

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is key of communication. It is interactive process of constructing meaning that involves producing, receiving and processing information. The form and meaning depend on context which they occur, including the participant themselves, their experiences, the environment, and the purpose of speaking, they are spontaneous, open-ended, and evolving. Outside the class, it is used twice as often as listening, which in turn is used twice as much as reading and writing. In the class, speaking and listening is the most often used skill.¹

Speaking skill is the main capital in improving language skills, especially English which will be used in this study. According to Jack C Richard and Willy A Renandya “Speaking is one of the central elements of communication”² Should “talks” is understood as a language by using oral. Because that person can have without having to speak a language, for example, someone who vowed not to talk but he still know and understand the language.

¹ Istiqomah Nur Rahmawati, *Teaching Speaking Through Storytelling*, 2014, UPI

² Jack C Richard and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University, 2002), p.210

Speaking is perhaps the most demanding skills for the teachers and lecturers to teach in a foreign language education. Teaching students to speak English as a foreign language is very challenging and rewarding for most English lecturers. The truth is that for many lecturers, the speaking class is actually one of the most difficult to teach well. If the English lecturers want their students to be able to speak English, then the lecturers have to speak English in front of their students when delivering out their English lesson.

Speaking is a process to convey and sharing ideas or information and feeling orally. Speaking involved some skills such accuracy, fluency, vocabulary and pronunciation. All of those elements need to be mastered by students. In teaching and learning process, the teacher and lecturer must give more attention to speaking.

According to Mustafa states that many Indonesian teachers of English have publicly admitted in seminars and this has been supported by his own observation in many different contexts that English is seldom used in the classroom. Teachers tend to use bahasa Indonesia to deliver out their English lessons, except perhaps when greeting students before the session begins and ends. It happens to English lecturers as well. In this kind of situation, students do not have good, functional English language models to learn

from. It is difficult to imagine how students in this learning environment could improve their speaking skill.

But, many student have trouble to speak English. Many aspect that influence. Such as student second grade of MA Ashabul Maimanah Cikobak. First, They are unconfident, feel shy in practice speaking, and being afraid make mistakes in speaking English. Second, their English is still low, especially in speaking skill pronunciation. The fourth, sometimes the teacher dominantly teaches the student using Indonesian in teaching learning process, so it can't motivation the student to speaking English well.

Learning to speak as foreign language is one of long process, student must carefully repeate mode and imitate teacher in pronouncing the word, try to practice and the active participantin classroom activit, and drill their fluency in speaking. In many language classes, speaking activity is not only source to communication and pleasurably activity, but also means of consolidation and extending student knowledge of language. Learning speaking need methods which is more effective or efficient in order to learn it easily This method which is way to learn speaking English Many ways to learn speaking one of them with the old methode of story telling and also can use media such as board picture as a material for storry telling.

Teaching and learning speaking using storytelling method for increasing student speak English ability use board picture as media is an interactive and communicative teaching, as a student are engage actively in learning process.

One of the ways to improve student's speaking ability through picture, its mean the student's pair or group taken picture from books, news paper, internet and magazine or photographs, then the pictures are attached to the board or styrofoam to form at the theme and the students story telling using board picture-facilitate learning.³

Board picture is one of the few tools in which to attaching certain picture that will form an object or theme that will form the pattern of the story. That method or strategy it is mean, the teacher s taken a key word of the board picture and students look to the theme images attached to the board. And then student divide into pair or group work and the students must storytelling according to the image they hold of each

How ever applying picture in teaching speaking must be true research in the classroom activity, it is to exercise whether this strategy has a close relation to improving students speaking skill ability. When the result of the research become to know, it will be motivate student will enjoy in

³ Jeremy Harmer, *The Practice of English Language Teaching*, (England : Person Education Limited, 2011) p.134

speaking activity and student interest and confidences to learn speaking activity,. The writer would inquire which the strategy is most effective in improving teaching speaking.

Based on the background above, the writer takes the title “Board Picture as The Media of Storytelling For Increasing Student Speaking Skill” (Experimental Research at second grade of MA Ashabul Maimanah Cikobak)

B. statements of the Problem

To do the right research and make clearly that appear in the teach of student’s storytelling as The Method Of Storytelling For Increasing Student Speaking Skill. Here are two main problems, which had formulated as follows:

1. How is the implementation of for storytellig in increasing student’s speaking skill?
2. How is the effectiveness for storytellig in increasing students’ speaking skill?

C. The Aims of the Research

This study has two aims:

1. To know the implementation of for storytellig in increasing student’s speaking skill
2. To know the effectiveness of for storytellig in increasing students’ speaking skill

D. Importance of the Research

The importance of using storytelling as method for increasing student speaking skill is a technique of teaching can be used to help the students develop their speaking skill. It can be used as experience for teacher in teaching speaking, especially MA Ashabul Maimanah Cikobak LebakWangi-Serang.

The research has three benefits as follows:

1. For the writer

The writer knows the influence board of storytelling as method for increasing student speaking skill, and the result can be applied in teaching speaking skill.

2. For the teacher

The result of the research can be used as an input in English teaching learning, especially in increasing teaching speaking.

3. For the students

Students are enjoying in learning speaking because they can understand information of the textbook. And the students are more active in the classroom activity.

