CHAPTER I

INTRODUCTION

This chapter introduces the research background, research problem, research delimitation, research objectives and research significance.

1.1   Research Background

English has been used massively around the world and has been considered an international language. It is proven by Gunantar (2016) who states that there are around 320 million native English speakers, 420 million people or ESL speakers, and 750 million people learning English as their Foreign Language (EFL). Indonesia itself has been one of the countries that apply English as a foreign language. Pangesti (2021) explains that the English language has been employed in a variety of fundamental areas, including education, the medical system, mass media, trades, and so on. Thus, Indonesian people must have the ability to communicate in English as their foreign language.

The goal of learning a foreign language is to gain the ability to arrange sentences, express ideas, and deliver emotions by applying the targeted language. To reach this goal, having a comprehensive skill in speaking is important. However, Indonesia's English learning method still has monotonous activities, especially in

speaking comprehension. Fitrani (in Pangesti, 2021) states that most of the teachers in class hardly encourage the students in English language-based oral interactions and focus on drilling grammatical or reading comprehensions. The teachers tend to use conventional methods in learning English which makes the students get bored and have no intention in the learning process. Moreover, Riswandi (2018) explains the students' rarely practicing or doing English oral communication in class makes them lacking in confidence to try or enhance their ability to speak English. These reasons show that it is needed for English language education in Indonesia, especially the speaking learning method, to be refreshed.

Following an interview with the English teacher and a preliminary observation of the grade XI students at SMAN 4 Palangka Raya, it was discovered that most students struggle with learning English, especially speaking skills. The issue arises as a result of students' limited teaching media to support the delivery of learning materials. Several students are also burdened because they were effectively starting to learn English when entering Junior High School. This made most of them lacking in using English in their conversation, especially in pronunciation. The restricted methods and teaching media available to support English teaching also have an impact on how confident and engaged the students are in the process of learning.

Picking the appropriate educational media is one strategy for developing a speaking teaching method. Wijayanti et al. (2018) state that the purpose of teaching media is to assist and make the learning process easier in terms of providing lessons

from teachers to students. Storytelling is one of the teaching media that is very beneficial in enhancing students' speaking mastery. Storytelling is a learning management approach, a method of disseminating information to specific audiences, and an experience of information. Both the teacher and the students can conduct storytelling. The students can be required to deliver a story so that they can expand their speaking skills. The teacher may ask the students to retell or rework the story to which they have just heard. The teacher might also allow students to give stories in front of the entire class so that they can express themselves while learning the way to pronounce the words correctly (Bhakti & Marwanto, 2018).

Collaboration with project-based learning approaches can help to develop speaking learning through storytelling. Project-based learning represents one of the scientific approaches encouraged in schools as a component of the *Kurikulum Merdeka*, which emphasizes the application of scientific methods in classroom activities. Asrul et al. (2021) explain that project-based learning (PjBL) is a type of group work-based learning in which students are taught about and given exposure to real-world problems and circumstances. Project-based learning is a constructivist, student-focused approach in which students actively discover and generate both jointly and independently, which can subsequently build their educational and social-psychological abilities (Krishnadana et al., 2021).

There have been many research investigations that have demonstrated the effectiveness of using Project-based Learning of storytelling to improve students'

speaking skills. Amaliah et al. (2022) demonstrated that the alternative hypothesis (Ha) is correct because the significance value (0.000) is smaller than the significance threshold (0.05). This suggested that storytelling helped students improve their speaking skills. Nisa (2022) did experimental research that demonstrated the effectiveness of narrative in improving speaking skills. The statistical analysis revealed that both classes gained points, with the experimental class attaining a maximum score of 23 and the control class at 14. Storytelling encourages students to do everything they can to improve their English skills, particularly their speaking ability. Based on past research, the current researcher believes that project-based learning paired with storytelling could help SMAN 4 Palangka Raya improve their speaking skills.

Based on the arguments stated above, the researcher is interested in conducting research related to the effect of project-based learning through storytelling on students speaking comprehension entitled: **THE EFFECT OF USING PROJECT-BASED LEARNING (PjBL) THROUGH STORYTELLING IN IMPROVING STUDENTS' SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS AT SMAN 4 PALANGKA RAYA.**

1.2   Research Problem

Based on the background of the problem described above, the research problem is formulated as Is there any effect of using a Project-based Learning Model (PjBL) through storytelling on the speaking skill of the eleventh-grade students at SMAN 4 Palangka Raya?

1.3   Research Delamination

The subject of this study is the eleventh-grade students at SMAN 4 Palangka Raya. This study will be trying to find out the effect of teaching by using storytelling on the students' speaking skills. The researcher delimited the research only on telling the narrative story in the classroom.

1.4   Research Objectives

The objective of this research is to find the effect of using Project-based Learning (PjBL) through storytelling on students' speaking skill

1.5   Research Significance

The research is expected to be significant in two ways which are practical and theoretical, as follows:

1.   Theoretically

It is hoped that the results of this research can enrich knowledge about speaking.

2.   Practically

For students: It is hoped that the results of this research can be a reference used to support the teaching and learning process to improve English in terms of increasing speaking skills with the Project-based Learning (PjBL) learning model through storytelling.

For teachers: It is hoped that the results of this research can be an alternative reference for using storytelling as a medium for teaching speaking in the Project-based Learning (PjBL) learning model through storytelling.

For readers: It is hoped that the results of this research can be a reference for future researchers who are interested in the same topic as this research.