

# CHAPTER I INTRODUCTION

## A. Background of The Study

English as international language is important for human beings. It means English is widely used in at least some parts of everyday life of some people around the world. Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, speaking, reading and writing.

Among the four skills, speaking is often considered as the most difficult skill to be mastered by the students. Learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the lecturer to help the students. The development of speaking skill is a good source of motivation for most learners, who are normally much concerned to be able to speak and understand a foreign language.

By speaking with others, people are able to know what kind of situation is in the world. People know that language is a habit. Language is not only taught and learnt but it is used as a habit. So people must be able to speak English well because other people identify the English mastery with their ability. So we can conclude that people who have ability to speak will be better in receiving the information.

Teaching speaking in Senior High School in Indonesia is one of the main of focuses in English teaching. The principle of teaching English is all

processes teaching should be communicative because the graduated of the students in Senior High School are directed to have life skill for communication to meet the need job opportunity, besides they can continue their study to the higher level.

That is why the Government chosen instructional materials based on notional and function syllabus to acquire communicative competence in English. The students can express the meaning well with the appropriate form, such as, in grammar, pronunciation and vocabulary.

The weakness of the students have in learning English, according to the researcher's observation is speaking ability. Their English Speaking ability is still low. The indicators of the problems are as follows: First, the students feel shy to express their ideas in English, second, the students do not know how to apply different transactional and interactional expression in different situation. Third, the students are afraid of making mistakes in grammar, pronunciation and intonation. Fourth, the students have no courage to express their own English ability; and finally, they never use English in their daily communication either inside, or moreover outside the class because of their limited vocabulary.

The cause of speaking problem could be seen from many factors. They may come from students, teacher and syllabus. Based on the analysis of the researcher, the causes are as follows: the teachers tended to teach monotonously. The teachers did not apply various or creative teaching

techniques. The teacher usually focus their teaching on the written test which was held in the mid or at the end of the semester, even in the final exam.

Wilkie (2001) states that in diagnosing the learning situations, teachers are required to design the teaching techniques that will make the students easy to follow and understand to the lessons given. Besides, in teaching English, the teacher has to be able to make students participate in discussing the materials actively, so that they will be able not only to understand what they are learning in the class but also to express their ideas in English orally. The most important thing to carry out in English teaching is that the teacher has to be able to use an appropriate approach, strategy and model of teaching.

The researcher assumed that an appropriate approach is needed to improve the students' problem in speaking during teaching learning process. In other words, students need something new in their learning process. Using media is one of solutions that can help clarify the subject matter presented to students, and prevent the occurrence of verbal self-student. By using media, it can help teachers to make the new fun and active atmosphere in the classroom. It hoped that the teaching and learning process becomes interesting and make the students interested and motivated to learn the material.

Storytelling through Video is one of the ways that can be implemented in teaching speaking. The combination of storytelling and video will be an effective media that can attract the students attention and motivation.

Brown, Lewis & Har (1977:233) support that video can create a link between mind, sight and hearing. If this condition happens, students will be likely to focus on the material and will learn it in an optimum way.

Beside that storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Using storytelling in the classroom is one way to address literacy development by improving oral language, reading comprehension, and speaking. Because of the interrelated nature of the processes involved in reading and speaking, storytelling is an effective strategy that can be woven into instruction to increase students' competencies in all areas. Engaging in storytelling activities is a way to motivate even the most reluctant reader or speaker.

Storytelling is defined as, "relating a tale to one or more listeners through voice and gesture" (National Council of Teachers of English, 1992, p. 1). Using of storytelling through video can be more appropriate media to be used in increasing students' speaking ability. Because the combination between storytelling through video will be an interesting way that can attract the students attention and motivation. The Students will not only watch a video but the students know about the practice of combining images with a narrated soundtrack including both voice and music. The students also be more active because the will be asked to speak up during the teaching and learning process. The students will be likely to focus on the material because of

storytelling through video encourage the listener's imagination and exercise the emotions of both teller and listener.

#### **A. The Problem of the Study**

Based on the background of the study, the problem is formulated as follows: "Is there any significant effect on students' ability in speaking by using Storytelling through video?"

#### **B. The Objective of the Study**

The objective of this study is to find out if the using of Storytelling through Vide could significantly improves students' speaking ability.

