

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Previous Studies

In this case, the researcher finds some previous researches that are relevant to the research that researcher has been conducted. They are in thesis and journal form. Those researches are a sign that kind of this research has been applied.

The first Article by Fikriyah (2016) entitled “Using The Story Telling Technique to improve English Speaking of Primary School Students at MTs N Model Banda Aceh”. This research was conducted in Januari 2016 in MTs N Banda Aceh. Fikriyah as reseacher of this reseach concluded that, ”the implementation of storytelling technique (STT) for teaching speaking with narrative text was effective not only to improve the speaking ability of the students but also their ability to produce fluent, accurate and comprehensible grammatically correct sentences. The reseacher’s performance to teaching speaking was also improved by using Storytelling Technique. She also said that by implementing Storytelling Technique for teaching and learning of speaking ESL through narrative text, the involvement and partipation of the students gradually increased. The Storytelling Technique helped both of students and also the teacher in the teaching and learning process

The second Article by Nur Ainingsih (2012) entitled “The Use of Story Telling Technique to Improve Students’ motivation and Speaking Skill. A classroom action research was conducted in SMA N 16 Semarang. The conclusion of this research, Sri Ainingsih said that after the action research was conducted through 2 cycles and the data were analyzed, a number of conclusions could be drawn. First, in general the students perceived story telling as a useful technique in facilitating them to learn English. They also indicated that they were quite motivated to improve their English speaking skill through story telling. This can be explained by their greater desire to improve their skill after experiencing story telling most of the students demanded to have more assistance in acquiring Basic English Skill involved in telling story activity.

The third is a thesis by Lestari, Sri. (2011) entitled, “Improving Students’ speaking Performance Through Storytelling of The Second year’ students at SMP 2 Rengat. The conclusion of this research, Sri Lestari said that there is significant improvement in student’ speaking performance by Storytelling.

The fourth is a thesis by Ikramuddin, Rezeki. (2017) entitled “Using Storytelling technique to Improve Speaking ability” (A classroom action research on the second grade students of Insan Qur’ani Boarding School). In his research, he concluded that there is significance of achievement between the students who were taught by

using storytelling technique and the students who were taught without storytelling technique. Thus, it can be concluded that using storytelling to the students at Insani Qur'an Boarding School can improve their skill in speaking. Moreover, the students were also give the questionnaire to know their responses toward storytelling technique. The data also showed that students felt that storytelling technique could help them in speaking. Most of them also responded that they attemp to use storytelling technique to their daily speaking, (Ikramuddin:60).

The fifth is a thesis By Mujizat, Inten.(2016) entitled "The Effectiveness of Using Storytelling Technique on Students'speaking Skill" (A Quasi-experiment Study at The Elevent grade of MAN 1 Bekasi Academic year 2016/2017). In this case, this study had Quasi-experimental design which was intended to get empirical evidence of the effectiveness of using storytelling technique to enhance students'speaking skill at the Elevent grade of MAN 1 Bekasi. Based on the statistical analysis, the score of experimental class in pre-test were lower than the control group. The data showed that the mean score of pre-test in experimental class was 73.96666667, while the mean score of pre-test in control group was 74.03333333. From the score of both classes, it means that there ras a difference between teh students'achievement of scores in pre-test (experimental class and control group. More over, there is also a difference between the

experimental class and group scores in post-test. Meanwhile, the mean score of post-test in experimental class was 78.3, and the mean score of post-test in control group was 74.9. It mean that in the post-test session, the experimental class got the higher score than the pre-test, and also higher than the control group, (Inten:42).

Based on the five previous researches above, it can be concluded that the research had gotten the success. Therefore, the researcher also do and apply the research like previous researchers to improve the students' speaking skill by using Storytelling. In this case, the writer so interested on conducting the research by a classroom action research that has been focused on using storytelling technique to improve the students' speaking skill for students of SMP TAQ Sadamiyyah Guyangan Bangsri Jepara, at the academic year 2019/2020.

2.2. Review of Related Literature

2.2.1 Speaking

a. Definition of Speaking

Based on Oxford Dictionary, speaking is simply concerning putting ideas into words to make other people grasp the message that is conveyed. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context (Chaney, 1998). Ricards and Willy (2002) also

said that is the verbal use of language and a medium through which human being communicate with each others.

According to some definitions above, the writer conclude that Speaking is one of language skills for communication in which people or someone can express the ideas, feeling and information for each others orally. Speaking performance needs a direct interaction, in which someone speaks or communicate to other directly. To improve and develop the students' speaking skill, a teacher should be able to motivate for his/her students in many ways. Based on this, it is realized that there is responsibility of English teacher to develop the speaking performance of the students. So, the writer try to apply an appropriate way or technique to help students in easy way to understand and give the opportunity for the students to practice their English.

b. Teaching Speaking

Teaching speaking is a very important part of second language learning. The performance to communicate in a second language clearly and efficiently will give a big contribution to the success of the students at school and even in phase of real life later. Therefore, it is essential that English teacher pays great attention to teach speaking. Rather than leading student's pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities skills are necessary for life

. These activities can make students be more active in the learning process and the learning become more meaningful and enjoyable for them. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in a good way, speaking in class can be a lot of fun and making the English language classroom be a fun and enjoyable.

