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CHAPTER I INTRODUCTION

I.1 Background of the Study

There is no doubt that English as an international language plays a very important role in our lives especially in the era of globalization. As a *lingua franca*, English has been used around the globe for many purposes such as in economy, trade, politics, and education. In the field of education, In Indonesia in particular, English is taught from primary education to university. This language consists of four language skills; namely' listening, speaking, reading and writing. Listening and reading are called passive or receptive skills, while speaking and writing are called active or productive skills. The same idea is stated by Nunan (2003) saying that speaking and writing are considered as productive skills because learners have opportunity to create the language. Speaking consists of producing systematic verbal utterances to convey meaning, On the other hand, Jeremy Harmer (2001) views that receptive skills are the ways in which people extract meaning from the discourse they see or hear, meaning that learners only receive the language. That is why listening and reading are called receptive skills.

Listening is one of the important skills in learning language besides speaking, reading, and writing. Listening is one of the ways to get information. Gillian Brown (1990:148) states that listening is an activity to put the information they have heard. It means listening is an important skill for students especially in teaching and learning process. Through listening they get knowledge through electronic media or people. Most of their time is used sitting in the class and

listening to their teacher or friends. This supports the idea of Smith (2003) that despite the fact that listening is the language skill that is most used, it is the one that is taught the least in the classroom. The fact that listening has been neglected or poorly taught may have stemmed from the belief that it is a passive skill and that merely exposes learners to the spoken language and provides adequate instruction in listening comprehension. It was also stated that students received information from the teacher or other people by listening as much as 90%. So, if the students do not comprehend listening, they will get difficulties in comprehending language (Call, 1985).

In addition, Rivers, (1981:160) states that in order to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significant meaning. In class room practice, there are teachers who assume that it is not important to plan the lessons. This idea may be misleading as preparing a lesson is important for teachers to organize their teaching.

It is not surprising that listening is a difficult skill for students to master because English is as a foreign language for them. In order to be successful, an English teacher must be competent and creative in guiding the students in teaching and learning process especially when listening to a certain material. The strategies used by the teacher should be appropriate to the students' need in each level of education. It is the fact that students in all levels find it difficult to understand or comprehend the messages being talked by the speaker in English as they are used to listening to English compared to reading, for example.

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motivate the students to operate the language. One technique which is considered good is story telling.

The storytelling according to Ellis and Brewster (2002) is one way to encourage students to learn English having fun building confidence. Similarly, Ellis and Brewster (2002) state that storytelling as telling a story to people who are happy to listen which can be told by reading aloud from a book or word of mouth in the oral tradition of traditional society.

Chiewchorhor (2008) found that storytelling increased students' listening ability. Similarly, a study done by Phuwarat (2003) revealed that the use of songs and tales enhanced the listening ability of fifth grade students. Moreover, the results of some foreign studies found that using storytelling method enhanced students' motivation to participate in stories and improved their English skills (Prabripu, 2000; Seedhouse & Li, 2010; Seidel, 2002). Storytelling strategy clearly helps students develop their English skills. It is challenging and provides ample opportunities for students to use English in the classroom. In addition, storytelling can motivate students to communicate.

Considering the above students' and the teacher' problem, the writer was prompted to conduct a study entitled '*The Effect of Story Telling on Students' Listening and Speaking Skills at State Islamic Senior High School (MAN 1) Pekanbaru*' to find out the effect of story-telling on the students' listening and speaking skills.

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I.2 Statement of the Problem

Based on the background above, it is apparent that listening and speaking are very important skills through which students can receive information and knowledge from an original extract. They can use listening and speaking to learn new information and when they learn new thing, and they can also apply it in their classes.

Some problems were found in listening and speaking at class X, students of State Islamic Senior High School (MAN 1) Pekanbaru. Firstly, they had difficulty in English vocabulary. When the teacher gave the listening or speaking tests, they were unable to understand what they heard or express their ideas while speaking. In conjunction with these problems, some questions need to be addressed. To what extent does teaching listening skill through storytelling improve listening skill at State Islamic Senior High School (MAN 1) Pekanbaru? Can teaching speaking through storytelling improve the speaking skill of the students at State Islamic Senior High School (MAN 1) Pekanbaru? Does storytelling affect students' listening & speaking? What are the procedures of teaching listening and speaking skills through storytelling at State Islamic Senior High School (MAN 1) Pekanbaru? What are the challenges of implementing storytelling in the listening and speaking class at State Islamic Senior High School (MAN 1) Pekanbaru?

