

CHAPTER I

INTRODUCTION

A. Background

Since a language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions and feelings. Language is a communication tool and everybody knows that communication is one of human basic needs in life. According to Vasile and Mintz (2000), “every day people communicate orally without giving it a thought”. One of the effective ways to communicate is speaking. It implies that speaking is important to learn Hawes and Ehrlich (1984) said, “Knowing how to speak well can benefit us more than we can imagine”.

Lyle (as cited in Bertam, 2002) said that oral language is a very important link in the process of students’ learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. Bertram (2002) also adds that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.

When attempting to speak, learners must master their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Little chance for foreign-language 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. According to Bailey and Savage (1994), speaking in a second or foreign-language country has often been viewed as the most demanding of the four skills. Regarding to speaking activities, teachers challenged to find the most appropriate techniques to help students developing their speaking skill.

Indramawan (2013) said that storytelling gives motivation, meaning, fluency, language awareness and stimulus for learners' speaking. Shin and Crandall (2014) claimed that storytelling is most beneficial for learners of English because it is an authentic form of communication, introduces new culture to children, teaches learners in an entertaining way and help develop critical thinking skills.

Cameron (2001, p. 11) says that storytelling can be an enjoyable tool for practicing both listening skills and for verbal expression. 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.

Related to the implementation of storytelling in teaching, several previous studies have been conducted. First, a research was done by Herminda (2013); this

was an experimental design to study the effectiveness of using story telling technique to improve the speaking ability of second year students at SMP N 1 Boyolangu, Tulungagung. The purpose of this study was to find out if there was any significant differences in speaking ability before and after the students were taught by using the storytelling technique. The data analysis used a t-test. After the analysis, it could be concluded that the difference between the two means was significant. Thus, the use of the storytelling techniques was effective in improving the speaking ability of the students in the sample. Second, a research was done by Rositasari (2017). This was an action research to study the use of digital storytelling to improve students' speaking skills in retelling story at SMA PGRI 1 Tamanggung. The purpose of this study was to find out if there were any significant differences in speaking ability before and after the students were taught by using storytelling technique. In conclusion, the digital storytelling was successful in improving the students speaking skills in retelling story.

Based on the discussion above, the researcher was interested to examine the undergraduate students' perception on the use storytelling in speaking class. In English Teaching Study Program Faculty of Education and Teacher Training, Christian University of Indonesia. They had been studying English covering four language skills. Furthermore, the students had experienced using storytelling in speaking class. Additionally, it is known that storytelling is applicable to all ages, ranging from children to adult learners.

B. Problem Statement

In this research, the researcher verified the problem statement as follows:

“What is the undergraduate students’ perception on the use of storytelling in speaking classes at English Teaching Study Program, Faculty of Education and Teacher Training, Universitas Kristen Indonesia?”

C. Research Objectives

The objective of the research is to find the undergraduate students’ perception on the use of storytelling in speaking classes at English Teaching Study Program, Faculty of Education and Teacher Training, Universitas Kristen Indonesia.

D. Significances of the study

The researcher hopes this study could give useful information and contribution to the English teachers and researchers as follow:

1. To the teachers, this study will hopefully provide necessary information for maximizing to the use storytelling to enrich students’ speaking.
2. To students, this study will give some information about the use of storytelling to enrich their speaking skills.
3. To others researchers, the result of this study could provide useful information for conducting researchers on the same area.

E. Scope of the Study

Due to the researcher's time and budget constraints, the participants in this study were limited to their students of English Teaching Study, Program Faculty of Education and Teacher Training, Universitas Kristen Indonesia. 2016/2017 academic years. The research focused on the undergraduate students' perception on the use of storytelling in speaking classes the data were collected through questionnaire and interview.