CHAPTER 1. INTRODUCTION

1.1 Background

As one of international languages, English used and spoken widely by many people all over the world. Based on the survey of English first institution in EPI (English Proficiency Index, 2013), Indonesia was ranked in the twenty eighth of sixty three countries. The rank indicated that Indonesian had low level of English ability. It suggested that they need appropriate way in developing the Englaih skill.

English consisted of four basic skills, those were listening, speaking, reading, and writing which were interconnected each other. One of skills that regarded to be productive was speaking as stated by Nunan (2003), Speaking was a skill to deliver a massage orally. It was also known as an active skill in learning English and mean of communication. Therefore, many exposures in using English should be provided in every level of speaking skill. One of the activities that helped students of State Polytechnic of Jember to develop speaking English skill UKM's (Unit Kegiatan mahasiswa) English Club.

The students, who joined the UKM's English Club of State Polytechnic of Jember could choose one of four interests, those were Speech, Newscast, Story telling, and Debate. Based on English Club student's data on September 2015, the most popular interest was Storytelling. It could assist the students to build their confidence. By joining the story telling that used variation of words and expresive gestures, the students were able to express their feeling through story and to communicate using English. According to Steve Tobak (2011), Storyteller should be engaged with the audience and should master the stage, by interacting to audience such as eye contact and body movement. Based on statement above, the writer concluded that the Storytellers had to organize the context of storyline, so that listener would understand what they have delivered. In addition, the storytelling divided into four stories: legend, romance, fairytale, and motivation story. Those four stories could be a media for the students to do storytelling activity.

Based on the questionnaire, the main problem that they faced in the learning process was limitation of media. There was no teaching media such as video and handout to help students in learning storytelling. The mentors only explained how to be good storyteller. Related with questionaire, the students needed a video to increase their skill in storytelling and how to be good storyteller. The video consisted of the way to deliver the story through clear explanation from beginning until the end part of storytelling, such as the examples of expression, intonation, pronunciation, and gesture.

Based on the reasons above, the writers decided to create English tutorial video about how to become a good storyteller for college students of UKM's English Club as final project. It could help them to understand the material about how to become a good storyteller clearly. The writer hoped that the product of this final project could give many advantages for all students of English club in State Polytechnic of Jember.

1.2 Objectives

The objective of our product was to create an English Tutorial Video about how to become good Storyteller for college student of UKM's English Club.

1.3 Significances

This product was hopefully to give some significances to the following parties:

1.3.1   The college student of UKM's English Club.

This product would help the college student of UKM's English Club easily understand how to be a good storyteller.

1.3.2   The mentor of UKM's English Club.

This product would be used by mentor as a media to deliver storytelling material for college student of UKM's English Club.

1.3.3   The State Polytechnic of Jember.

This product would add the collection of final project references which were very useful as student's reference in completing their final project.

1.3.4   The writers

The writers hoped that the product could give many advantages for all members of UKM's English Club in State Polytechnic of Jember. Besides that, by doing this project the writer could apply our English skills in listening, speaking, reading and writing. In addition, in designing the video, the computer skill was needed. Those skills caused me to be more confident of being English graduate of State Polytechnic of Jember.