

CHAPTER I

INTRODUCTION

This chapter provides the overview of the research which consists of the background of the study, research questions, research purposes, research significances, rationale, and previous research.

A. Background

Speaking a language is considered a difficult thing especially for foreign language learners because good spoken communication requires the ability to use the language appropriately in an interaction (Richards & Renandya, 2002:204). This difficulty occurs because as a country with English as a foreign language, Indonesian students use the Indonesian Language to speak each other every day. They do not use English in their daily conversation.

Moreover, since the last three years, the emergence of Covid-19 pandemic has caused the direct learning activities switched to online learning due to the enforcement of Community Activity Restriction (PPKM) by the government. The effect of this pandemic also affects the students' learning ability especially in English lessons. It is strengthened by a survey to the 400 students by Tambunsaribu & Galingging (2021) reveals that English topics that difficult to be learned by the students are as follows: Grammar (66%), Speaking (22%), Listening (7%), Writing (4%), and Reading (1%). This finding is supported by the research of Ardianto in Fujiono & Khairuddin (2018), they find out that there are still a lot of students who consider speaking as a difficult thing because they are still confused to use the correct word, lack confidence, give much attention to grammar accuracy, afraid to mispronounce the words, and has low motivation to learn speaking. these things are proven by the result of their speaking test average is 72,76 of minimum grade 78.

To cope with this problem, various ways can be implemented. One of them is picture-cued storytelling or describing a sequence of activities provided in series of pictures. According to Brown (2004), picture-cued storytelling is a series of pictures as a stimulus for a longer story or description. Also, Andhini (2019) said

that picture-cued storytelling is a provided series of pictures for students to tell the story based on the picture in a storytelling.

There are several pieces of research regarding picture-cued storytelling. First, research by Purwatiningsih (2015). In her research, she indicates that a narrative story-telling technique by using picture series can solve the students' problems in speaking and improve their speaking ability by using classroom action research design with the subject from Grade X of MAN 2 Madiun. Second, research by Karsono (2014), reveals that the students' speaking ability is improved by using pictures. The design that was used in his research is the same as the research above, using classroom action research, with the participants from Grade VIII of SMP Negeri 1 Anggana. Third, research by Handayani (2018) finds out that narrative storytelling using pictures can improve students' speaking ability with a classroom action research design used in her research and the subjects involved are from Grade XI of SMK Al-Wutsqo Kota Serang.

Generally, most of the conducted research about the use of picture-cued storytelling is to highlight the improvement of students' skills after learning using this technique. However, the students' experiences and responses toward the application of this technique is rarely highlighted. Hence, apart from discussing the process of applying picture-cued storytelling, this research also focuses on exploring how is the students' experiences and responses toward the application of picture-cued storytelling through online learning.

B. Research Questions

The problems in the background are formulated into these following questions:

1. How is the process of applying picture-cued storytelling?
2. How are the students' experiences after the learning of picture-cued storytelling?
3. What are the students' responses toward picture-cued storytelling?

C. Research Purposes

Referring to the research questions above, the purposes of this research are:

1. To know the process of applying picture-cued storytelling.
2. To find out the students' experiences after the learning of picture-cued storytelling.
3. To find out the students' responses toward picture-cued storytelling.

D. Research Significances

This research is expected can be a source of information about how students experience and respond to the application of picture-cued storytelling technique in teaching English speaking in the classroom. This research is also expected can give a fresh idea for English teachers about the learning activity in classroom using picture-cued storytelling technique. Therefore, this research gives significance to:

1. Students

The result of this research is expected can help students to experience the learning activity using picture-cued storytelling technique and they able to share their experience and to give response after the application of picture-cued storytelling technique in the classroom.

2. Teachers

The result of this research can be a reference for English teachers to get a fresh idea about teaching using picture-cued storytelling technique. By teaching using a fresh technique, the students' potential is expected can be maximized.

E. Rationale

Learning English as a foreign language learner is considered a difficult thing especially in speaking ability because speaking is a productive oral skill that consists of producing systematic verbal utterances to convey meaning (Nunan in Handayani, 2018). Similarly, Kavaliauskienė & Kaminskienė in Lavallo & Briesmaster (2017) defines speaking as a productive skill that can facilitate people in communicating with each other. In the other words, people cannot communicate well with each other if they cannot speak well.

