CHAPTER I

INTRODUCTION

1.1   Background of the Study

Speaking is one of the most important skills in English language that should be mastered by students. In fact, speaking is the hardest skill for the students because it is productive skill. Most of student get difficulties to speak although they have a lot of vocabularies. Actually, the problem in speaking is the unwillingness of students to speak English because they are afraid of making mistake. In addition, English skill should be taught and practiced in the classroom so the student can get more comfortable in using English. Students have their own common mistakes in speaking. Therefore, the teachers as a guide have to find the appropriate technique to solve the students' common mistakes.

According to Richards (2008:19), speaking ability is an activity that someone uses to communicate to each other. Speaking ability seems very important because speaking skill influences daily life. Speaking is the way for interacting with each other, expressing their ideas, giving suggestion and comments, and sharing information. Brown (2001:115) also states that the objective of speaking is the students are able to participate and use English in short conversation fluently and acceptably in daily context. In addition, each student has their own problem in speaking so the technique or approach that should be used fits the needs.

Therefore, for some students, speaking could be a big trouble if they do not get the perfect treatment in teaching learning process. The students have

several problems in speaking skill such as lack of motivation, afraid of making mistakes, or even limited vocabularies in their speaking. Moreover, the way of the teacher English in the class also can be a problem for the students in learning English. This means that the teachers must find a way for solving this problem so they can improve the student's speaking ability. The teachers have to find appropriate technique to improve students speaking skill and also raising their motivation in learning English. It would be easier for the students to communicate with foreigners using English if they are confident and not afraid of making mistake when they speak. It is the goal that the teachers want their students to achieve. The students should speak confidently so the listeners are easier to understand what the meaning is. It also helps the students to know more about foreign language so they can communicate with foreigners whether just for usual conversation, asking or giving information, sharing though or giving suggestion and comments. This should be practiced by the students everyday not only during teaching learning process.

Based on the problems above related to speaking ability, the researcher did an interview with an English teacher in SMPN 4 Sukawati about speaking ability. While doing this, the researcher found some reasons that made students in SMPN 4 Sukawati difficult to improve their speaking ability such as, students were afraid to make mistakes in speaking English and they were not usually able to speak English as their second language. The lack of vocabulary made the students difficult to express their feelings, and opinions in delivering or communication.

Besides, the technique that was used by the teachers in the school are grammar translation method and reading aloud technique in the class. Grammar Translation Method (GTM) is a method as the old-fashioned method or classical method that has been applied by the teacher in the learning progress for many years. The role of this method is very traditional. The teacher's role is a holder in the classroom. And the role of the students in accordance with what the teacher teaches, students do what the teacher says, students learn what the instructor knows. The Grammar Translation Method may make the language learning experience uninspiring and boring because the method is focused on the interaction between teacher and students. This method neither approaches nor encourages the students' communicative competence, therefore, students might be able to write and read in English, but would never have the skill required for holding a conversation to improve students' speaking skill.

The teaching technique which was applied by the English teacher was not effective yet to improve speaking ability of the students. This technique gave more opportunity to recitation and memorization rather than an opportunity to speak. The way teacher explained the material only focused on the book, it has been good and clear enough, but the kinds of speaking skill task should not be focused on the book. However, the teacher could take the topic from the other source, or might be made by the teacher. It caused the students feel unconfident in speaking English and they often stopped while doing conversation. Besides, their conversation was not clear and comprehensible. Therefore, it made them speak English with lack in structures, so it becomes hard to understand. At the end of the study teacher did not give appropriate feedback to students' speaking

performance. Therefore, they needed an appropriate teaching technique to improve their speaking ability.

To solve those problems, the researcher should have accurate plans to get an effective way in the teaching learning process. It means that teacher has a great responsibility in considering the strategy that she wants to apply to improve her students' speaking ability. In this research, the researcher is interested to apply storytelling techniques combined with pictures. Storytelling technique is a technique that really attractive and make students more active in the class. According to Stoicovy (2004), storytelling is a process of re-memorizing what we listened and read. The technique was chosen because it is very suitable to improve the student's speaking ability. After all, it is an effective technique to apply in the classroom.

In addition, as the explanation above, the teacher needs to use other teaching techniques to improve student's speaking ability especially in storytelling. It was considered a great strategy in teaching speaking skill. The researcher believes through this strategy will improve their speaking ability and their scores as well. Therefore, the researcher is highly motivated to conduct the research entitled "The implementing storytelling technique with pictures to improve speaking ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023.