2.2.1 Storytelling

a. Definition of Storytelling

According to Champion,2003. Storytelling is an oral activity where language and gestures and body language are used in a colorful way to create scenes in a sequence (Fikriah,2016:90). Storytelling also can be used as a learning strategy for online education to build a more personal learning environment and one that allows learners to make meaningful and genuine reflections as they link old knowledge with new knowledge (Heo, 2004). Barzaq (2009:7) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences with a sense of information. She also noted that stories provide

natural connections between events and concepts, and that visual storytelling is a way of telling stories through images.

Moreover, Barzaq (2009:15) considered storytelling as an educational means because stories are believable, memorable, and entertaining, and because they depend on humans and their experiences that are considered as authentic and credible sources of knowledge. She also added that storytelling offers teachers a chance to explore the background experience of their students. She also mentioned other benefits of the storytelling technique. Firstly, learners may gain verbal skills that can improve their ability to participate in discussions and to develop other skills. Secondly, it provokes the imagination by either telling or listening that may help learners to think about new ideas and to build self-confidence. Finally, it may help learners to learn how to behave in some such situations from the experiences and wisdom of others.

Based on Caine, et al. (2005), storytelling, for ages has been the primary way that people and cultures access, express, and retain information and knowledge. Studies have shown that storytelling has made significant contributions to speaking and listening in building language skills. For example Fox (1993), Davies (2007), Bloch (2010) Tsou, Wang and Tzeng, (2004) have demonstrated the confidence with which children can structure narrative orally and experiment with language through storytelling.

Based on his study, Haven (2000:75) identifies storytelling to be powerful, motivating and effective, stating that “factual and conceptual information is learnt faster and better, and will be remembered longer, recalled more readily and applied more accurately when that information is delivered as a well-told story”. Woolfolk, Hughes and Walkup (2008) argue that storytelling can incorporate various types of materials, such as musical instruments, costumes, pictures, real objects, ornaments, computers, the Internet, and of course the school book.

Alsofi (2008:22-23) has stated that the Storytelling Technique (STT) is an important and effective technique whereby the listeners may share and have language learning experiences much more collaboratively. In addition, the listeners or the learners can reconstruct the general meaning and ideas from the story incorporating their own feelings and existing knowledge. When the learners listen to a dramatic story, it can expand their imaginative and creative powers, additionally, they may be stimulated to retell, remember, predict, and memorize. As a result, they can develop their own predictive skills.

McDrury and Alterio (2003) summarize that if educators and students practice reflective learning through storytelling, the end result will be learning that is more meaningful, challenging, and stimulating. In addition, reflective learning through storytelling

offers the additional benefit of creating transformative self-knowledge and personal growth. By sharing stories and listening to others, students process information on a deeper and more meaningful level thus constructing new knowledge and practice.

b. The Use of Storytelling in Learning Speaking

According to car (2004) storytelling can be used as an alternative strategy in connecting learners to nature and promoting their aesthetic experience. He also says that there are four phases for supporting the learning activities through storytelling, they are:

Introduction : The learning objective and learning context are explain before getting started

Storytelling : The pre-designed animation as a story is presented in the interactive mode

Articulation : The concepts and principles included in the story are articulated and reviewed in text and graphic styles.

Storytelling : it requires students to retelling the story and sharing it with others using communication tools.

Moreover, storytelling can be used as a learning strategy for online education to build a more personal learning environment and one that allows learners to make meaningful and genuine reflections as they link old knowledge with new knowledge (Heo, 2004)

Educational theorists and researchers have offered a number of theories that further explain why storytelling has such a positive impact on learning. Storytelling as a brain-based learning activity and teaching pedagogy because it fulfills many of the criteria that comprise brain-based learning theory (Caine, et al., 2005). According to Haven (2000), using storytelling in the classroom was a powerful and effective way to improve and develop language skills. Moreover, activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards ESL language learning.

Most learners have grown up in a learning context full of narrative stories, both real and fictional. Deacon and Murphey (2001) have explained that stories can have an effect on a person's construction of knowledge and self. They help learners make sense of the world surrounding them and the life they lead. Storytelling is a material for teaching that can reach into the emotional and affective realms of learners (Deacon & Murphey, 2001).

Based on the experts' explanation above the researcher conclude that the use of storytelling in learning speaking can improve students' ability in their speaking easily and effectively and make learning process more interesting.

2.2.2 Teaching Speaking by Using Storytelling Technique

Storytelling has been recognized as a good technique of teaching for hundreds or even thousands of years. When children are engaged in the process of storytelling, they get several benefits in the cognitive, social, and emotional aspects (Boltman, 2001 in Ainingsih, 2012)

In this research the researcher will use Storytelling in teaching speaking. The researcher will explain first, what is the importance of speaking English. Then, introduce and explain about storytelling and also explain how is the implementation of storytelling to learn speaking. By implementing storytelling, hopefully the students will feel more interesting in learning speaking. The researcher also hopes that the use of storytelling can make or stimulate the students be more active in learning speaking process.

2.3 Research Framework

