

I. INTRODUCTION

This chapter discusses several points relating to the reasons for conducting the research: introduction which deal with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms, classify as follows.

1.1 Background of the Problem

Learning other languages has been emphasized because it is generally perceived that people who can speak languages other than their first language (L1) have access to a greater number of career possibilities and can develop a deeper understanding of their own and other cultures. Due to its widespread use over the world, English has been considered the most highly regarded language for people whose native language is not English (Kim, et al, 1992). When people from different countries want to communicate with each other, English is often the language of choice. More than half of the world's publications are written in English, and a significant amount of high technology is developed based on English (Kim, et al, 1992).

English is badly needed in this world. Mastering English skills are demanded not only in the life of children in most of their times but also in various occupation. From

these reasons, today almost all people from the top to the lower level of social status have to master the English. This is due to the development of science and technology which is transferred mostly in English. In other words, English becomes very important language to master.

English is a means of communication in science and technology, education, and other activities among nations. Being able to communicate with other people from foreign countries requires the language used by the people. As Richards and Rogers (1986:130) stated that Language is viewed as a vehicle for communicating meaning and messages. It means that we have to be able to understand other languages to communicate one another. Teaching English to young learner has been steadily increasing in recent years. This is partly a response to the growing demand that English is one of the most important means in acquiring access of modern technology in Indonesia. English is the first foreign language and it is required to be taught in Elementary up to Universities. In this case, teachers should have good interesting techniques in teaching to get better interaction to the learners.

Based on the reality, most of senior high school graduates in our country still have difficulties to use English for communication. Byrne (1984) says that the senior high school students often have difficulties in speaking although they have studied English for three years in junior high school. Some senior high school students have the weakness in oral communication or speaking. The field of educational environment especially in learning English shows us that the students get the difficulty in

practicing speaking skill. Even it becomes the most difficult skill from the other skills. This condition can be caused by some reasons. The first is the students lack participation in the classroom. The students listen what the teacher is explaining. They carry out a passive learning in which the teacher take a role dominantly in learning process. As a result, the students will never be trained to speak up and they do not have a chance to practice speaking English. Consequently, they will feel unconfident when they have to speak English on the other occasion.

The second is the way the teacher presents the materials. The teachers depend on the text book. Their orientation in learning language is mastering the grammar by answering the question provided on the book. By these conditions, the class will not be interesting for the students. It can make them feel bored. When the students find that they are always given such activity in which it seems to be the same with the previous one, they will be lazy to attend the class and it can cause the gap between the students and the teacher.

Based on the researcher's pre observation at SMAN 10 Bandar Lampung, most of the students got difficulty to speak in English. They tended to keep silent when they were asked to speak in English because they were afraid of doing mistakes in producing utterances. They were also seldom use English to communicate with their friends because they lacked of vocabulary. It could be assumed that this school was appropriate for the researcher to conduct the research in the form of classroom interaction research.

To overcome the problem, it is suggested that the teacher should find other technique that can encourage the students to learn English especially for communication. One of the techniques which can be used to help teachers in presenting speaking ability to learners is story telling.

Story telling especially engages our narrative mind in the service of language learning in the classroom. It is a tool as shadowing, summarizing, retelling, action logging, and news lettering increase students' comprehension, negotiation of meaning and feelings of community. These intensifying activities allow learners' multiple opportunities to respond deeply to stories and experience shifts in their beliefs and attitudes. This then leads to more lively participation role in the teaching speaking ability. Story telling contributes in achieving teaching learning objectively. Unfortunately, many English teachers do not realize that story telling model is important to encourage their learner towards English.

Storytelling is one of the most powerful forms of art/communication known to humans and explains why it possesses such great potential as a teaching-learning tool. By using storytelling as a technique in teaching speaking, it is expected that the students are active, fun, cooperative, responsible, and independent learner because in storytelling has some segments to be active learners of speaking class.

There has been a study concerning the implementation of Storytelling, Afrilyasanti (2009) found that implementing digital storytelling can make the students able to

produce communicative and understandable story, that is shown by early planned point of view purpose, coherence plot, communicative images, correct structure of sentences, and correct dictions, eloquent fluency, clear conventional style, and understandable pronunciation. However, techniques in applying storytelling still need to be explored in order to make students participate more and be interested in learning speaking. Techniques used also have to be able to make students produce good sentences that can communicate what students actually mean to the audiences well.

Based on the statement above, the writer is very interested in researching, and the writer entitles her script “The Influence of Story Telling Technique Towards Student’s Speaking Ability at the First Grade of SMAN 10 Bandar Lampung”

1.2 Formulation of the Problem

Based on the background, the writer formulates the research problem as follows:

1. Is there any influence of Story Telling technique towards students’ speaking ability?
2. What is the students’ respond towards storytelling technique in teaching speaking?

1.3 Objective of the Research

The objective of this research is:

1. To find out the influence of Story Telling technique towards students’ speaking ability.

2. To find out the students' respond toward storytelling technique in teaching speaking.

1.4 Uses of Research

The uses of this research were:

1. Theoretically, the result of this research is expected to give information to the reader about the influence of Story Telling technique towards students' speaking ability.
2. Practically, this research can be used as information for the English teacher especially teacher at SMAN 10 Bandar Lampung to create good interaction that reflects the ideal of speaking class by using Story Telling technique.

1.5 Scope of the Research

This research was conducted at the first year of SMAN 10 Bandar Lampung at the academic year 2012/2013. The subject of this research was X.6 which consist of 30 students who had low ability in speaking. The focus of this research is to find out whether or not there is influence or not on students' speaking ability after being taught by storytelling technique and to find out the students' respond toward this technique in speaking class. In teaching and learning process, the teacher used storytelling technique to increase the students' speaking ability. The material of the teaching learning was about narrative text, they were *bawang merah bawang putih*, *timun emas*, and *queen aji bidara putih*. It was taken from the students' handbook and Fairy book from internet and other sources which are relevant to 2006 English

curriculum of senior high school (KTSP for English). In addition, to know the students' increase of speaking ability, an oral performance was employed. The oral performance was about performing storytelling and it was evaluated in terms of five aspects of speaking which are grammar, vocabulary, pronunciation, fluency, and comprehensibility.

1.6 Definition of Terms

In order to avoid misunderstanding, definition or terms are provided as follows:

Speaking is an ability of every students in telling the story in front of the audiences clearly.

Storytelling is retelling the story that has been read, by adding some actions or changing voice confidently and expressively in front of the class.

Influence is something that can change students' ability after being taught by storytelling.

Learning is when students have better speaking skill after being taught by storytelling technique.

Ability is students' performance in delivering the story.