CHAPTER I

INTRODUCTION

1.1 The Background of Study

Learning a language means using it in communication in oral or written form. Burn and Joyce (1997, p.54-55) stated that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Especially for English Language learners, oral language or speaking is like the first assessment for them because the disability to speak may lead them to be unable to communicate, express their feeling, thoughts, messages, ideas and experiences in various contexts even in a simple form of conversation.

Among the four languages skills, speaking is the real challenge to most students. It needs effort to use appropriate vocabularies, pronunciation, and grammar orally in order that the message is able to be understood by others correctly, Thornbury, (2005, p.5). Beside, as Richards and Renandya (2002, p.210) explain that speaking is one of the central elements of communication. The students have to speak fluently and accurately. Thus, it is concluded that speaking is the central element of communication which become challenging for the students in learning language because of needing effort to use appropriate vocabularies, pronunciation, and grammar orally.

Before conducting the research, the researcher conducted the preliminary study in SMP N 3 Batu on Thursday 16th April 2015. Based on the result of interview guideline with English teacher, showed that VIII-C class had problem in speaking. It was also supported by the result of questionnaire that the researcher distributed in three classes. The result of questionnaire showed that only VIII-c class who had problem in speaking. Furthermore, the result of preliminary study found that the students have low speaking ability. It was showed that more than half of total students or sixteen students were under the predetermined passing grade (KKM), 66. The result also showed that most of them had problems in pronouncing the words, were not able to communicate in English accurately and fluently. The total of students in VIII-C class is twenty eight students and only 42.8% or twelve students who passed the minimal mastery level criteria (KKM). This problem might be caused by some factors. Some of the students were lack of vocabulary, the material was not interesting, the teaching learning process did not use media, and the use monotonous technique in teaching speaking.

Based on the problems stated above, the researcher considered that it was necessary to find out an alternative way to use suitable and interesting technique to solve the problems. There are many techniques that can be applied in teaching speaking such as role play, discussion, simulation, debate, information gap and so on.

Story-telling was chosen as the technique that was applied in this research. According Vale and Feunteun (1995, p.7) story-telling demonstrates the value of practical tasks as social, motivational, and teaching tools in learning situation. It

also makes students feel fun in learning language. Phillips (2000, p.6) pointed out that storytelling technique has many an essential role in the education, especially, for young learners, that may inspire their imagination, create their own visual images and ideas.

Story-telling is one of the techniques that can be used in teaching narrative. Narrative text is one of the text types recommended by the curriculum to be introduced to the junior high school. It is as stated in one of the standards competence of outcome designed by BSNP (Badan Standar Nasional Pendidikan or Board of Educational National Standard) as:

Siswa mampu memahami makna teks lisan pendek berbentuk teks fungsional pendek, percakapan dan teks monolog sederhana berbentuk naratif (narrative, recount, news item) dan deskriptif (report, descriptive, explanation) dalam kehidupan sehari-hari (2013).

The students are able to understand the meaning of the short oral text in short functional text, conversation, and simple monolog narrative (narrative, recount, new item) and descriptive (report, descriptive, explanation) in daily life (2013).

Besides, the reason of choosing the technique supported by the result of interview guideline with the English teacher. The teacher had never used this technique in teaching English, especially speaking skill. So, it was considered as new technique for 8-C class in learning English. Related to the above explanation, it showed that story-telling was an appropriate solution for this class to improve their speaking ability. In addition, story-telling is an enjoyable technique for teaching speaking. It was considered to be useful to provide the students' opportunities to develop their thought and imagination.

The use of media was very supportive with this technique. According Sadiman (2009, p.6) medium is all the physical tools that can present the message

and stimulate the students to learn (e.g. Books, films, tapes, videos, tape recorder, etc.). So, the researcher concluded that the use of media can offers different situation by increasing students' interest to the lesson. It gives more detail information and focuses the students on the materials and skills that being taught. The use media can also allow the students to be involved in teaching learning process.

Many media can be applied in speaking class including sequences of picture. It is a set of pictures which show a story. Latuheru (1988, p.36) states that pictures can translate abstract ideas into more realistic form. It can be easily obtained, can be used in different academic levels, and can attract students' interests. Hence, pictures can stimulate students' mind in generating, expressing, and developing their ideas. According Raimes (1983, p.27) picture can be tools to stimulate students in describing an object or a person in the pictures. Pictures also help the students to communicate or explain the events in the picture. In addition, according to Thornbury, (2006, p.20) explains that picture can illustrate the script of conversation in order that the students can memorize easily. It means that a text such as narrative, descriptive, and procedure could be illustrated in the picture to make it easy to memorize. From the explanation above, the researcher concluded that pictures really support with the story-telling technique that can improve the students' speaking ability.

Referring to the previous study conducted by Royanti (2006) when the story retelling using comics was applied in the class (treatment class), the result showed that there was significant difference in the achievement between the

students who were taught using comics and students who were taught without comics. Moreover, Alfian (2013) also conducted the same research on narrative text through picture series. The result of his research showed that 80 % or 29 students of 34 students achieved the score up to the average after using picture series. The students' ability in writing narrative text improved. The majority of the students also showed the positive responses towards the use of picture in learning narrative text.

Departing from the previous research findings, this research was aimed to find out how the use of story-telling with sequences of picture can improve the students' speaking ability. Thus, the paper entitled *"Using Story-telling with Sequences of Picture to Improve Students' Speaking Ability"* was chosen. The research conducted the research in SMP N 3, on Jl. Raya Beiji no 8, Batu, East Java. The researcher chose the eighth grader, especially VIII-C class which had problem in speaking class, as the significance of the research. Hopefully the use of story-telling with sequences of picture in this research would be useful for English teacher to use this technique in teaching and learning process. It was expected to help the teachers in improving students' speaking ability. For the further researcher, it would be excellent to investigate the effectiveness of sequences of picture in improving other skills such as reading and listening.

1.2 Statement of the Problem

The problem of this research is "How can story-telling with sequences of picture improve the students' speaking ability the class 8 graders of SMP N 3 Batu in the academic year 2014/2015?"

1.3 Objective of the Study

The objective of the study is to find out how story-telling using sequences of picture can improve the students' speaking ability of the class 8 graders of SMP N 3 Batu in the academic year 2014/2015.

1.4 Definition of the Key Terms

In order to avoid misunderstanding that may be happened with this thesis, the researcher would like to clarify the terms used as follows.

(1) *Speaking skill* is a skill to express a short simple monologue in narrative forms using oral language.

(2) Story-telling is a technique in which the students used to convey a story based on the sequences of picture.

(3) *Sequenced of picture* is one of the visual media which based on several sequential pictures

(4) *Narrative* is the representation of an event or a series of events.