

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking skills are an important component in English language learning at the junior high school level. In the context of globalization and increasingly intensive cross-cultural communication, speaking ability in English is not only a means of conveying information, but also a key indicator of success in foreign language proficiency (R. Pakpahan et al., 2025). This communication skill is essential for building students' confidence, helping them interact with others, and developing the communication skills necessary for daily life and higher education.

However, junior high school students still face many challenges in improving their speaking skills, especially when interacting with certain types of texts. Some common obstacles identified include limited vocabulary, pronunciation errors, lack of fluency, and shyness or anxiety when speaking in public (Komala, 2023).

Based on my experience, many junior high school students still find it difficult to speak English. The fear of making mistakes when speaking and their limited vocabulary are two of the main causes of this difficulty. Lack of confidence is also a big problem for students, especially those who did not learn English in elementary school. This makes them feel unprepared and less willing to try to speak English.

In addition, rather than giving students the opportunity to improve their speaking skills, teachers often emphasize written assignments during lessons. Because students are rarely given the opportunity to practice the language they have

learned, their speaking skills become less refined. This phenomenon shows that speaking skills, which should be an important component of English language proficiency, are often neglected during the learning process.

This is in line with the fact that one of the most difficult language skills for students to master is speaking. This is because speaking skills are very important for oral communication, and if students only concentrate on the written aspect, the development of speaking skills will be even more difficult. Therefore, learning methods or techniques are needed that encourage students to be more courageous in speaking, increase their vocabulary, and become more confident.

Many pedagogical approaches have been developed to address this issue. One of them is using storytelling methods to teach English to students. Due to the fact that it is able to integrate affective, cognitive, and linguistic elements, storytelling is considered an effective strategy for improving speaking skills. In storytelling activities, students are trained to construct storylines, choose appropriate diction, and deliver narratives orally while considering story structure and other expressive elements (Pratiwi & Zulfitri, 2023). In addition, it has been proven that this technique has the ability to not only make classes more enjoyable and participatory, but also reduce students' anxiety about speaking (R. Pakpahan et al., 2025).

Previous studies have shown that storytelling can improve students' speaking skills. Several studies indicate that students who participate in storytelling activities improve their courage to speak, fluency, and ability to organize ideas logically and coherently (Komala, 2023). In fact, storytelling not only helps with language, but

also builds soft skills such as creativity, empathy, and cooperation (N. Yulianawati et al., 2025).

However, most studies are still descriptive or limited to learning contexts that are not always relevant to the conditions of students in Indonesia. There have not been many studies examining how the use of storytelling methods affects the speaking skills of junior high school students, especially in terms of delivering narrative texts. Therefore, contextual and measurable research is needed to provide empirical evidence on how storytelling can be optimally applied in English language learning at the junior high school level. This is important to ensure that the methods used are appropriate for the characteristics of the students and can address the speaking learning problems they face.

Based on this explanation, it is important to conduct research that not only describes the overall learning process or experience of students, but also identifies and analyzes how storytelling techniques affect the speaking skills of junior high school students, particularly in delivering narrative texts. The purpose of this study is to obtain a more systematic and measurable picture of the extent to which storytelling can help students manage their learning experiences.

1.2 Identification of the problem

Based on the problems mentioned in the background, this study identifies the problem as follows :

1. Many eighth-grade students hesitate or avoid speaking in class because they lack confidence while speaking in English.
2. Students lack the vocabulary and grammar necessary to communicate orally in a clear and accurate manner.
3. Students who did not learn English in elementary school tend to feel unprepared and reluctant to try speaking in English.
4. Teachers tend to focus more on written assignments, so students have very limited opportunities to practice their speaking skills directly.
5. Speaking skills, which should be an important aspect of language learning, are still neglected.

1.3 Limitation of Problem

The focus of this study was limited to finding the effect of the storytelling on the speaking skills of eighth-grade junior high school students in SMPN 4 Tanjungpinang, the research focuses specifically on students ability to speak in narrative text particularly folktales.

1.4 Research Question

Was there any significant effect of storytelling on eighth graders students speaking skill in narrative text at SMPN 4 Tanjungpinang ?

1.5 Objective of the Study

Based on the research question, this study was to know the effect of storytelling on the speaking skill of eighth-grade students at SMPN 4 Tanjungpinang in narrative texts.”

1.6 Significance of the Study

This study has two significances, those are theoretical and practical.

1. Theoreticaly

This research is expected to enrich the theoretical study on the use of storytelling techniques to improve students' speaking skills. The results are expected to strengthen the foundation that storytelling may contribute to the improvement of aspects such as pronunciation, word choice, and speaking confidence, while also providing a broader understanding of how this technique relates to students' motivation and social interaction in the context of language learning..

2. Practically

a. For Students

The use of story telling techniques is expected to make the learning process of speaking more fun and effective, thus increasing students' confidence and willingness to communicate in English.

b. For Teachers

This research offers English teachers an alternative and interesting technique to improve students' speaking skills, which can be incorporated into daily learning activities to foster a more interactive learning environment.

c. For Future Research

This study can serve as a reference for future research on kinesthetic and student-centered learning techniques in language education, especially for those who want to explore similar approaches in different contexts or with other language skills.

1.7 Definition Key of Terms

1. Storytelling

Storytelling is a technique used by teachers to improve students' speaking skill by telling stories expressively. This technique uses voice, gestures, and expressions to make stories interesting and easy to understand.

2. Speaking skill

In this study, speaking skill refer to students' ability to perform monologic speaking through storytelling, which includes fluency, confidence, expression, and clarity when delivering narrative texts.

3. Narrative text

The kind of text used is a folktale, a traditional story that has been passed down from generation to generation, folktales are chosen as the material because they are familiar to students.