CHAPTER I

INTRODUCTION

A. Background of the Study

In English learning there are four basic skills that have to be mastered such as listening, speaking, reading and writing. In this research, the researcher will do the research that focus on speaking skill, because the primary purpose of language is communication;¹ and for the researcher speaking is very important skill that have to be taught to the students and to be practiced in daily activities situation.

In English teaching there are many techniques and media used to make learning process interesting and reach out standard of competency in learning English. To make students speak English actively, teacher can apply some techniques to teach speaking such as guessing games, retelling story, debate, small group discussion, and role play²; in this research, the researcher uses folktales for retelling story activities.

Folktales is traditional and typical of the ordinary people who live in a particular area³; because Indonesia has many regions and each region has some

folktales, so folktales might be useful for teacher as a material in teaching learning process, because students might be interested in learning English if use folktales.

In teaching learning, the teacher should take into consideration who the student is, and know different aspect of individual (student psychology, social background, etc)\(^4\). Based on this statement, folktales can be used in teaching learning process considering the students’ background that they have many folktales in their regions such as Sangkuriang, Malin Kundang, Keong Emas (The Golden Snail), Crying Stone, etc. Students might know about folktales in Indonesian, but if folktales is used in English, it should be interesting because they can guess the meaning and remember the words in English, and it can be a challenge to them.

One of the way to teach students’ speaking skill is by retelling story. By using of folktale, student is trained to tell a story again, even in a different way or use their own language. However most of students find it still difficult to speak English while speaking is the mostly used skill in learning English. So, considering the situation above, this research wants to train students’ speaking ability by retelling the story and use folktales as the material.

Harmer states in his book that

“There are many non-linguistic ways in which speech can be affected. Speakers can change the tone of their voices and the emphasis they give. They can speak faster or slower, louder or softer. And if they are involved in face-to-face communication they can use their expressions and body language too”.

Based on this statement, the researcher will use folktales to retell story, because the students can use their tone, expressions and body language too. So, it can makes students enjoy to retell the story.

Retelling story that is used in this research has the purpose to know the students’ pronunciation. Because each word in English has different sound or different pronunciation, through this study, the students are trained to pronounce the English words by retelling folktales.

Joan Morley states in his book that “Some ESL students do not seem to enjoy the pronunciation class. They look upon it as a pain not as a pleasure. Some students are shy and embarrassed”. This research will help the teacher to motivate students in learning pronunciation, to make them enjoy and to minimize their shyness, because it uses the folktales that considering the students background that they know before.

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According to Marianne Celce Murcia, Donna M. Brinton and Janet M. Goodwin that

“Teacher should not overlook the rich resources available to them through the use of authentic materials, such as anecdotes, jokes, advertising copy, comic strips, passages from literature, and the like. These materials can easily be adapted to the teachers’s specific teaching purpose”.

Therefore, this research wants to do the research about folktales as material in teaching learning, especially to improve the students’ pronunciation. By using folktale to retell the story, the researcher wants to help students to increase their pronunciation and their self confidence in speaking English.

In this study the researcher will do the research in MAN 2 Gresik because this school is famous and has many interested students to enroll, so this school is the proper place to conduct the research. In this research, the researcher will do the research at the tenth grade because the tenth grade students are good sufficient to conduct this research in implementing folktales storytelling as material of narrative text that is appropriate to the standard of competency in English learning. The other reason to conduct the research in this school are the result of this study can be used by the English teacher to increase student motivation in speaking English and give information about the implementation of folktales storytelling to improve students pronunciation that can be practiced by the other school, the other teacher,

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7 Marianne Celce Murcia - Donna M. Brinton - Janet M. Goodwin, *Teaching Pronunciation*... 299
or the reader. So, the researcher will do the research in this school to get the data about the effect of storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik.

B. Statement of the Problems

Based on the background of the study above, the researcher formulated the statements of the problems as follow:

1. How is the students’ pronunciation after implementing storytelling in the learning process?

2. What are the students’ response about storytelling to improve their pronunciation?

C. Objectives of the Study

Based on the formulated statement of the problems above, the purpose of this study are:

1. To know the students’ pronunciation after implementing storytelling in the learning process.

2. To know the students’ response about storytelling to improve pronunciation, that is about the use of storytelling in pronunciation, about their feeling when
implementing folktales storytelling as material, their interest and their motivation in learning process.

**D. Significance of the Study**

In this study the researcher will research the effect of storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik. The importance of this research has several reasons. Firstly, through this research, it will provide data and information about The effect of folktales storytelling to improve the students’ pronunciation. Secondly, the data from this research might be useful for teacher and students to exploit folktales well and took advantages from folktales to English learning. Thirdly, it is a way for teacher to give teaching material to teach English speaking skill. Fourthly, the students can use folktales to improve their speaking skill especially in pronunciation.

**E. Scope and Limitation**

This study focuses on the effect of folktales storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik. The researcher will do the research in MAN 2 Gresik because the researcher as alumnus of this school may get many information from this school, and it also makes the researcher easy to access this school. The target of this research is students at the tenth grade of MAN 2 Gresik. There are seven class at the tenth grade such as X-1, X-2, X-3, X-4, X-5, X-6 and X-U but the researcher will conduct this research at X-6 class. The
speaking ability which is the writer going to find out in this research is focus on students’ pronunciation.

**F. Definitions of Key Terms**

In order to avoid misunderstanding, the researcher devines the key terms as follow:

1. **Effect**

   Effect is something produced by a cause; result.\(^8\) This research wants to find out the effect or the result of implementation storytelling to the students’ pronunciation. If the students’ pronunciation improves after three times implementation, also their responses about the use of storytelling in pronunciation, their feeling when implementing folktales storytelling, their interest and their motivation in learning process improves, so it means that storytelling give good effect to improve the students’ pronunciation.

2. **Folktales**

   Folktale is a tale or legend originating and traditional among a people, esp. one forming part of oral tradition, also called folk story.\(^9\) In this research, the folktales that is used are Sangkuriang, Malin Kundang, and Timun Emas

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(Golden Cucumber). By using familiar folktales, the students will be more active in speaking English.

3. Storytelling

Storytelling is the activity to tell stories, especially to children. The researcher will use folktales to storytelling. By retell the story students are trained to speak in the class. The purpose of this study is to help students to improve their speaking ability in pronunciation.

4. Improve

Improve is to increase in quality or value; become better. In this study, the purpose of the researcher is to make the students’ pronunciation better after get the retelling folktales as material.

5. Pronunciation

Pronunciation is the way in which a language or a particular word is pronounced. One of the ability that students’ have to master in learning English is pronunciation. The purpose of this research is to improve students’ English ability especially in pronunciation.

10Edinburg Gate, Advanced American Dictionary... 1569.

11School & Office Dictionary... 269.

12Edinburg Gate, Advanced American Dictionary... 1262.