

## CHAPTER 1

### INTRODUCTION

#### A. The Background of the Study

There are four fundamental skills in the English language, those are reading, speaking, listening, and writing. Among the four skills, speaking is considered the most difficult one because it is affected by some important factors. David (1969) mentioned factors that affected English speaking skills are pronunciation, grammar, vocabulary, and fluency. Speaking is one of the skills that have important roles to enable the speaker to transfer the information directly and spontaneously. In other words, speaking is the way people communicate to others by expressing the idea, feeling and emotion orally. Speaking skill is the most important skill in the work field, it takes a prominent place in language learning. When people learn a language, they usually measure their success on whether or not they can speak the language.

There are several kinds of text genres that the students of Senior High School are deal with. It means that students should be master those genres in language skills including, speaking. One of the text genres is narrative text. The narrative text has a social function to entertain or amuse the reader. It contains about story such as fables, fiction or non-fiction, folklore, legend, myth, fairytale, etc. The plot story in narrative text consists of complications and is followed by the resolution.

In teaching narrative text, there are many problems found in written text, but there are much more orally. It is because most students prefer to show their ideas in writing rather than by speaking. And also, the fact that English is a foreign language in

Indonesia, it is common to find it hard to be mastery speaking English for many students. Because English is limited or not used frequently. Setiyadi (2006:22) argued that English is classified as a foreign language in Indonesia because people only learn the language only at schools and people do not speak it in the society. Therefore, the teacher should know what strategies effectively can be applied to overcome students' difficulties in learning English speaking especially, in speaking of narrative text. Cole (2008) mentioned that it is the teacher's role to establish effective strategies for students' educational needs, to communicate using the language being learned.

The success of teaching English speaking of narrative text is determined by many aspects, one of them is the teacher's strategy. Several studies have been done conducted by former researchers, explained that storytelling is an excellent strategy in teaching English speaking. And it is also one of the strategies that effectively applied in teaching English speaking of narrative text. According to Harmer (2007), storytelling is one of the ways in teaching speaking. Furthermore, Gufron and Fauris (2014) explained that storytelling strategy could engage the students in the narrative speaking classroom well. Eventually, the teacher of the tenth grade of SMAS Darussalam Medan has been applied a storytelling strategy in teaching English speaking of narrative text.

As mentioned before, storytelling is an effective strategy and appropriate for students to be applied in teaching English speaking of narrative text. That means storytelling strategy is expected to help the teacher to encourage students to be able to speak English well and tell the story in narrative text. But in SMAS Darussalam Medan, there are still many students who cannot reach the expectations. Based on the researcher's preliminary observation of the tenth grade of SMAS Darussalam Medan, the researcher found that in learning English speaking of narrative text, students face some problems. Some of the students did not fully understand the material about narrative text taught by the teacher. They were also afraid to start telling the story and they were confused about how to deliver the story in their mind.

Based on the situation above, the researcher is interested to analyze and gain deeper knowledge about the storytelling strategy applied by the teacher in teaching English speaking of narrative text at the tenth grade of SMAS Darussalam Medan. The researcher chooses the first grade of Senior High School students with the assumption that they have more knowledge of the English language than Junior High School students and they already used to know words in English. And then, another reason is that the topic of narrative text stated in the tenth-grade syllabus.

Thus, the researcher would like to conduct a research entitled **A Storytelling Strategy in Teaching Speaking English of Narrative Text at Tenth Grade of SMAS Darussalam Medan.**

## **B. The Problems of the Study**

Based on the background of study described above, the researcher formulates the research questions as follows:

1. What elements of storytelling are applied by the teacher as a strategy in teaching English speaking of narrative text at tenth grade of SMAS Darussalam Medan?
2. Why does the teacher apply storytelling strategy in teaching English speaking of narrative text at tenth grade of SMAS Darussalam Medan?

## **C. The Objectives of the Study**

Based on the research questions above, the objectives of the study are as follows:

1. To analyze the elements of storytelling that are applied by the teacher as a strategy in teaching English speaking of narrative text at tenth grade of SMAS Darussalam Medan.
2. To explain the teacher's reasons for applying storytelling as the strategy in teaching English speaking of narrative text at tenth grade of SMAS Darussalam Medan.

## **D. The Scope of the Study**

This study is limited to the storytelling strategy that applied by a teacher who teaches English subjects in the tenth grade of SMAS Darussalam Medan. To avoid misconceptions, the researcher would like to simplify the scope of the study.

In this study, the researcher focused on the storytelling strategy in teaching English speaking of narrative text which is contained in the syllabus of grade tenth of high school. The type of narrative text used is folk legends.

#### **E. The Significances of the Study**

The result of this study is expected to be beneficial both theoretically and practically. Even though it is a little contribution to society but hopefully it can be useful for teachers, students, and the general and educational world. The significances elaborated as follows:

##### 1. Theoretically

- a. The result of the study hopefully can give broader knowledge to the readers about how to do storytelling as a strategy in teaching and learning speaking English especially in the topic of narrative text.
- b. The result of the study hopefully can be used as the input in an understanding of teacher's strategy in teaching speaking English of Narrative Text.
- c. The result of the study hopefully can be used as the reference for those who want to conduct research related to this issue.

##### 2. Practically

- a. For the teachers

The result of this study is expected can help the teachers to be more creative in implementing appropriate strategies such as storytelling strategy in teaching speaking English of narrative text. Hopefully it

can also give positive feedback for the teacher as the one who are also responsible to improve students' speaking skill.

b. For the students

The result of the study is expected to motivate students and help them to overcome their problems in learning speaking English of narrative text. Hopefully, the students can also improve their speaking skills and can be more active to show their ideas, feeling, thought by speaking and enlighten their understanding of narrative text as well.

c. For the readers and following researchers

This research is expected to give a positive impact on all the readers who are observing storytelling strategy in teaching speaking narrative from other points of view. Hopefully, it also can help those who want to conduct research related to this issue as a reference.

d. For the researcher

This research hopefully can improve the researcher's knowledge and give some positive experience in all of the processes of doing this research.

