

## **Chapter One**

### **Introduction**

This chapter provides several things that explain the interest of the researcher in conducting this research. This chapter consists of research background, identification of the problem, research questions, research objectives, and research significance. The organization of the chapters are also presented in the last part of this chapter.

#### **Background of the Study**

English is an international language that is used by almost all countries in the world to communicate officially or informally. The language is also one of the languages that have been studied since entering school-based education starting from elementary school, junior high school to high school. Some students even start learning English earlier before entering school. At the next level of education, English is also one of the majors in university that are in demand. When entering the university level of study English study is divided into two majors namely English language education and English literature. Both of these majors certainly have differences. While the English language education is more in-depth about how to teach, and learn English in the scope of education, English literature is more focused on studying literature such as

novels, poems, short story, drama and so on. However both of these majors have in common namely English as the language of instruction in their learning and teaching activities.

When students learn English, there are some skills that students must master, namely writing, reading, speaking, listening. The four skills must be mastered at least for someone who will be a teacher in the future. One of the important skills is speaking skills. According to Bygate as cited in Utaminingsih.M.N, 2018 speaking is one of the basic skills in learning English. Therefore speaking is very necessary for learning English. Also speaking is one of the basic and important skills in learning English.

According to Qureshi (2016), speaking skill is used to communicate and change ideas with other people. It makes speaking skills have to be mastered by someone who wants to learn English. When students have knowledge in terms of writing but not skillful in speaking English it will make them difficult to communicate in English. Therefore, there must be balanced between writing words and speaking. In order to have balanced skills between written and oral, students can use storytelling to be one of the media to improve their English skills.

Storytelling is one of the media that can be easily accessed by students through the internet or newspapers, magazines, even social media. Even now

there is application-based digital storytelling that can be accessed or downloaded for free. According to Robin (2016) digital storytelling will help students improve their ability to speak and also form new ideas and can become a place to channel opinions, and also compile a good narrator. Storytelling is also one of the media that is easily understood because most stories in storytelling use everyday language that is easily understood by beginners to learn for the first time. Storytelling can also be a tool for honing their ability to create and imagine because in general storytelling is about imagination, opinions, or experiences.

In terms of storytelling specifically the performance that must be done by the storytellers, they are required to perform the story interestingly so that the audience can understand and enjoy what the story and the meaning contained in the story. When students do storytelling, they experience distress. Ur (1996), stated that the problem faced by students when speaking English is inhibition. Students are afraid to make mistakes in trying to use words in English. This might happen when the students do storytelling as a part of speaking. The problem that makes the researcher wants to research are according to Al Roud (2016), students are afraid of making mistakes in front of their friend that cause anxiety and unwillingness. Also students lack practice, confidence, and also shyness. According to Heriansyah (2012), the students sometimes have no idea what they want to say and they were not

interested in the topic given by lecturers. In this elective course, there is an assessment that encourages students to do storytelling using whatever stories, with the types of stories that are free to be presented. They can be fairy tales, legends, even experiences they have experienced. At that course the lecturer activity provides one example of a story that will be shared with students to learn and practice with the story. Read it in turns by using the correct intonation for storytelling. Students also learn how the techniques in storytelling. Furthermore, students are given the task to look for stories with free themes and time limits of 4-5 minutes. Students are also encouraged to understand and memorize the plot of the story that they perform. In that case, the lecturer assesses in terms of appearance, story content, storyline and linguistic aspect used by the students. However, the students experience some difficulties in facing storytelling, because not all students are familiar with the use of English-language storytelling.

According to Callahan (2014), students are often very confused about what they want to say in storytelling, which can also be associated with difficulty in remembering stories. Mokhtar, Halim, and Kamarulzaman (2011) have stated storytelling is conveying experiences and stories in words, sounds, images and conveying expressions from the storyteller. Also, the biggest problem in delivering storytelling is overcoming nervousness when

performing. Often students feel trembling, sweating, and cannot make eye contact with the audience and lose the words that will be delivered.

