CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, significance of the study, scope of the study, definition of key terms and organizations of thesis writing.

A. Background of the Study

In learning English there are four language skills that should be mastered: listening, speaking, reading and writing. Among those four skills, Luoma mentions that speaking is the most difficult language skill[1], because learning speaking using new language is not an easy thing. Several students feel shy when they speak in public area. They also feel shy speak in front of their friends who can speak English well. It makes them difficult to learning English.

Teaching speaking also seems to be something difficult for English teachers. Locke mentions that spoken language is a complex system, not fully understood and difficult to teach in classroom[2]. It is also felt by the researcher as English teacher. He feels difficult to make students understand what he was talking about when he teaches using speak English fully. He also feels difficult to ask students to write a dialog and practice it. So the teacher must use a dialog which is on the manual book.

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[1] Sari Luoma, *Assessing Speaking.*(Cambridge : Cambridge University Press, 2004), 9
[2] Ann Locke, *Teaching Speaking and Listening: One Step at a Time, Revised Edition*. (A&C Black, 2013), 8

Speaking skill needs to be mastered by the students because according to Tyagi and Misra, it is one of the skills to express their thoughts, ideas, aspirations, and needs[3]. For example, the ideas which are delivered by people through spoken language will be easy to understand than through written. It is clearer because there is interaction between giver and receiver. So the teacher should help the students to be mastered the speaking skill until the students can express their thoughts and aspirations.

Preliminary study of the research was done in August 2011 at the first grade of SMA Maryam Surabaya using oral exam. The result shows that only 15% of students have good speaking competence in the classroom. The researcher also found that some students did not understand when their English teacher explains the materials to them. They got difficulties to respond orally so that they often used Indonesian language in English speaking activities.

During preliminary research the researcher also found several problems in the process of learning speaking. These problems are probably caused by several factors. First, the students might still have insufficient number of vocabulary therefore they still found difficulties to speak in speaking class activities. Second, their motivation in learning English may also be low, because they chose to open other subjects' materials during the English language lesson. Third, the English

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[3] Kavita Tyagi and Padma Misra, *Basic Technical Communication*. (New Delhi : PHI Learning Private Limited, 2011), 224

learning activities might be boring for the students, because they felt difficulties to understand the material.

The researcher also did preliminary study in SMA Muhammadiyah 1 Taman, in this school he found that the first grade students have a good speaking competence than the students of SMA Maryam.

Then the researcher tried to meet English teachers in SMA Muhammadiyah 1 Taman. He tried to look for a media or material which can make students interested in learning English, especially in learning speaking.

When the researcher discussed with one of the teacher in SMA Muhammadiyah 1 Taman, he said that when he teaches speaking using pictures, the students are more actively involved in classroom activities. In SMA Muhammadiyah 1 Taman, the English teachers often use pictures as media to teach English. According to them, when they use pictures in teaching speaking, it is easier for the teacher to deliver the material and the students are also have easy access to practice the target material. This statement is supported by Wright who mentions that pictures can motivate students and make them want to pay attention to the material and take part in classroom activities[4].

The advantages of using pictures have been proven through several researches. One of the researches was the study on using picture to improve the students' ability in writing descriptive text. The result showed that there is a

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[4] Andrew Wright, *Pictures for Language Learning*. (New York : Cambridge University Press, 1989), 17

significant effect on the ability of writing descriptive text between the students who were taught by using situational pictures and the students who were not taught by using situational pictures[5]. Other research proved that there is significant differences of vocabulary mastery between the learners who learn vocabulary using pictures and learners who learn vocabulary without using pictures[6].

Based on the explanations above, the researcher is interested in the use of pictures in learning speaking in SMA Muhammadiyah 1 Taman. He wants to share the information to the English teacher in SMA Maryam about using pictures in order that teacher can use pictures in speaking classes. The researcher also intends to know the students' response when the teacher uses the pictures as media in learning speaking.

B. Problems of the Study

Based on the background above, the researcher takes some problems of this research which can be formulated as follows:

1. How does the teacher use pictures as a media in the students' process of learning speaking in first grade of SMA Muhammadiyah 1 Taman?

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[5] Khoirul Bariyah. *The Effect of Using Situational Pictures on the Ability of Writing Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik.* (Surabaya: IAIN Sunan Ampel, 2009)
[6] Fatkhul Hidayati. *The effect of using pictures on learners' vocabulary Mastery at seventh grade of MTS Babussalam Mojoagung Jombang.* (Surabaya: IAIN Sunan Ampel, 2009)

2. What is students' response about the use of pictures as a media in learning speaking of first grade of SMA Muhammadiyah 1 Taman?

C. Objectives of the Study

1. To know the use of pictures in the students' process of learning speaking as a media of first grade of SMA Muhammadiyah 1 Taman.
2. To know the students' response about the use of pictures as a media in learning speaking of first grade of SMA Muhammadiyah 1 Taman.

D. Significance of the Study

1. It is expected that the result of the study will provide useful information for teachers of SMA Maryam Surabaya on how pictures can be applied as a media in the students' process of learning speaking.
2. It is expected that the result of the study will provide useful information for teachers of the other schools which had a same problem with SMA Maryam Surabaya.
3. It is expected that the result of the study will provide useful information for other researchers to develop pictures as a media in learning speaking.

E. Scope and Limits of Study

This study will focus on the use of picture as a media in the students' process of learning speaking. In this study will talk about how teacher apply this

media. This study also focuses on students' response when the teacher use pictures as a media in learning speaking.

This study is also limited only for first grade students, so the first research subject of this study is the teacher who was teaching in that grade.

F. Definition of Key Terms

1. Learning

    It is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction[7]. In this study learning is the process to get skill by practice one by one, in pairs and in group.

2. Speaking

    Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information[8]. In this study speaking is producing simple sentences in front of class by practice one by one, in pairs and in group.

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[7] Douglas Brown, *Principles of Language Learning and Teaching*, (Longman: San Francisco State University, 2000), fourth edition, 7.
[8] H.D. Brown, *Teaching by principles: an interactive approach to language pedagogy.* (Englewood Cliffs, NJ: Prentice Hall Regents, 1994)

3. Picture

Picture is painting or drawing which present real things and situation that sometimes difficult or even impossible to be described in other ways[9]. In this study the researcher will use drawing of person (photos) in learning activity.

G. Organizations Of Thesis Writing

This study will consist of five chapters. Chapter one is introduction. The introduction includes background of the study, problems of the study, objective of the study, significance of study, scope of the study, definitions of key terms, and organizations of thesis writing.

Chapter Two is review of related literature. In the review of related literature, there are several literatures related to the study. The chapter consists of review about learning English, speaking, teaching media, English teaching media, picture and review of previous study. In speaking, the researcher stated several types of speaking. The researcher also stated types of media in teaching media, and several types of picture in picture.

Chapter Three is research method. It is the description of the method for this research. In this chapter, there are research design, research subjects, data collection technique, research instruments, and data analysis technique.

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[9] Andrew Wright, *Pictures for Language Learning*, 36

Chapter Four will be result and discussion. It will report the results of the data collection. Detailed description of the results obtained from this study will be presented.

Chapter Five will be conclusions and suggestions. It will conclude the results of the study and also give some suggestions to the reader. It will also be recommendations for future research and implications for teaching.