

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

Learning English in daily life become a necessity especially also for a future career (Megawati, 2018). State by Iriyanti (2020), it is very important for students of vocational high school to master English as well as possible, especially in the face of job vacancies, job applicants require to be able to communicate in English both orally and in writing. According to Handayani (2018), the problem faced by students is that students do not practice regularly in class and do not feel confident then, the problem comes from the teacher's teaching technique may not be suitable for students. To achieve the purpose of teaching, the teacher is the key that should be creative in choosing the materials and strategies for teaching to make the students easy to understand the knowledge (Iksan & Dirham, 2018).

The students at SMK (Vocational High School) may need specific subjects. Vocational Schools have needs that will help them in finding a job in the future because most students at vocational schools will usually apply for a job after their graduation (Asrifan, Vargheese, Syamsu, & Amir, 2020). English can increase the opportunities of getting a great job in a multinational company (Gultom & Oktaviani, 2022). That problem can solve by improving their speaking skill. Speaking is an essential skill that students should master because it is important when communicating such as grammar, vocabulary, pronunciation, fluency, and comprehension (Dana & Aminatun, 2022).

Every communication involves sharing information, people can interact with each other because they can express what is in their minds (Sinaga & Oktaviani, 2020). When speaking, create a meaningful text. In communication, the speakers and listeners, as well as messages and feedback. To fulfill the function of communication, language learning at school have the purpose to improve language skills (Apriyanti & Ayu, 2020). The goal of mastering speaking skills is that students can communicate in English fluently (Mandasari & Aminatun, 2019). According to Supriyani, Meilani, & Kunah (2023), a technique that can be applied to solve problems in learning to speak includes storytelling because this technique allows students to hone their skills in reading, memorizing, appreciating, and public speaking.

Based on an interview conducted by the researcher with the deputy of the curriculum. The researcher obtained information that students' speaking skills at SMKN 8 Bandar Lampung were still low. From that problem, the researcher is interested in conducting this research at SMKN 8 Bandar Lampung because she wants to improve their English, especially their speaking skills through storytelling so that in the future students can face a challenge in the world of work after graduating from vocational school and students who continue their education to university. This research will be conducted in selected grade 10 because this is crucial to their speaking skill. This study uses a quantitative method to know how to improve the students' speaking skills by using storytelling during learning English. So, the researcher conducted this study entitled "The Use of English

Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung”.

## **1.2 Research Question**

Based on the background that I have stated. The questions in this study: “Is there any significant effect of students' speaking skills using storytelling?”

## **1.3 Research Objective**

This research will be conducted to find out: whether there is significant effect of students' speaking skills using storytelling.

## **1.4 Uses of Study**

There are some uses in this research as follows:

### **1. Theoretically**

The results of this study are expected to give the impact of speaking skills after the implementation of using storytelling at SMKN 8 Bandar Lampung.

### **2. Practically**

In practice are intended benefits for:

#### **a) Students**

For students, it is hoped that through this research students can improve their speaking skills through narrative text using storytelling and students get new knowledge and experiences about how to learn interested.

b) Teachers

English teachers can apply storytelling because this technique can give the effect to improve students' speaking skills. By using the guidelines scoring aspect of speaking when implementing storytelling. This is a guide for evaluating student speaking ability, the teacher can assess all aspects of speaking in more detail and comprehensively for each student.

c) Researcher

For the researcher, this research is giving experience on how to improve speaking skills and can be used as a reference to other researchers that have similar topic research.

### **1.5 Scope of Study**

The scope of this research is the learning process in the school to improve students' speaking skills through storytelling in learning English. This study is focused to know the result of using storytelling especially to improve the speaking skills of tenth grade of DKV 1 students at SMKN 8 Bandar Lampung, with the total of 30 students. The methodology used in this study is pre-experimental and the data can be put in quantitative data.