A number of studies have been carried out to investigate the effect of using storytelling, but most of them focused only on speaking. However, the researcher found no studies that specifically compared differences in English proficiency between students studying with and without storytelling-based instruction

focusing on both speaking and listening skills in schools at any level. Therefore, the specific problem addressed in this study was to see if there were differences in English proficiency between students who completed their studies without storytelling-based instruction versus students who completed their studies with storytelling-based instruction. This study also sought to see if students had positive attitude towards English lessons after learning English through storytelling-based instruction. Hayrine (2006) further states that storytelling requires students to share ideas with plenty of imagination without worrying about the conclusion being right or wrong.

Based on the problems mentioned at the background, some questions need to be addressed. There are divided question on listening and speaking abilities in two parts. What make the students get difficulties in listening? What cause the students unable to listen to the sentences? Why do most of them still listen to Indonesia language before listening to English? What make the students get difficulties in speaking? What cause the students unable to speak naturally? Why do most of them still translate before expressing their ideas in communications?

Anderson and Lynch (1998) stated that oral communication directly involves both listening and speaking— people need to listen to what their interlocutors say and respond to speak it. If they are unable to listen effectively, their communication and speaking will break down. On a daily basis we work with people who have different opinions, values, beliefs, and needs than our own. Our ability to exchange ideas with others, understand others' perspective, solve problems and successfully utilize the steps and processes presented in this training

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will depend significantly on how effectively we are able to communicate with others (Windle and Warren, 1999).

In a country where English is learned as a foreign language, EFL learners are less exposed to listening and speaking materials. Low level learners of the EFL have problems in listening and speaking skills. Most educators test listening and speaking, and consider it as a product without regarding the processes and skills through which listening and speaking take place. Unfortunately, teachers, especially in EFL contexts, are often unaware of the process of listening or speaking and learners' problems in both skills. Hashim, 2013).

English is the common language used internationally for communication. Along with the realization of ASEAN Economic Community (AEC), the importance of the English language is highlighted especially here in Indonesia, and to the rest of the ASEAN countries English is also *the lingua franca* within the community. With the rise in the number of English users, English language teaching professionals have increased. The demand for English proficiency among students is rising. To cope with the demands for English skills, the Ministry of Education funded programs and projects such as English Development Program (EDP), which was adapted, modified and implemented by schools and universities. Though the programs have been implemented, Indonesia is still low in English language proficiency. In spite of the fact that students having studied the basic elements of English from kindergarten to university levels, particularly in grammar and vocabulary, their listening and speaking are still generally weak compared to other ASEAN countries.

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I.3 Limitation of the Problem

This study was concerned with the effect of storytelling on students' listening ability and speaking skill of class X students at least 316 students at State Islamic Senior High School (MAN 1) Pekanbaru". In order to focus on this research and the results to be valid; there must be a limitation to the problem. The topic must be limited in order to investigate the problem more accurately, precisely and correctly. Therefore, the writer would like to limit the problem of the study as in the following:

1. The research is limited to using storytelling strategy.
2. The research is limited to listening and speaking skills.
3. The research was carried out to class X students at State Islamic Senior High School (MAN 1) Pekanbaru in the academic year 2016/2017s.

I.4 Purpose and the objectives of the Study

To purpose of study was to find out the effect of storytelling on students' listening and speaking skills in learning English while the objectives of the study were:

- a) To find out the significant difference between the students' listening pre-test mean scores of the experimental group and the control group at MAN 1, Pekanbaru
- b) To find out the significant difference between the students' listening post-test mean scores of the experimental group and the control group at MAN 1, Pekanbaru

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- c) To find out the significant difference between the students' listening pre-test and post-test mean scores of the experimental group at MAN 1 Pekanbaru
- d) To find out the significant difference between the students' listening pre-test and post-test mean scores of the control group at MAN 1, Pekanbaru
- e) To find out the significant difference between the students' speaking pre-test mean score of the experimental group and the control group at MAN 1, Pekanbaru
- f) To find out the significant difference between the students' speaking post-test mean scores of the experimental group and the control group at MAN 1, Pekanbaru
- g) To find out the significant difference between the students' speaking pre-test and post-test mean scores of the experimental group at MAN 1, Pekanbaru
- h) To find out the significant difference between the students' speaking pre-test and post-test mean scores of the control group at MAN 1, Pekanbaru

1.5 Research Questions

From the research question of this study, two main research questions have been formulated:

- a) Is there any significant difference between the student's listening pre-test mean scores of the experimental group and control group at MAN 1, Pekanbaru?

