

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the research, the research problem or research question, the objective of the research, the significance of the research, the limitation, and definition of key terms. Those steps are discussed below.

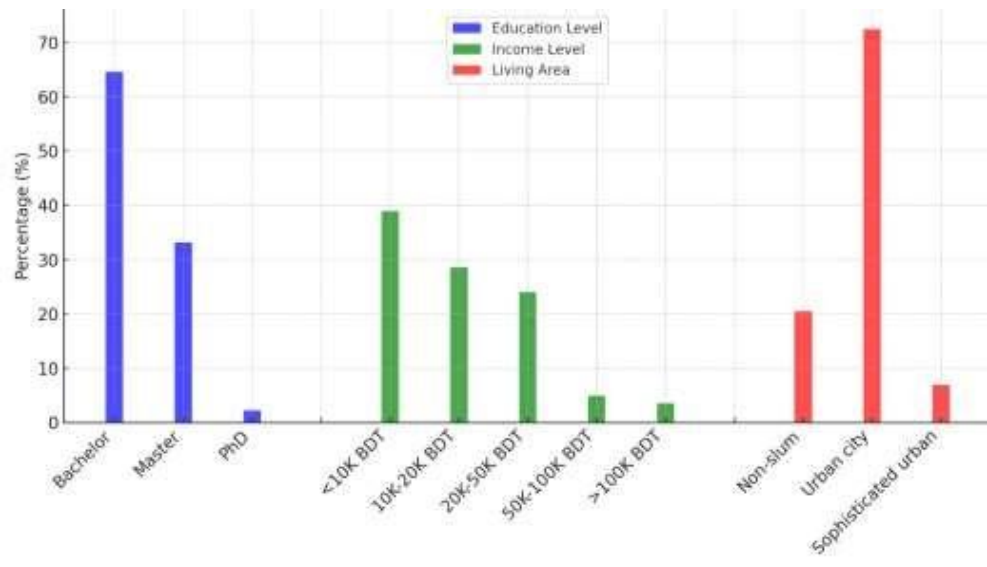
### **A. Background of Study**

The development of English speaking skills is central to language acquisition, particularly in global proficiency assessments such as CEFR, IELTS, and TOEFL. Krashen's (1985) Input Hypothesis posits that acquisition occurs when learners receive comprehensible input ( $i+1$ ), enabling natural and subconscious development (Alahmadi, 2019). This theory has shaped methodologies that prioritize meaningful exposure over direct instruction. However, critics note its limited focus on output, which is vital for speaking proficiency in assessments (Bahrani & Nekoueizadeh, 2014). Dzogovic (2018) emphasizes that structured practice and interactive tasks are essential for real-world communication. Krashen (1985) and Alatis (1996) also highlight the Pleasure Hypothesis, suggesting learning is more effective when input is engaging, aligning with communicative and task-based models. Thus, while Krashen's theory is foundational, integrating input, structured output, and assessment-oriented strategies is necessary to strengthen global English speaking proficiency.

According to Tauchid et al. (2024), many vocational students struggle with English speaking due to nervousness and limited interaction, which undermines their confidence and fluency. This lack of proficiency can restrict

job prospects, especially in communication-based industries. Inayati et al. (2020) note that many Indonesian scientists and engineers work abroad in pursuit of better careers, highlighting the global demand for English competence. Ne'matullah et al. (2023) emphasize that communication strategies support smoother interactions and build learners' confidence. For vocational students, English fluency enhances career readiness and expands opportunities with both local and global clients. Therefore, vocational schools must adopt innovative methods to strengthen English proficiency and prepare students for competitive job markets at national and international levels.

According to Islam et al., (2022) English Language Proficiency (ELP) is highly required in career building to overcome the demand of internationalization, globalization, higher education, modern technology, the internet, social media, and so on. The study *English Language Proficiency Hegemony in Career Building among Diverse Groups of Bangladeshi Graduates* By Islam et al., (2022) conducted a quantitative and qualitative analysis on 370 Bangladeshi graduates to measure the impact of English Language Proficiency (ELP) on career success. The data was analyzed using ANOVA test, which showed statistically significant differences and can be used as a reference to understand that how English communication is needed.



