

CHAPTER I

INTRODUCTION

This chapter presents the introduction to the topic, statement of the problem, Objectives of the study, significance of the study, theoretical framework, hypothesis of the study, and significance of the study.

1.1 Introduction

Learning English doesn't simply mean that you can name any objects or things you found in English or perfectly understand the grammar and when to use it in the test or written terms. Learning English means that you can use the language to communicate to others or we call it speaking ability for simple. Nunan (2003:48) "defines that speaking consists of producing systematic verbal utterances to convey meaning". When people are going to communicate with other people, they will have to prepare what they are going to talk or what message they want to deliver to their speaking partners. Speaking ability plays an important role in bulding communication skills, due the fact that communication is a part of our daily activities, it is important for us to learn using the language in our daily life also.

A person's speaking skill might different from one to the others, because people have their own background knowledge based on where they live, where they study and whom they are talking to everyday. In Indonesia, English speaking is rarely used by the students outside the classroom, besides some of the students are too shy to use it outside the classroom or they have nobody to practice their English speaking. Choosing school that provides a lot of soft skills as much as hard skills in their classroom are nowadays being parent's priority. A lot of modern and expensive schools nowadays offer the new curriculum to the parents, in three-language-learning. Some schools in Indonesia will provide three languages in the classroom activity. Namely English, Bahasa Indonesia and Chinese. The teachers mostly use English in their teaching to make the environment feels like an international school or even national plus

school even if some of them are not. The teachers use a lot of English in the classroom to make the students familiar with the language, because English is the language that all people speak internationally. English is one of the skills that they have to master since they were a little kid. This fact drives a lot of parents to make their children are able to listen, speak, read and write in English as fast as their children could.

Lots of technique are used by the teacher to encourage their students to use the English language in the classroom. Many speaking activities also conducted by the teacher to make their students able to speak English fluently. However, some of the students still found the activities or techniques are not fully eager them to talk, also some speaking activities are not giving the equal portion for the students to talk. The talk-active students will speak a lot and will get better, while the talk-passive learners will enjoy looking at their friends taking away their chance to talk, because basically they don't like talking or grabbing attention. Teachers need to find a solutions to break this problem, and make the students have the same opportunities and chances in using English in the classroom to increase their speaking ability. Teacher needs to find a way to grab the students attention and force them to use the language in the classroom, because basically you will never talk if you never try to use it. Students centered learning can be applied in teaching using picture series. Students centered learning are fun and enjoyable, because it gives the students opportunities to use the language they learn to participate in the class' discussions and explore some topics they are interested with. Students need some visualized media and also a natural approach to teach them.

Picture series are pictures that are related one to another and have no bubble talk or written story in it. Picture series are made to make the students improve their speaking knowledge by helping the students to get the ideas to talk about the story. Narrative speaking with a good visualized media help the students to learn better rather than regular exercise in the classroom. Setyawaty (1998:20) in her unpublished thesis "says that there should be

something to help the students to get ideas”. Narrative speaking or we often call it as story telling has an important role in increasing students’ speaking ability. According to Precilya (2016) 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. Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

With all the problems and theories above, the researcher wants the students to learn how to communicate in English in a fun way. Therefore, using picture series as a media, the researcher wants to see whether picture series can improve the students’ speaking achievement or not. The researcher chooses the IC Interest-group: Storytelling students, because the researcher thinks that picture series will help the students to improve their narrative speaking. Therefore, this thesis with the title of The Effect of Using Picture Series to the IC Interest-group: Storytelling Students’ Speaking Achievement is worth doing.

1.2. Statement of the Problem

Based on the reasons explained on the background of the study above, the research problem is formulated as follows:

1. What is the difference between the speaking achievement of IC Interest-group storytelling students before and after taught using picture series?

1.3. The Objectives

In line with the problem above, The writer wants to find out whether there is a significant difference of the IC Interest-group storytelling students’ speaking achievement after being taught by using picture series.

1.4. Hypothesis

Alternative hypothesis (H_a) :

There is a significant difference in the speaking achievement of IC Interest-group storytelling students taught using picture series.

Null hypothesis (H_0) :

There is NO significant difference in the speaking achievement of IC Interest-group: Storytelling students taught using picture series.

1.5. Theoretical Framework

To avoid wrong interpretation towards this study, it is important to have clear definitions of the main terms used in this study.

a. Picture series

According to (Webster, 1984:452) A picture is "a likeness of person, scene, etc produced by drawing, painting, photographs, etc". While 'series' can be defined as "a number of things, events, etc of similar kind, especially placed or occurring one after another" (Hornby, 1994:1154). Thus, picture series means a number of things, events, etc of a similar kind, produced by drawing, painting, photographs, etc which are placed or occurring one after another.

b. Teaching

Teaching is "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Douglas, 1980:7).

c. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

d. Speaking Achievement

Speaking achievement refers to the students' speaking mastery which is shown by the result of the pretest and posttest (Precilya 2016).

e. Storytelling

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 (Precilya 2016).

1.6. Scope and limitations of this study

- The subject of the study is limited to the IC Interest-group: Storytelling of the year 2017-2018 of Widya Mandala Catholic University. The number of the students was 17 students
- This study only deals with the students' speaking ability to tell a narrative composition through the picture series given.

1.7. The Significance of the Study

By doing this study, the writer believes and expects that the teachers who teach in the IC Storytelling class can be inspired to use this technique. Through this study, the writer expects that the students are also motivated to learn English in the classroom, because of the fun activity they find in the class such as speaking a simple narrative speaking with picture series. The result of this study is mainly orientated on how far the particular teaching techniques can improve the students' narrative speaking performance. It is hoped that the result of this study can be a useful contribution for the writing teachers in choosing a suitable technique in teaching narrative speaking.