

# CHAPTER I

## INTRODUCTION

This chapter provides a brief description of the whole process of the research. In detail, this chapter discusses the research background, questions, purposes, significance of the research, rationale, and previous studies.

### **A. Background**

Why do many people think that speaking is difficult to learn? Students might face difficulties or problems such as self-confidence, fear, and vocabulary mastery in learning to speak. Thornbury (2006) explains that a learner-speaker faces two fundamental challenges in acquiring speaking ability; knowledge and which can influence other components counting self-confidence and self-consciousness.

The way a teacher teaches influences students' enthusiasm for acquiring speaking skills. The problems observed by the researcher happened at SMA KARYA BUDI Bandung in teaching and learning English, especially in education speaking. It is frequently found that most teachers only use a whiteboard and a marker to teach speaking skills. In this case, students are asked to say what the teacher writes and repeat it. However, using this media can not effectively stimulate students to speak English.

Moreover, it can be identified from the students' low interest and participation. Regarding the problem explained, a teacher should be creative to deliver the materials effectively and build students' enthusiasm in speaking lessons. To establish an exciting learning environment, a teacher should provide interesting and fun media for students.

Speaking of teaching media for various reasons, students like watching movies and television shows. According to Khan (2015), the visuality of movies can encourage comprehension for dialect learners in a perfect visual setting, making it a successful language-teaching tool. Moreover, Harmer (2001) states that movie offers foreign language learners a chance to improve their ability to understand comprehension input since it gives more detail on the facial expression, intonation,

and physical movement related to the material. As a solution, movies are taken as the media to improve students' speaking skills.

Meanwhile, it is assumed that the storytelling technique will make the speaking activity joyful and attractive. Storytelling technique has been known as one of the teaching activities in second or foreign language classes. Through the storytelling technique, the researcher believes the students can be more motivated to speak English freely because, at first, they have been stimulated to comprehend the story. It also makes the students enjoy the learning process.

According to Harmer (2007), storytelling is one method of teaching speaking. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Moreover, in pedagogical theory, storytelling is an interactive approach between students, teachers, and materials recommended to be applied in the classroom. Therefore, analysts use movies as a medium for learning and teaching, believing that movies can motivate students and improve their speaking skills by retelling movie activities.

The above explanations lead to retelling movie stories to enhance students' speaking skills. For a reason, retelling a movie story can have a lot of good impact on the students' speaking skills because retelling a movie story makes the students comprehend how to speak with good gestures and intonation. Therefore, it is helpful for the students to continue the extensive speaking.

There is some previous research relating to retelling stories in an educational context. First, a study from Himayati (2017) shows that most students responded positively to retelling the story technique. It improves their speaking comprehension, motivates them, stimulates their interest, and increases their curiosity. Second, research from Hanifah (2013) shows that storytelling by using different media such as puppets could improve the students' speaking skills. Last, Phaiboonnugulkij's (2014) study shows positive results; the students' practical speaking skill improves through storytelling. The current research is different from the previous studies in using media in retelling stories. However, there is no specific research on retelling stories to enhance speaking skills using movies. Therefore, it

is interesting to investigate whether or not the use of retelling movie stories can improve students' speaking skills. To conclude, retelling movie stories is the teaching media to enhance students' speaking skills.

### **B. Research Questions**

Based on the research problem above, this research highlight to answers the three research questions below:

1. What are the students' English speaking skills before learning using retelling movie story activities?
2. What are the students' English speaking skills after learning using retelling movie story activities?
3. How significant are the difference between students' English speaking skills before and after learning using retelling movie story activities?

### **C. Research Purpose**

The research has three main goals as follows:

1. Describe the students' English speaking skills before learning using retelling movie story activities.
2. Describe the students' English speaking skills after learning using retelling movie story activities.
3. To determine the significant difference between students' English speaking skills before and after learning using retelling movie story activities.

### **D. Significances of Research**

This research is supposed to provide theoretical significance and practical significance.

1. Theoretical Significance

This research can add to the current theories dealing with the implementation of teaching media and techniques to improve the quality of speaking skills. The study's findings may give information about the usefulness of retelling movie stories as audio-visual teaching media in language learning to enhance students' speaking ability.

