

CHAPTER 1

INTRODUCTION

A. The Background of the study

English is a language that is very important to learn, especially in the world of education. Because English is one of the world's most widely spoken languages. It is one of the important means of communicating and expressing ideas among people from different backgrounds. Especially in this era of globalization, people need to have competitiveness and cooperation that is not only in one country. There are great opportunities for people to compete and work together with others around the world. In these circumstances, English contributes a very significant function and role as a means of communication. Therefore, the skills of communicating using English are necessary and required in life, especially in terms of education, people can get a better education and then get a better job which of course leads to a better life. By mastering English they can access more advanced information and opportunities. Richards (2008), says that for many second languages or foreign language learners, mastering skills in speaking English is their priority. He said that communication is the main basis for telling and sharing ideas with the listeners. Thus, to start a communication we must be skilled in speaking.

Listening, speaking, reading, and writing is the four skills in English. Besides those four language skills, English also includes three important elements namely

pronunciation, vocabulary, and grammar. Those four major skills and three components of English can not be separated from each other, since the four skills are supported by the three components of the English language. Speaking is one of the skills that must be acquired when learning a language. Speaking is often reciprocal, according to Nunan & Carter (2001), all interlocutors are normally able to participate in the discourse at the same time and respond to each other's contributions instantly. It signifies that speaking ability is an action taken as a communication instrument to communicate a specific message or information, which everyone must do.

Students should learn to speak English in class for a variety of reasons. The first is so that they can communicate with others effectively and appropriately. Second, speaking is the act of expressing one's views orally. It means that people can attempt to express directly what they think or feel through speaking. Speaking is a talent utilized to deliver a message through spoken language, according to (Tarigan, 1992). It implies that speaking is a means of communicating thoughts, feelings, and messages. Both the speaker and the listener are engaged. Speakers produce language that can be heard by their listeners and listeners must try to listen carefully to understand the content of what is being spoken.

Speaking activities must involve students in speaking, to achieve the target language. While the activities are occasionally effective in the classroom, they do not always assist children in speaking up. The exercises are monotonous and ineffective in terms of communication. When learning English, students frequently become bored. Therefore, the teacher should conduct interesting and

challenging activities to improve students' speaking skills. One of the various activities is using storytelling. Storytelling can sharpen students' speaking and listening skills in English, practicing pronunciation, increasing vocabulary, phrases, idioms in English, and increasing self-confidence in using English. Through this way, the students will experience speaking English more in fun and communicative ways. In his research, according to Pardede (2010), Short stories are delightful to read for personal pleasure while also benefiting students in the development of language skills. As a result, teachers can engage students in activities that will help them improve their language skills.

The activity of storytelling involves two primary characters. They are listeners and storytellers. The responsibility of the listener is to concentrate on the storyteller's facial and bodily expressions. The function of the storyteller is to prepare and deliver the story's language usage, vocalization, and effective and efficient communication. According to Barzaq (2009, p. 7), Storytelling is a powerful tool for motivating students. Even students who have low enthusiasm and academic skills want to listen to the stories. So, the teacher can teach children the significance of storytelling. Unfortunately, many teachers believe that conveying a tale needs time. However, this is not the case. The art of storytelling is also an aspect of education. If the teacher begins by telling a valuable story. The children will memorize the information for a long time. It is also a benefit of storytelling that students will find it easy to summarize a story, they will engage in creative thinking, and that will assist students in expressing ideas in the format

of beginning, middle, end, and also the characters and setting that a story must have (Kayi, 2012).

In the teaching-learning process, teachers hope students will be able to speak English with high self-confidence, good pronunciation, enjoy the lesson, and also the conversation between students and their friends, and between students and teachers. If they can not speak English well, it will be difficult to express their ideas in classroom activities and difficult to reach the goal of teaching and learning. Pardede (2010), said that short stories can also be a stimulating and useful technique to improve speaking and listening abilities. More effective learning methods include oral reading, dramatization, improvisation, role-playing, reenactment, and discussion. This idea emphasizes the importance of language development in the classroom to boost students' self-confidence in their ability to create relationships through language use.

The use of English can access more advanced information and opportunities. Therefore, the students should learn to speak English in class to achieve the target language. However, the actual implementation in the classroom activities does not help the students to improve their speaking. When learning English, students frequently become bored. Therefore, the teacher should conduct interesting and challenging activities to improve students' speaking skills. One of the various activities is using storytelling. As revealed by Al-Mansour & Al-Shorman (2011), stories have a significant impact on enhancing learners' motivation to talk. Learners can better grasp their current circumstances by using stories, and they can connect their current situation to the events depicted in the story. This

research was conducted by some researchers about storytelling, Syahria (2016), examine students' perception of the use of storytelling techniques to improve pronunciation skills; Bhakti & Marwanto (2018), vocabulary mastery by using storytelling; Riyani (2019), Utilizing storytelling technique using finger puppet in teaching vocabulary mastery to the young learner; Male & Pardede (2017), using storytelling technique to improve students' listening skill performance-A case study in Indonesia. Based on the phenomenon above, the researcher is interested in investigating students' perception of using storytelling to boost the speaking abilities of the eighth-grade students SMP 143 Jakarta.

B. The Problem of the study

Based on the information presented above, for this study, a question will be addressed:

1. What are the students' perceptions on using storytelling to improve speaking performance at SMPN 143 Jakarta?

C. The Objectives of the study

Based on the problem, the objective of the study is to know the perception of the students about storytelling to improve speaking performance at SMPN 143 Jakarta.

D. The scope of the study

In this situation during COVID-19, the researcher made limitations for this research about time and budget constraints. This research was designed to focus on students' perception of Using storytelling to improve speaking performance at

SMPN 143 Jakarta. To obtain valid data, the participants in this study were 74 students' in grades 8F, 8G, and 8H. The data will be collected through a survey using an online questionnaire.

E. The Significances of the study

This research is expected to have beneficial information and contributions to the teachers, students, and other researchers.

1) For teachers

The findings of this study are expected to encourage teachers to use storytelling strategies in the classroom to make it more appealing to students.

2) For students

This research will provide information on how to use storytelling to improve students' speaking abilities.

3) For other researchers

Hopefully, the result of this study can be a reference to other researchers that want to conduct further studies about the storytelling technique to enhance students' English skills.