

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses about the introduction, consist of: background, problem statement, objective of the study, significances of the study, and scope of the study.

A. Background

Language has an important role that strongly supports the process of establishing a communication between a people with others. The process of establishing the communication aims to convey something we want to say to others. Without the communication, humans will not be able to interact with others. From the interaction of communication that we do, we can convey about our feelings, about what we are thinking, we can give information, we can give our opinion, and also we will feel being recognized in our surrounding. It in line with what was found by Goldstein (as cited in Masela, 2017) that “language is a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences” (p. 1).

Regarding to the functions of language, the prominent one is as an introduction in the world of education. As we know, today there are many schools that where use foreign languages as one of the subjects that must be studied namely English. Recently, primary shcools, junior high schools, senior high schools, colleges, and even

kindergartens also use English as their language in their lessons. It is understandable since English is an international language worldwide and required to be applied in the world of education, to gain insight into learning English, to know information inside and outside the country, etc.

In learning English there are four skills which should be put into consideration, namely speaking, writing, listening and reading. According to Thornbury (2005) states that speaking is an activity in real life that is carried out by speaker to carry out his/her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. While writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed (Ghaith, 2002). Beside that, Thomlison (1984) defined listening as the ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker's grammar and vocabulary, and understanding of meaning. Then, according to Harrison and Salinger (1998) reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for considering and evaluating effects.

The researcher discussed especially about speaking skills. The reason why speaking is important to be studied because speaking is needed to express our opinion,

to interact with the world wide community, to inform, to convince someone with our words. Additionally, we can also listen, conclude and take action on what other people say. In general, the purpose of speaking in English is, that students can communicate orally by using their language and their comprehension that they understand in English. It's also support by Blake (2015) who stated that the most first impressions are made on the basis of spoken language. A person who has command over his or her speaking skills is able to establish connections, present ideas clearly, and convey their points to an audience. In short, a person with good speaking skills is able to effectively communicate with the outside world and cultivate a strong first impression.

So for the technique that used to learn speaking is storytelling. Storytelling is the delivery of a story in the form of words, sounds and pictures to the listener. In terms of the speaker can make the story interesting, so that the listener can listen and understand what the speaker is saying. By using an interesting story in English lesson, the learning will be fun. According to Ellis and Brewster (2002) the storytelling technique, is a way to encourage students to learn English having fun building confidence. Lee (2007) supports the use of stories to enhance students' four skill varieties of activities. A story is an effective tool for early language teaching and helps develop positive attitudes towards a foreign language (Ellis & Brewster, 2002); (Malkina, 1993); (Murdoch, 2002); (Phillips, 1993); (as cited in Jenprai & Weerawong, 2013 p. 76).

Delivered stories usually come from narrative stories that exist. The narrative story is there in every human culture, as a means of entertainment and education.

Storytelling has become a common thing we find in the process of the learning system, where students are invited to tell a story by using their own language or their colloquial language orally. Additionally Caine, Caine, McClintic, and Klimek (2005) stated that, narrative storytelling provides the basic structure of how we create meaning out of our existence and everyday lives. Moreover, neuroscience is discovering that the brain is wired to organize, retain and access information through story and that every relationship experience and object is recorded in the mind as a story.

There are two benefits of storytelling that can be felt by students in learning process according to Richter and Koppett (2000) and Rossiter (2002). First, storytelling enhances the classroom environment and atmosphere. Second, engages students in learning. Firstly, a good story can relax learners and reduce fears because they are entertaining and at times, humorous. Richter and Koppett (2000) also support the use of stories technique to students to learn English in a fun way. A well told story can bring about a sense of community and belonging in learning communities better than most traditional teaching methods. Secondly, storytelling engages students on a level that many teaching methods do not only do learners hear the information, but they are immersed in the content on a deeper and richer level through emotional and personal connections and visual imagery (Rossiter, 2002). Similarly, Morgan and Dennehy (1997) and Weiss (2000) state that stories also evoke emotions added to their learning effectiveness because learning experiences associated with emotions are more easily stored and recalled.

Other studies have also shown that storytelling make many students speak well in the target language, according to the standard of competence for the speaking skills, senior high school students are expected to be able to express meaningful ideas for both simple transactional (to get something done or get the information) and interpersonal (to get in touch with others for social purposes) communication to interact with people in their nearest environment (Depdiknas, 2006). The students at this level– senior high schools– are targeted to achieve the informational level that is to be able to communicate orally and in written form to find information by Depdiknas (as cited in Purwatiningsih, 2015 p. 58).

Moreover, Richards and Schmidt (2002) state that a large percentage of the world's language learners study English in order to develop proficiency in speaking. In pedagogical theory, there are strong supports for story-retelling to be used in language teaching. It in line with what was found by Cruz (as cited in Purwatiningsih, 2015) explains that the story-retelling as an ancient oral art can demonstrate the power of words. It artistically uses language to develop the entire critical component involved in the communication process, develops listening skill, enhances verbal expression, increases comprehension, and creates mental images. Story-retelling is an excellent means of developing speaking skills (p. 60).

This research was conducted by some researchers. First, Syahria (2016) conducted a research toward the first semester of undergraduate students of English Education Department of Adi Buana University Surabaya. She concluded that the story telling technique gave better influence on her teaching activities, in this case is

Pronunciation Practice subject. Based on the students' perception that story telling is not only help to develop their pronunciation skills but at the same time it also helped to improve their writing, listening, and speaking skills and help to boost their vocabulary.

The second research was done by Inayah (2015). The study conducted at the tenth grade of a Senior High School in Bandung, found that storytelling technique works effectively in improving students' speaking skill. The result of the research proved that the students who were taught by using storytelling have better performance in speaking skill than those who were taught by conventional technique.

The third research was by Fikriah (2016) at MTsN Model Banda Aceh. In her research, she said that the implementation of Storytelling Technique (STT) for teaching speaking with narrative texts was effective not only to improve the speaking ability of the students but also their ability to produce fluent, accurate and comprehensible grammatically correct sentences. This is also help students explore their own ways of retelling a story.

Based in the previous studies it is recognized it is recognized that storytelling is effort to develop the students' speaking ability. The result of study trigger the researcher intervene and willingness to know further about the perceptions of the second-graders of SMP Negeri 117 Jakarta toward the use of storyelling in speaking classes.

B. Problem Statements

In this research, the researcher verified the problem statement as follow:
“What are the students’ perceptions on the use of storytelling in speaking classes at SMP Negeri 117 Jakarta?”

C. Objective of the Study

This study was aimed at discovering and examining the students’ perceptions on the use of storytelling in speaking classes at SMP Negeri 117 Jakarta.

D. Significances of the Study

This study is expected to hopefully be beneficial to the followings:

1. To English teacher, the result of this study will provide information about students’ perceptions in the use of storytelling from which they can design an appropriate strategy in teaching speaking.
2. To other researchers, the result of this study can provide a basic information for conducting research on the same area.

E. Scope of the Study

Due time and budget constraints, the researcher made limitation for this research. The participants for this study was 92 students of grade eighth at SMP Negeri 117 Jakarta. The data were collected through questionnaire and opened-questions.