

CHAPTER 1

INTRODUCTION

A. The Background of the Study

English during the last few years has become a really important tool. It is the language for business, research, public relation and the internet. In modern life, we have to be able to communicate with foreign language, especially in English. On the other hand, as an International language, English is used to communicate information, mainly in science and technology, internet and also social media.

Indonesia's Government of Education Department makes English as one of subject that must be studied from the elementary until the university level. According to the curriculum of Senior High School in Indonesia, the first year students are expected to be able to speak English actively. It means that speaking becomes one of the most important and essential skills that must be mastered by the students. It is fundamental to communication in the second language. People who have ability in speaking will be better in sending and receiving information or message to another.

Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language (Fisher&Frey, 2007:16). The goal of speaking is to achieve an interactive communication between the speaker and the listener. Interactive communication can be developed if between the speaker and listener master the language, so they are able exchanging both ideas and information, and sharing emotions through the language.

The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language. As Burn and Joyce (1997:54) state that one of the aims of most language program is to develop spoken language skills and most program aim to integrate both spoken and written language. Therefore, many people view learning the language as learning how to speak the language. Then, the importance of mastery the speaking skill can be seen in another aspect of live. As we know that speaking skill plays an important role for the learner who studying English as a foreign language. For the learners, there are some scholarships to get the chance taking college in foreign country. This chance can be taken if the learners having minimal criterion of TOEFL's score. Besides that, many companies in this era then put the requirement's occupations to able to speak English passively or actively.

Because of the importance of mastery and speak the English language, the English teacher need to know the score of student's speaking ability, so that an English teacher able to find the speaking aspect that unable to mastered by the student or able to mastered by the students. In order to know their score, the testing for the speaking is needed. In testing English language speaking, we need to define the speaking construct for an academic context. Bachman and Palmer (1996) state the design of the test should made from scores, but it is not only to speaking ability but to 'speaking ability in x, y, or z context'. In other words, test purposes should drive the definition of the construct, its range and generality about what we will be measured.

The development of a diagnostic English speaking test with high reliability and validity will enable teachers to diagnose the strengths and weaknesses of students' English speaking ability, and help them to determine appropriate types and levels of teaching and learning activities and improve teaching efficiency. Because of this importance, this research is conducted. Then, the data of students' language spoken will be needed to support the analysis. The data will be in recording form but then it will be made into transcription form.

But in the process of learning speaking, students faced many problems during the learning process. Wendi, Ernati, and Fatimah (2015) on their research report "An Analysis of the First Year Students' Speaking Ability by Using Picture Series at MAN 2 Padang" found that the reasons why speaking is difficult for students because the first, the students do not have habit to use English in daily communication. That is because of student always uses mother's language in daily communication. The second, English has different language system. It can be seen through structure of word and contextual meaning when we speak. Therefore the students tend to make some excuses to avoid speaking. Based on the problems faced by the students, it shows that students are lack of practicing speaking, and also having low knowledge about English language. So the teachers need to use another technique that can interest them by creating enjoying situation, interactive media, and an easy way to send their words. It can make them enjoy the learning process, so they will be easier to express their ideas, sharing and exchanging information into words without need to worry about doing mistakes or broke their image in front of teacher and also their classroom's peers.

Then, considering the nature of human beings as storytellers, storytelling was chosen as the technique to get the data. According to Taylor (2000: 6) storytelling is a tale to one or more listener through voice and gesture in oral telling. Storytelling, the art of narrating a tale from memory rather than reading is one of the oldest of all art forms. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. Inayah (2015) writes on her research report “Improving Students’ Speaking Skill through Storytelling Technique (An Experimental Study in Senior High School in Bandung)” that storytelling is one of the technique that can be applied in the teaching and learning of speaking, because of able to solve the problems of monotonous teacher and teacher centered learning style by providing written texts to be learned to add their knowledge, creating good media and technique, conducive situations, creative activities, in which the students will be actively engaged in the learning process, feeling fun, interested, and motivated to learning the English language.

Storytelling helps the student to treat their thinking process. Students can briefly summarize a tale or story they heard from somebody beforehand. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. By using storytelling technique, students will become familiar with English pronunciation, and stimulated their thinking to produce the spoken language while thinking to develop and improve the story. Based on its explanations, storytelling concluded becomes the best technique to analyze students’ speaking ability in this research.

In doing the storytelling technique, text with a certain genre is also needed, and narrative text can be the most compatible genre to be used. According to Dirgeyasa (2014:21) stated that narrative is kind of genre which functions to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Based on the explanation of narrative text, we can conclude that students will be easier to applying the storytelling by using narrative text because what they are retell about is arrange well in the sequences of events which lead to the crisis of the story then finally find the resolution. That is why narrative text being the compatible one in doing storytelling technique.

Based on preliminary data finding, teacher usually uses conversation as a tool to assess students' speaking. On the other hand, to score the students' speaking, teacher just assesses two components of speaking, they are students' pronunciation and students' vocabulary. In this point, the total score given is 100, 50 % from pronunciation and 50 % from vocabulary. Besides, there are 5 components of speaking that should be measured. They are: grammar, vocabulary, pronunciation, fluency, and comprehension. It means that the score is not accurate because teacher just assesses two of speaking components. Second, that the tool used in scoring the students' speaking is not interesting because the only way used is just conversation. Whereas there are so many interactive and interesting kind of tool that can be used to assess the students' speaking ability.

From those explanations above, researcher interested to conduct the research that is titled “An Analysis on Students’ Speaking Ability through Story Telling for Grade X Senior High School”.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows;”Are the students able to speak through storytelling?”

C. The Objective of the Study

The objective of the study is to find out whether the students are able to speak through storytelling.

D. The Scope of the Study

Students need to know their achievement in master the speaking ability and means that they need to do the testing English language speaking. Storytelling is chosen as the technique to get the data, where the benefit of storytelling such as; treat the students’ English pronunciation, developing students’ mind to produce sentences in the right word order and grammar, and developing ideas to share the story. Storytelling technique was applied by using series of picture media.

E. The Significance of the Study

The findings of this study are expected to be useful for:

- 1) The students, where they will know their weaknesses in the speaking skill
- 2) The teacher, where they will know the analysis of students' speaking ability and enable teachers to diagnose the strengths and weaknesses of students' English speaking ability
- 3) The reader, where this research can be one of references can be used for future research