STORYTELLING ACTIVITY TO INCREASE STUDENTS INTEREST IN LEARNING ENGLISH PRONUNCIATION

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree
of Sarjana Pendidikan in English Education

By :

NINDA PUTRI ISLAMIAH
SN. 2519117

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Dengan ini menyatakan bahwa skripsi yang berjudul **"Storytelling Activity to Increase Students Interest in Learning English Pronunciation"** adalah benar benar karya penulis, kecuali dalam bentuk kutipan yang penulis sebutkan.

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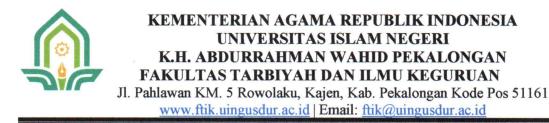
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      Wassalamu'alaikum Wr.Wb.

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MOTTO

Demanding knowledge is piety.

Conveying knowledge is a worship.

Repeating knowledge is dhikr.

Seeking knowledge is jihad.

Abu Hamid Al Ghazali

ABSTRACT

The purpose of this study was to find out how teachers teach students pronunciation using the storytelling method and how does storytelling method can increase students' interest in learning English pronunciation. This study used case study method. The researcher obtained the data by observation, interview with one English teacher and four students as informant. The result of this study there are three phase storytelling in learning English pronunciation such as 1) the teacher asks students to look for stories on the internet 2) students come forward to retell using their own sentences and 3) the last is evaluation including pronouncing, intonation, rhythm, and stress. Storytelling can make students' interest increase when learning English pronunciation because: a) students get new vocabulary along with the correct pronunciation b) knowing which sentences must be pronounced with stress or tone up c) learning English pronunciation with fairytales is more interested d) students also better understand the pronunciation of each word, and e) they feel that with storytelling their pronunciation is well trained f) storytelling also trains their listening and critical thinking because when retelling in front, students use their own sentences.

Keywords: *pronunciation, teacher strategy, storytelling method, student interest*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru mengajarkan pelafalan kepada siswa dengan menggunakan metode storytelling dan bagaimana metode storytelling dapat meningkatkan minat siswa dalam belajar pelafalan bahasa Inggris. Penelitian ini menggunakan metode studi kasus. Peneliti memperoleh data melalui observasi, wawancara dengan satu orang guru bahasa Inggris dan empat orang siswa sebagai informan. Hasil dari penelitian ini adalah terdapat tiga tahap storytelling dalam pembelajaran pelafalan bahasa Inggris yaitu 1) guru meminta siswa untuk mencari cerita di internet, 2) siswa maju ke depan untuk menceritakan kembali dengan menggunakan kalimat mereka sendiri, dan 3) yang terakhir adalah evaluasi yang meliputi pelafalan, intonasi, ritme, dan tekanan. Storytelling dapat membuat minat siswa meningkat ketika belajar pronunciation bahasa Inggris karena: a) siswa mendapatkan kosakata baru beserta pelafalan yang benar b) mengetahui kalimat mana yang harus diucapkan dengan tekanan atau nada yang tinggi c) belajar pronunciation bahasa Inggris dengan dongeng lebih menarik d) siswa juga lebih memahami pelafalan setiap kata, dan e) mereka merasa dengan storytelling pelafalannya terlatih dengan baik f) storytelling juga melatih pendengaran dan berpikir kritis karena ketika menceritakan kembali di depan, siswa menggunakan kalimatnya sendiri.

