

## **CHAPTER I**

### **INTRODUCTION**

This chapter encompasses the introduction of the research which covers background of the research, research questions, research purposes, research significance, research scopes, and conceptual framework.

#### **A. Background of research**

Speaking is an essential language skill that has to be mastered by the students. Speaking is also one of the most important productive skills. It is critical for many language learners to participate in spoken language. Students can communicate information and ideas while also maintaining social relationships by speaking. Bahadorfar and Omidvar (2015: 9) state that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. It means that students can express their ideas and opinions to listeners by speaking. One of the goals of teaching English in the context of speaking is to help students speak correctly.

Speaking is one of the skills that needs to be learned for English Foreign Language (EFL). Whenever such students do not engage in the classroom discourse, they are usually regarded as not having the desire to learn or lacking in cooperation. Therefore, language skills are very important for them. Moreover, the level of language skills, personal worthiness, character, inspiration, desire to communicate with goals language, and different elements that can communicate with each other determine whether a learner is passive, active, confident, or nervous class (Ely, 1986; Jackson, 2002).

In reality, many students still struggle to speak English. Based on the preliminary study in one of junior high school in Garut, the student in class IX were less active, less interaction, and lack of feedback from the teacher. Many reasons or factors which are made the students want to avoid speaking or communicating with their friends, especially in front of the class. Many English

learners need help to express their thoughts fluently and effectively, despite having a good knowledge of grammar and vocabulary.

Therefore, providing students with opportunities for presentations can further develop their speaking skills. Speaking in front many people or public speaking allows students to practice speaking in front of an audience, improve their pronunciation and intonation, and enhance their confidence in using the language. According to McCroskey and Richmond (1990), public speaking skills are essential for academic and professional success, as they enable individuals to effectively communicate their ideas and persuade others.

In fact, speaking instruction can benefit from a variety of training techniques. Retelling stories using picture series is one of them. The retelling technique has been known as one of the teaching activities in English classes. One of the reasons is because this technique relies heavily on words, so it becomes the main and constant source of language experience for children (Wright, 1995, quoted from Jianing, 2007).

Storytelling is one of the most important techniques of teaching (Arunraj, 2017). As a technique, storytelling is not only providing benefits for students, but also supporting daily life skills, especially in speaking (Mokhtar, Halim, & Kamarulzaman, 2011). Through speaking, students can communicate and convey information and problems from their thoughts. Everyone at school likes languages, social issues, arts, and other things and needs to speak up. It is required for all subjects of the course. This is especially true when students have to present material in their field of study in English. Speaking also helps us communicate and exchange information with others. Speaking is essential to teach English to interact with others and the students can get other information from other students through speaking.

Storytelling is one technique that teachers can use to help their students with their speaking problems. According to Zaro and Saberri in Akhyak and Indramawan (2013: 20), storytelling is an activity involving the interaction

between storyteller and audience and between an individual and the listener in the certain level. Furthermore, the storytelling technique has been used in preschools, elementary schools, and universities, where the teacher can choose stories from books, literary texts, real-life stories, festivals, and mythology.

The results of previous research conducted by Jon & Wadi (2022) are positive perceptions of EFL students towards the use of picture stories in learning speaking skills, such as increasing students' confidence in speaking with others, developing students' proficiency in language competence, increasing students' motivation, and increasing students' enthusiasm in learning speaking skills. The researcher used a method in the teaching and learning process, namely the condition of students to maximize the objectives of learning English taught using the Drill Technique (DT). The researcher collected data by using focus group discussions with a semi-structured interview.

Another previous research conducted by Ardi (2023), with the title “The Use of Storytelling Assisted with Picture Series to Improve Speaking Skill of the Ninth-Grade Students”. This research used classroom action research design which was conducted in two cycles in which each cycle consisted of two sessions. The subject was class IX F of SMP (SLUB) Saraswati 1 Denpasar which consisted of 38 students. In this present study, the research instruments used were tests (pre-test, post-test 1, and post-test 2) and questionnaire. The result is positive and this research proved that speaking skill of the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 can be improved through storytelling technique assisted with picture series.

