

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English is adopted as a foreign language which is included in the education curriculum run by every school. Such as learning English into local content in Elementary Schools (SD), compulsory subjects in Junior and senior Schools (SMP and SMA), and complementary subjects in higher education institutions.

In learning English, students need to master at least four skills in English, namely: listening, speaking, reading, and writing. Listening and reading skills are considered receptive skills while speaking and writing skills are considered productive skills. The four skills mentioned above are important. However, of the four skills, speaking intuitively seems to be the most important.

Speaking is one of the main skills that must be considered in language learning. Speaking literally can be interpreted as saying something, expressing something that is in the mind, and then expressing it through the mouth in the form of sound (Rahmawati & Fatimah, 2014; Wekke, 2015). Meanwhile, Anwar, (2021) stated that speaking is a speech that expresses things that happen/events

In teaching and learning process, there are many problems faced by teachers and students. As the researcher observed at SMK Putra Bahari Kota

Ternate, many students have problems in speaking. They are lack of vocaburary, afraid to make mistakes and lack self-confidence.

Besides, the English teaching in this school uses theaching techniques monotorsly. A teacher in the classroom must be able to make students more enthusiastic in learning and try to make material that is easily understood by students so that there is a correlation that is built between students and teachers.

Storytelling is one of the effective ways to develop studens competence (knowledge), affective (feeling), social, and appreciation aspects of students. Therefore, the researcher uses storytelling technique to improve students' speaking, the researcher also looks at the students' competence in speaking in front of the class, many students are nervous and lack of vocabulary to speak.

In addition, many students are not fluent in communicating in English. Therefore, the rescarcher will conduct research by tittle: *Building Student' Speaking Skills Through Storytelling Techniques At SMK Putra Bahari Kota Ternate.*

B. Scope of the Research

The scope of this research focuses more on students' of Pronunciation, Grammar, Vocabulary, Fluency, Comprehension at SMK Putra Bahari Kota Ternate by using storytelling technuque.

C. Research Problems

From the background described, the research can be formulated as follows:

To what extent does storytelling technique significantly improve the students' speaking skills at SMK Putra Bahari Kota Ternate?

D. Objectives of the Study

To know the extent to which storytelling technique significantly improves the students' speaking skills at SMK Putra Bahari Kota Ternate.

E. Significance of the Research

The results of this research can be beneficial theoretically and practically.

1. Theoretical Significance

The results of this research are expected to enrich the existing theories concerning the use of storytelling in speaking.

2. Practical Significance

As a foothold and reference for further research related to improving speaking skills with storytelling technique.