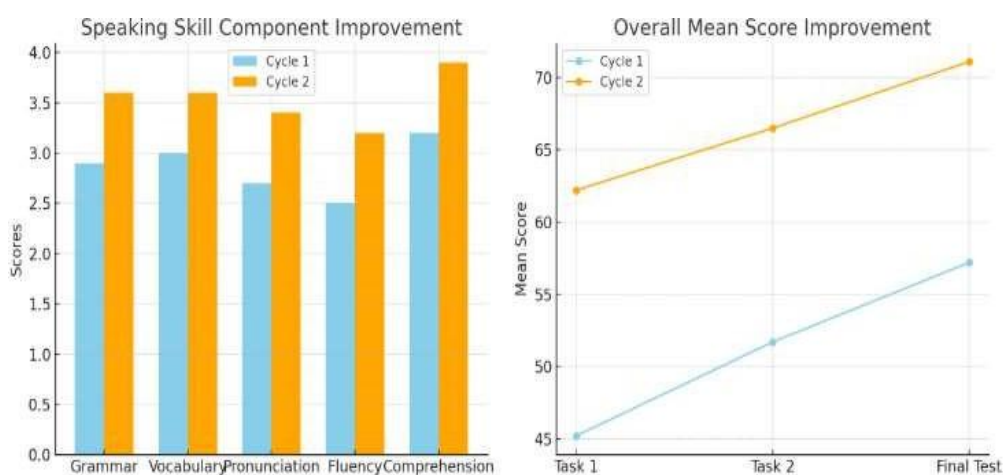
**Figure 2.1**  
**The Impact of English Proficiency on Career Success**

The Statistical data shows that English proficiency strongly influences career success. Ph.D. holders (2.2%) and Master's graduates (33.2%) have better opportunities than Bachelor's degree holders (64.6%), who face higher job-market discrimination due to weaker English skills ( $p = 0.008$ ). Income levels also reflect this link, as only 3.5% of graduates earn above 100,000 BDT, while 38.9% earn below 10,000 BDT. Urban graduates (72.5%) benefit more from English proficiency compared to non-slum (20.5%) and sophisticated urban (7%) groups, indicating unequal access to quality English education. Employers consistently prioritize English communication as essential in global business, technology, and education, making early mastery critical for career competitiveness.

Bruner (1991) argues through Narrative Construction of Reality that storytelling is a core cognitive tool for interpreting and communicating experiences. Applied to language learning, the Telling Story Method helps students internalize structures, improve fluency, and build confidence.

Syamsudin et al. (2025) emphasize that digital storytelling reduces language anxiety, enhances vocabulary, and develops speaking skills. Aligned with Curriculum Merdeka, Madani (2024) encourages students to use oral, written, and visual texts to express ideas while integrating CEFR standards. Bruner (1991), Madani (2024), and Syamsudin et al. (2025) collectively support storytelling as both a theoretical and practical strategy for improving English-speaking proficiency. Thus, this study investigates the effectiveness of the Telling Story Method in enhancing Grade 10 vocational student's English-speaking skills.

By integrating relatable narratives and encouraging active participation, this method reduces the fear of making mistakes, thereby boosting student's confidence in speaking English. Aba et al. (2018) examines how the storytelling technique can improve student's speaking skills in narrative texts.



**Figure 2.2**

### **The Improvement of Student's Speaking Skills Using Storytelling Method**

The statistical analysis confirms that storytelling is an effective technique for improving student's speaking skills. The student's mean score increased from 57.2 in Cycle 1 to 71.1 in Cycle 2, surpassing the minimum passing score of 70. Additionally, all speaking components (grammar, vocabulary,

pronunciation, fluency, and comprehension) showed significant improvement. These results demonstrate that interactive storytelling enhances student's confidence, engagement, and language proficiency, making it a valuable method for teaching speaking skills.

While several studies have explored innovative methods to enhance English speaking skills, significant gaps remain, particularly in addressing vocational education and integrating cultural storytelling as a teaching approach. For instance, (Makhliyo & Qizi, 2024) research effectively applies Krashen's Input Hypothesis to primary education but does not extend its applicability to older learners, such as vocational students. Similarly, (Silviyanti et al., 2022) emphasized technological storytelling methods but did not investigate their long-term impact or interaction with a real audience. Studies like (Pratiwi & Rohmadi, 2021) and Merizawati STAI Al-Akbar Surabaya et al. (2023) demonstrate the effectiveness of pragmatic and storytelling methods, yet they lack quantitative measures and often overlook the potential of integrating cultural narratives specific to the local context. (Tifani & Regina, 2020) work with Webtoon highlights the engagement benefits of storytelling but does not delve into real practical applications for communication skills.

This research aims to address the gaps in previous studies by focusing on the vocational education context and employing narrative experience stories through the Telling Story teaching method. By emphasizing student's personal experiences as the primary storytelling content, this study adopts a learner-centered and communicative approach to investigate the development of practical English-speaking skills. Using a quantitative research design, the study

seeks to provide empirical evidence on the effectiveness of storytelling in enhancing vocational student's speaking proficiency, particularly in terms of fluency, pronunciation, grammar, vocabulary, and comprehension. The findings of this research are expected to offer pedagogical insights for English educators in vocational education, especially in implementing experience-based storytelling as an effective instructional strategy. Accordingly, this study is conducted under the title "*Investigating the Effectiveness of Telling Story Teaching Method in Improving English Speaking Skills of Vocational Students*".

