

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

English is a worldwide language. English is already utilized for communicating by people from and of various countries and languages (Wahyudin, Pustika, & Simamora, 2021). In multiple parts of our lives, such as business, science, technology, culture, and education, it is also used as a medium to connect with other people. In terms of education, English is a compulsory subject in all Indonesian schools, particularly in high school (Mandasari & Oktaviani, 2018). In the age of globalization, the government wants students to master English as a method of communication, transfer communication, and expand their skills.

Teachers must use effective teaching methods to ensure students learn and understand English (Yusuf & Zuraini, 2016). According to Agustin, Wahyudin, & Isnaini (2021), there are some language skills that students must master during the English learning process: speaking, listening, reading, and writing. The most important skill that students must master is speaking, and the ability to communicate using English clearly and efficiently contributes to students' success in school (Sari, 2018). In spoken mode, speaking is an important skill (Mandasari & Aminatun, 2019). Speaking English as an expressed activity has many components, including vocabulary, pronunciation, grammar, and spelling. In real-life situations, most students place a high value on communicating. A person's ability to speak effectively is essential for everyday interactions (Oktaviani, 2016). Speaking fluently and comprehensively is typically used to make a first impression.

Teachers have an essential role in achieving high-quality learning processes and better student outcomes by fulfilling community expectations and curriculum demands (Choirunnisa & Sari, 2021). In teaching and learning activities, the teacher's task is to determine, implement and evaluate the learning success of students (Rido & Fatriana, 2013). These assignments help students acquire specific knowledge, skills, abilities, values, and attitudes (Sari, 2017). Teachers also play an essential role in developing students' critical thinking skills. For this reason, teachers need to understand appropriate strategies, learning methods, or learning approaches to encourage students to think critically.

Primary and secondary education must include language learning (Depdiknas, 2003). English is one of the compulsory subjects in high school (Mandasari, 2017). It is by the curriculum structure. In the curriculum, English subjects are served as general subjects and majors. It is an indication that English lessons have a crucial position.

Some high schools' English education does not produce satisfactory results. The teacher's monotonous and ineffective teaching technique is at the root of the above problem (Serdyukov, 2017). The teacher only explains the material to the class and assigns schoolwork. The teacher does not determine the extent of the student's speaking ability and does not use strategies to motivate students to learn the spoken narrative text. Students will be happy and actively participate in teaching and learning activities if the techniques are correct (Anggarista & Wahyudin, 2022).

In a speaking class, students also require encouragement or motivation. Motivation can encourage students to be more enthusiastic in learning activities (Agustina, Wahyudin, & Pratiwi, 2021). There are many techniques to motivate students in the teaching and learning process; the Storytelling technique is one of them. According to Samantaray (2014), “Storytelling has provable, measurable, positive, and irreplaceable value in teaching.” Stories can help improve memory and the application of concepts in new situations. Students can summarize stories or stories they've heard from someone or compose their own stories to let their classmates know. As a result, students can enhance their ideas through storytelling (Amelia & Nurmaily, 2021).

Students can internalize essential aspects of the story's beginning and ending, setting, characters, and plot by telling stories. It allows students to express ideas in units of thought using descriptive and colorful statements and choose the vocabulary of the action as appropriate. Teachers can encourage students to tell the story they have read in books, in newspapers, and on the Internet. Retelling is a beneficial way to activate previous learning or acquired language (Diehm, Wood, Puhlman, et al., 2020).

Furthermore, storytelling in speaking classes can be motivating and very interesting, attracting listeners and improving communication. It demonstrates the characteristics of students who want to master English, especially speaking using new techniques.

Based on the problems above, the researcher was interested in implementing the narrative storytelling technique in teaching speaking for tenth-grade students at

SMA Al-Azhar 3 Bandar Lampung, and therefore carried out the current research entitled “The Implementation of Narrative Storytelling in Teaching Speaking to Tenth Grade Students at SMA Al-Azhar 3 Bandar Lampung”.

### **1.2 Research Questions**

Based on the explanation of the background of the study, the researcher formulated the research question as follows:

“Can Storytelling technique significantly increase students speaking ability at SMA Al-Azhar 3 Bandar Lampung?”

### **1.3 Research Objectives**

This research aimed to determine whether or not the storytelling technique can increase students speaking ability at SMA Al-Azhar 3 Bandar Lampung.

### **1.4 The Uses of the Study**

The use of this research is expected to be helpful both theoretically and practically.

#### **a. Theoretically**

The findings of this study may be helpful in testing and validating previous theories about how the implementation of storytelling techniques can be helpful in teaching speaking.

#### **b. Practically**

The findings of this study can be helpful for both teachers and students. The researcher hopes that this research can provide insight to teachers, especially in teaching speaking. Teachers can use storytelling as an alternative strategy to make students interested in learning speaking. Furthermore, the students will

benefit from participating in this study because storytelling can improve students' speaking ability and students' understanding of English learning.

### **1.5 Scope of Study**

This study focused on students' speaking ability and storytelling techniques. This study aims to know how storytelling techniques can significantly increase students speaking ability at SMA Al-Azhar 3 Bandar Lampung. This study did not cover students' abilities in other skills except speaking. The participants in this study are tenth-grade students from SMA Al-Azhar 3 Bandar Lampung. The research was carried out from March to April 2022, with one class as the research sample involving 32 students. The class used in this study is the tenth grade (X MIPA 2) in the Academic Year of 2021/2022. This study implemented narrative text with the topic of legend stories. In both the pretest and posttest, students told about narrative legend stories. The researcher measured the comparison of students' scores between pretest and posttest.