1.2 Research of Problem

Some problems were found by the researcher of the eighth-grade students of SMPN 4 Sukawati in academic year 2022/2023. Such as students were afraid to make mistakes in speaking English and they are not usually able to speak English

as their second language the lack of vocabulary makes the students difficult to express their feelings, opinions, and in delivering messages or communication. Based on the explanation above, the problem that came up in this study is: can students' speaking ability of the eighth-grade students in SMPN 4 Sukawati in the academic year 2022/2023 be improved through storytelling technique with pictures?

1.3 Objective of the Study

To make the research have direction, there must be an objective that should be achieved. Based on the research problem, the objective of this research is to find out whether speaking ability can be improved through storytelling techniques combined with pictures of the grade students in SMPN 4 Sukawati.

1.4 Limitation of the Study

Based on the research problem, there were many problems found during the practice of the teaching and learning process. In this research, the researcher employed the approach of Classroom Action Research. Moreover, a lot of strategies could be used as the solution to fix the problem of speaking. It is really important to limit the study to avoid complicated discussions. Since the complexity and broadness of the problem of speaking ability, this present study was limited to using storytelling techniques combined with pictures to improve the speaking ability of the grade students in SMPN 4 Sukawati in academic year 2022/2023. Storytelling techniques combined with the pictures were expected to be able to overcome the problem and to help the students to improve their

speaking ability. Therefore, in this present study focused on improve speaking ability using storytelling technique that combined with pictures. The researcher expected the students would highly be motivated in learning by using pictures about narrative text that consisted of more than one pictures and then asking the students to retell a story about the pictures that they get.

1.5 Significance of the Study

The significance of the study must be stated in the introduction section of your research paper. While stating the significance, the researcher must highlight how your research would beneficial to the development of science and society in general. This research is concerned with teaching speaking ability, to improve the students' speaking ability to the eight-grade students of SMPN 4 Sukawati in academic year 2022/2023 by using Storytelling combined with picture Strategy. The researcher expects that by achieving a good response from the student participants, the result may be useful for the teacher in improving speaking skill of the students. In this present study, the result is highly expected to provide meaningful result in the research finding. In addition, the researcher is expected to be able to provide much more advantages for the teacher, student, and other researchers. It was expected to be in theoretical terms as well as have a practical significance in the context of improving speaking skill in the classroom. The researcher of the study is expecting to indicate significant theoretical and practical information on the importance of implementing Storytelling combined with the picture in teaching speaking, as follows:

Theoretically, the findings of conducting research using storytelling combined with pictures are expected to support and contribute to theory in developing speaking ability. Some information and theories provided in this study can be taken to enrich the existing references. The result can be beneficial as theoretical evidence regarding the implementation of the theory based on the problems that are faced concerning in teaching speaking. Furthermore, the results of this study are expected to enrich theories and can be used as a reference for future studies related to Storytelling in improving student comprehension of the eighth-grade students of SMPN 4 Sukawati. So, it can contribute to other research about the implementation of new strategies for successful speaking ability in general. The findings are expected to be used as evidence that the storytelling technique is one of the most effective strategies in improving speaking skill of the eight-grade students of SMPN 4 Sukawati in academic year 2022/2023.

Practically, the significance of the present study is expected to give feedback for the teachers, students and other researchers. By applying this strategy, teacher will able to solve the student's problem in improving their competency in speaking ability, especially in finding the ideas, specific information, comprehension and fluency. This research may increase teachers' knowledge related to effective technique for speaking classroom. For the students, it is be useful for the students to improved their speaking specify in understanding and comprehension about the specific information from the text. It improves their confidence in speaking because they know how to spoken the text with fluently. For the other researchers, this research be a reference to overcome the problem

which is face in the future. It can also increase and develop their knowledge about new technique that going to be used in future.

1.6 Definition of Key Term

The definition of key term is very important to define, in order to make a better understanding in the present study briefly. Moreover, the definition of key terms are typical words used in this research and the research should give clear operational definition that are used in this present study. There are two key terms in this study that should be briefly clarified to provide clear insights about what is study concerned. To avoid confusions, the researcher defines about the operational definition of speaking ability and Storytelling combined with picture strategy. The definitions of key terms are operationally defined as follows:

1. Speaking ability

Speaking ability in this study refers to the ability of the eighth-grade student in SMPN 4 Sukawati how they can tell a story in their own word in the form of narrative text and learn how to speak up about what the information they get from the picture.

