CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This research focuses on the use of storytelling in the class based on previous research on online and offline learning. The first entitled is about "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres" conducted by Syafryadin, Haryani, Salniwati & Putri (2019), investigates the impact of digital storytelling because pandemic era, from this research found that speaking ability works effectively. The researchers used action research. The sample take random sampling technique. The design is planning, acting, observing, and reflecting. The sample of this research are 34 students of X IPA 4. The researchers defined there was a difference between Cycle 1 (before giving treatment) and Cycle 2 (after giving treatment). In Cycle 1, only 15 students (44,11 %) could pass the standard minimum criteria with the upper value of 75. Cycle 2 showed 27 students could achieve KKM. Overall, this research get significant influences to improve learning activity by using digital storytelling could enrich students' achievement in passing through standard minimum criteria, 70% of total students could achieve that goal.

The second research was conducted by Zaid & Sarjiyati (2019), with the title "The Use of Storytelling to Improve Students' Speaking Ability", explores how a teacher can use the method of storytelling in delivering material or practicing the skill of speaking in class. The population of this study is the students of Jetis Senior High School, with the sample involving 33 students. The methods used to

collect the data are observation and questionnaires. The results show that the use of storytelling in teaching speaking makes the students express their ideas freely and the students were motivated to speak in English without thinking the matter of how broken their English. Some students said that they enjoyed the class when the technique was applied, although some students found it hard to do storytelling at the beginning because they thought storytelling would be a problem when memorizing all sentences. More importantly, this study can take the lesson if the teacher should be good and creative in helping students to speak in the target language.

The third research was conducted by Hidayati (2019) with the title "The Effect of Storytelling Towards Students' Speaking Skill at X Grade Students of MA Nurul Harmain Boarding School", investigated whether or not the use of storytelling has a positive effect on the students' speaking skills. This research was conducted using quasi experimental and also qualitative approach through interview. The population is the tenth-grade students of MA Nurul Haramain Narmada, with the sample being class X B which consists of 21 students. The research findings that the mean score of the pre-test is 59.05 and the mean score of the post-test is 78.48. There is a highly significant effect of storytelling techniques on students' speaking skills in the tenth-grade students of MA Nurul Haramain.

The fourth research was conducted by Syafii (2021) with the title, "Utilizing Picture-Based Storytelling Technique to Enhance the Speaking Skill", the purpose of this research is to improve students' speaking skills by making use of those based image storytelling techniques. The population is the students of Muhammadiyah University Ponorogo. The sample is 36 students of

accounting. This research was conducted by following action research procedures such as planning, implementation, observation, and reflection. Research data were collected through the following instruments: observation checklists, field notes, questionnaires, and students' performance in storytelling. This shows that in Cycle 1 there were 44% of students participated actively and 93% of students participated in Cycle 2. The research findings show that the use of picture-based storytelling techniques is effective in improving speaking achievement, interests, and encouragement of students.

The fifth research was conducted by Inayah (2015), with the title "Improving Students' Speaking Skill Through Storytelling Technique", which investigated the effect of storytelling on students' speaking ability and students' attitudes toward its implementation of storytelling technique. The population is the tenth grade of a Senior High School in Bandung. It used a quasi-experimental design involving 30 students in the experimental group and the control group. The experimental group was given the treatment with the storytelling technique, while the control group with the conventional technique. The instruments used were the speaking test involving pre-test and post-test, given to both groups, and questionnaires to the experimental group only. The result of this study shows that the storytelling technique affected improving students' speaking ability because there was a significant difference between the pre-test and post-test scores of students in experimental and control groups. The students' attitudes toward the implementation of the storytelling technique were positive because they enjoyed the learning process and were interested in the story. Moreover, the storytelling technique could help them to improve their speaking ability.

From the five studies above have similarities and differences in their research. The similarity of the five researches about the technique of research uses storytelling of each research. The purpose of those researches also wants to know the improvement of students' speaking skills during the use of storytelling. From those researches, storytelling gave a significant improvement in students' speaking skills because the use of storytelling and also narrative text are easy to use, really fun, and very interesting. The use of storytelling can help students when solving problems to enhance their speaking skills. However, the focus of their research is differences like the level of students, schools or institutions, how to collect data, students' perception, and the way to use storytelling in class but all of the previous research explains the improve students' speaking skills through storytelling.