E. The Assumption And Hypothesis

1. Assumption

Assumption means” ...something believed to be true without proof.”⁴ in other side usually called by basic

⁴ Martin H. Manser, Oxford Learner’s Pocket Dictionary Fourth Edition (New York: Oxford University Press, 2008)., p.22

assumption. Therefore, to assist researchers in clarifying and setting the object of research, the data retrieval, and collection instruments. The author formulates the following basic assumptions:

- a. storytelling can improve students' to speaking skill .
- b. Average of senior high School students at second grade of MA Ashabul Maimanah Cikobak especially student assume that the speaking as a subject that is difficult enough to study.

2. Hypothesis

Hypothesis is form a formal statement about expected relationship between two or more variables which can be tested through an experiment.⁵ The hypothesis of this study can be mastered alternative and null hypothesis. The hypothesis are, as follows:

$$H_0 : M_1 = M_2$$

There is no significant effect of speaking skill use storytelling method.

$$H_a : M_1 \neq M_2$$

There is significant effect of speaking skill use storytelling Method.

⁵ David Nunan, *Second language Teaching and Learning* (Cambridge: University Press 1992), p.42

F. Previous Of The Study

Many researcher have report to expose the identification of students achievement in learning English to make the teaching and learning process more effective some of the researcher's finding are stated concisely below:

1. The first reseracher is done by Eti Rusmiyati, SRN:102300873, entitled “ The Effectivennes of Storytelling Technique in Developing Students's speaking Skill ”. (An experimental research at the second grade of MTS Negeri Anyer kab: Serang). 2013the writer took some conclusion as follows: based on the result student's understanding on grammar especially in English Conjunction at SMP AL-ALAWIYAH Banjar Agung is less. Sequence picturemedia geve new knowledge is understanding English conjunctio student get more benefits and very interesting in understanding material. The result of analysis at significance 5% and $df=N-1=30-1=29$, t level of significance 5% $t\ table=1,70\%$. It show that to $=11,6$ $t\ table=1,70$. In general there is influence of using squence picture in teaching English conjunction in SMP AL-ALAWIYAH Banjar Agung.⁶

⁶ Ade Wahyudi, SRN: 092300714, entitled “*Using sequence pictures in teaching English conjunctio*”. (An experimental research at the second grade of SMP AL-ALAWIYAH Banjar agung Serang). 2013. Skripsi IAIN Serang.

To answer the questions, the collects data from 30 students in two class. One class as experimental class and another one is as control class by using quasi experimental method. Since the research uses experimental method, the data is gathered through pretest and posttest. an be seen from the calculation result that mean of pre-test scores obtained by the students' of experiment class is 59,5 was greater than in control class is 56. The highest score of pre-test in experiment class was 90 and control class was 70. The lowest score of pre-test in experiment class was 40 and control class was 40. Thus, the distribution of scores in experiment class was greater than in control class. The mean of post-test score in experiment class = 78,67 was greater than in control class = 61,67. The highest of post-test in experiment class was 100 and control class was 80.

From explanation, it means that sequence pictures in teaching English material is one of factor which it can influence the learning of students' result in reading ability at the second year of SMP AL-ALAWIYAH Banjar agung Serang, because can decrease students' boredom and increase students' motivation to read and also the students' more fun with the text in the story

more interesting and because it is simple way to improve speaking skill for students' ability.

2. The second reseracher is done by Lia Siti Nurlia, SRN: 082300519. Entitled "Using describe and draw picture in teaching speaking". (An experimental research at the second year of SMP NU Ciruas-Serang). Englis Education Departmen Studies "sultan Maulana Hasanuddin" Banten, 2013. Based on the research, the writer concludes that: the implication of teaching using describe and draw picture that, the real conditionof students' speaking ability at the second year student of SMP NU Ciruas, before students given treatment is low. It can be seen from the result of pre-test. The highest score of pre-test in experiment class is 75 and lowest score is 55. And after student given treatment, the student thaught speaking by using describe and draw pictures. It can help and motivate students to speak Englis as much as possible, because by using pictures they can get many vocabularies from the pictures and student can describe the content of the pictures.

Based on previous study above, there is different which chosen by other research. This research sing describe and draw picture in teaching speaking. And

the writer chosen using board picture as media of storytelling for increasing student speaking skill. This research more focus on storytelling.

G. The Organization of Writing

The paper is divided into three chapter

Chapter I Is Introduction, In This Chapter The Writer Describes The Background Of Study, Statements Of The Problem, The Aims Of The Research, Importance Of The Research, The Assumption And Hypothesis, Previous Of The Study, And The Organization Of Writing.

Chapter II Is The Conceptual Framework, In This Chapter The Writer Describes speaking skill, Definition of Speaking, Basic Types of Speaking, Element of Speaking, The purpose of speaking, Speaking as Meaningful Interaction, The problem of speaking, Speaking for EFL Student , storytelling, kinds way of teaching storytelling and Teaching, Speaking for EFL Student

Chapter III is Methodology of The Research, in this chapter the writer describes Method of Research, Place and Time of Research, Population and Sample, Technique of Collecting Data, Technique of Analyzing Data.

Chapter IV is Research Finding, in this chapter the writer describes The Description of Data, The Analysis of Data, and Data Interpretation.

Chapter V is Conclusions and Suggestions, in this chapter the writer describes Conclusion and Suggestions.