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 or of the English four skills Jeaking important for the students to pract heir understanding and their cap y, how to send and share their ideas, pronounce, and rds wel ould be more active in any In Curriculum of the st aspects, because curriculum of N entific approach, where the students will through on organization of learning adventure such as observing, com ing To gain the purpose above, an English teacher should consider several shou important matters d use the various techniques er rst. 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 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 approael develops between students, teachers and tea bay attention to the materials. In this technique, tea schemata or bac erience of the helping students to activate the schemata in make 1 ig more meaningful. In this nop their thinking and imagination activity, the students are stimulate

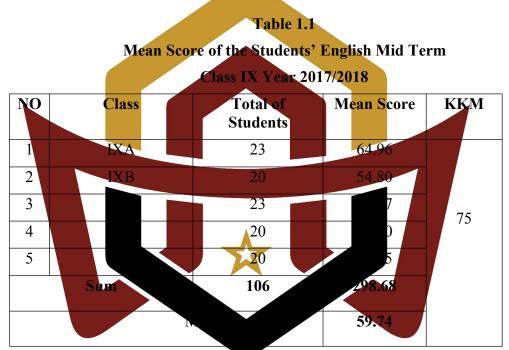
There are many advantages of Paired Storytelling technique, those are: he-td racti *i*u gi on imor asio students around school tasks and use English communicatively. The cooperative work self-esteem, which up S ease particularly benefits non-native speakers of English who are rather inhibited about speaking in English in a larger group. The cooperative atmosphere of working in the pair may greatly motivate students and give them confidence to

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 State c Junior High towards Student Speaking lam School 4 Pesisir an ". speaking English is eaking is not e Ioweve cally not a native language stude students have many difficulties to learn it. Actually speaking skill was not easy because there were many factors can be mastered. Lucy (2008: 33) said speaking is to there he its. considered, such ideas, what to say, language, how to use grammar and vocabulary, pro eacting 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, and the grammar can be fixed by itself. Not only that, but also they can upgrade their vocabulary and pronunciation.

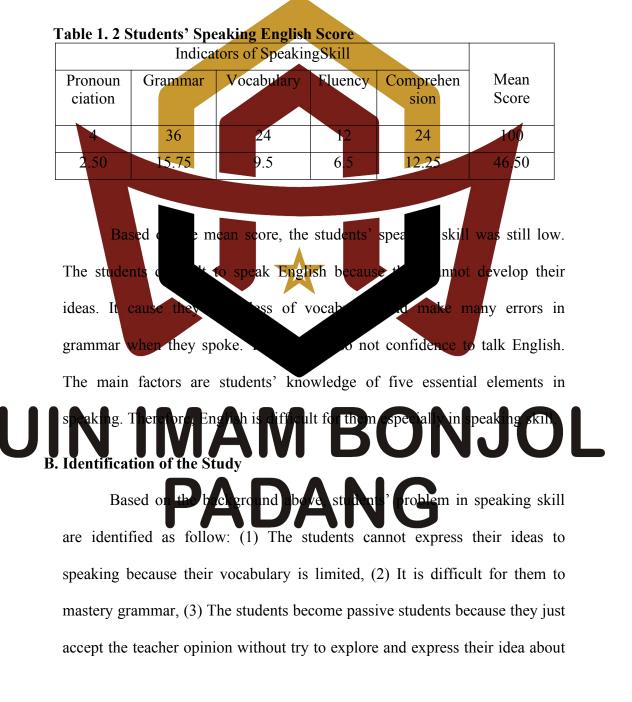
Based on the preliminary study, there were many facts that the researcher found in State Islamic Junior High School 4 Pesisir Selatan. First, the result of Mid Term was low. It is supported by the data on the table below:



Source: English Teacher at MTsN 4 Pesisir Selatan

UNBASE ON THE ADDA TO SEEN that the student's mean score at first semester test academic year 2017/2018 is 59.74. While the minimum achievement criteria is a mean shat he issue 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.

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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 Pesish 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 and is there significant effect to stude uspeaking skill by using Paired Schoelling technique in narrative text a. X of State Islamic June on School 4 Pesisir Selatan?"

E. The Purpose of the Study

The purpose of this study is to find out significant effect to students' speking skill pusing aned Stoppelling tearing of manarye text it 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.

- 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 ching and learning English theoretically and practically as foreign field of language and for those who are concerned very much in the language tea hing and I G. Definition of **B** erms The follo de s had the same given to ma perception for some te in the avoid misunderstanding, 0

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so the terms here are tobe define

1. Paired Storytelling Technique Phired Storytelling Technique Be of the Petinquest t 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).

