CHAPTER I

INTRODUCTION

In this chapter, the writer was discuss the research background, research question, research purpose, research significance, limitation of the research and terminology.

A. Research Background

English is an international language used by many countries, global language. In today super-advanced era, the use of English has become commonplace and you will definitely see it everywhere. Starting from the environment itself, global innovation and development, as a means of trade communication, and much more. Therefore, of course, there are many reasons that encourage how important it is to learn English as a provision to face the world. In studying English we will get some problems which become a demand that must be resolved or handled properly. The main capital in learning English is that we can speak well or communicate properly among the people around us. Talking is the initial goal where people can communicate with each other. This English language really demands people to be able to apply their speaking activities correctly.

In education, English is one of the subjects that must be mastered by a student even though there are also many students who cannot master English. In this study, the problem obtained was the lack of students' speaking activities in the classroom. Many factors that affect students find it difficult to

speak actively using English is that they are afraid of being wrong in pronunciation, afraid to try to speak as easily as they do.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Many students the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people, typically two, are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address the other: to request information or service, share experience, suggest action. The other replies, and a dialogue ensues.

In this study theresearcher used Classroom Action Research because, when researcher pre-observed see some problems in students and in learning English. Students are very difficult to speak using English. The reason they are afraid to say is because it is difficult to express. From what researcher observed, students at SMP Negeri 03 Belimbing Hulu actually had some students who were able to speak English but in this case, the students lacked motivation to study on their own, which made it difficult for students to develop themselves individually.Using storytelling techniques in improving students' speaking skills is one strategy that can be used easily. Storytelling can improve students' speaking skills easily, using storytelling techniques and assisted by picture series media makes students more creative in expressing their thoughts on the storyline they want to convey.

Using storytelling techniques leaves students free to express their thoughts. Storytelling technique is also able to improve students' speaking ability easily. Using storytelling techniques with serial image media will make this lesson fun. Students will be carried away by a happy and fun atmosphere to take part in English lessons. Unique and interesting strategies will make it easier for students to follow the lesson. This research was conducted because the researcher saw the problems that existed in the class, namely the students' speaking ability which was very lacking. The object of this study was the seventh grade students at SMPNegeri 3 Belimbing Hulu, which amounted to 23 people.

B. Research Questions

Based on the background of the research, the researcher formulates the research questions as follows:

1. How can the storytelling-picture technique be applied to improve the English speaking ability of Seventh class students of SMP Negeri 03 Belimbing Hulu ?

2. How can Seventh class students of SMP Negeri 03 Belimbing Hulu respond to thestorytelling-picture as a learning technique?

C. Research Purposes

According to the statement of the problem, the objectives of this research as follows:

1. To improve the English speaking skills of Seventh class students of SMP Negeri 03 Belimbing Hulu through storytelling-picture.

2. To see the response of Seventh class students of SMP Negeri 03 Belimbing Hulu to storytelling-picture as a learning technique.

D. Research Significances

The research is expected to make a significant contribution in the field of speaking skill.

1. For students, the use of Storytelling-picture technique will not only give the students in learning how to speak better but also guide the students through aset of processes and mastery of speaking skill.

2. For the teacher, Storytelling-picrure tcan be alternative toll in teaching English, especially to teache speaking. The teachers` creativity in determining teaching steps and strategies especially in speaking. The teacher also know the level of students mastery in speaking ability throught Storytelling-picture series technique will help students to achieve better teaching performance.

3. For school/researcher, Storytelling-picture technique can use as references to improve the speaking skill.

E. Limitation of the Research

The reseacher focus that use of storytelling with picture can improve students' abilities, especially improving students' speaking skills. Storytelling can motivate students to be more enthusiastic in learning English. Using this easy technique can make students more active in learning. The techniques will help teachers and students work well together while studying.

This study involved seventh grade students of SMPNegeri 3 Belimbing Hulu, where all students participated in this activity. Students will participate in activities where the teacher becomes their guide during the learning process. Speaking is a productive skill. It is inseparable from listening. When we speak, we produce text and it must be meaningful. In the nature of communication, we can find speakers, listeners, messages, and feedback.

F. Terminology

The avoid misunderstanding in this research, there are several terminologies that the writer feels necessary to explain the them. The terminologies are as follow:

1. Speaking is one of the skills that students must have in learning English. Through speaking students will be able to improve their ability to communicate in English. Throught this study using the storytelling-picture technique on students` speaking skill greatly influenced the improvement of their speaking learnig. It is very easy for students to improve their English skills, especially speaking.

2. Storytelling-picture technique is a tool that can be used to improve students' English skills. This technique is a combination that can be applied in English lessons, especially to improve students' speaking skills.