CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, statement of problem, purposes of the study, significance of the study, hypothesis, and definition of the key terms.

1.1 Background of the Study

In learning English, there are 4 abilities that a learner must be owned, namely listening, speaking, reading and writing. One of the important ability is speaking skill. According to Anggiana (2011:1) speaking skill is important since "speaking skill is basic for human being, and it is used as a means of communication in their daily life whether at school or outside". According to Thornbury (2005) "speaking is to share information or to say something about feelings, perception and intentions to other people." Hence, in speaking they change ideas into words to inform other people. Mead and Rubin (1985) add the definition of speaking as an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and non-verbal component. To exchange information through speaking activity, there must be two or more parties involved, the speaker and the listener. Thus, it can be concluded that speaking is an interaction between a speaker and listener as interlocutors who exchange their ideas, opinions, feelings, and information which includes both verbal and non-verbal actions.

Media is anything that can be used to convey a message or idea to stimulate the students in learning process. Media for learning should be visible, interesting, simple, useful, accurate, legitimate and structured (Aqib, 2013).

The meaning of media is often related to means of communication. Media is any devices that assist the teacher to transmit the learners' skills, attitude, knowledge, or additional materials used to make the learning easy. Learning media includes some devices that are physically used for delivering the content of teaching materials which consist of books, film, videos, television, graphics, pictures etc (Daryanto, 2013).

In speaking class, students must be able to speak and talkative in the classroom, but we can know there are many problems in speaking which make students difficult to increase their ability. The speaking problems which happened are most Indonesian student less confidence when the teacher asks them to speak in front of the class and this situation makes them become anxiety. Brown (2001) states that shyness and anxiety are considered as

the main causes of students' reluctant to speak. It is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. Although they can understand what others speak, some of them are unable to speak well.

The other problems are there are many students do error pronunciations. Harmer (2007: 96) states that students will not always use correct English. The students will face problems and make mistakes when writing or speaking more freely. In learning English speaking, some students will make slips or errors when they try to utter words, phrases or sentences. Slips are mistakes which students can correct themselves, once the mistake has been pointed out to them. Errors are mistakes which they cannot correct themselves and which, therefore, need explanation.

Besides, students never practice speaking. They only practice speaking English when English learning process, especially when the teacher asked them to practice dialogue, do the presentation, retell etc. Besides that, they never practice when they got free time. This situation makes them difficult when they must communicate by using English. According to Ur (1991: 121) he expresses problems with speaking activities, unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

In solving the problems, the teacher should be creative. Teacher should be able to simulate the students' motivation to speak using interesting media. The teacher as a model in EFL class has to give good performance, so that she/he can be the model for the students. To build a comfortable zone in the classroom when learning speaking, the teacher should have many kinds of media. There are many kinds of media that can be used by teachers in teaching speaking such as pictures, video, board game, digital storytelling etc. One of currently used is digital storytelling. Digital storytelling is combination between art storytelling and multimedia tools such as video, images and audio. According to Leslie Rule (2011) Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid colour to characters, situations, experiences, and insights. So, students narrate the scripts of their stories and the material can be mixed with different types of multimedia, including images, video clips and music.

Using Digital Storytelling as a media can help students increase their motivation in speaking, make students are more active when learning process. Besides that, using digital

storytelling as a media can help students speak. It is supported by Razmia et all (2014) state that using media digital storytelling can be used effectively in classroom setting to motivate oral production. They presented stories using digital images, photographs, video, animation, sound, music, text and a narrative voice boosted. The positive motivating impression of storytelling enabled students to construct compelling and creative personal narratives of the story. Simply put, by involving digital storytelling media, not only learning becomes personal, enjoyable, attractive and creative but it also helps students improve their writing, reading, listening and speaking skills by learning. Somdee and Suksan (2010) state that using Digital Storytelling as a media help to increasing student motivation in improving and practicing their English speaking skill. In this research, encouraging students to learn and participate in the activities, by making interesting activities for them, making them believe that they will be able to improve their speaking through DS. An interesting instruction and activities in the classroom also can attract the students to participate in teaching and learning in the classroom.

