#### **CHAPTER I**

#### INTRODUCTION

This chapter orderly presents the topics such as background of the study, statement of the problem, objective of the study, significant of the study, scope and limitation of the study, definition of key terms.

## A. Background of Study

There are four language skills in the teaching learning process. They are reading, listening, writing and speaking. But speaking is the hardest skill among the others (reading, writing, listening), since it is productive skill or oral skill which consist of producing systematic verbal utterances to convoy meaning. In reality many students have difficulty in producing sentences in the speaking class. Many students consider that speaking is very hard to learn, because there are two reasons. The first, practice speaking need much time to fulfill the requirements in mastery speaking English. The second, students can not revise their speaking like when they write. In fact, if the teacher asks them to say something, most of them just keep silent in the class. It is because the students feel afraid to make mistake when they speak. They feel afraid about grammar, pronunciation, and less of vocabulary.

The students need more relaxing learning atmosphere, as young learners who enjoy having fun, and enjoy things with happy feeling. So, they could join the English classes comfortably, and with high enthusiasm. The

<sup>&</sup>lt;sup>1</sup> David Nunan, Practical English Language (New York: MC Graw-Hill, 2000), 48.

<sup>&</sup>lt;sup>2</sup> Penny Ur, a Course in Language Teaching, (Cambridge: University Press, 1996), 121.

atmosphere in the classroom is heavily dependent on the creativity of a teacher in delivering materials when teaching and learning process.<sup>3</sup> In other words, a good teacher is a teacher who is able to create a fun learning environment, be a good motivational speaker, and passion.

Instructional media can help the teachers and students to create a fun learning environment in the class. Instructional media are various components in learners' environment which support the learners learn.<sup>4</sup> There are many kinds of Instructional media, one of them is picture.

The teacher should choose a suitable way such as using picture. According to Uri Sulevitz, Picture as a media to describe about fact and give all the require information. In other words, people can get much information with describing a picture. Picture can increase their speaking skill and their listening skill when they hear their friend speaking English or their writing skill when they make some notes. There is a phrase that describes a picture means a thousand words. It means that everyone has their own opinion on an image. So, although some of students are given the same pictures, each student will give different opinion when describe it. That's why the picture is very effective to be used in teaching speaking.

There are many different types of pictures that can be used in teaching speaking. One of the alternative pictures in teaching speaking is using "find

<sup>&</sup>lt;sup>3</sup> David Moseley, Frameworks for Thinking A Handbook for Teaching and Learning (http://cew.wisc.edu/teachnet/ctl/default.htm, accessed on May 20, 2013)

<sup>&</sup>lt;sup>4</sup> Nuhung Ruis and Muhyidin,, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), 7.

<sup>5</sup>Uri Sulevitz, Writing with Picture, How to write and Illustrated Children's Books, (New York: Warson Guptil Publication,1985), 16.

differences" picture. This is a type of picture that can be used to speaking because students will explore the differences containing in two pictures and describe the differences based on theirs in the image. This media will make students have many opportunities to speak and practice pronunciation. Through this way, the writer hopes it can help the teacher to motivate students to speak without making them afraid and get bored when teaching learning speaking skill is held.

Describing something is a form a particular something or shape.<sup>7</sup> It used to tell someone the appearance, sound, smell, events, etc., of (something or someone), to say what something or someone is like, to make a motion or draw a line that shows the shape of (something).

According to the explanation above, the writer decided to use "find the differences" picture as media to teach speaking with describing two or more similar pictures. The eighth grades of SMPN 3 Bangkalan are appropriate to be the object of research. The writer chooses this school because SMPN 3 Bangkalan is a school that pays attention to education and in there students have very good attitude and this school has complete facilities and the most important is the teacher in SMPN 3 Bangkalan has applied the use of picture media in teaching learning process in English subject especially in speaking class. The writer conducts her observation in eighth grades from the teachers' recommendation.

<sup>&</sup>lt;sup>6</sup> Andrew Wright, *Games for Language Learning*, (England: Cambridge University press, 2003), 30.