Kata kunci: pelafalan, strategi guru, metode bercerita, minat siswa

PREFACE

Praises and gratefulness the author pray to the presence of Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **"Storytelling Activity to Increase Students Interest in Learning English Pronunciation"** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the thesis. This thesis study was able to be completed due to a lot of support from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

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Pekalongan, 14 Mei 2023

The Author

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CHAPTER I

INTRODUCTION

1.1 Background of the study

English is an international language that must be taught at almost every level of education in the world. Everyone understands that the main goal of learning a foreign language is to use it in communication, both in spoken and written (Mujizat, 2016). Franscy (2016) stated language skills are not only written skills but also spoken. Speech that is not appropriate will be a benchmark that a person is unable to learn the language as a whole, and it is an indicator that there must be an event carried out so that this can be minimized so that the education system changes for the better. According to Sarjiyati (2019) in today's global era, everyone is required to be able to speak English internationally. Likewise with technology that requires users to be able to understand English instructions. In addition, many jobs require employees to speak English to communicate and negotiate with foreigners or foreign companies.

One of the most difficult aspects of learning English, next to grammar and vocabulary, is pronunciation. As stated by Gilakjani (2016) important part of communication that is understand pronunciation. Pronunciation should not be neglected when learning English. Astina (2020) argued that bad pronunciation can have a bad effect on this ability, good pronunciation people can communicate well with others, we can share our goals with others and

they can understand what we say. To be able to master English pronunciation as a learner should practice pronouncing words every day. Before we can pronounce or intonate words correctly, an English learner must first hear how native speakers (English teachers) pronounce words. Lasabuda (2017) explained some of the problems in learning pronunciation are described such as: students have difficulty distinguishing between words that are referred to in almost the same way, students usually rarely practice speaking in English, so the mentions when speaking are still wrong and the lack of word grouping makes it difficult to mention new words when they come across them, when speaking in English, students often get caught up in their regional accents, which makes it difficult to pronounce new words when they mention words in English. Teaching pronunciation should be adapted to the age of each student, such as children prefer imitation, while adult learners prefer descriptive or analytical approaches (Brown, 2001). Bani,et al., (2020) stated besides understanding how to improve pronunciation skills, the teacher should also choose a suitable strategy to teach. There are many strategies for teaching pronunciation: drilling, listening activities, reading activities, and spelling activities. On the other hand, there are still many strategies for teaching pronunciation that depend on the needs of students and teachers in teaching it. The choice of learning strategy is very important because, by using a learning strategy that is in accordance with the learning style of the students, the teacher will be facilitated in delivering lessons and students will be facilitated in understanding the material being taught (Purwitasari, 2019).

Storytelling is often used for entertainment and to promote education and cultural values. Storytelling is also a form of communication that people have been using for a long time. Storytelling encourages students' creative thinking, and it also helps students express original ideas, developments and final results. In this way, the teacher not only improves the pronunciation skills of the students, but also gets the attention of the class. As argued by Wajnryb (2003) that storytelling is very memorable for students, which helps them learn and retain vocabulary, grammatical structure and especially pronunciation. Harmer (1998) stated that Storytelling is one method in which students can create stories or they have heard from someone else, or they can also create their own stories to tell. Akhyak (2013) argued that storytelling requires between the storyteller and the audience. Then, apart from students can share their ideas in storytelling, students are also trained in their pronunciation skills. However, storytelling also has disadvantages during learning such as less questioning and sometimes students do not pay attention. In addition, there is strong support in pedagogical theory for storytelling techniques used in language teaching. Bonds (2016) argued that certain practices in storytelling make it an effective teaching strategy for example providing examples of what to do and what not to do by sharing stories of successes, failures and lessons learned. Storytelling is a fairly interactive approach between students and teachers, and the material is recommended to be used in the classroom as a tool to solve students' pronunciation problems. Ramadania (2021) said that implementing

storytelling can train students' speaking skills in a fun way for example, storytelling can also increase feelings of comfort and relaxation. It encourages active student participation, improves language skills, encourages the use of imagination and creativity, encourages cooperation among students, and storytelling also improves listening skills.

