

CHAPTER I

INTRODUCTION

A. Background of Study

Language serves as a vital medium for exchange of ideas. To communicate is to comprehend, to express various ideas, and to cultivate shared culture between one's speaker and one's listener or reader. Language is more than just a means of exchanging information; it is also the primary means by which we accomplish things as a group by agreeing on shared meanings and values. Daily life and social interactions require people to communicate with one another. English is a widely spoken language.

In Indonesia, learning English is required for graduation. Teaching English with the goal of improving communicative competence is a worthwhile endeavor. Listening, talking, reading, and writing are all part of this talent. The writer is mainly focused on speaking skill. People, even those studying a foreign language, need to practice speaking as much as possible and gain enough experience in all settings. One of the most difficult forms of education is that of teaching a foreign language. Students in Indonesia often hesitate to enroll in foreign language courses due to anxiety. They could easily become unmotivated and give up when faced with challenges. Their mentalities lead them to believe that learning a foreign language is challenging due to the fact that the majority of them begin with no prior knowledge. Usually, students know not anything the way to specific what they need to mention. If this is the case, the teacher must be informed of the classroom setting before any evaluations can be made. In order for first-timers to improve their listening, talking, writing, and analyzing skills across the board, the classroom environment must be conducive to learning. techniques and songs in overseas language training may be used to inspire students and to create a greater enjoyable overseas language lesson (Brown, 2001:127).

The ability to communicate orally is essential while teaching English. Freshmen are more likely to succeed academically and socially if they can communicate honestly and correctly in the target language. consequently, it's

It is important that English teachers and students pay extremely good interest to teaching speaking as opposed to main college students to study grammar via memorization alone. English teachers and lecturers need to offer rich surroundings in which meaningful communication takes place. With this purpose, diverse talking activities that could make contributions to students developing verbal exchange competencies essential for lifestyles have to be introduced into English training. These activities make college students greater lively and inquisitive about the study room duties and on the same time those also make their studying greater meaningful and fun.

Speaking abilities need to be constantly educated. Communication abilities are mechanical abilities. The more time spent speaking, the more fluent one becomes. It is often neglected that the concept that each person can communicate via themselves is the root reason of the evolution of language. This is why many students struggle with public speaking. The problem was also encountered in some students. Students frequently experience difficulties in the course of their speech development. The difficulty of communicating in a foreign language is a common issue. The lack of desire to speak English in everyday situations is another factor.

Based on preliminary study at the seven-grade students of SMPN 16 Gresik, the study's author discovered that many students still had difficulties with communicating while in class. Most students who were polled about whether or not they liked speaking English said they had trouble learning the skill. According to the researcher's analysis, this is because many students don't get much opportunity to practice speaking English with their peers in school or elsewhere, making them more likely to struggle with issues like shyness and a lack of vocabulary.

In order to capture the interest of the students being taught, the approach should be interesting. Speaking lessons often make use of describing pictures as a learning tool. One way to practice English language skills is to describe images. Students will give oral presentations describing selected images. A picture is given to each student, and they are asked to describe it. This exercise is meant to

improve students' ability to visualize and recount a tale while communicating in English. (M.Solahudin, 2009:99).

The researcher chooses to describe pictures in this study because pictures are a good visual tool for learning in class and can attract students to pay more attention. According to Huebner (2008), Every kind of pictorial display can be thought of as a "picture," one of the visual aids. In the classroom, images can be created and utilized to illustrate lessons on how to write about one's own identity. The media will make it easier for the instructor or student to absorb the lesson. In addition, students can hone their public speaking skills by describing the scenes seen in class photographs while utilizing proper pronunciation.

How teachers direct their classes and make the classroom environment conducive to learning is crucial. Pictures can be used to implement it. The author investigates ways to enhance students' communication skills in order to realize a more efficient method of instruction. One alternate method that can be utilized to teach language skills is the "describing picture strategy." It demonstrates novel approaches that bring the educational process to life. The use of visual aids in the classroom is intended to increase students' interest in and effort toward learning a new language.

By the information provided in the preceding background section, the following study will be carried out: "Improving Students' Speaking Ability Through Describing Picture at SMPN 16 Gresik"

B. Research Problem

The following issues are identified in this study based on the foregoing context :

How can describing picture improve student's speaking ability?

C. Objectives of the study

Relating to the problem statement above, the objective of the study to improve students' speaking ability through describing picture.

D. The significance of the study

It is anticipated that the findings of this study will provide information that is helpful for many people who are engaged in the process of learning, such as:

1. Teacher

The concept of learning using describing pictures can be implemented in real terms and make teachers more creative

2. Students

The concept of learning using describing pictures can improve the students' pronunciation, grammar, vocabulary and smoothness in speaking.

E. Scope and limitation

The scope of this research was specified only to find out the improvement of students' speaking ability (pronunciation, vocabulary, grammar, and fluency) and to find out how strategies used to describing picture can improve students' speaking ability.

F. Definition of key term

To make the study clear, the writer would like to explain some terms used, they are:

- 1. Speaking Ability**

According to Bygate (1987) a good public speaking skill is to be able to articulate your thoughts, feelings, and intentions through your mouth in a way that others can hear and understand. Based on Bygate's definitions, it's clear that the ability to communicate ideas orally is what we mean when we talk about "speaking."

- 2. Describing Picture**

A simple strategy is to just describe the image. Inviting students to express themselves through their five senses can help them learn more effectively. Students utilized their eyes to view the image, ears to hear what their partner had to say, and mouths to verbally describe the scene.