In another research, conducted by Fajriani, Muslem, & Muthalib (2021), with the title “The Use of Storytelling Technique with Picture Series in Teaching”. The subject was the first-grade students of State Senior High School 1 Gandapura batch 2020/2021. This research aims to find out the significant difference in achievement between students who are taught by using storytelling technique with picture series and those who are not taught by using

storytelling technique with picture series. Two classes were randomly selected for the sample of the study. This research used Tests and questionnaires to collect the data. The result shows that the students' achievement in the experimental class group were significantly improved than those of the control class group in terms of speaking in English.

However, this research focuses on how the process of learning through storytelling performances using picture series. Speaking is the ability to express ideas and opinions, express expressions and desires to do something, solve specific problems, improve speaking skills, and maintain relationships and friendships. Unfortunately, many schools continue to teach English through memorization, translation, and a narrow focus on the language's structure. Therefore, this research was conducted to find out students' development after learning through storytelling using picture series. This research uses a case study research method. This research uses observations and interviews as research instruments.

## **B. Research Questions**

Based on the background above, the researcher formulates a research question as follows:

1. How do the students' speaking skills in storytelling performance using picture series?
2. What are the challenges for students in learning speaking through storytelling using picture series?

## **C. Research Purposes**

Based on the research question mentioned above, the purpose of this research is:

1. To explore the influence of students' speaking skills through their storytelling performance using picture series.
2. To find out students' challenge in speaking learning through their storytelling performance using picture series.

#### **D. Research significances**

Theoretically, this research is likely a source of further information research on the implementation of students' speaking skills through storytelling. Practically, this research gives significance to the following:

##### **a. Teacher**

EFL teachers can use this research to design and develop speaking methods and techniques to improve students' speaking skills and teachers' performance. The teacher could select the best strategy for teaching speaking. Furthermore, the teacher can encourage and motivate students to build prior knowledge and motivate them throughout the teaching-learning process.

##### **b. Student**

The result of this research can be used as a reference to improve the ability of students to understand more about improving speaking skills using serial pictures.

#### **E. Research Scope**

For the research subject, this research only includes a few students. This research focuses on how the influence of storytelling performance using picture series to students' speaking skills for creating an effective learning process so that students can demonstrate progress in their speaking skills. This research's population consist of class IX students from SMPN 1 Cibiuk.

#### **F. Conceptual Framework**

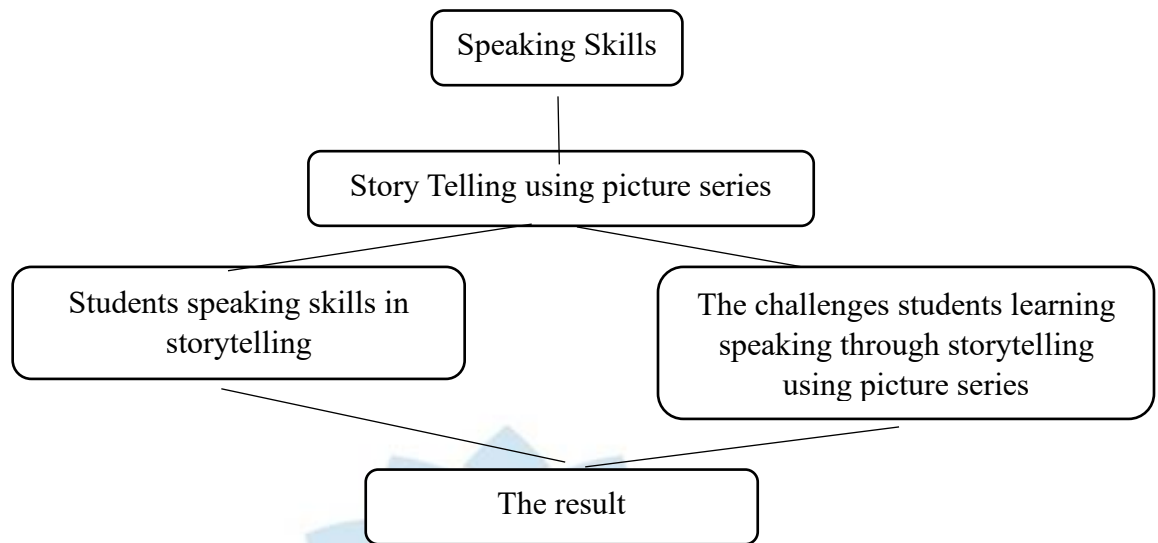
Speaking is a proper oral language skill in everyday life. According to Tarigan (1990: 8), "Speaking is a way to communicate that influences our daily lives." The development of speaking skills is critical in language learning because it allows individuals to engage in real-life conversations, interact with others, and express themselves confidently and accurately. Speaking skills are the ability to express one's thoughts, ideas, opinions, and emotions through spoken words while keeping the context, audience, and purpose of