2. Storytelling technique combined with pictures

Storytelling is the oral technique that combines pictures as a medium in teaching speaking to help teachers improve students speaking ability. This technique and the media also help students of the eight-grade students in SMPN 4 Sukawati to improve their speaking ability. The teacher asks the students orally to tell their experience story by pictures according to the storyline.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. It is assumed both knowledge and acceptance of the theories that depends on. The purpose is to provide the information on knowledge towards variables. This review consists of theoretical frameworks which allow the researcher to present the research in light of summary of the literature. The theoretical frameworks of this study include: speaking ability, storytelling, and pictures are discussed as follows:

2.1.1. Speaking Ability

Speaking is an important ability that should be mastered, developed, and applied. Speaking as an oral communication that need to be mastered. It is a two-way process between speaker and listener and involves the productive and receptive skill of understanding. It means that in speaking there are two things that should be considered between delivery of information and understanding. Speaking is an activity that provides opportunities for rehearsal, gives both teacher and students feedback, and motivates students because of their engaging qualities (Harmer et al, 2019:10). It means that the students' involvement by providing opportunities to express their opinions in foreign language learning can motivate students to be active in speaking.

Furthermore, Pollard (2008: 30) says that one of the most difficult aspects for students to master is speaking. It is difficult because students sometimes worry

about making mistakes and that thing makes it hard to practice their speaking ability. Moreover, speaking is not only just delivering a word, but the important aspect is, that speaking must include a meaning which is accepted and clearly understood by the listener. Speaking can be categorized as a productive skill since it consists of producing systematic verbal utterances to convey meaning. This is also because in speaking the learners generate language in speech. Many people think that speaking is easy to do, but some others argue that is difficult. In this case, Nunan also states "Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First unlike reading or writing speaking happens in real time: usually the person you are talking to is waiting for you to speak, you cannot edit and revise what you wish to say, as you are writing (Nunan, 2003:48)

In line with this, Nunan (2003:26) also states that spoken language, on the other hand, consist of short often fragmentary utterances, in a range pronunciation. There is often a great of deal of repetition and overlap between one speaker and another. and speakers frequently use nonspecific references (they tend to say thing'. "it', and this' rather than the left-handed monkey wrench).

As the English speaker need to be fluency in speaking like a native speaker. To be a good speaker, it is need process because learn to speak like a native speaker is hard. In a process of speaking, a speaker has a concept of thinking to express what he wants to say. It means that he should have sufficient vocabulary in his mind and have good understanding of the structure of the language. To convey his ideas and meanings in a certain situation he has to use

appropriate pattern and choose the correct words that fit into it to make the meaning of what he has speak easy to understand by the readers.

In conclusion, based on the statement above speaking is an ability that should be learned and mastered because it is really important and will be useful in daily life especially in communication, explaining ideas, opinion and delivering information. In addition, it is also useful when people from different countries want to communicate with each other so they can use English as the language of instruction.

2.1.2 Storytelling

Storytelling is an oral activity to grab audience attention by using multisensory stirring emotion of an event in a story, it involves improvisation in, facial gestures, and body movement (Stanley and Dillingham, 2009: 2). In another theory, Champion as cited in Irawati, (2003: 13) says that story telling is an oral activity where language and gestures are used in a color full way to create scenes in a sequence. However, storytelling consists of more than just story telling. As a part of speaking activities in the class, storytelling also an effective teaching tool that enables students to focus on story structure. Samantaray (2014: 42) describes the procedures of storytelling as follows: (1) the teacher hangs different written stories with colorful papers on the white board, (2) the teacher asks the students to make groups of five, (3) the teacher asks every group take a paper from the white board, (4) the teacher asks them to develop a story in 15 minutes, (5) the teacher asks them to retell their story based on the group discussion, and (6) the teacher gives award to the group considered as the best group. Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both

social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development. When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text. Telling story is an active process that encourages children to reconstruct the text, it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, what happened next? If a child needs help detailing a main character, say, Tell me more about this character (Gibson, 2016:1).

2.1.3 Pictures

Using pictures is not a new thing. Some teachers search for various aids, especially series pictures, to improve this enjoy able situation in the classroom. Brown (2000:143) says that pictures are "old-fashioned" but those are "very helpful as media in an instruction". Although pictures are old fashioned, pictures bring not only images of reality, but also can be function as a fun element in the class. Sometimes it is surprising to see how pictures may change a lesson, even it is only employed in additional exercise or just to create the atmosphere. Moreover, Silfia (2018: 28) states that pictures can be used as a reference and stimulus in order to promote five very different language teaching emphases, such as structures, vocabulary, functions, situations, and all four skills. As mentioned before by Silfia (2018:30), speaking is a productive skill and pictures can often be

used in similar ways to promote it. Moreover, Silfia (2018:32) described that some roles for pictures in writing are, first pictures can motive the students and make them pay attention and take part in learning. Second, pictures contribute to the context in which the language is being used, such as bring the world into the classroom (a street scene or a particular object, for example a train, a cloudy). Third, pictures can give responses to questions or cue sub situations though controlled practice. The last is pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. Therefore, pictures are appropriate media in teaching situation. By using pictures, students can improve their imagination to speak especially retell a narrative text. Pictures is intended help students to tell the story besides, it is expected to promote their motivation to speak. Therefore, this research is conducted to solve the students' problems in speaking. It is to improve the students' ability in speaking through story-telling technique by using pictures in terms of content and delivery of the story.