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- b) Is there any significant difference between the student's listening post-test mean score of the experimental group and the control group MAN 1, Pekanbaru?
- c) Is there any significant difference between the student's listening pre-test and post-test mean scores of the experimental group MAN 1, Pekanbaru?
- d) Is there any significant difference between the student's listening pre-test and post-test mean scores of the control group MAN 1, Pekanbaru?
- e) Is there any significant difference between the student's speaking pre-test mean scores of the experimental group and the control group MAN 1, Pekanbaru?
- f) Is there any significant difference between the student's speaking post-test mean scores of the experimental group and the control group MAN 1, Pekanbaru?
- g) Is there any significant difference between the student's speaking pre-test and post-test mean scores of the experimental group MAN 1, Pekanbaru?
- h) Is there any significant difference between the student's speaking pre-test and post-test mean scores of the control group MAN 1, Pekanbaru?

I.6 Significance of the Study

This study is apparently one of the attempts to find out the effect of using Storytelling on the students' listening and speaking skills. Therefore, this study may provide a useful launching pad for further research in this area of interest. It perhaps also assists in the more effective implementation of Storytelling strategy, not only in speaking and listening, but also in reading and writing. The findings of

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the research hopefully could give benefits in the English teaching and learning process, both practically and theoretically, and bring some contributions to some stakeholders such as students, teachers and school.

The results of this study would be beneficial for teachers of English at the senior high schools to determine if storytelling-based instruction can help students gain greater English listening and speaking skills. The research results serve as a guideline for EFL teachers in making the appropriate storytelling-based instruction lesson plans and development of plan to enhance students' listening and speaking ability. This study will also be applicable to the teaching-learning instruction by using storytelling for Thai students in Thailand curriculum.

1.7 Rationale of the Study

There is a general dissatisfaction among school teachers regarding the low level of speaking or listening abilities achievement of the students. Meanwhile listening and speaking are two of the most important language skills in academic field. It is also two of the most important language skills in the academic field. It is also two of the most complex skills in developing second language fluency because in listening or speaking people are not only active in their language competence but also their competence in the meaning and understanding of the sentences in context.

Listening and speaking have many contributions in communication. Nowadays, both are essential skills for students at all levels from elementary school to university. That was why the writer took the students' listening and speaking abilities as two of the variables in this study by using storytelling to

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teach them. Teachers can prepare themselves before telling stories to students. Teachers as storytellers should familiarize themselves with the book and illustrations by deciding which illustrations or details they will focus on. To help teachers boost their confidence, they should listen to a recording of the story as an example of how it can be told aloud. Teachers should tell a story several times for the purpose of speaking and listening until they feel confident, and know the story enough without reading word-for-word (Ellis & Brewster, 2002).

Zaro and Salaberr (1998) state that when telling a story, storytellers should modify words or events and adapt the text to suit the learners' world. Ellis and Brewster (2002) also suggest that teachers create an atmosphere for storytelling by setting students to sit in a circle and making sure that everyone can see the teacher's face and the illustrations. Teachers use gesture, mime, facial expression, varied pace and tone to convey meaning and keep student's attention.

To be good in listening and speaking, the practice needs vocabulary this does not only about know the meaning of the vocabulary but also how to arrange words to become sentences. It means the speaking and listening involve the thinking process. Many teachers complain that they must spend much time on speaking more than listening. Hence, it was important to carry out this study as a step towards improving students' listening ability and speaking skill by using storytelling strategy.

Stockdale (1995) points out that the storytelling is motivating and learners can be completely absorbed in stories due to the combination of instruction and entertainment. Krashen (1981) writes that learners with high motivation, self-

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confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. So the best challenge is how to motivate the students in teaching learning English especially for listening and speaking. Considering the conditions above, the writer believes that students' motivation also an interesting problem to be discussed as the part in this research. Then, using storytelling strategy can give significant effects to increase students' motivation in teaching learning activity. Teachers can motivate and encourage students to formulate questions and hypotheses, to process information, and to evaluate tentative solutions.

In this research, State Islamic Senior High School (MAN 1), Pekanbaru was chosen as the research location because it is located in the center of Pekanbaru municipality, Riau province.

1.8. Definition of Terms

1. Listening Ability

Listening Comprehension is the process of understanding speech in a first or second language (Richards, 2002:313). Listening comprehension in this research is the ability of the students of class X, MAN 1 Pekanbaru in understanding the spoken message.

2. Speaking Skill

Speaking is expressing or communicating opinions, feelings, ideas, etc, by or as talking and it involves the activities on the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages (Oxford Advanced Dictionary). According to Chaney, speaking is .the process

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of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney,1998 : 13). In this context, speaking here deals with the speaking ability of class X students of MAN 1 Pekanbaru.

3. Storytelling

According to Scrivener (1994: 173) storytelling is a useful short activity for the end of a lesson, perhaps, or mind lesson to provide a change of mood. Storytelling is comprised of two separate stories set against the sadly comical terrain of college and high school, past and present.

Storytelling-based instruction refers to the instruction of teaching and learning English based on stories and story books, which are selected and spoken aloud by the English teacher or researcher.