2. Practical Significance
  - a) For the students

The results of this research can increase students' speaking skills.

b) For teachers

The results of this research are expected to make the teacher use storytelling in teaching speaking to make the classroom more attractive.

c) Future researchers

This research was expected by other researchers who wish to study the storytelling technique to improve students' English skills.

### **E. Research Scope**

This research is focused on the improvement of the students' speaking skill through retelling movie story at the eleventh social one of SMA Karya Budi Bandung. This research is restricted on three aspects of speaking assessment namely; accuracy, fluency, and comprehensibility.

### **F. Rationale**

There are many definitions of speaking proposed by some experts in language learning. Brown (2001) says that when someone can talk about a language, he can carry on a conversation reasonably competently. We can communicate with other persons using signs or writing, but speaking makes communication easier. However, the verbal generation that understudies anticipate in the classroom is separated into six categories: imitative, intensive, responsive, transactional, interpersonal, and extended (Brown, 2000).

A lot of factors cause EFL students' problems in speaking. The factors come from internal and external factors. Internal factors are the factors that appear from inside the students themselves, and the factors include: (1) psychological problems include fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation, and (2) language problems include inhibition, nothing to say, and mother tongue use. Meanwhile, the external factors are different from the internal factors. The external factors come from outside of the students or other people. The factors are (1) environmental and (2) school factors that consist of limited time, large classes, limited practice, minimum opportunities, facilities problems, and poor teaching English strategy that causes low participant.

Deacon and Murphey (2001) argued that retelling helps teachers identify the level of students' comprehension of what they listen to or read. In addition, the retelling is a standard method many people use as part of their communication. To

overcome the difficulty in using the target language, telling stories is one of the recommended techniques that can help language learners improve their knowledge of vocabulary, grammatical structures, and pronunciation. Moreover, stories provide various topics for learners to begin conversing with others.

Stoicovy (2004) also points out that, based on several studies, retelling positively influences language learning by improving students' skills in rearranging information from the text they read. In addition, Brown & Cambourne (1987) mention that during the retelling process, students apply and develop their language knowledge through internalizing the texts' features.

The movie is one of the sound visual media since we will observe the pictures and listen to the sounds. Furthermore, movies expose students to the real-life language used in an authentic setting and cultural context in which the foreign language is spoken. According to Kusumarasyati (2004) and Luo (2004), movies can also catch the learners' interest and increase their motivation to learn. Ward & Lepeintre (1996) further elaborate that movies can motivate EFL/ESL teaching and learning because movies provide a story that needs to be told rather than a lesson that needs to be prepared.

### **G. Previous Study**

There are some related studies to support this research. The first is from Himayati (2017), who conducted about the use of retelling short movie technique to improve the students' speaking mastery. This research used Classroom Action Research (CAR) to prove that retelling short movies effectively improves students' speaking skills. This research focussed on improving students' speaking achievement by using the movie as media. It discovers that the implication of the retelling short movie can better improve the students' speaking in the First Grade of MAN Tenganan. After applying a short movie within four meetings in two cycles, the improvement is gained. Therefore, it can be seen from the improvement score of the students' speaking test result in cycle I until cycle II.

Secondly, Hanifah (2013) researched improving students' speaking skills through storytelling using puppets in SMPN 06 Salatiga. The study reported in this research used a Classroom Action Research (CAR) using two cycles. First, the researchers compare the effect of retelling movie stories and storytelling using puppets. The result shows that storytelling using different media, such as puppets,

can help students improve their speaking ability and enjoy the lesson. Still, this method needs much time to tell a story.

Lastly, Phaiboonnugulkij (2014) researched the use of the retelling stories technique in developing the English speaking ability of grade 9 students. This research aims to determine whether the retelling story can be connected to teaching speaking. The result shows that retelling stories can progress the students' ability to speak, such as students participating actively during the learning process, students being more confident to show their speaking ability, students being more enthusiastic and motivated to join a speaking class, also students paying more attention to the movie. This research used one group pretest-posttest design and a quantitative research method. The instrument of this research was pretest and posttest.

The previous studies above show that using retelling stories in teaching speaking positively. This research focuses on improving speaking skills by using retelling movie stories. It differs from previous studies focusing on retelling stories using the other object. Moreover, the analysis measures students' speaking skills by asking students to retell the movie story. In contrast, this research uses the retelling story to assess students' speaking skills. In this case, students retell the movie story in speaking English, where the given movies have various themes according to the purpose.