

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language plays an important role in human life to communicate, to express the ideas, feelings, desires, and so forth. Language is a system of arbitrary symbols for human beings' communication in speech and writing that is used by the people of a particular community (Bashir, 2011:35). English as a foreign language in Indonesia has been stated as a compulsory subject for students of Elementary School, Junior High School, Senior High School, Vocational High School and up to the Tertiary Level. The students are expected to use the language not only passively but also actively. And the students are expected to have a good English communication in speaking either in the transactional and interpersonal function. They need it to follow the development of the world globally.

Harmer (2003:120) says that communication with language is carried out through two basic human activities, namely speaking and listening. Thus, speaking is a basic skill which takes a particular role to communicate and to express the ideas, feelings, and desires in human activities. Meanwhile, speaking deals with uttering words. It needs practice a lot. According to Maxom (2009), speaking is the most important skill in English language teaching. She also says that mastering any language without speaking it up is impossible. In order to gain the ability of speaking, the students should communicate the language itself.

Speaking is not as easy as what people think. Many students like to speak but when they are asked to speak in English language, they can not speak English.

In fact, most of the students are difficult to speak out when they want to ask something or answer teacher's question because they never practice speaking in English regularly. So, most of the students become passive in the class. Teacher should help the students overcome this problem by motivating them to speak.

Although the goal of teaching speaking skills is to encourage the learners to communicate in English fluently, students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communicative situation.

In the process of learning speaking, students find that speaking is difficult to practice. When the teacher asks students to say something about their opinion, most of the students feel unconfident to express it. Students who experience test anxiety consider the foreign language process, and especially oral production, as test situation, rather than an opportunity for communication and skills improvement.

In Indonesia, there are two categories of secondary high school, namely Senior High School and Vocational High School with two different purposes as well. Senior High School has a goal to prepare the students to enter a university. Meanwhile, Vocational High School has a goal to prepare the students to enter a job fields. Thus, the Vocational High School students need a specific English lesson to reach that goal. Hutchinson and Waters (1987:3) state that English for specific purposes is based on designing courses to meet the learners' needs.

Based on the writers' observation in SMK NEGERI-1 Binjai, the writer found that a teacher had many difficulties in teaching English, especially for teaching speaking there. The teacher seldom used any kinds of media and she doesn't creative enough in teaching speaking. The teacher also didn't apply new various methods in teaching and learning process. She uses lecturing technique in teaching speaking. The condition of the students taught through lecturing technique made them bored and low their score. That's why media and technique have effect for students' speaking achievement in this school.

However, based on the English syllabus for Grade X Vocational High School students, the narrative text is one of the genres in speaking that must be well-mastered by the students. They must be able to present a narrative text in their daily life communication. The Minimum Standard Score is 70. But there were more students who got the score under 70. It shows that the students' have to improve their speaking achievement. The students mean score can be seen in the table 1.1 below.

Table 1.1 Students Mean Score in the First and Second Semester of Tenth Grade

Semester	Mean Score
1 st	64,50
2 nd	68,70

Narrative text is a kind of genre which amuses, entertains, and deals with actual and vicarious experience in different ways; narrative deals with problematic events which lead to crisis or turning point of some kind which in turn finds a resolution. The writer found that students still confused about what they want to speak. Because their teacher only focused on learning materials in the text book

which made students get bored. In this study, the writer only deals with narrative speaking because according to the observation, she found out that many students were not able to speak a narrative well. Though, narrative was very good to support students' achievement in speaking. So that, the writer will help the students become better in speaking narrative text.

After interviewing some of the students, they were still confused about what they want to speak. Because their teacher only focused on learning materials in the text book which made students get bored. In this study, the writer only deals with narrative speaking because according to her observation in SMK NEGERI-1 BINJAI, she found out that many students were not able to write a narrative text well. Though, narrative was very good to support student's achievement in speaking and writing. So that, the writer will help the students become better in speak narrative text.

There are two factors that involve teaching speaking, namely internal factor and external factor. The internal factors are physiological and physical aspects. While external factors relates to facility and teaching learning process. The most factors that influence language learning are the external factor. Facility in learning process also takes an important role in teaching and learning process. Media help teacher to transfer the knowledge to the students in interesting ways. Smaldino and Russel (2005:9) explain that the purpose of media is to facilitate communication and learning. Media can be used in a teaching-learning process such as pictures, diagram, chart, video, etc. This study chooses video as a media to improve students' speaking competence in telling a narrative text.

Video is one of the audio visual media that can be used as a medium in teaching speaking. By using video, the teacher can help the students in watching, listening, understanding, and applying the use of language contextually. When students are watching video, automatically, they learn how to say something, make an interaction without being under pressure because video serves as an interesting way in learning. Watching video will give them the chance to imitate the actions and will help them construct their ideas orally based on what they have watched.

Storytelling through Video can improve the speaking ability for students. Using video can makes the students interesting to learn and the students can watch the narrative story without imagine the plot of the story. And storytelling can make students have confidence to say their ideas with their own language.

In line with the previous explanation and in order to achieve the speaking competence, expressing the meaning in functional spoken text, and monolog in narrative text in the context of daily life, the writer is very much interested in conducting a study on students' speaking ability through story telling by using video as a medium of instruction to improve the students' speaking competence.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows: “

“Is Students’ Speaking Achievement in Narrative Text taught by using Storytelling through Video higher than that taught by using Lecturing Technique?”

C. The Objective of the Study

The objective of the study is to find out whether Story Telling through Video significantly affects on Students’ Speaking Achievement in Narrative Text.

D. The Scope of the Study

Vocational students need to learn speaking skill well. It is needed because it is important for the students to find a better job after graduating from vocational school. The teaching method is determining factor to improve students’ speaking skill. There are five types of speaking. In this study the focus is on the monologue speaking. There are some appropriate techniques. The Storytelling technique was used. There are many kinds of teaching media, such as Radio, Television, Picture, Video, and Movie. In line with the application of media in teaching English, this study is focused on the use of video in teaching speaking a narrative text by storytelling to Grade X students of SMK NEGERI-1 Binjai.

E. Significance of the Study

Findings of this research are expected to be useful and relevant theoretically and practically.

1) Theoretically

The findings are useful for English learners to enlarge their knowledge and to overcome the problems in speaking enlarge their knowledge and to overcome the problems in speaking through storytelling especially narrative texts by watching video and the readers to conduct deeper research related to literature and add new horizon to the theories of English learning.

2) Practically

The results of this study are expected to be useful for English teachers to overcome the students' problem in speaking English in story telling a narrative text by using video. The results of this study are also expected to be able to motivate the students to be interested in speaking. It is hoped that story telling by using video can help them to develop their knowledge to speak English and to improve their speaking competence.