CHAPTER I

INTRODUCTION

This chapter presents the description of the introduction used in this research. It consists of research background, research problem, research objective, research significance, research hypothesis, scope and limitation, and definition of key terms.

A. Research Background

English is one of the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire, it is the largest of the Western languages. Graddol said that the growth of the use of English as world's primary language for international communication has obviously been continuing for several decades.[1]It can be concluded that English is a language originally the language of the people of England.

English is spoken, learnt and understood even in those countries where it is not a native language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. all our software development today, the communication facilities are available to us through internet, our access to a variety of websites, are all being carried out in English. Most of

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[1] D. Graddol. *English Next.* (British: Britis Council.2006), p.82

the research works are conducted and compiled in English[2]. Mastering English requires some skills. For more than six decades now, research and practice in English language teaching have identified the "four skills" as of paramount importance. The four skills are listening, speaking, reading, and writing[3]. Hadfield and Hadfield stated that listening and reading are receptive skills, they require only understanding. Speaking and writing are productive skills; they require the learners to produce something. All of these skills have integrated relation in learning English[4]. In short, from the four skills in language teaching, in this research, the researcher only concerns with speaking skill.

Speaking is one of the basic skill that have to be mastered. Speaking skill is very important because it can help us to communicate with other people in the world. According to Syakur, speaking ability is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency. In learning English, teaching speaking has been undervalue and English Language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate

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[2] Ishar Aamer Qureshi, "The Importance of Speaking Skills for EFL Learners", (Pakistan: Department of English, Alama Iqbal Open University), p. 1-10

[3] Douglas Brown, Teaching by Principles, An Interactive Approach to Language Pedagogy, (New York: Longman 2007). P. 232

[4] Jill Hadfield, Charles Hadfield, " Oxfort Basics: introduction to Teaching English" (2008), p. 72

in each communicative circumstance[5]. Based on the definition above, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Based on the researcher's observation and experience when she was taught speaking in SMK TI Labbaika Samarinda, especially on students a the second grade. The researcher find some problems in learning English, especially in teaching speaking. When the researcher teaching speaking, sometime some students silent when the researcher give explanation. The students have difficult when they speak, they are do not know what they are going to say, they didn't have any idea to express when they are speaking, they lack of vocabulary, so they cannot speak fluently and accurately, sometimes when the students' practice speaking in front of the class they always speaking by using text. In addition, in the learning process, they are not accustomed to English speaking atmosphere. one of the way to improve their speaking is using media. Teacher needs to use media in their teaching because it has important function in teaching and learning process.

Using media give extern motivation to the students to studying all of lessons that they learn, especially in English. Media can help the students to understand more about what the teacher explains. The teacher does not need to explain more. The teacher just explains the little of material and how to use the media. From the point of view of the teacher, it is easier for the teacher to transfer their knowledge to the students.

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[5] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", No 11. Vol. XII, 2006

Based on the reasons above, knowing the students' speaking ability is very important. In order to find out the most difficult in all aspects of speaking, the teacher must know the best media in solving the students' difficulty in speaking. The more media involves the students' sense, the more interesting and better it is. The Picture Series is one of the teachers' media in teaching. Not only Picture Series show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. Picture series have a sense of the context of language and it can be specific reference.[6]

According to Andrew Wright, that picture series can motivate the student to speak or to write, to create a context within which his/her response will have meaning, to provide the student with information to use in control practice work. pictures showing objects, actions, events and relationships can cue answers to questions, substitutions and sentence completions, to sponsor, stimulate and possibly to guide, spoken and written descriptions, narrations or dialogues, to sponsor, stimulate and offer information for free writing and speaking[7]. There are some ways of using pictures. The first way is to motivate the students to speak. The second way is to create the students' response. The third way is to provide the students with information. The fourth way is to

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[6], Andrew Wright. *Picture for language Learning.* (Cambridge: Cambridge University Press, 1989). P. 56

[7] Andrew Wright, "*1000 Picture for Teachers to copy*" United Kingdom: Longman. (1984) p. 129

stimulate and to guide spoken descriptions, narrations, and dialogues. The last way is to stimulate and to offer information for speaking freely.[8]

In this case, the researcher wants to use picture series as media in teaching speaking, whether this media is effective or not in teaching speaking. From those description, this research is given a title "The Effectiveness of Picture Series in Teaching Speaking Skill at the Second Grade of SMK TI Labbaika Samarinda in academic year 2017/2018".

B. Research Problem

The problem in this research formulate:

How far using picture series effective in teaching speaking skill at the second grade of SMK TI Labbaika Samarinda in academic year 2017/2018?

C. Research Objectives

Related to the problem of the research above, the objective of this research is to know the effectiveness of using picture series in teaching speaking skill at the second grade of SMK TI Labbaika Samarinda in academic year 2017/2018.

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[8] Andrew Wright, "*1000 Pictures for*..., P. 108

D. Research Significances

The researcher hopes that the result of the research will give contribution to:

1. The institution

    Using picture series as media to the students' speaking skill at senior high school is very important. It should be designed and integrated with the curriculum, so the goal of teaching learning process can be more effective and will be easy to achieved.

2. The teachers

    By implementing series picture as media in teaching speaking, teachers will have many selection of media to teaching speaking in the class and it is hope to improve the students' achievement in speaking.

3. The students

    Hopefully, this research can helps the students in greeting and the target language acquisition well, improving their speaking skill and motivating them to get the best result.

4. Researcher

    This research is very important because it will give some knowledge to the researcher and to know the benefits of using picture series as media to improve speaking achievement for students.

E. Research Scope and Limitation

1. This research focuses on the effectiveness of using picture series in teaching speaking skill of the second grade of SMK TI Labbaika Samarinda in academic year 2017/2018.

2. The subject in this research is the second grade of SMK TI Labbaika Samarinda in academic year 2017/2018.

F. Research Hypothesis

1. Null Hypothesis (Ho)

   There is no different significant in speaking achievement between the students before the students are taught by using picture series as media after being taught by using picture series as media.

2. Alterative Hypothesis (Ha)

   There is different significant in speaking achievement between the students before the students are taught by using pictures series as media after being taught by using picture series as media.

G. Definition of Key Terms

To avoid misunderstanding, the researcher defines the key terms used in this research. The key terms are as follow:

1. Effectiveness

   Effectiveness is the result or something produced by students activities in learning process with and without picture series.

2. Picture series

   Picture series is a number of similar or related pictures, one following another which has related events. The use of picture series is proper in teaching speaking, because the media is easy to get.

3. