

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is an important element of learning and communication. Proficiency in spoken language is essential for conveying ideas, engaging in discussions, and expressing thoughts with clearly. In educational settings, teachers often face the challenge of fostering strong speaking skills among students. Achieving this requires the application of effective techniques that facilitate engagement and skill development.

One such technique that has gained attention in language education is storytelling. techniques for telling stories that can be utilized to make sure adolescents can use a language form in addition to understanding it is significance generating or exchanging thoughts and emotions.

Storytelling rooted in cultural traditions across the globe, involves the art of narrating experiences, events. storytelling is similar to an activity in which the storyteller and the listener engage together, Both the speaker and the listener are part of the audience and engage in some sort of interaction. According to Hardianti, Dollah and Sakkir (2023) it explains that storytelling is a technique or ability to tell a story, setting a scene, event, and also dialogue. Storytelling uses the ability of the presenter to convey a story with a style, intonation and a tool that attracts the listener.

This technique transcends mere entertainment; it is a powerful educational tool that engages listeners' emotions and imagination, making it an ideal candidate for enhancing speaking skills. The storytelling technique revolves around the creation and delivery of narratives, encouraging active participation from both teachers and students. Educators can employ various elements such as plot, characters, and settings to craft engaging stories. Students, in turn, participate by retelling or reimagining these narratives. This technique holds potential in teaching speaking skills for several reasons.

Firstly, storytelling creates an immersive learning environment. By relating to characters and events in stories, students are more likely to feel invested in the learning process. This emotional connection can foster greater interest and engagement in speaking activities.

Moreover, storytelling incorporates context and real-world scenarios, aligning well with the teaching of narrative texts. This technique enables students to grasp language nuances, idiomatic expressions, and appropriate language use within a relevant context.

Observations from classrooms where storytelling techniques are implemented reveal compelling insights. Students often exhibit increased enthusiasm and participation during speaking exercises involving storytelling. They become more comfortable using the target language to express ideas and engage in discussions. Educators also note that storytelling promotes creativity and critical thinking, as students are encouraged to analyze narratives and synthesize their interpretations.

However, there is a notable distinction between expectations and reality. While the potential benefits of storytelling in teaching speaking skills are promising, challenges may arise during implementation. In some instances, students may initially struggle with confidence in their speaking abilities, particularly when using more complex language structures.

Storytelling techniques can address these challenges by providing a supportive environment for language practice. The engaging nature of stories can alleviate anxiety, which encourages students to experiment with language usage and gradually build confidence.

This research holds significance as it is potential to bridge the gap between theoretical expectations and practical outcomes. By investigating the use of storytelling techniques in teaching speaking skills for narrative texts, this study aims to provide empirical evidence of its effectiveness. Through a comprehensive exploration of students' experiences, educators' perspectives, and observed improvements, this research seeks to contribute valuable insights into enhancing speaking skills within the framework of narrative-based language education. Ultimately, the findings of this study can inform educators, curriculum designers, and policymakers in making informed decisions about incorporating innovative techniques into language pedagogy. Therefore, the researcher is interested in conducting a research entitled: THE IMPLEMENTATION OF STORYTELLING TECHNIQUE IN ENGLISH TEACHING.

B. Problem of the Study

Problem of a study is referred to the gap between hope and reality, the gap between what should be and what is actually, the gap between what is required and what is available, the gap between expectations and achievements, and the gap between target and scope, it is based on the description of the background of the study (Grant & Osanloo, 2014).

Based on the background of this study, the writer formulated the problem of the study as: “How the Teacher Implement the Storytelling Technique in Teaching Speaking Narrative Text for ninth-grade students at SMP PAB 8 Sampali.”

C. Objective of the Study

The objective of the study is to investigate how the teacher implement the storytelling technique in teaching speaking narrative text for ninth-grade students at SMP PAB 8 Sampali.

D. Scope of the Study

A selection process is used to identify which of the numerous challenges are worth studying. The goal of doing this is to solve the problem and conduct a thorough investigation. A well-defined study scope facilitates more focused attention and precise problem formulation (Grant & Osanloo, 2014). This study focuses on the teacher at SMP PAB 8 Sampali who taught ninth grade students on how to create narrative texts by using the storytelling technique.

E. Significances of the Study

The significance of a study provides the readers with information about how the research will contribute, and it should state explicitly what the research will contribute and who will benefit from it (Grant & Osanloo, 2014). The anticipated outcomes of this study aim to offer valuable insights both in theory and practice. These outcomes can be outlined as follow:

1. Theoretically

The findings of this research provide information and theories which related to the areas of storytelling technique in English teaching narrative text. The findings are further expected to be used as a reference for future researchers who conduct similar study.

2. Practically

This research is anticipated to be of practical benefit to:

- i) Teacher, the implementation of this storytelling technique aims to help teachers to acquire one of the more interesting and appropriate techniques in their special English language learning process.
- ii) Students, using these storytelling techniques are expected to help students to understand the material more easily and help students increase their confidence in using English, especially in speaking English.
- iii) Other researchers, may find value in this research as it can serve as a guide to the application of some techniques in English teaching, one of which is Storytelling technique and offers additional insights for further research in the same domain.