STORYTELLING TO INCREASE ENGLISH SPEAKING ABILITY AT TENTH GRADE STUDENTS OF SMK PGRI 2 KEDIRI

SKRIPSI

Presented in Fulfillment of the Requirement to Obtain The Sarjana Degree of Education of English Department Faculty of Training and Educational University of Nusantara PGRI Kediri

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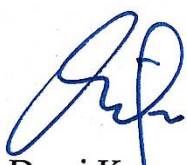
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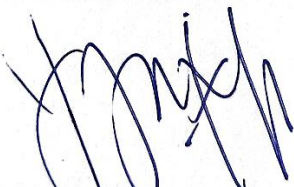
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MOTTO AND DEDICATION

MOTTO:

Feel Every Gust Of Wind, And They Will Take You To a Beautyfull Place

DEDICATION

- ➤ To my parents thank you that you have done for me, for the support the prayer and all your love,god blesses you both.
- ➤ To the greates advisor (Dr. Dewi Kencanawati M.Pd and Dr.Yunik Susanti M.Pd) thank you so much for your guidance as far I do this research.
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Abstract

Nur Kholimah Dwi Ningsih, Storytelling To Increase English Speaking Ability At Tenth Grade Students of SMK PGRI 2 Kediri

Key Words : Habituation, Speaking Ability, Storytelling

Speaking ability is an interactive process of building meaning that involves the production and reception and processing of information. Meanwhile, speaking ability is expressing feelings,ideas, opinions, to other people by using the articulation of words or sounds to provide information. Mastering speaking skills is a top priority that students must have, but there are still many students who face difficulties speaking English, start from difficulties expressing vocabulary, accuracy, fluency, coherence, spelling pronouns in English. This happens because of the students' lack of practice and speaking English. It is not uncommon in a lesson that we often encounter students who look lethargic and sleepy, which results in students not being able to focus on learning because they are not paying attention, and ultimately these students do not understand the material being studied.

The purpose of the research is: 1).To know students' speaking ability to Speak English before being taught by using Storytelling of Tenth Grade at SMK PGRI 2 Kediri. 2.) To know students' speaking ability to Speak English After being taught by using Storytelling to increase speaking ability to the students SMK PGRI 2 Kediri. 3.) To find out whether there is any impact or not using Storytelling to Increase English Speaking Ability at SMK PGRI 2 Kediri.

This research was carried out in October-November 2023. The population of this research was class 10 student at SMK PGRI 2 Kediri, and each class was 28 students. This research was carried out in eight meetings which include Pre-test, Treatment and Post-test. Researcher use (speaking orally) as a instrument to collect the data. The researcher was carried out from September 2023 until December 2023. After collecting the datamteh next step was to analyzed the data using SPSS vs 24.0,specifically using the t-test sample to determine the significant influence of habituation storytelling on students speaking abilites. The research result showed that students speaking skills improved after being taught using storytelling method. This is proven by the average scores in 2 classes (control class and experiment class)

The result shows that the control class that are not given the treatment get the score pre-test 43.2 and posttest 53.0 score got higher than t-table (2.767>2.473) and in experiment class are given the treatment get the score pretest 40.3 and posttest 75.7. The result report that the t-test was higher that t-table (11.420>2.473).It means Ho was rejected and Ha was accepted. The researcher suggest to the English teacher that will better teach the students using habituation

storytelling because it was suitable technique which makes the student easier to understand speak clearly

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TABLE OF CONTENT

5.2 Implication

5.3 Suggestion

BIBLIOGRAPHY

APPENDICES

LIST OF TABLE

LIST OF DIAGRAM

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is one of the four language skills it is included in productive skill. According to Harmer (2001:264) "Productive skills of writing and speaking are different in many ways". However, there are number of language production processes which have to be gone through which ever medium we are working in. Speaking is the process of delivering massage and information in another people in oral way. In the speaking stages communicator need to deliver the information in understandable and accurate meaning. So the communication or the people who receive the information can catch it clearly and not make different perception with the communicator

English is the official language that has been approved to become an international language. Many residents in various countries use English as a means of communication in various important international level meetings, therefore English is made a compulsory subject in schools. It is intended that residents in a country can communicate using English to facilitate access between others.

According to Harmer (2007: 17) "speaking happens when the people are engaging in talking each other we can be fairly sure that they are doing so far for good reason" it is clear that sticking occurs when two people are talking each other and there is feedback from what they are talking about.

Based on the statement above it can be conclude that speaking is one of effective skill in learning English.Because students only needs to be various interesting activity that can be applied by teacher in English learning in teaching speaking. The teacher must focus on core competency and basic competency based on curriculum. In basic competency in senior high school there are some texts that need to be taught, one of them is teaching narrative texts. It is line with Badan Standard National Pendidikan (Depdiknas 2013) in senior high school teaching English is expect to make the students are able to produce simple narrative text.

Speaking capacity if they can speak both accordingly and fluently (Cristiano:2018), this mean that they should be able to construct grammatically correct sentence and utterances select appropriate word choices following the context of the speech or utterances, and use intelligible pronouncation while also maintaining the smoothness,speed, and rhythm when speaking. (Vigoya: 2000) suggest that students with good speaking occurrence should be able to pronounce the word correctly with appropriate Indonesian and stress pattern use vocabulary to respond to the stimulus appropriately depending on the context and conform to the mor phological and syntactial patterns.

