**CHAPTER I INTRODUCTION**

**1.1 Background of the Problem**

Society and language are inextricably linked to one another. Society is a social environment where people constantly engage with one another and communicate using the languages that are in use at the time. English as a second language has been impacted globally by English's popularity (In 2008, Rintaningrum) Especially among today's pupils, English is a compulsory subject that they have to pursue. Becoming a mastery in the field of English with good assurance is very important.

Some phenomenon observed in SMP Swasta Triana classroom teaching of English at the moment is pupils stating that they are not motivated to learn the language, They experience insecurity and struggle in English literacy also there is relatively little motivation among pupils to practice their English. This can be observed in the pupils eagerness to learn English, their reluctance to learn the language, and their general disinterest in learning the language. One of the factors that makes pupils less motivated to learn English is the teacher's strictness during lessons, which results in the pupils feeling that the teacher is not very strict, the pupils getting frustrated when they can't understand the material, the pupils difficulty in completing assignments due to the teacher's poor English, the pupils peers' disinterest in the subject, the pupils limited access to books during class, and

the pupils lack of support from their peers when they are learning the language.

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The capacity to successfully read, write, communicate, and listen is known as literacy. These abilities let us to listen well, communicate effectively, acquire knowledge, and develop a deeper awareness of the world around us. Literacy development is a crucial aspect of a child's education. It enables us to express our ideas and views to others, learn new things, and communicate with others. Globalization necessitates that people learn English in all of its forms—reading, writing, speaking, and listening—even though speaking the language is vital. (2018, Rintaningrum)

Speaking is regarded as playing a vital part in communication, and people work hard to acquire the ability in order to interact with people throughout the globe (Parupali, 2019). It is consistent with research done by Leong and Ahmadi (2017). They clarify that providing learners with adequate speaking teaching is a top concern and an area that requires greater focus. It can be helpful to take into account what pupils require during the learning process through this kind of research.Speaking skills must be developed in addition to practice.

Speaking skill is a skill that is judged first than other skills by someone in many languages (McDonough & Shaw, 2003). It means that people assess someone’s language capability from his/her speaking skill first rather than listening skill, reading skill and writing skill. Oxford (1990) states that strategies are important for language learners because they are tools to develop their communicative ability. Doing appropriate language learning strategies will improve pupils ability.

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Humans with speaking abilities are highly valued by all companies and educational institutions. Nonetheless, this needs to be supported by the presence of sound critical thinking skills and self-assurance, as speaking English effectively cannot be achieved without these attributes.

There are a few speaking skills that pupils need to be proficient in, according to the government-recommended elementary to high school curriculum. The ability to explain or present a subject or object in English in accordance with the instruction given by their individual teachers is one of them. as in the concept of elucidating a person, occupation, item, etc.

Among the strategies researcher uses to help Pupils overcome their challenges is to divide them into multiple sections based on their English language skills and areas of interest. Each area is designed to help pupils become more self-assured and capable of critical thought. These categories consist of the story telling domains. Every day after school, pupils participate in this activity with the help of multiple other pupils from different universities' English education study programs.

“Self assurance is one of the success factors for pupils in learning or speaking English. learning or speaking English. Self assurance is assurance in one's ability and judgement in performing tasks and choosing effective approaches. choose an effective approach.” (Anis Syafitri, 2019 :2). This encompasses self-assurance in their capacity to handle progressively demanding settings as well as self-assurance in their choices or viewpoints. High self assurance pupils will speak up and interact with others in any setting, both inside and outside of the classroom. A person's willingness to participate in activities is one sign of their level of assurance.

We are dealing with a new phenomenon in this era of globalization: openness. With today's sophisticated technology, any event may be accessible in a short amount of time from anywhere in the world. Interaction and communication can occur quickly on a global scale. Interaction and communication can also be done quickly on a global scale. moreover, time. Of course, one needs an instruction language in order to communicate and access the world at large with ease. The majority of people on the planet use English as their primary language of education. English is therefore an international language that is utilized for a variety of purposes, including technology and international communication.

Self assurance and literacy are personal factors that pay a supporting role in foreign language learning achievement. Foreign language learners who have high self assurance perform well and are most likely to believe themselves to be capable learners. When there is low self assurance, on the contrary, learners suffer from uncertainty and insecurity.

The researcher was interested in performing the study because researcher thinks that self assurance and literacy can motivate and inspire pupils to do well. It can also lessen pupils uneasiness and nervousness when speaking English. Title selected by researcher is “*Improving Students’ self assurance and literacy in Speaking Through Story Telling at SMP Swasta Triana*”.

**1.2 Identification of the Problem**

Assuming the problem's history, the issue can be identified as follows:

1) The pupils speaking skill level remains inadequate and not motivated to learn the language.

2) They experience insecurity and struggle in English literacy

3) There is relatively little motivation among pupils to practice their English.

4) The teacher always uses the same method, which makes the learning process extremely tedious

**1.3 Limitation of the Problem**

According to the justification given, this research is restricted to a few points. It will first concentrate on Improving pupils self assurance and literacy in speaking English. Second, it will concentrate on the application of the story telling methods. This research will focus on Improving Pupils’ Self Assurance And Literacy In Speaking Through Story Telling In SMP Swasta Triana

**1.4 Problem of the Research**

The problem of the study is formulated as follows :” Does the techniques and methods of the story telling can Improving pupils self assurance and literacy in speaking english?”

**1.5 Objective of the Research**

The Objective of the research is to investigate the Improving achieved by pupils in self assurance and literacy in speaking of English through story telling. The research will be conducted in SMP Swasta Triana in eight grade pupils.

**1.6 Significances of the Research**

The results of this study's investigation should be helpful for :

1. The teacher, among the factors to be taken into thought when using the story telling methods to improve pupils self-assurance and literacy in speaking English.

2. The pupils, to be inspired to overcome their phobia of speaking English and to use the story telling to improving their self-assurance and literacy in speaking english.

3. The researcher, Anyone would like to carry out investigations on the implementation of story telling methods will utilize the study's findings as newly collected knowledge.