help develop critical thinking skills.

Samantaray (2014) noted that the storytelling technique attracts learners' attention and higher concentration; this technique provokes prediction and expectation of events. Consequently, those effects lead to deeper comprehension, enjoyment and happiness. Moreover, the storytelling technique has great effects on learners in their learning of English language. It changes the classroom environment from a dry boring one to a warm environment full of learners' concentration, participation and production. Based on the discussion above, the researcher would like to use storytelling technique to improve learners' speaking skill.

B. Research Questions

Based on the background of the research, the researcher verified the problem statements as follows:

1. Can storytelling improve the fourth graders' speaking skill?
2. What are the perceptions of the fourth graders toward the use of storytelling as a technique to improve speaking skill?

C. Research Objectives

The objectives of this research are to prove that storytelling can improve the fourth graders' speaking skill and to explore the perceptions of the fourth graders toward the use of storytelling as a technique to improve speaking skill.

D. Research Significances

This research will hopefully be beneficial to the followings:

1. For educators, it will help them to understand the elements from storytelling that can improve young learners' speaking skill and give some ideas to be applied into their teaching.
2. For learners, the results of this research will motivate them to be eager to speak English.
3. For readers and other researchers, this will be a good source to enlarge the knowledge of using storytelling as a technique to improve speaking skill.

E. Research Scope

To make this action research entitled *Using Storytelling Technique to Improve the Fourth Graders' Speaking Skill at Pelangi Kasih* more focus, the research was conducted approximately 2 months by conducting some tests, observing, and interviewing the learners.