### **B. Research Question**

Based on background of study and focus of the study, the research's questions is stated as follow:

1. Does the telling story teaching method improve the English speaking skills of vocational students?

### **C. The Purpose of Study**

Based on the research's questions is mentioned above, the writer has the purposes of the study as follows:

1. To investigate whether the telling story teaching method improves the English speaking skills of vocational students.

### **D. Hypothesis**

1. Null Hypothesis ( $H_0$ ):  $\mu_{11} \leq \mu_{21}$  (The telling story teaching method does not significantly improve the English speaking skills of vocational students.).
2. Alternative Hypothesis ( $H_a$ ):  $\mu_{11} > \mu_{21}$  (The telling story teaching method significantly improves the English speaking skills of vocational students).

## **E. Significance of Study**

The result of this study is expected to:

### **1. For Teachers**

It is hoped to provide an engaging teaching method. The method of storytelling used in this study is an innovative method for teacher to improving English speaking skills in the class. This strategy can be more effective than conventional teaching ways because it allows teacher to gain imaginative, creative, and dynamic interactions. This research can provide a new viewpoint on the evolution of English language teaching method in school.

### **2. For Students**

It is expected that this study will enhance student's motivation to learn English by engaging them in narrative experience storytelling. Personal experience stories provide meaningful and relatable content that encourages active participation and sustained interest in speaking activities. By connecting language learning to student's own experiences, learners are more likely to feel confident, motivated, and willing to communicate in English. Increased motivation and speaking confidence enable students to express ideas, participate in discussions, and practice oral communication more frequently. As their speaking ability develops, students are better prepared to communicate effectively in real-life and professional contexts, particularly in the increasingly globalized workplace.

### 3. For Future Researchers

It is hoped that future researchers will continue to explore innovative approaches in English language learning and develop new research directions. By integrating storytelling as a pedagogical strategy, this study offers a fresh perspective on how narrative-based learning can be utilized to enhance student's English-speaking abilities. Consequently, this approach contributes to the advancement of English language education research and practice in Indonesia as well as in other educational contexts. Moreover, this research makes a significant contribution to the body of knowledge in education, particularly in the field of English as a Foreign Language (EFL) learning.

#### **F. The Scope and limitation of the Study**

Scope and limitation give limitation for the research. Here the scope and limitation in this research:

##### 1. Scope

The study aims to improve student's English-speaking skills through the Telling Story teaching method using narrative experience stories based on student's personal experiences. It examines the effect of experience-based storytelling on student's speaking proficiency in the context of English as a foreign language learning. Conducted at SMK Cahaya Surya Kediri, the study focuses on the effectiveness of storytelling as an instructional strategy for enhancing oral communication skills. Student's speaking performance and oral participation during storytelling activities

are analyzed to determine the impact of the Telling Story method on speaking development.

## 2. Limitations

This study is limited to secondary-level students at SMK Cahaya Surya Kediri, located in Kediri City, East Java, Indonesia; therefore, the findings may not be generalizable to other educational levels or learner populations with different English proficiency levels. The use of narrative experience stories as the primary instructional material may limit the variety of storytelling genres explored in English language learning. Additionally, the relatively short duration of the study may not be sufficient for students to achieve long-term mastery of English-speaking skills through storytelling activities. External factors such as student's motivation, individual language proficiency, and learning attitudes may also influence the results. Furthermore, as this study focuses on experience-based storytelling, the findings may differ when other storytelling approaches or narrative genres are applied, which presents challenges for developing a more comprehensive story-based speaking instruction model.

### **G. The definition of Key Term**

The definition of terms in Investigating the Effectiveness of Telling Story Teaching Method in Improving English Speaking Skills of Vocational Students:

#### 1. English Speaking Skill

English speaking skills refer to the ability to express ideas clearly and effectively in verbal interactions, encompassing fluency, accuracy, coherence, and confidence in communication. For vocational students, these

skills are particularly important as they prepare for professional settings that demand competence in English (Arroba & Acosta, 2021). Within this research, English speaking skills are examined in relation to the Telling Story teaching method, which provides authentic and engaging opportunities for learners to practice oral communication. As Arroba and Acosta (2021) highlight, integrating storytelling into instruction can significantly enhance student's confidence, motivation, and overall speaking performance.

## 2. Telling Story Method

The storytelling teaching method is an instructional approach that involves narrating stories to engage students in language learning. This method enhances student's comprehension, retention, and application of language skills by contextualizing vocabulary and grammar in meaningful and relatable scenarios. According to Huda et al. (2022), storytelling fosters active learning, promotes creativity, and helps learners develop confidence in oral communication. The use of storytelling in vocational education has been shown to improve not only linguistic competence but also the ability to convey ideas effectively in real-life professional settings (Huda et al., 2022).

## 3. Vocational Students

The Vocational students are learners enrolled in educational programs focused on developing specific trade or occupational skills. These students often require practical language proficiency to succeed in professional environments. Research by Suci et al. (2021) highlights that storytelling-based language learning is particularly effective for vocational students as it simulates workplace interactions and promotes practical language use.