

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is one of the important English skills that should be mastered by the students at State Islamic Junior High School. By speaking, the students can get much information and increase their knowledge through the interaction with other people orally. Speaking is also a tool of communication for the students to communicate with teachers, and classmates. Thornbury (2005) states that speaking is a speech production that becomes a part of our daily activities. As one of the English four skills, speaking is important for the students to practice their understanding and their capability, how to send and share their ideas, how to speak, pronounce, and spell the words well.

In Curriculum of (2013) the students should be more active in any aspects, because curriculum of 15 years *scientific approach*, where the students will through on organization of learning adventure such as observing, questioning, exploring, associating and communicating.

To gain the purpose above, an English teacher should consider several important matters in teaching. First, a teacher should use the various techniques or strategies in teaching English which appropriate to the skill of English. There are many techniques and strategies can be used by the teacher in learning and teaching process, namely Role play, Think Pair Share, Jigsaw, Simulation, Information Gap, Talk Show, etc. Second, a teacher should use media in

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learning process. The role of media as a tool learning is the delivery of teaching materials as well as clarify the actual content of teaching materials used. The students can motivate to study with media.

One of the techniques that can be used by the teachers in teaching speaking skill is Paired Storytelling technique. Paired Storytelling technique is one of the techniques to teach students with the story and read the story with their partners not individually. It means that in Paired Storytelling, the students work together with their partners to get information from each other about the story. Then they have to retell the story in front of the class with their partner. Furthermore, Lie (2010:71) states that Paired Storytelling technique is a technique which develops as an interactive approach between students, teachers and teaching materials. In this technique, teachers pay attention to the schemata or background experience of the students in helping students to activate the schemata in order to make the learning more meaningful. In this activity, the students are stimulated to develop their thinking and imagination

There are many advantages of Paired Storytelling technique, those are:  
 Paired Storytelling technique gives occasions for one-to-one interaction among students around school tasks and use English communicatively. The cooperative work improves group relations and increases self-esteem, which particularly benefits non-native speakers of English who are rather inhibited about speaking in English in a larger group. The cooperative atmosphere of working in the pair may greatly motivate students and give them confidence to

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use English. This idea is also supported by some researcher who conducted Paired Storytelling technique in teaching English.

First, Whalesi (2010) *Improving Students' Speaking Proficiency Through Paired Storytelling*. She indicates that Paired Storytelling is effective to improve students' speaking proficiency and the class is more active and life. Second, Sri (2012) *Improving Students' Achievement in Speaking Through Paired Storytelling Technique*. She conducted the use of Paired Storytelling technique is effective to improve students' speaking achievement. Based on the background of the study above, the researcher is interested to conduct the research under the title: *"The effectiveness of Paired Storytelling technique towards Student's Speaking Skill at Class IX of State Islamic Junior High School 4 Pesisir Selatan"*.

However, speaking is not easy because speaking English is not a native language for students. Actually, students have many difficulties to learn it. Actually the speaking skill was not easy because there were many factors can be mastered. Lucy (2008: 33) said speaking is difficult to be mastered by the students, because there are many things to be considered, such ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to someone who speak with us.

Speaking is the total measurement of students' ability in English, if they can speak, although they have many mistakes in grammar, it is not significant problem, for by practicing it regularly and making errors work,

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and the grammar can be fixed by itself. Not only that, but also they can upgrade their vocabulary and pronunciation.

Based on the preliminary study, there were many facts that the researcher found in State Islamic Junior High School 4 Pesisir Selatan. First, the result of Mid Term was low. It is supported by the data on the table below:

**Table 1.1**  
**Mean Score of the Students' English Mid Term**  
**Class IX Year 2017/2018**

NO	Class	Total of Students	Mean Score	KKM
1	IXA	23	64.96	75
2	IXB	20	54.80	
3		23	70.00	
4		20	60.00	
5		20	55.00	
<b>Sum</b>		<b>106</b>	<b>298.68</b>	
			<b>59.74</b>	

*Source: English Teacher at MTsN 4 Pesisir Selatan*

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Based on the table above, it can be seen that the student's mean score at first semester test academic year 2017/2018 is 59.74. While the minimum achievement criteria is 75, it means that the score of students is under minimum achievement criteria. It also indicated that the students' English score in general is low. As a English teacher must look for the solution to solve this problem. One of the ways is using the various technique or strategy in learning process.

Second, the score that researcher got from English teacher is integrated. To get score in speaking skill, the researcher gave list of the test to the students. Based on the result of the test found that speaking skills' achievement of students is still not satisfied. It can be seen from the mean of each component.

**Table 1. 2 Students' Speaking English Score**

Indicators of Speaking Skill					Mean Score
Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
4	36	24	12	24	100
2.50	15.75	9.5	6.5	12.25	46.50

Based on the mean score, the students' speaking skill was still low. The students cannot to speak English because they cannot develop their ideas. It cause they lack of vocabulary and make many errors in grammar when they spoke. They do not confidence to talk English. The main factors are students' knowledge of five essential elements in speaking. Therefore English is difficult for them especially in speaking skill.

### B. Identification of the Study

Based on the background above, students' problem in speaking skill are identified as follow: (1) The students cannot express their ideas to speaking because their vocabulary is limited, (2) It is difficult for them to mastery grammar, (3) The students become passive students because they just accept the teacher opinion without try to explore and express their idea about

topic or material, (4) the teacher's technique is not interested and not appropriate anymore, so they are not motivated to speak.

### **C. Limitation of the Study**

Based on identification of the problem above, the researcher needs to limit the problem that will solve in this research. This research is focused on significant effect to students' speaking skill by using Paired Storytelling technique in narrative text. The researcher conducted the research at class IX of State Islamic Junior High School 4 Pesisir Selatan.

### **D. Formulation of the Problem**

In order to discover the findings in details and give benefits from this research, so the research questions are formulated as follows: Is there significant effect to students' speaking skill by using Paired Storytelling technique in narrative text at class IX of State Islamic Junior High School 4 Pesisir Selatan??

### **E. The Purpose of the Study**

The purpose of this study is to find out significant effect to students' speaking skill by using Paired Storytelling technique in narrative text at class IX of State Islamic Junior High School 4 Pesisir Selatan.

### **F. The Significances of the Research**

Related to the purpose of the study above, the significances of the research are as follows:

1. To give information to the teachers where they may choose and apply one of the various techniques in teaching and learning process to improve

students' speaking skill. In this case, the teachers should consider about the use of Paired Storytelling technique in teaching speaking as an alternative technique that is expected to help the teacher in teaching speaking.

2. To give some contributions to the students in order to improve students' speaking skill in narrative text at State Islamic Junior High School 4 Pesisir Selatan.
3. This research finding is also expected to contribute the developmental of teaching and learning English theoretically and practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

#### G. Definition of Key Terms

The following will be given to make the readers had the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

##### 1. Paired Storytelling Technique

Paired Storytelling technique is one of the techniques to teach students with the story and read the story with their partners not individually. Then they have to retell the story in front of the class with their partner. Lie (2010:71) states that Paired Storytelling technique is a technique which develops as an interactive approach between students, teachers and teaching materials.

2. Technique is a particular way of doing something (Hornby, 2000: 138).

3. Speaking skill is the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse or express a sequence ideas fluently related to pronunciation, grammar, vocabulary, fluency and comprehension (Brown: 2004).



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