

CHAPTER I INTRODUCTION

In this chapter, the researcher explains about: background of the study, statement of the problem, scope and limitation of the study, variables and definitions of operational variables, purpose of the study, and significance of the study.

A. Background of the Study

In curriculum 2013, speaking skill is one of the important parts which needed for students to practice their capability and understanding. Teacher is requiring to create creativity, innovative learning situations with learning aids that are proper and effective learning media. In this case, teachers as educators should be able to develop innovative learning media following the curriculum. The development of the needs of learners and the development of information technology. One of the principles in the learning process standard is the use of information and communication technology to improve the efficiency and effectiveness of learning (Pendidikbud Nomor 103 tahun 2014). As people know that development of information technology today is going so fast. Eggen and Kauchak (2012:32) state that using technology is highly empathizing in today's education.

Speaking ability is the ability of students to express their ideas orally which is represented by a speaking score. Speaking is only an oral trail of the abilities that it got from structure and vocabulary. Speaking skill is more complex and difficult than people assume, and speaking learning is like learning other cases in language learning, naturalizing many case to language teacher (Risnadedi, 2001:56-57)

The problem that often occurs was the students of SMKN 1 Sooko Mojokerto found difficulties to speak English, they had many reasons for the problem. Fluency was the most problem, the students were not often fluent in English, it was because they lacked of habit for speaking English. Second, the students were shy when they tried to speak English because they were afraid of if they made mistakes or wrong pronunciation. Third, the students did not often have any idea what they should speak when the teachers asked them to speak English. Fourth was the lack of vocabulary, Megawati & Mandarani

2016 (in Meylina) in their research found problem that are often faced by students when speaking English at a minimum of English vocabulary. Because of those reasons the students hesitated to try and rarely practice speaking. In the fact, the key of fluent in speaking English is to practice it. So if they do not practice their speaking skill be worst and stuck. Then, if they keep doing that, so they do not make any progress of it.

The cause for all those problem can be from the students or teachers or can be from both of them. The cause from the students was they were too afraid or shy to speak English and they did not know what thing that they should talk about. While the cause of the teacher was teacher did not use media when they got the teaching learning process, so the students were less interesting to follow the class.

Education today is in the digital revolution that has changed the way people look at living a very awkward life today. Ways that can be done in developing learning media by utilizing digital technology in the field of education in the form of digital storytelling. Digital storytelling is a good media to always be used in speaking class. Digital storytelling nowadays is different with usual storytelling at the school, it's more interesting because can provide the use of technology. Moreover, the era of learners that is living in the world nowadays can be categorized as the digital learners (Prensky, 2008). Consequent, the use of the digital media like digital storytelling can develop students' motivation in speaking class. Moreover, students' imagination and creativity will be raising using digital storytelling.

The research on the used of digital storytelling to improve the seventh graders' speaking skill of SMPN 1 Seyegan Sleman by Arifiah, D (2018), Undergraduate program, University of Meru Buana Yogyakarta, stated that digital storytelling can improve the students' motivation and interest in speaking and eventually develop their speaking skill in English. In conclusion that digital storytelling succeed improving seventh graders' speaking skill since it was presented in creative and interesting way. As recommendation, digital storytelling can be effective media to teach speaking and used as one of the source for learning English. The difference between previous research and the researcher's current research is the

previous research used digital storytelling to improve the students of Junior High School and focused on students' speaking achievement but the researcher's current research the influence of using digital storytelling media for Vocational School and focused on the students' speaking achievement.

Considering the explanation above, the researcher formulated the title of this research is The Influence of Using Digital Storytelling on Students' Speaking Achievement.

B. Limitation of the Study

This Study is focused on making up short dialog/conversation about intention or plan to do something in the future using digital storytelling in teaching speaking to students for 10th Grade of SMKN 1 Sooko Mojokerto

C. Statement of the Problem

Based on the background which has been explained above, the statement of the problem for this study is:

Is there any influence of using digital storytelling media on students' speaking achievement?

D. Purpose of the Study

The objective of this study is to know the influence of using digital storytelling media on students' speaking achievement.

E. Significance of the Study

1. Teachers

By using digital storytelling media, the teacher gives new variation in speaking activity which is a good way to reduce student's boredom in speaking English.

2. Students

By using digital storytelling media, the students will understand about media in learning English and they would not feel bored, so they enjoy speaking class.