From previous research, the researcher is interested in using storytelling to improve students' speaking skills with their creativity, for example using pictures or interesting dialogues or accent, which not only can improve speaking but the students can get good pronunciation, increase vocabulary, phrases and the important is increasing confidence in using English. So, the researcher here is trying to conduct research, "The Use of Storytelling to Improve Students' Speaking Skill for Tenth Grade Students at SMKN 8 Bandar Lampung".

2.2 Theoretical Framework

2.2.1   Concept of Speaking

English skills are reading, writing, listening, and speaking. In learning the English language, speaking is necessary for students to master it. Speaking is an interactive technique that involves using that means to obtain and provide

information in every word. Speaking is not a one-click success (Maurisa, 2018). Speaking is considered one of the most wanted language skills to acquire. This is why teaching speaking skills is challenging for teachers. According to Putra, Solekhah, Agustina, & Sobirov (2022), speaking is an oral activity that is carried out by someone to interact with other people like to talk about daily activities, to express something, etc. In other situations, speech can be used to convey something.

According to Bouzar (2019), speaking as a skill constitutes a real challenge to overcome by both the teacher and the learner. In other words, the teacher has to find appropriate procedures to help the students to find a way to master the language. Speaking relates to issues that are relevant to teaching proper speaking to learners of English as a foreign language. According to Hughes and Reed (2016), to speak meaningfully in real-world conversations, humans not only need to be able to pronounce sounds, words, and sentences correctly but need to be able to do in a socially appropriate manner at the time of speaking. This skill is referred to as communication and interaction with other people.

From the explanation above, speaking is a productive skill. The researcher concludes that speaking is an important way, from what we say to what we see, feel, and think. When we feel something, we want someone can hear us. So, in this process, we can call it an interaction between two sides. When someone speaks to other people, there will be a relationship. The relationship is communication.

2.2.2 Concept of Teaching Speaking

Teaching is a complex process, not only give information from the teacher to the students but speaking is one of the ways to make students understand the teaching-learning process. Teaching strategies have a positive effect on student learning. It is always possible to improve and develop to get the goals of the learning process (Rajagopalan, 2019). Speaking is the skill that allows us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Teaching speaking is important for students to learn language skills in school, so the students can improve their skills in the future (Crisianita & Mandasari, 2022). Teaching and learning activities in speaking class is a very important factors to lead students to become better speakers. These activities must make a useful contribution to improve speaking ability, especially in terms of fluency and accuracy (Arini & Wahyudin, 2022).

According to Butarbutar & Leba (2023), teaching speaking is a way of teaching how to make organized verbal utterances to convey meaning or opinion. Teaching speaking is an activity in the classroom to improve students' speaking skills in English by the teacher in conveying a message or information to students in oral form. Usually speaking is very useful in the teaching and learning process in class. The goal when communicative by improving their speaking skill is they can express themselves and learn how to use a English especially in daily life and school. Nowadays, many teachers agree that students can learn and try to speak a foreign language by interacting with each other (Hidayati, 2019).

In teaching speaking, the teacher's responsibility is to help students achieve these goals by motivating them to speak in class. The teachers must create and design

the material creatively before the material will be given. The teachers must motivate the students to understand all aspects of speaking skills. Such as, preparing class activities to improve speaking skills like storytelling, role play, discussion, project-based learning, etc. All these methods can support the students to practice speaking. So, the teacher needs to decide what the purpose of learning speaking. If the purpose of speaking is performed for pleasure, teachers must be prepared before teaching the class.

2.2.3 Principles of Teaching Speaking

In teaching English, the teacher is a center and facilitator for students in the classroom to prepare several teaching strategies and principles to teach students so, that they can understand well and correctly what the teacher will teach in the classroom. The teaching-learning process can be defined as the knowledge-transferring process through giving and asking through interaction between teacher and learner who study about a certain subject and in a certain place to make transferring knowledge directly. Teachers can choose one or two principles as appropriate to student needs because the right principle affects student achievement. There are important elements that establish effective speaking activities, about the elements of speaking, which are vocabulary, grammatical structure, pronunciation, and fluency (Razi, Muslem & Fitrisia, 2021).

There are principles of teaching speaking by Arodjiah (2020) such as:

a. Consider foreign language learning context.

b. Give the opportunities for the students to develop both fluency and accuracy.

c. Allow the students to talk by using pair and group work.

d. Consider about for meaning.

e. Design the classroom activities involve guidance and practice speaking.

2.2.4 Aspects of Speaking

According to Erna (2016), there are some aspects of speaking especially in

perform with expression and also intonation, which is suitable with storytelling:

1. Fluency

Fluency is the capacity to talk fluently and naturally without pause or distracting hesitation indications. It also refers to logically answering within the conversational turns, maintaining a clear pronunciation, and speak with the appropriate intonation without hesitation.

