

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, statement of the problem, objective of the research, hypothesis, significance of the research, scope and limitation, and definition of the key terms.

### **1.1 Background of the Study**

Speaking is an oral communication that is used to express ideas, feelings, and thought among people. Speaking is the ability to say articulation sounds or words to express, convey thoughts, ideas, and feelings (Tarigan, 1998). Speaking is an interactive process and conducts information processing activities. Speaking is an interactive process of constructing meaning that involves the production, disclosure and processing of information (Brown, 1994; Burns & Joyce, 1997). One of the functions of speaking is to get and receive information for other speakers. The purpose of speaking is to convince the listener, inform, and give good news to the listener (Keraf, 1996).

Moreover, speaking has three general objectives, namely to inform and report (to inform), entertain and entertain (to entertain), to persuade, invite, push, and convince (to persuade) (Tarigan, 2008). Somebody can inform their feeling and knows somebody's feeling from asking him in their communication and make some. The purpose of speaking is stated in order to convey thoughts effectively, so, not only what will be discussed, but also how to convey information.

In teaching speaking, there are several things that must be done to improve students' speaking skill. The teacher must be able to be a facilitator for students in

helping learning activities in class. There are three principles that should be considered in teaching speaking which can influence and inform our decisions as we teach speaking to beginning and false beginning learners (Bailey, 2005). The principles are providing something for learners to talk about, creating opportunities for students to interact by using group work or pair work, and manipulating physical arrangements to promote speaking practice. Those principles should be considered in choosing the method or technique that will be used in teaching speaking.

In the process of learning speaking, this is very important for students. It trains them to be brave in conveying something based on their information or ideas to the others systematically for that routine training is needed at every opportunity. Students also need to develop confidence that grows through speaking exercises so that they can speak fluently. They can practice in producing sounds in word form freely as long as suitable with the topic that is discussed. Megawati and Mandarani (2016) investigate that the difficulty which students often face when they speak in English is lack of English vocabulary.

Based on the researcher's observation in some experiences in the language teaching at some high school levels, many students are easy to get bored in facing English, especially toward speaking. According to them, speaking is very complicated. From the problems faced by students, teachers must pay more attention to these problems. Therefore, as an alternative solution, teacher must be smart in choosing techniques or methods in teaching speaking. Many techniques or methods are available to teach speaking. One of good techniques that must be

applied is the picture series. It is simple and good technique that can make students more active in speaking with the activities inside it.

Moreover, the researcher found some problems related with students' feeling in their speaking. They got unsatisfactory due to lack of vocabulary mastery. They also felt that the learning was boring and not suitable for them. With this condition, students cannot develop their skill in speaking. In this case, the researcher uses picture series to be applied in speaking class so that students feel comfortable and not bored when they learn speaking in the class.

Picture series is one technique that can be used in teaching speaking. Pictures are very valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students (Raimes, 1983). Picture series is arranged as media to help students to express their ideas and feelings fluently. Diane (2000) states that the students can predict some pictures and discuss with group to solve the pictures story which enables them to practice in negotiating meaning. Therefore, it is believed that pictures are technique that are able to overcome problems and help students to improve their speaking skills.

There are some previous studies related to the use of picture series. The first study is conducted by Putranto (2015). It discussed teaching and learning speaking using the picture series. The result states that using picture series is effective for increasing speaking and making students feel happy and enjoy the learning process in class.

The second study is from Listyowati (2015). It discussed the use of picture series to improve speaking ability. Based on the results of this research, the application of picture series can improve students' speaking skill. In addition, students also enjoy and become active during the teaching and learning process.

The third research is discussed by Rinas (2017). It discussed the implementation of the use of picture series to teach speaking. The result states that using series pictures is more effective than using text to teach speaking, and is able to increase students' motivation and confidence to learn speaking.

In this case, the researcher conducted research that was similar to previous studies but at a different level, it was second-grade level students of Junior High School. In addition, in term, place, subject, and different ways of treatment. MAN 5 Kediri is a school investigated by researcher. Based on the observations of researcher in first-grade level students of Senior High School, many students are still not good at speaking. Therefore, alternative ways are needed to improve students' speaking skills.

Considering the importance of learning to improve students' speaking skill using picture series, the researcher is interested in using picture series on speaking skills, so the title of this study is "The Effectiveness of Using Picture Series in Teaching Speaking for the First Grade Students at MAN 5 Kediri".

## **1.2 Statement of the Problem**

Based on the background of the study above, the formulated research problem is “Is the Use of picture series effective in teaching speaking for the first grade students of MAN 5 Kediri?”

## **1.3 Objective of the Study**

Based on the relation between background of the study and the research problem, the objective of this study is “to investigate the effectiveness of Picture Series in teaching speaking for the first grade students of MAN 5 Kediri”

## **1.4 Hypothesis**

In relation with the background of the study, the research problem, and the objective of the study, the researcher can take the hypothesis:

H1: There is significant different on speaking skill the students taught by using picture series and the students taught by using roleplay.

Ho: There is no significant different on speaking skill the students taught by using picture series and the students taught by using roleplay.

## **1.5 Significance of the Research**

This research is expected to give a positive contribution to the students and English teacher in SMA. In addition, it can also provide more information about the effects of using the picture series technique on the speaking skill. The researcher hopes that this research can help the teacher and students in the learning process in the classroom. The teacher can find out more and try to apply this technique in speaking learning. By following the path determined by their

teacher, the students can improve their speaking ability spontaneously based on this technique in class. Besides, this research can be used as a reflection for other researchers who will conduct a research in the similar studies.

### **1.6 Scope and Limitation of the Research**

This study is limited to examine the effect of using picture series technique in teaching speaking skill. The subject of this study is the First-grade students of MAN 5 Kediri. The researcher took two classes as the samples, they are control group and experimental group.

### **1.7 Definition of the Key Terms**

#### **1. Effectiveness**

Effectiveness can be applied to many parts of activities and to produce something that is the goal and objective. The meaning of effectiveness in this study is the existence of a significant difference in the score of students' speaking skills before and after being taught using picture series technique.

#### **2. Speaking skill**

Speaking is a key of information. One of the functions of speaking is to get and receive information and other speakers. Speaking is a language skill developed in a child's life, which is produced by listening skills, and in that period speaking skills are learned.

### 3. Picture Series

Picture Series is one technique that can be used in teaching speaking. This technique is unique which can make students more interested in learning speaking in class. Picture Series is not only very useful in teaching and learning process, but also to provide a motivation.