

CHAPTER I

INTRODUCTION

A. Background of Study

In learning English students need to learn four skills, those are listening, speaking, reading and writing. Speaking skills in English is one of the ways that can upgrade the quality of the nation. Based on Parupalli (2019) speaking skill is the most important skill to acquire foreign language learning. Among the four key of language skills, speaking is deemed to be the most important skill in learning foreign language. Speaking skill is being important in learning English because this skill is a skill that used in real life and many people use it for communication by other people. So, most of people emphasize that the criteria of success in learning English is the ability to speak English well.

Speaking is an oral language skill that is useful in daily life. Because we can obtain and transmit information by speaking. Speaking cannot be separated from listening, and neither can it be separated from pronunciation. We create meaningful text when we speak. We can find speakers, listeners, messages, and feedback in communication. It can be said that speaking skill is a key of communication. However, speaking is the most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand about the topic.

The importance of learning about speaking skills is also contained in the Al-Quran, it is explained in the digital Qur'an of Kementerian Agama RI (2020) in verse 83 of the 2^{sc} chapter (The Female Cow) of the Holy Qur'an.

وَقُولُوا لِلنَّاسِ حُسْنًا

....

...

“.... and you shall speak to people with good words”

From the verse above Allah teaches human that the ability to speak clearly and fluently is really needed for good communication. The good communication it will make simplify in interaction with other people, exchange the opinions, share the ideas and give some suggestion.

Besides its importance for asking and delivering information, Zhang (2019) explains that speaking has become the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. The students were shy to speak English, the students used mother tongue when they talked English, the students tended to keep silent in the class and many of them was afraid to get errors when speaking English.

The educational process is continually involving both teachers and students. Therefore, there needs to be good communication between teachers and students in order for students to actively participate in their learning. However, in general, speaking skills learning at MTsN 03 Banjarmasin is less than optimal, teachers tend to be more dominant in theory learning. So, speaking skills have not been achieved optimally, it is proven that students are still afraid

to express opinions, embarrassed ask questions, lack confidence in communicating, find it difficult to resubmit the material.

First, when students want to speak in front of their classmates in English, they frequently experience anxiety and fear. Second, the students lack the vocabulary, grammatical structures, and speaking practice necessary to speak English with any ideas or initiative. Third, the students frequently pronounced the English words incorrectly. Fourthly, they have passive issues that make it harder to develop the knowledge they have. The students` become fearful and unmotivated to talk as a result of these issues. Teachers should provide some solid strategies that can motivate students to practice speaking while also helping to overcome their problems in order to improve the students' speaking skills.

Digital storytelling technique will make speaking skill engaging and appealing. Rina (2018) explains that digital storytelling is believed empowering students in a variety of ways, including intellectually, culturally and creatively. Digital Storytelling is the modern expression of storytelling by using computer as a tool to tell the stories, and it has taken many different forms, such as audio - visual, and audio recording. It means the digital storytelling can increase the students creative in culture intellectual.

Digital story telling is a technique in teaching speaking. This technique involves the existence of technology to record students speaking using voice record or video. Storytelling acts as a tool of human social interaction and is commonly used in education for learning, explaining, and entertaining. Digital storytelling will be more inspired to speak English out

loud because the students will already have been pushed to understand the subject. Additionally, it might help the students enjoy the educational process. Digital storytelling is one of the technologies that may be utilized to teach speaking and help the teaching and learning process.

Several kinds of research have been conducted about teaching speaking use digital storytelling. The first study is classroom action research about “The Use of Digital Storytelling to Improve Students’ Speaking Skills in Retelling Story” conducted by Inggit (2017). The result showed that the data of students’ score of pre-test and post-test was significantly improved. Based on this study, digital story telling could help the students in improving their speaking skills in retelling a story.

The other research is about “Digital Story Telling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres” conducted by Syafryadin et al (2019). The result showed that digital storytelling could improvement in speaking English, and by used digital storytelling could increase the students critical thinking, creative, and also the students confident.

Drawing on the previous research, many research have been conducted that Digital Storytelling can improve students speaking skill. Concerning those studies, the researcher has an interest in exploring the process of the teacher use digital storytelling in teaching speaking and investigating the teacher perceptions while utilizing it because the teacher uses an interesting technique in making teaching and learning process such as use digital

storytelling to overcome students' difficulty in speaking skill. Also, teachers should pay attention to the process of the use digital storytelling in teaching speaking whether the implementation is right or wrong.

The study of speaking is important because the speaking itself is important is the beginning step in mastering speaking skills. Students need to have great skills in speaking because speaking skills in English is one of the ways that can upgrade the quality of the nation.

With all consideration, the researcher has an interest in a study discussing the teacher use digital storytelling in teaching speaking while utilizing the technique that is taking place in MTsN 03 Banjarmasin which is located at Mahligai, Banjarmasin, South Kalimantan. The title of the research that has been determined is: "An Analysis of Teacher Use Digital Storytelling in Teaching Speaking".

B. Research Question

The institution of this problem in this research can be certain as follows:

1. How does the teacher use digital storytelling in teaching speaking?
2. What are the difficulties faced by the teacher when using digital storytelling in teaching speaking?

C. Objectives of Study

Based on the research question above, the objective of this research is:

1. To learn how the teacher use digital storytelling in teaching speaking.
2. To know the difficulties faced by the teacher when using digital storytelling in teaching speaking.

D. Significant of Study

The study's findings should be helpful for the following, according to the researcher:

1. English Teachers

The researcher anticipates that teachers who still have difficulty to convey speaking skills will be able to use digital storytelling as an alternative technique. The researcher in this study provides details on how digital storytelling is used in speaking classes. After using digital storytelling in the classroom, the researcher informs the teacher that the pupils' speech has improved.

2. Future English Teachers

The researcher anticipates that future English teachers will be able to learn more about teaching speaking as they become familiar with various educational challenges. Future English teachers can learn a lot about the advantages of employing digital storytelling in the classroom and how it is used in practice.

They might also draw inspiration from this study to develop some technological innovations for the benefit of students`.

3. Future Researchers

The researcher anticipates that this research will serve as an example and source of inspiration for other researchers who may choose to pursue similar research projects or develop new innovations in light of this study.

E. Definition of Key Term

To avoid misunderstandings, this section defines some of the terms used in this study.

1. Digital Storytelling

Digital storytelling is 2-3 minutes long story with a personal element that can be linked to other people's touch. The distinction is that it has been developed in a variety of ways and shaped by a sophisticated personal computing and recording system. Digital storytelling, which includes audio-visual (video) and audio recording, is the contemporary type of storytelling that uses computers. Digital Storytelling the researcher means here focused on the step of using digital storytelling by Syafryadin (2019) that will be applied in teaching speaking.

2. Speaking

Speaking skills are the knowledge of language and communication that a person uses when producing speech. Speaking is a language's vocal form of communication

with others is speaking. Its purpose is to communicate ideas found in the grammar and meaning of all languages, whether they are spoken or writing. In this research, speaking is also defined in this study as students' MTsN 03 Banjarmasin verbal communication skills that enable listeners to easily comprehend what is being stated.

3. Difficulties

A difficulty is anything that makes life difficult. The term "difficulty" refers to anything that causes problems. Difficulties are typically heavy or difficult to overcome. In this study, the teacher considers the process and the problem or difficulties when the teacher used digital storytelling in teaching speaking.