<sup>&</sup>lt;sup>7</sup> J.A Simpson, Oxford English Dictionary 2<sup>nd</sup> edition, "Definition of describe", (U.K.: oxford university press, 1989), 103.

#### **B.** Research Question

Based on the background above, the problems of the research are formulated as follows:

- 1. How is the implementation of "find the differences" picture as media to teach speaking at the eighth grades of SMPN 3 Bangkalan?
- 2. How is the students' response after the implementation of "find the differences" picture as media to teach speaking at the eighth grades of SMPN 3 Bangkalan?

## C. Objectives of the Study

Based on the statement of problem above, the writer states the objectives clearly as follow:

- 1. To know the implementation of "find the differences" picture as media to teach speaking
- 2. To know the students response toward the implementation of "find the differences" picture as media to teach speaking

## **D.** Significance of the Study

The study is expected to be useful and helpful for EFL teachers to improve teaching activity of English which is used in teaching learning process or as reference for teacher. The writer hopes that the teacher use "find the differences" picture as media to encourage students speaking in front of

the class. The writer also hopes the students can be interested learning English especially to communicate using English.

## E. Scope and Limitation

The study is limited to the eighth grades of SMPN 3 Bangkalan. Among the four skills, the writer chooses speaking. The limitation of this study also can be seen in the problem above that focuses on implementing "find the differences" picture as media to teach speaking. This study focuses on the teaching learning process. SMPN 3 Bangkalan is appropriate to be the object of research and SMPN 3 Bangkalan is accessible because the situation of this school is comfortable, SMPN 3 Bangkalan is a school that pays attention to education and in there students have very good attitude and this school has complete facilities and the most important is the teacher in SMPN 3 Bangkalan has applied the use of "find the differences" picture as media in English subject and the writer chosen eighth grades from the teachers' recommendations.

#### F. Definition of Key Terms

The writer includes some definition of key terms to support the readers understanding. They are as follow:

# 1. "Find the differences" picture:

According to Andrew find the differences picture is describing and comparing pictures or other types of visual input.<sup>8</sup> In other words, it sets of two pictures that show similarities of people, things or related situation. In this study, the writer uses pictures with comparison and noun categories. Students have to describe two similar pictures orally.

### 2. Speaking:

Making use of words in an ordinary voice; uttering words; (knowing) and being able to use a language; expressing oneself in words; making a speech. In this study, speaking is giving information orally.

## 3. Describing something:

Describing something is a form a particular something or shape. 10 Describing something in this study is about picture of animals.

## 4. Implementation:

The process of putting a decision or plan into effect. Implementation in this study is teaching and learning process in giving find differences picture as media to teach speaking.

#### **Thesis Organization**

To understand more about this thesis especially in the whole content, therefore this study will be divided into five chapters as follow:

Andrew Wright, Games for Language Learning, (England: Cambridge University press, 2003),

<sup>&</sup>lt;sup>9</sup> J.A Simpson, Oxford English Dictionary 2<sup>nd</sup> edition, "Definition of speaking", (U.K. oxford university press, 1989), 103.

<sup>&</sup>lt;sup>10</sup> J.A Simpson, Oxford English Dictionary 2<sup>nd</sup> edition, "Definition of Describe", (U.K. oxford university press, 1989), 43.

- 1. Chapter I explains background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key term, and thesis organization.
- 2. Chapter II discusses the review of related literature that consist of Nature of Speaking, Teaching Speaking, Teaching English Speaking Implementation, Instructional Media, Picture, "Find the Differences" Picture, The Implementation of "Find Differences" Picture in Teaching Speaking, Benefit of "Find the Differences" Picture, and Review of Previous Studies.
- Chapter III talks about research methodology; it includes the research design, Subject of the Study, Instruments of the Study, Data Collection Technique, and Data Analysis.
- 4. Chapter IV explains the research finding, data analysis, and discussion about finding.
- 5. Chapter V gives conclusion and suggestion of the study; it includes the result statement base on problem of the study.