2.1.4. Assessing Speaking Ability

Assessing speaking is the method that observes oral performance that will train the ability of students in speaking using a foreign language. Brown (2004:172) says that the components of oral proficiency scoring categories are grammar, vocabulary, comprehension, fluency, and pronunciation. It means that, in assessing speaking ability, grammar, vocabulary, comprehension, fluency, and pronunciation will be the important part that is often used as requirements in assessing speaking because those are shown the ability of students in speaking. Swain (2001) states that the most common purpose of assessing speaking is associated with the positive washback effect on foreign language learning. It has

been argued that assessing speaking will encourage students to actively learn and practice speaking in this learning online situation. It gives a positive impact on students one of them, to encourage students to actively learn and practice speaking, so that things will make students usually speak English as a second language.

In conclusion, assessing speaking ability is an important part of teaching English because it will be used to measure the level of a student's ability in speaking. Moreover, some of the general categories that are used in assessing speaking ability are grammar, vocabulary, comprehension, fluency, and pronunciation. Because they are closely related to the ability to be improved in speaking.

2.2 Empirical Review

The empirical review is the previous research that is relevant to this study. This is a way to get information and theory about previous research that is still available. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. To strengthen and support this study, in this case, there are two empirical reviews that researcher took from other researchers which reveal similar to the study conducted. The other researchers also discussed similar study about the implementation of Storytelling combined with picture technique to improve the students' speaking skill. Hopefully, these empirical reviews can provide information about the implementation of

Storytelling combine with picture technique and student's problems in speaking skill especially for the other researchers who was conduct same study.

The first study was conducted by Agustina (2018) entitled "Improving Students' Speaking Ability Through Storytelling Technique at Second Grade of SMPN 19 Bandar Lampung academic year 2017/2018". The objective of the study was to figure out whether or not speaking skill of the tenth-grade students of SMPN 19 Bandar Lampung can be improved through Storytelling technique. The example of the study showed that Speaking skill could be improved using the technique. In addition, the students' responses toward the study are positive. Based on the observations of the teacher's checklist, field notes and tests given to the subject, the results showed that there was an increase in achievement in the subject's speaking ability. This can be seen from the increase in the value of subjects in each learning cycle. Thus, after the Storytelling was applied, the subject's speaking skill improved significantly.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the study. However, the researcher did not use any media to support the teaching and learning process, that made the students was intended to be bored in the teaching and learning process. Regarding the weaknesses above, in this present study, the researcher was also attached the picture as the media to support the implementation of the Storytelling combine with picture. The combination of those will give a comprehensive insight to the student related to the material. In addition, the picture media makes the teacher becomes easier to give examples of good and correct pronunciation because

students can see to it from the picture showed. By using picture students will become more interested in participating in learning.

The second research was conducted by Megawati (2017) entitled "Improving Students Speaking Skill Through Storytelling Combine with picture Technique Toward Eleventh Grade Students at SMK Swasta Cimanggis in academic year2016/2017" The objective of the study was intended to figure out students' in speaking skill of the eleventh-grade of SMK Swasta Cimanggis in academic year2016/2017". Could be improved through the implementation of Storytelling combined with picture. The example of the study showed that students' speaking skill could be improved through the strategy of Storytelling combined with picture. The students had a positive response. However, the use of image media does not support this technique because the researcher only shows pictures and the lack of creativity shown makes learning boring. The pictures that are displayed are only black and white so students have difficulty seeing the pictures because the pictures displayed are not clear.

Moreover, there were the strength and weaknesses of this study. The strength of the study, the language used easy to understand for the reader. Besides, the instruction of the pre-test and post-test were very clear. However, the weakness of the research had no clear indicators of scoring rubric that make the assessment of the speaking ability less accurate. Without clear scoring criteria, the scoring of the students' speaking performance might not be objectively scored. As a result, in the present research, the researcher will adapt the scoring rubric which is designed by Brown (2004). The scoring rubric emphasize five criteria that can be used to

assess speaking performance, yet in this research, the researcher will make use of three criteria: fluency, comprehension and grammar.