Fluency on the other hand is a little harder to define. Lennon (1990) suggest that there are two meaning for the term fluency. In a boarder context, fluency refers to the overall language proficiency. Many language learners often find speaking difficult or even daunting to master. This is especially true for ELF learners who generally have limited exposure to the target language outside of the classroom (Navidinia, Mubaraki and Malikzadeh 2019). Moreover other various factors can

also inhibit student speaking mastery. (Rosdianna :2018) reported three factors that can inhibit students speaking competece, namely lack of confidence, limited vocabulary, and too much topic to talk about, because of its complexity it becomes a responsibility for educators to help student navigate themselves in the stream of these challenges. They should invertigate the factor, conditions, and component that forms the basic of effective speaking (Derakhshan,Khalili,& Beheshti, 2016 :183). Researchers found that students at SMK PGRI 2 Kediri had problems in speaking English. The data can be seen in Appendix 9 and 10.

First, student experienced confusion in pronunciation of English words. Wrong pronunciation can cause differences in intent and purpose in conveying information, which can make students feel afraid and not confident in speaking English.

Second, Students have difficulty in usingcorrect grammar in English they admit that they still have difficulty when speaking sentenses correctly.

Third,the students are not fluent in speaking English. Students lack the habit of speaking English to communicate during learning. Therefore students need interactive learning activities to support the development of their English speaking skills.

A case in point (Nasri : 2019) suggest using more spoken language inside the classroom while also providing ample opportunities for the learners to develop their speaking skills. (Roosdianna 2019) recommended using more fun activities to assist student in developing their speaking skill. Teachers can use the storytelling

method in learning activities. Storytelling is defined as the art of telling stories through the use of words and actions (Soleimani & Akbari, 2013) in order to engage an audience. In other words, it differs from reading a story as it narrates a tale from memory. (Dujmović, 2006) telling stories can be used as an effective instructional strategy to increase learners' abilities in all learning areas. It is a useful teaching technique for language development and exploring meanings of experiences (Woodhouse, 2007). It also improves students' general knowledge (Alsumait, Al-Musawi, 2013). Storytelling also increases the accuracy of learners' speaking (Chalak, & Hajian, 2013).

Literature gap in thos study is researchers studied vocational school students whose education duration was generally shorter than the duration of education for high school students. And for vocational school students the curriculum is designed to provide knowledge and skills that are relevant to certain vocational fields, while the curriculum in high school focuses more on academic subjects. Another difference also lies in the subject matter, for vocational school students the subjects are designed to be more practical and in line with their vocation. Because of these differences, vocational school students are not as proficient in academic material as high school students, especially in English subjects, where vocational school students get less learning time than high school students.

This study intends to investigate the role of storytelling in enhancing the speaking abilities of EFL students in English classes. With regard to the role of storytelling in developing language learning, first of all most studies have primarily investigated using storytelling in developing language proficiency rather than in an

exploratory research project employing a quantitative method together with storytelling in classes.

The researcher choose SMK PGRI 2 Kediri, because according to researcher observation the students DKV tenth grade has a problem, the majority of the students lack practice speaking english, So they become not fluent and lacking confedence when speak english. Considering the opinion the researcher will using the storytelling. Because it is possible to use as an idea technique will effective to improve the students confidence and speaking ability. So that's why the researcher interest to make a research about Habituation storytelling to Increasing english speaking ability of 10 grade Students of SMK PGRI 2 Kediri.

B. Identification of the Problem

Based on the problem stated in background above, it can be concluded that the students difficulty in their ability to speak english. The other problem most students prefer not to speak English in front of friends because they are afraid of make a mistake. So teacher must have a new methode to evolving the material so that students become interested and enjoy in learning activities. One method applied in learning speaking is using storytelling. Introducing stories with storytelling is very effective in helping students increase their speaking ability.

C. Limitation of the Problem

Based on the statement above, the researcher limit the problems and focus on the teaching method using storytelling about narrative text to students SMK PGRI 2 Kediri. The researcher wants to know is there any significant impact if the stdents are being taught using storytelling.

D. Formulation of the problem

1. How does student English speaking ability before being taught by using Habituation storytelling of Tenth Grade at SMK PGRI 2 Kediri?

2. How does student English speaking ability after being taught by using Habituation storytelling of Tenth Grade at SMK PGRI 2 Kediri?

3. Is there any significant impact of using storytelling on the student speaking ability to speak English in SMK PGRI 2 Kediri

E. Purpose of the Reearch

Based on the formulation above, the purpose of researcher to incrase the students confedence when speak in english will come 2 aspect, there are :

1. To know the student English speaking ability before being taught by using Habituation Storytelling of Tenth Grade at SMK PGRI 2 Kediri.

2. To know the student English speaking ability after being taught by using Habituation storytelling of Tenth Grade at SMK PGRI 2 Kediri.

3. To find out wether there is any impact or not using Storytelling on teaching English speaking ability in SMK PGRI 2 Kediri.

F. Significant of the Research

There are several advantages to this research, apart from providing information regarding teaching techniques using storytelling, this method also has advantages for several parties, including:

1. **For English Teachers**

    This researchis expected to give a good effect to finiding the new technique to teach speaking. It can helps the teacher improve their technique to teach sudents by using storytelling.

2. **For Students**

    It also benefical for students because it can help the students to be interst in teaching learning process and it can improve their speaking skill, listening skill,their fluency and confidence to speaking English.

3. **For other researcher**

    The researcher really hopefully this research will be inspire other researcher to do researcher concerning with similar study.

G. Definition of Key Terms

1. Speaking Skills

    Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign second language. Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations"

a. Storytelling

    Telling stories is telling something that tells about an action or an event and is conveyed orally with the aim of sharing experiences and knowledge with others

b. Narrative Text

Narrative is telling a story in doing so intertains the audience. The function is to entertain to amuse the reader.

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