

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

CHAPTER I INTRODUCTION

This chapter is about the review of theories for teaching speaking using picture describing and storytelling. It consists of Background of the Study, Research Question, Objective of the Study, Hypotheses, Significance of the Study, The Scope and Limitation of the Study, Theoretical Framework, Definition of the Key Terms and Organization of Proposal.

Background of the Study

Language, as a means of communication, plays an important role in the society. In this modern era, many people from different countries often meet and communicate using English. As a foreign language in Indonesia, English is already taught since Elementary school. However, almost everybody thinks that English is something that is difficult to learn. In fact, English can be taught through something fun like pictures, songs and many other fun things.

In learning a foreign language, Speaking is one of the skills that learners pay more attention towards to. Nunan (2003:48) defines that

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

speaking consists of producing systematic verbal utterances to convey meaning. According to Cameron (2001:40), "Speaking is the active use of language to express meanings so that other people can make sense of them." Naturally, a baby learns to speak before it learns to read or write. Therefore, Speaking ability in English plays an important role in building communication skills.

Since speaking is important, some techniques have been used by the teacher to increase students' speaking ability. However, they do not give the students special treatment to make them eager to participate fully in learning speaking in the class. Students do not like to just sit in the classroom looking at the textbook all day long to learn how to speak in English. Sometimes the students are getting bored by teachers' way of teaching. Teachers need to give them something that they like, for example using pictures as the aids of teaching.

Picture is one of the visual aids that is used to support and help a teacher to grab students' attention because it is considered as a part of visual aids that have many functions in the teaching process. As stated by Piaget (1976), in his earliest theory of cognitive development, children are in the sensorimotor phase. During this phase, children gain knowledge

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

through their senses and they like to see something visual. Therefore, the use of picture should make the teaching learning process more interesting and enjoyable for both students and teacher.

Harmer (2007), stated that a range of objects, pictures and other things can be used as instructional media to present and manipulate language and to involve students in the activities. Wright (1990), stated that picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences. Pictures are considered more effective because they can make students able to catch the idea clearly. Jin (2008) adds the five primary reasons of using picture: it is easy to prepare, to organize, interesting, meaningful and authentic.

A lot of research has been done related to teaching learners using pictures, whether they were young learners or adults. Most of the result showed positive sides of using pictures as teaching media. One of them was done by Erlik Widiyani Styati (2016), with the title of The Effect of YouTube Videos and Pictures on EFL Students' Writing Performance. The result of the study shows that there is significantly different between the students who write paragraph after being taught by using YouTube videos

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

and by using pictures. The students who were taught using pictures had higher writing performance than the students who were taught using YouTube videos.

Another study, done in 2014 by Puguh Karsono, entitled Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of Smp Negeri 1 Anggana. The result of the study showed that the use of pictures had succeeded in improving student's speaking ability and students' participation.

In this study, pictures were used in both experimental and control group as the aid in teaching. In the experimental class, pictures were used as the media for Picture Describing, in order to guide the students in creating their own stories. As for the controlled class, pictures were used while the teacher is doing the storytelling, in order to get the students' attention and to make the plot of the story easier for them to understand.

However, in this study, the writer wanted to utilize not only pictures, but also students' creativity and imagination in learning, since they were going to create their own story based on the picture(s) given. In picture describing, the students were given a picture or a set of pictures and later on they are supposed to create their own story based on the

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

picture(s). They could also add their own imagination to the story as long as it is still related to the picture(s).

The control group was taught using storytelling where the students listen to a story told by the teacher and then they would have to retell the story using their own words. By conducting this study, the writer wanted to find out whether students who are taught using picture describing show higher achievement in speaking than those who are taught using storytelling or not.

The setting of this study was in the writer's hometown, which is Kupang – East Nusa Tenggara. The writer has seen that the teaching methods and techniques in Kupang are all still very “book-based”. Moreover, teacher-centered is still applied almost in every school. That is why students' English proficiency in Kupang is left behind. The writer used the fifth grade students to be the participants since Picture Describing required students to be able to develop their own stories. Therefore, higher grade students were needed.

Research Question

“Do the fifth grade students who are taught using picture describing show higher achievement in Speaking than those who are taught using

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

storytelling?”

Objective of the Study

In line with the problem above, the writer would like to find out whether the fifth grade students who are taught using picture describing show higher achievement in Speaking than those who are taught using storytelling.

Hypotheses

There are two hypotheses in this study, the alternative hypotheses (HA) and null hypotheses (HO).

HA : There is a significant difference between the speaking achievement of the students who are taught using picture describing and those who are taught using storytelling.

HO: There is no significant difference between the speaking achievement of the students who are taught using picture describing and those who are taught using storytelling.

Significance of the Study

The result of this study is expected to give some contribution in helping teachers in language teaching, especially in teaching Speaking.

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

Specifically, the writer expects this study can be used by English teachers as consideration in deciding the technique in teaching Speaking.

After the study has been completed, it is expected that the result will be beneficial for the students in learning and improving their speaking ability in fun ways. Using these techniques, the writer also expects that students can actually learn English through one of their favorite media, which is pictures. Moreover, students are given the chance to use their imagination or creativity in learning.

The Scope and Limitation of the Study

The subjects involved in this study are limited to the fifth grade students of a private primary school in Kupang, East Nusa Tenggara, while the language skill taught was Speaking. The genre was Narrative because the participants would be creating stories based on the picture(s) given.

Theoretical Framework

Picture is one the teaching media used by teachers in order to draw students' interest and also improve students' motivation to learn because pictures assist students develop creativity and increase thinking ability (Canning-Wilson, 2001). It is believed that by using pictures, teaching

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

and learning process will be more effective and teaching learning situation will be more interesting.

Meanwhile, storytelling is the act of representing ideas or stories to a targeted audience (Kassim, 2014). According to Smyth (2005), storytelling is a social experience because it will connect a teller and a listener. Stories provide things that are familiar to children, hence storytelling is one of the useful ways to introduce new things (Hotman et al, 2010).

Definition of Key Terms

picture	A visual representation of a person, object, or scene, as a painting, drawing, photograph.
picture describing	It is one of the techniques in teaching or learning speaking. In doing this activity, students are given picture(s) and asked to describe or make up a story based on the picture(s) given.
storytelling	One of the techniques in teaching speaking. It is

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

where teachers do the storytelling for once or twice and let the students retell the stories with their own words.

speaking

Speaking is an activity of producing sound in order to convey information, express a feeling or telling stories.

speaking achievement

Students' speaking scores taken from speaking test, representing their speaking skill.

Organization of Thesis

This proposal consists of three chapters. The first chapter presents Introduction of the Study. The second chapter presents the underlying theories of the study, while the third chapter discusses the research methodology. The fourth chapter presents the findings and discussion of the findings. The fifth chapter presents the conclusion and suggestions.