I. INTRODUCTION

In this chapter there are several points that will be described that is background of problems, identification of the problems, limitation of the problems, formulation of research questions, objective and uses of the research, scope, and definition of terms.

1.1 Background of the problems

Language is a very important part in communication and used as a communication tool between countries in the world. English as an international language plays a very important as a communication tool in the world. In Indonesia, English is a foreign language that is taught formally since elementary school.

In Indonesia, the teaching of English is based on the School-Based Curriculum (KTSP). In reference to this Curriculum proposed by the Department of National Education in 2006, the objective of English teaching as a compulsory subject at junior high school level is to enable students to communicate in both oral and written forms. As the language is a means of communication, students have to be accustomed to speak utterances orally in the classroom, even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

Based on the researcher experience in PPL, most students cannot participate in speaking English to express their opinion because in daily teaching-learning process most teachers didn't concer to teach language about how to use it. Another problem which found by the researcher was that the teachers usually teach the students based on the book available only in their school, so that they become too dependent on those books and the students do not have any chance to do exercise either in written or oral form. Therefore, it makes them hard to learn English and become passive participants. In teaching and learning process, there are some components which make students can develop their communicative ability. One of them is the ability of the teacher to choose or to create a certain technique to teach English in a vibrant, active language, and interesting.

There are many ways to make an interesting activity in teaching speaking in the classroom. Using pictures, cards, and other visual aids usually add a great joy in the class. Language teachers use them as a meaningful teaching tool in order to attract students' attention and facilitate them to understand the lesson better.

The other ways are doing group discussion, conducting role-play, games and using storytelling. However, storytelling has not been fully explored or developed by school in Indonesia. There is a certain fear that storytellers may interfere with school curriculum, and belief that school can do better without them. This story telling session is offers a frame which make a storyteller can work over a period of time with a class. If there is no funds for more than one session with a class, the session still

provides a model that I believe the teachers can draw on for their own story telling with students. Therefore story telling is very important for teaching speaking.

1.2 Limitation of the problems

This research is limited to study the comparison of students' speaking ability between two groups of participants using different techniques: that are *storytelling with serial pictures* and *storytelling without serial pictures* in order to answer the problems that have been mentioned on the background of this research.

1.3 Formulation of Research Questions

By considering the identification of problem and the limitation of problem, the writer formulated the problem such as:

- Is there any significant difference of students' speaking ability between those who are taught through *storytelling with serial pictures* and who are taught *story telling without serial pictures*?

1.4 The Objective of the Research

- To find out whether there is significant difference of students' speaking ability between those who are taught through *storytelling with serial pictures* and who are taught *story telling without serial pictures*?

1.5 Uses of the Research

The findings of the research are expected to be beneficial not only theoretically but also practically.

- Theoretically, this research can be used as a reference for those who will conduct further research and enrich the theory about storytelling technique in teaching speaking.

- Practically, the result of this research may give information about the influence of storytelling speaking ability. This research also contribute some information about understanding language learning. Furthermore, this research can be used as logical consideration for the next research.

1.6 Scope of the Research

This quantitative research conducted in the second grade of SMAN 1 Bandar Lampung with two classes as samples of the research. The researcher selected two classes randomly, the second class that selected to be the experimental class was XI E and the second class that selected as the control class was XI C. The researcher conducted the research in two meetings for both classes. The material that selected based on the school curriculum. *Narrative text* was the text used on the experiment

1.7 Definition of term

Speaking

Chaney and Burk (1998:13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Storytelling

Storytelling is the conveying of events in words, images and sounds often by improvisation of embellishment. It is an activity to visualize a story so that the viewers are able to imagine and understand it.

Serial Pictures

Brown (2008) states that picture is an image or resemblance; either to the eye or to the mind; that which, by it is likeness, brings vividly to mind some other things; as, a child is the picture of his father; the man is the picture of grief.