CHAPTER I

INTRODUCTION

This chapter discusses the introduction. It includes background of the research, field of research, scope of the research, statement of the problem, objective of the research, and significant of the research.

A. Background of the Research

Speaking is an activity used by a person in communicating with others. It happens everywhere and has become part of daily human activities. When a person speaks, he interacts and uses language to express his ideas, feelings and thoughts. It also shares information with others through communication. Speaking is one of the productive skills and a two-way process between the speaker and the listener.

There is a condition that does not support students' speaking skills, which is because students are passive during lessons, they just listen, without asking questions. While the teacher is too active, the teacher dominates the lesson. This makes students when asked by the teacher, many are silent, hesitant to express an opinion. In fact, good learning is if there is two-way communication, namely students and teachers.

Fathurrohman and Wuryandani (2011: 29) said that in the teaching and learning process, there will be interaction between educators and students. Teachers are supposed to be facilitators, so learners have a big role to play in

learning. Djamarah (Sugihartono, et al, 2007: 86) explained that teachers need to provide full support to their students in order to create harmonious interactions.

From the analysis of these problems, in teaching English, a teacher is expected to be able to improve students' skills, namely by paying attention to linguistic and non-linguistic aspects. Teachers need to choose the right technique of English learning. Ahmadi (1990: 18) says that selection of the right technique will be able to develop speaking skills. Through the use of appropriate technique, students' speaking skills will be high and learning objectives will be achieved. So far, regarding the speaking learning process, teachers have not used the appropriate technique.

One of the efforts to improve speaking skills is to use the right technique. The technique that feels appropriate is the technique of telling stories. Musfiroh (2005: 100) suggests that storytelling technique can spur linguistic intelligence. This technique will encourage students to have very essential verbal abilities in human life. Not only that, from telling stories, students will learn how to dialogue and narrate. This technique encourages students to enjoy telling stories or talking. After acquiring the experience of storytelling, students will think about showing self-existence. This spurs students to learn to speak even better.

Speaking skill is important, as speaking skills affect a person's social and personal adjustments. In addition, students can work with others in an atmosphere of mutual aid and have the opportunity to process information and improve communication skills. Storytelling can be used by all levels. Thus, it will make the student's speaking skills improve.

Based on pre-interview result with English teacher at SMA Negeri 5 Kota Ternate, the students' speaking quality was still low. It has been proved from the final exam score that mostly students could not reach above 83 score as a national standard of KKM (kriteria ketuntasan minimal) in learning English. Thus the students also recognized silent and difficult to start conversation during teachers learning process. The speaking material is not fully mastered by students. Thus, some students, behave passively and do not understand the material presented by the teacher. The causes of students not understanding the material conveyed by the teacher are due to the selection of learning methods and models that are not in accordance with the character of the students, deepening of learning materials that are less significant, and class mastery is less dominating, as well as the absence of feedback between teachers and students during the learning process. Thus, it is necessary to have a quality teacher who is quite innovative and creative in designing the learning process in accordance with the curriculum standards set by the Ministry of Education and curriculum.

Based on the results of the observation made by the research, it is interested in the using of storytelling technique to improve speaking skills of the students at SMA Negeri 5 Ternate.

B. Scope of the Research

This research focuses on improving students' speaking skills using storytelling techniques.

C. Statement of the Problem

Based on the background description above, the formulation of the problem in this study is to what extent does the use of storytelling techniques improve students speaking skills at SMA Negeri 5 Ternate?

D. Hypothesis of the Research

Null hypothesis (H_o): there is no significant improvement of students' speaking skills using storytelling techniques.

Alternative hypothesis (H_1): there is a significant improvement in students ' speaking skills using the storytelling techniques.

E. Objectives of the Research

Based on the formulation of the problem above, the purpose of this research is to find out to what extent the use of storytelling technique can improve students' speaking skills at SMA Negeri 5 Kota Ternate.

F. Significance of the Research

Based on the research objectives above, the benefits of this research are divided into parts, along with the explanation.

1. Theoretical Significance

The benefits of this research are expected to be one of the new knowledge for research as prospective English teachers in developing individual competencies, and seeking useful experiences in science.

2. **Practical Significance**

   a. **For the Teacher**

   The results of this study are expected to be one of the considerations for teachers and prospective English teachers in the future in knowing the use of storytelling techniques in improving students' speech skills.

   b. **For the Student**

   The results of this study can also be used by students independently to improve students' learning abilities in knowing the use of storytelling techniques in improving students' speaking skills.

   c. **The Further Researchers**

   The results of this study can help research in adding to the expansion of science, especially the study of   English in the use of storytelling techniques in improving the skills of students