2. Grammar

Without understanding the language's structure, we won't be able to speak it. Since understanding grammar is crucial for language learners, it is obvious that students must have some familiarity with these rules in order to speak clearly. Grammar being including modals, tenses, prepositions, and other grammatical elements, should be taught to students.

3. Pronunciation

The goal of pronunciation is to produce and recognize the sounds and intonation that are unique in English. It introduces hearing identification with various choices. Communication will be more challenging if listeners are unable to understand what the other person says because of poor pronunciation. In order for students get successfully participate in integrate into their community, pronunciation is crucial in the social as well as academic environment.

4. Intonation

Variations in the voice's tone can called as intonation. It frequently works with rhythm in languages like English to produce meaning. It can be delivers information, intonation is crucial in communication. It might convey the speaker's perspective or emotion regarding something.

5. Expression/Performance

Expression and gesture as nonverbal language to make the audience can take meaning of story clearly.

2.2.5 Concept of Storytelling

According to Zuhriyah (2017), storytelling is a teaching method in which the teacher asked for students to retell the content of a story in different word constructions. Fauziah (2022) stated storytelling makes students can develop their imaginations from the stories they understand before, so storytelling activities are very good for students. Students are very happy to tell stories and hear stories from both teachers and friends, they usually tell folklore stories. This activity is very beneficial for students because with it students can improve their speaking skills.

Stories teach about life, ourselves, and other people. Storytelling is a unique way for students to develop an understanding, respect, and appreciation of other cultures (Anggryadi, 2014). The procedures of conducting storytelling for teaching speaking are as follows:

1. Giving a story to the students as an example.

2. Finding some stories for students to do storytelling.

3. Sharing some vocabulary with the students.

4. Giving time to prepare the storytelling.

5. The student performing the storytelling.

6. Discussing the story that has been told.

From the opinion of experts, it can be concluded that storytelling is the process of conveying a story to others. Storytelling is not an activity that just telling a story but also thinking of the way that listeners can understand and enjoy every story conveyed by the storyteller. When telling a story, someone needs to think about how the meaning of a story can be conveyed properly. While at school, especially in learning English, the teacher can use existing fairy tales or legends, such as Timun Mas, Malin Kundang, Sangkuriang, The Mouse Deer and The Crocodile, Cinderella, Snow White, and many other choices of stories from various countries.

2.2.6 Teaching English Through Storytelling

According to Susanti (2019), the procedure when teaching English through storytelling can follow this rules:

1. Pre-storytelling

 The teacher introduces the purpose of the lesson to the class before asking the students to consider storytelling. Teachers should teach their students how to begin a story and how to concentrate on the main point.

2. Guideline storytelling

 The students can learn the definition, generic structures, linguistic elements of story. Teachers also provide students to have discussion or sharing about the material.

3. After storytelling

 Students perform in group or individual and retell the stories in class, and the teacher provides feedback.

2.2.7   Teaching Narrative text

According to Dillon (2020), narrative text is a one-text about the description of events, especially in a novel, fable, legend, etc. Narrative tells about an event that happened in the past time. In general, the tense that is often used in a narrative is the past tense form. We can see from the definition about past tense is a tense used to describe actions or events which took place in the past. As stated by Martina, Syafryadin, Rakhmanina, & Juwita (2020), narrative text is one of the texts which is included in a genre-based approach to teaching and learning. It is a type of text which mainly focused on telling a story, and it can be real (non-fiction) or unreal (non-fiction).

The purpose of narrative text is to entertain readers with a story or event that has a problem or conflict, and the end of the story is a happy ending, or even depressing. The types of narrative text are fairy tales, mysteries, science fiction, romances, horror stories, adventure, fables, myths and legends, historical narratives, ballads, slice of life, and personal experiences (Sartika & Abadi, 2019). The language features of narrative text are focused on specific, using action processes, using temporal conjunctions and temporal circumstances, and using past tense (Kendal, 2015).

2.2.8 Hypothesis

Based on the theory above, two kinds of hypotheses can be estimated here, those are:

Ha: There is a significant effect of students' speaking skills using storytelling

H0: There is no significant effect of students' speaking skills using storytelling

From the research question and research objective of the study and theoretical framework have been started, the researcher draws the hypothesis of the study which can be started as follows: "There is a significant effect of using storytelling in teaching speaking of Tenth Grade at SMKN 8 Bandar Lampung."