There are some studies related to the implementation of digital storytelling media on students speaking skill. The first study was conducted by Pardo (2014). The study is about the use of digital storytelling to teach English a Foreign Language (EFL), the process of creative digital storytelling and the result of digital storytelling using photo story 3. The participants in this study consisted of one group of third year undergraduate students of EFL at the University de Valencia. There are 21 students between 18 and 35 years old and the level between B2- and B2+. The result from this study show that use digital storytelling media can develop students speaking and writing skills, students do a little grammatical error and can edit images skilfully. In addition, students can develop the story perfectly, students proved to have used software ingeniously and students expressed their interest in applying digital storytelling in the future. Besides that, students still have pronunciation and intonation problems, because researcher not only focuses on speaking skills but also writing skills. In addition, researcher also focuses more on fluency with confidence and providing training for pronunciation and intonation is still lacking.

The second previous study was conducted by Razmi, Nozad and Pourali (2014). The topic is about the use of digital storytelling media in the EFL class of Iranian scholars, to know the influence of narrative skills of learners. The participants are sixty Iranian EFL learners studying at Azad University, Salmas branch include thirty female and thirty male. The mean age of participants was 22. The result shown that technology of digital storytelling media brings about new ways of thinking about and organizing materials and as a result

increases student's motivation. Digital storytelling as a media is an effective tool for improving EFL learners' oral performance in learning process because students not only become more interested in their learning but also take more responsibility for their learning. The disadvantage of this study is that the selection of images is unclear so students have a little difficulty understanding the contents of the story.

From the previous study, researcher know the advantages and disadvantages of the previous study, so the researcher will test the theory related to digital storytelling as a media to know whether there is significant effect of using digital storytelling media to teach speaking skill. The differences between previous study and this research is the level of the students. The writer will implement for Senior High School especially for grade X because writer would like to introduce the media and show that learning English is not difficult as they imagine and writer would like to give new atmosphere in learning by giving interesting media. On the other hand, the researcher will use Digital Storytelling media in speaking class and researchers focus on speaking aspects especially in fluency and pronunciation.

1.2 Statement of the Problem

From the argument described earlier, the problem of this research can be formulated as follow:

Does Digital Storytelling give significant effect on students' fluency and pronunciation for grade X at Ma'arif NU senior high school Benjeng?

1.3 Purpose of the Study

The purpose of this study is to find out the significant effect between students who are taught using digital storytelling and those who are taught using storytelling at Ma'arif NU Senior High School of Benjeng grade X.

1.4 Significant of the Study

The study has some benefits that can be defined into:

1.4.1 Practical Significance

The researcher hopes this study can help English teacher to decrease problem of speaking ability and find the media to improve speaking skills and for the students through this study, they can improve their motivation to learn English, especially speaking. The last, for other researchers, this study can enrich their references if they want to conduct a research for the same related topic.

1.4.2 Theoretical Significance

Theoretically, this study provides contribution in giving knowledge of the way to improve speaking skills and get useful experience during this study to students' grade X Ma'arif NU senior high school of Benjeng.

1.5 Scope and Limitation of the study

In order to make this study more specific, the researcher determines scope and limitation which focuses on the students of Senior High School at Ma'arif NU Benjeng. The researcher focuses on identifying the effect on students speaking skill taught using digital storytelling.

This study was limited to the use of Digital Storytelling in teaching speaking; an experimental study at the X grade students of SMA Ma'arif NU Benjeng. For analyzing the result of test, the researcher used SPSS to analyze the data. From that, the researcher will take data.

1.6 Hypothesis of the study

In order to answer the research question, the following hypotheses are proposed: the null hypotheses (H_O) and the alternative one (H_1). If the null hypotheses is rejected so, the alternative one will be accepted.

H_O : There is no significant different score of the students before and after being taught using Digital Storytelling media at the X grade students of SMA Ma'arif NU Benjeng.

H_1 : There is significant different score of the students before and after being taught using Digital Storytelling media at the X grade students of SMA Ma'arif NU Benjeng.

1.7 Definition of Key term

Some operational definitions are given to avoid misunderstanding from the readers. The key terms are operationally defined as follows:

Speaking is the ability of students Senior High School to convey or provide information orally by using Creative Digital Storytelling.

Digital storytelling is a media which consist telling the story for students speaking English at Senior High School by weaving images, music, narrative and voice together.

Storytelling is to retell the story having read or heard by using the storytellers' own words based on their understanding about the story for students speaking English at Senior High School.