communication in mind. This is especially true when students have to present material in their field of study in English. Speaking also helps us communicate and exchange information with others. Speaking is essential to teach English to interact with others.

Raimes (1983) states that "Distributing pictures or photos to language instruction and learning has a perfect effect on developing and enhancing students' communicative ability." This source can help the teacher and instructor investigate the language by connecting and associating the classroom with a new location outside of its dimension. It also strengthens and motivates the learner to adopt the target language by providing support and assistance or resource points for writing or speaking exercises.

Retelling is a strategy used to determine how well a student comprehends a specific story. Retelling can be used as an effective tool in improving comprehension and assessing it (Jennings, Caldwell, & Lerner, 2014, p. 268). Retelling is a strategy where students are asked to recount or summarize a story or text, they have read in their own words. Teachers gain insight into how students put together the information in a text during a retelling. Teachers learn what information students remember and consider important when their understanding of a text is observed and analyzed during retelling. This process not only helps students understand the content better but also allows teachers to assess their comprehension levels.

Research questions have been previously stated in the beginning section. Therefore, to answer those questions, the following concept has been designed as the framework of research.



**Figure 1.1. The conceptual of the research**

### **G. Previous studies**

Based on research by Saragih, Rosa, & Lilia (2023), with the title “Improving Students' Speaking Skills Using Fable Pictures Cued and Storytelling Technique”. The research used a storytelling technique with fable pictures to help students develop speaking skills in learning English. The research used Classroom Action Research, which is applied in class, to see students' English skills. The result of this research showed that student seemed to have the confidence to speak without being nervous. Furthermore, this research uses a case study method while the research by Saragih, Rosa, & Lilia was used an action classroom as the method.

Another previous research was conducted by Yiu & Chou (2021), with the title “Improving students' speaking skills through the picture-and-picture cooperative learning model”. The research is conducted in an elementary school in Tan Shan city, The research used classroom action research carried out for two cycles. The research result shows that the application of the picture and picture cooperative learning model can improve the speaking skill of

elementary school students. The difference between this research and the research by Yiu, & Chou is that this research uses a case study while the research by Yiu, & Chou was used an action classroom as the method.

In another research, conducted by Jon, & Wadi (2022), with the title “EFL students’ perceptions on using picture strip story in learning speaking skills”. The research showed that the research aimed to determine the EFL students' perception of using picture strip stories to learn speaking skills. The research used a method in the teaching and learning process, namely the condition of students to maximize the objectives of learning English taught using the Drill Technique (DT). The participants of this research consisted of twelve students. The writer collected data by using focus group discussions with a semi-structured interview. The result of this research was positive perceptions from EFL students toward using picture strip stories in learning speaking skills. The difference between this research and the research by Jon, & Wadi is this research uses picture series as learning media while the research by Jon, & Wadi was used the Drill Technique (DT).

The research above provides several similarities and differences with the title of this research. All of the researchers listed above investigated storytelling using picture series with Action Classroom Research and Drill Technique (DT), whereas only a few investigated storytelling using case studies. As a result, this research used a case study to investigate the use of storytelling to improve the speaking skills of students. Previous studies have shown that storytelling is an effective method for improving students' speaking abilities. Furthermore, this research examines secondary students' storytelling skills to address a gap.

However, this research focuses on how the process in learning through storytelling performances using picture series. The purpose of this research is to find out about the progress of students' speaking after applying pictures in teaching the speaking students and to find out the challenge for learning through



their storytelling performance using picture series. This research used a case study research method. This research used observations and interviews as research instruments.