One of the goals of teaching English in a speaking context is to make students able to speak well. Therefore, in teaching English, a good implementation of the technique in class is required, for example, the usage of pictures. According to Brown (2001), technique is a variety of activities, exercises, or tasks that are used and performed by teachers in a classroom to realize the lesson objectives. There are various kinds of techniques in teaching English speaking to students, one of those techniques is picture-cued storytelling. Pictures are not just an aspect of the method because they can represent places, objects, and people which are all important parts of the experiences where that teachers need to help their students to cope with it (Ginusti, 2014). While storytelling is a technique or an approach in teaching language because it demonstrates the value of practical tasks as social and able to motivate students to have courage in speaking, also makes students enjoy in learning a language (Vale & Feunteun in Purwatiningsih, 2015). Stone in As (2016) also stated that storytelling has great value to help teachers in creating a relaxed and intimate atmosphere in the classroom.

F. Previous Research

There are some researches regarding the application of picture-cued storytelling technique in teaching speaking to the students, in which these researches can be used as the reference for a similar study.

The first research was conducted by Lavallo & Briesmaster (2017) which is trying to investigate the effect of using picture description as a teaching strategy that is considered to help students to improve their communicative skills. This research used a mixed-method quantitative and qualitative. This research took participants from twenty eighth-grade students aged 13-14 from a private school in southern Chile and then students were divided into control and experimental groups. To conclude, students' communicative skills are improved after the use of picture descriptions. This can be known from the data analysis and the result of the interview that confirms students having an improvement in motivation, pronunciation, and communicative competence.

The second research was research by Andhini (2019) states that expressing opinion, ideas, and feeling correctly is needed in speaking to make people can get

the meaning. However, to master speaking is not that easy because students need to practice and exercise a lot so they will be able to speak English fluently. To deal with this problem, the researcher decided to use Picture-cued Storytelling technique in SMPN 8 Pekanbaru. This research used a quasi-experimental quantitative method for gaining the data. Therefore, the participants are consisting of 33 students. The participants were selected from the cluster random sampling technique. The data collection procedures were gained from pre-test, treatment, and post-test. The conclusion of this research shows that there is a significant increase in average scores from pre-test to post-test which means that students' speaking ability is improved.

The third research was conducted by Ribas et al., (2015) which is using classroom action research as its action research design where the researcher is intended to solve the problem in class and to improve students' speaking skills. It involves observation and data collection for the research instruments. The participants of the research were chosen by concept sampling as the sampling strategy from purposeful sampling in qualitative research. There are 22 students in class 6A of SDS Budi Baik Pontianak who were involved. This research was conducted in three cycles. In Cycle 1, the teacher showed pictures of signs and notices, explained them, and asked questions to students and then the teacher divided students into eleven groups of pairs for discussing the meaning of sign and notice based on the pictures. After finished, the teacher observed the result and found out that students gave positive responses during the activity. In Cycle 2, students are divided into the same group as the previous activity and then the teacher asked them to do an exercise to complete a dialog. In this meeting, more students became active but a few of them were still shy and silent, however, they showed intention to learn again. In Cycle 3, the researcher was intended to improve students' word spelling. The teacher made a fun classroom situation to make students enjoy learning. Next, the teacher divided them into pairs and instructed them to spell words of picture sign and notice. In this meeting, most of all students were active, in other words, the sign and notice pictures helped them to improve students' speaking, spelling, and vocabulary.

Another research is conducted by Fujiono & Khairuddin (2018) which is intended to improve students' speaking skills by using picture-cued storytelling in a classroom activity. This research was conducted in MA Miftahul Ulum Bettet with three classes were involved: XI IPA-A, XI IPA-B, and XI IPA-C. In this research, a Classroom Action Research was used as its action research with pre-research and post-test as its research instruments. The data gained from this research were collected through observation, questionnaire, and speaking rubric score. Based on the data, the result of the research showed that students were able to follow the teaching and learning process well. Furthermore, they also showed interest and confidence to speak English.

To compare, this research is different from the previous researches in some aspects. Most of the previous researches are using quantitative research with experimental design for their research, while this research is qualitative research with case study design. Furthermore, since this research is made in the Covid-19 pandemic period, so only a few participants are involved and the process of the research is conducted virtually through online classes in Zoom and WhatsApp.

