

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, statement of the problem, the objective of the study, theoretical framework, research hypothesis, the significant of the study, assumption and limitation of the scope, definition of key terms.

### **1.1 Background of the Study**

Language is used as a tool to communicate with other people. In our life, language is used to tell what we feel, what we want or to tell any information. People need to communicate with others in order to understand each other. There are so many languages used in this world. People speak their common language based on their country where they live.

There are many languages in the world. One of the languages that are used in almost all of countries is English. It becomes an international language. There are four language skills that people need in English. There are listening, speaking, reading and writing. According to those skills, to be able to speak English people needs a good speaking to express their feeling, when they want to transfer information and convey meaning. Besides the four skills, English has three language components consisting of vocabulary, pronunciation and grammar.

Most of Indonesian students have difficulty to master speaking skills because first, as a foreign language, English is not frequently heard in their daily life. Second, speaking involves components of English, vocabulary, pronunciation

and grammar. Many words can have more than one meaning depending on the contexts. How English is pronounced is also different from Indonesian. In Indonesian, the pronunciation is the same as the spelling. When an activity happens is not a problem in Indonesian, but it is in English. English grammar shows when an event happens whether it happened in the past, now or in the future.

There are many techniques, which can help students to develop their speaking skill. Based on the writers' experience in storytelling, only one person who tells the story as a storyteller. The story can be a legend, fairy tale, true story, myth or other stories. Usually, it has a moral value. Students who participate in storytelling will develop their speaking ability and learn to use the three components of language. They can tell a story by using their own words and pictures, dolls, songs, props, costume or even power point slides. They speak with their creativity to attract the audiences' attention and to help them to transfer information and convey meaning in a fun way. Moreover, students get a plus point from storytelling. It builds their confidence to speak in English and to perform in front of people.

Students may get bored just telling the whole story by themselves. They need another way of how to tell a story. Based on the writer's experience, when she saw her Sunday school students in her church, they liked to continue the story that their friends were telling. Each of them continued the story in their own way. It means that more than one person can do storytelling. Teacher can use storytelling chain as a variation to teach speaking. Every student will have the

opportunity to continue the story that has told by the previous student by taking turns. It is called storytelling chain.

Storytelling chain may be new for students to learn speaking. However, it can become a fun way for them to learn it. Therefore, the writer is interested in trying storytelling chain to teach speaking. This study will focus on the effect of storytelling chain that is expected to be able to improve students' speaking ability.

## **1.2 Statement of the Problem**

Based on the background above, the research question is formulated as follows:

- Is there any significant difference between the speaking achievement of eight graders students before and after they are taught using storytelling chain?

## **1.3 The Objectives of the Study**

The objective of the study is to find out the effect of storytelling chain on the speaking achievement of the eighth graders.

## **1.4 Theoretical framework**

According to Chaney (1998:13) as cited in Chang (2010), speaking is the process of using verbal and non-verbal symbols to deliver meaning, in many situations. Teaching speaking is not only just teaching students to understand what other people say, but to develop their communicative skill through verbal and nonverbal symbols to express what they feel.

By using stories, students learn to develop speaking ability, express themselves, and even get moral value. Wright (1995:3) supports the statement of developing language ability by stating that stories develop children's language ability as a source of language experience. Through storytelling, students are also able to learn to express their ideas and use it to make a story by their own. In addition, they also get the moral value to help them understand the world around and the social community around them (Serrat: 2008).

Tate (2016) states students may experience obstacles to do well if they are not in relaxed mind. Because of that storytelling chain which is done in groups is expected to help students to reduce anxiety. Suwantarathip and Wichadee (2010) support the statement by saying that by working in groups, students can have less anxiety. The students are expected to perform well using the technique.

## **1.5 Research Hypothesis**

### **1.5.1 Alternative Hypothesis (Ha)**

There is a significant difference between the speaking achievement of eight graders before and after they are taught using storytelling chain.

### **1.5.2 Null Hypothesis (Ho)**

There is no significant difference between the speaking achievement of eight graders before and after they are taught using storytelling chain.

## **1.6 The Significance of the Study**

By reading this study, English teachers are expected to have a new idea of teaching speaking so that their classes will not be monotonous. With the technique, it is expected that the students are more motivated in learning speaking in English. With this technique, it is also hoped that they enhance their confidence and fluency in speaking.

## **1.7 Assumptions**

Eight graders have learned simple past and past continuous tense. As they are around 14 years old, they can logically think in an abstract way. They enlarge their cognitive ability to solve a problem, understand and consider other people's opinions or their way of thinking (McNeely&Blanchard: 2009). Based on these characteristics, the students under study could perform the task, which was telling stories

The raters of the pre-test and post-test are the English teacher and the writer's peer who is from English Department. Since both of them are well experienced in teaching English, the writer assumed that the raters are able to rate objectively based on the speaking rubric given.

## **1.8 Limitation and Scope**

The research would be held in one of private junior high schools in Surabaya. The participant was one class eight graders consists of 38 students. As stated in the object of the study, it will focus on finding out whether storytelling

chain has an effect on the students speaking achievement, not English achievement in general.

## **1.9 Definitions of Key Terms**

Before going further to the next chapter, the writer provides the definition of key terms, which clarify the central idea of this topic.

**Speaking** According to Chaney (1998:13) as cited in Chang (2010) speaking is the process the process of building and sharing meaning using verbal and non-verbal symbols, in a many situations Speaking in this study is the students' ability in making a dialogue based on a given situation.

**Storytelling** Storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights (Serrat:2008). Through storytelling, students learn how to express and get moral value that has applying in society. The types of stories use in this study is narrative stories.

**Storytelling Chain** Storytelling chain is a technique of retelling a story, which is done in a group, the members tell the story in turns, one of another. Students are grouped into heterogeneous groups. Slavin (1993:3) supports it by saying that every student in a team has equal opportunity to contribute in the activity by learning together and improving their own They also divide the part of the stories that each of them will tell. They also help each other when one of them get stuck. It will be easier rather than doing it alone.

### **1.10 Organization of the Study**

This proposal consists of three chapters. Chapter 1 explains the background of the study, problem statement, objectives of the study, theoretical framework, significance of the study, assumptions, the limitation and the scope of the study, the definition of the study and organization of the proposal. Chapter 2 presents about literature reviewed and previous study. The last chapter is chapter 3, which is going to explain the research design of the study, variables, population and sample, research instrument, data collection procedure and technique of data analysis.