Focusing on problems in learning English, problems that the researcher observed happened at one of the senior high school. In the process of teaching and learning English, especially in teaching pronunciation. The purpose of pronunciation is not a simple and easy matter for both teachers and students. They have some difficulties in teaching and learning to speak, especially in pronouncing each word. Teaching pronunciation aims to enable students to be able to go beyond the threshold level so that their pronunciation will not detract from their ability to communicate (Maslukhah, 2012). Based on the experience and observations of the researcher in-class activities, the researcher found several problems. First, students look less confident when asked to come forward and read English texts. Second, many students make mistakes in pronouncing each word. In fact, students in eleventh grade are active and willing to learn English, but they are afraid and lack confidence because they don't understand the pronunciation of every word. In order to solve students' problems and improve their pronunciation skills, teachers must provide good learning strategies that make students practice speaking and also motivate them. In this case, the English teacher at the senior high school has a strategy for teaching speaking to students' pronunciation by applying

the storytelling method.

The previous study focused on improving speaking skills with storytelling method, while this study focuses more on storytelling method involving students' pronunciation. In addition, the previous studies mostly used action research to teach speaking using storytelling method, while this study uses case study to investigate how storytelling method increase students' interest in learning English pronunciation. Based on the reasons above, the researcher wants to demonstrate how the storytelling method used by the teacher as one of the teaching strategies of the speaking class can create pronunciation skills. Based on explanation above, the researcher is interested in a research paper with a predetermined title, namely: Storytelling Activity to Increase Students Interest in Learning English Pronunciation.

1.2 Formulation of the problem

The research question is:

1. How does the teacher teach English pronunciation using storytelling method?

2. What is the benefit of storytelling method increase students' interest in learning English pronunciation?

1.3 Operational definition

To clarify the terms used in this research, this researcher provided several definitions related to the following terms:

1. Pronunciation: A way of speaking a language or a particular word or sounds (Seidlhofer, 1994)

2. Teacher's strategy: Teacher's way of varying the way of teaching and creating a teaching atmosphere that is easy to accept and fun in the classroom so that students can be involved and active in participating in learning actively and not passively (Djamarah, 2014)

3. Storytelling: Storytelling is one of the first art forms that consolidated the integral aspects of human existence. Likewise, it is the most durable educational resource, as the storytelling method is memorable and a creative form of communication, and leads to stories based on real experiences as well as imagination (Grainger, 1997)

1.4 Aims of study

This study aims to:

1. To find out what are the steps of the teacher in teaching English pronunciation using the storytelling method.

2. To investigate how storytelling increases students' interest in learning English pronunciation.

1.5 Significance of the study

This study has investigated how the teacher's strategy can increase students' interest in learning English pronunciation through the storytelling method and supports the theory of Wright (2013) and other theories related to storytelling. In addition, this study provided empirical insights about the references that can be used by teachers when teaching students pronunciation and tell readers what and how the storytelling method is applied in class.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on qualitative research with observation, and interviews that has been conducted in one of the senior high school in Central Java about the storytelling method to increase student interest in learning English pronunciation, it can be concluded as follows:

1. There are three phase storytelling in learning English pronunciation such as the teacher asks students to look for stories on the internet (before storytelling). Second, students come forward to retell using their own sentences (during storytelling). The last is evaluation including pronouncing, intonation, rhythm, and stress.

2. Storytelling can make students' interest increase when learning English pronunciation because: first, students get new vocabulary along with the correct pronunciation, knowing which sentences must be pronounced with stress or tone up, learning English pronunciation with fairytales is more interested, students also better understand the pronunciation of each word, and they feel that with storytelling their pronunciation is well trained, storytelling also trains their listening and critical thinking because when retelling in front, students use their own sentences.

5.2 Suggestion

This research explored interviews with participants using whatsApp, so it is not free to ask questions with participants. Furthermore, the researcher

suggests that future researchers research face-to-face in order to explore more deeply the experiences of teachers and students with storytelling in the classroom. On the other hand, the researcher suggests to teachers to implement a fun learning process in teaching pronunciation and suggests to other researchers to use this study as a reference for related research in other objects. It will be useful in conducting the same strategy or media on different skills.

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