All the problems that occur when delivering storytelling and in learning a story can basically be overcome by being well prepared. The students have to look for stories that connect to a topic that students want to do in the storytelling. Besides, the students should understand the contents of the story, characterization, the rules of language used. After that, enough practice before performing for storytelling is also very helpful to overcome all the problems that will occur. At least the students become more aware of the story and the risk of forgetting. However, not all students are aware of the challenges they will face and the strategies.

The use of storytelling in class is considered beneficial for students it can improve students' speaking skills during the performance when they do storytelling. Also it can make students practice their confidence while talking in front of their friends. It also relates to the researcher's experience when she joined some competition that require to perform storytelling and making her own story also with one of the elective course in English Language Education Department. She faced many challenges and found some strategies to overcome. She also experienced benefits from the activity. However, not all of the students who do storytelling are aware about that things. Therefore, the researcher wants to conduct this research in one of the private Islamic

university in Yogyakarta which use elective courses using storytelling as one of the learning technique..

### **Identification of the Problem**

There are many types of learning activities that can be accessed to learn English, especially to improve speaking skills in English. The researcher want to discuss the use of learning activities that can be used to develop students' speaking skills that is storytelling. Although speaking is important skills that students should be mastered some of students have problems when they try to speak in English especially English storytelling. There are some problem in doing storytelling such as self confidence, when doing storytelling is often made a problem. This self-confidence certainly affects the performance while storytelling. Language aspect, lack of knowledge about vocabulary also gives problems when storytelling is difficult to develop stories. Next, lack of knowledge about the benefits of storytelling also makes students often demotivated in doing storytelling. Did not have any strategies when dealing with problems in storytelling can also increase the problems when doing storytelling.

### **Delimitation of the Problem**

As previously explained, the researcher is interested in researching this because the researcher wants to know from the perspective of students about the use of storytelling in a terms of interest of storytelling to students' speaking skills. More precisely that is their opinion on their experience

performing storytelling and its relevance to the speaking skills. This research will focus on the challenges, strategies from students perception who already participates in elective courses at Private Islamic University in Yogyakarta that uses storytelling.

### **The Research Questions**

There are three research questions below:

1. What are the challenges that students face it in using of storytelling?
2. What are the strategies to overcome students' challenges in doing storytelling?

### **Research Objectives**

The objectives of the study are to investigate:

1. To find out the challenges of students in doing storytelling.
2. To find out the way to overcome students' challenges in the doing of storytelling.

### **Significance of Study**

This research will be conducted to support teaching and learning process learning materials and teaching materials also knowledge for researcher, other researchers and students, and teachers who are interested in similar discussions.

**For students.** This research will provide the information of students' challenges, strategies to overcome also the benefits of doing storytelling. Therefore, the students can learn and prepare better when doing storytelling.

**For Teachers.** The teachers will find out the students' challenges and strategies to overcome that in the use of storytelling especially to improve students' speaking skills. Therefore the teachers can apply the strategies in the teaching process to minimize students' problem.

**For the researcher.** This research can be one of the references that can be used by researcher to add some knowledge about students challenges in storytelling and how to overcome that problem. In order to minimize the students problem when the researcher want to use storytelling as a media for enhancing students speaking skills.

### **Organization of the Chapter**

The first chapter discusses more about the introduction about this study. The first is background of this study which presents all of the reasons why the researcher wants to research about Students' perception in the use of storytelling in elective course. The second part is research questions which consist of the guideline for this research. In addition, this chapter presents the objectives of this research as purposes of the study. Furthermore this research includes significance of study that describe the use of this research for some people. The last part is organization of the chapter which provide the brief information in each chapter in this research.

The second chapter explains about the previous studies related to this research. This chapter describes about the storytelling, benefits of the use of

storytelling, the use of storytelling in general, students' problems and strategies in using storytelling.

The third chapter describes about the methodology that researcher will use in this research. It is divided into four parts. The first is design of this research, second setting of the research, third is the participant of this research, fourth is data collection method, also the last part is data gathering procedure that process and analyzing the data and procedure which is used.

The fourth chapter presents the findings and discussion of the research. This research has the point in the finding about students problems and strategies in using storytelling.

The fifth chapter presents conclusion and recommendation. The conclusion consists of the final result of this research. That researcher concludes chapter to fourth chapter. The recommendation presents the suggestions for students, teachers, other researchers in order to have a better in advance.