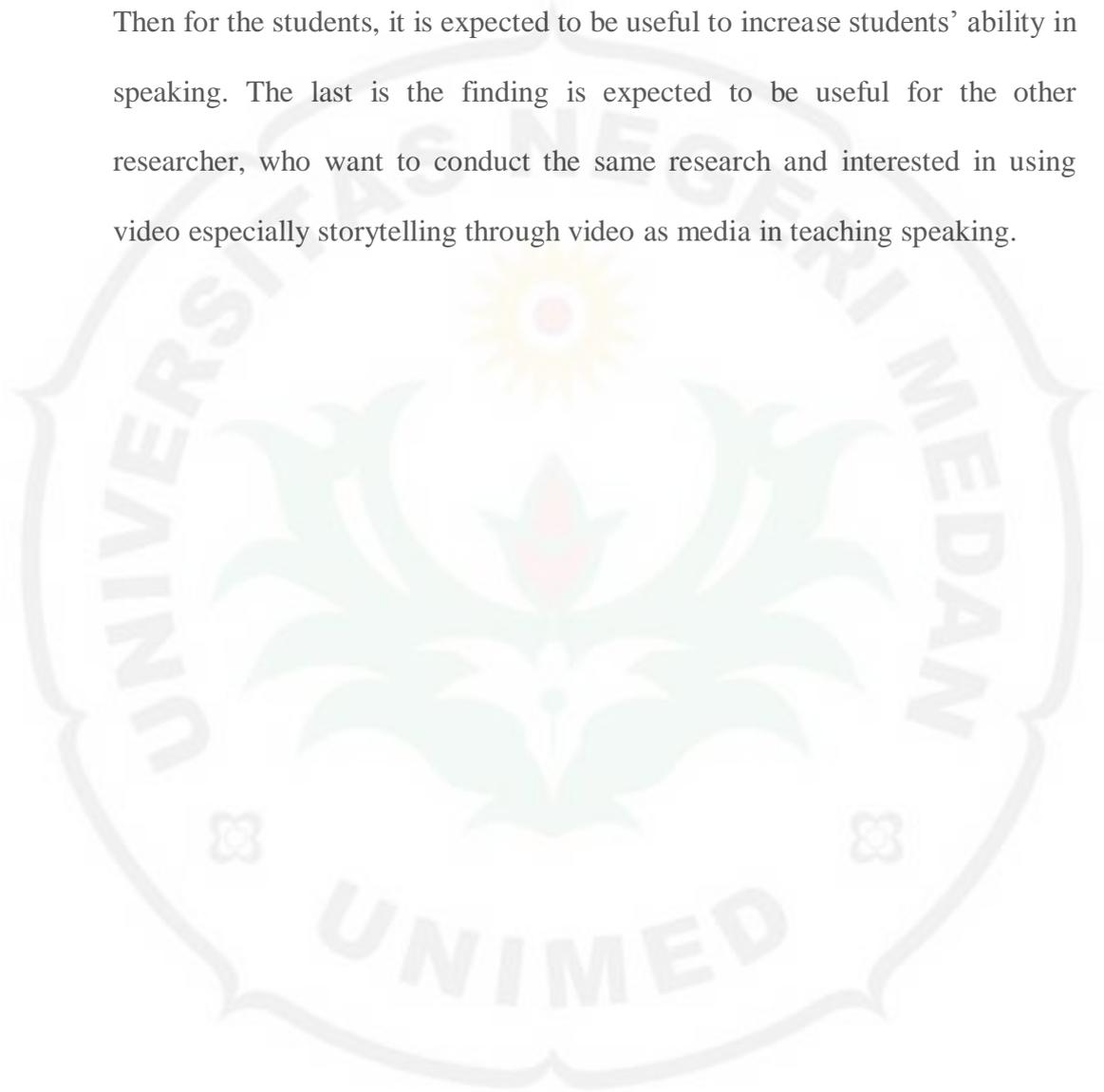
#### **C. The Scope of the Study**

There are many kinds of media in learning, they are audio media, visual media and audio-visual media. Storytelling through Video is one of audio-visual media that can be used in teaching speaking. This study is focused on the effectiveness of Storytelling through Video on students' speaking ability in Senior High School especially on second grade.

#### **D. The Significance of the Study**

Results of this study are expected to be giving out the theoretical and practical significance. Theoretically, to enrich the learning of speaking by using storytelling through video. Practically, to give much information for the teacher especially English teacher as one of alternative way to teach speaking.

Then for the students, it is expected to be useful to increase students' ability in speaking. The last is the finding is expected to be useful for the other researcher, who want to conduct the same research and interested in using video especially storytelling through video as media in teaching speaking.



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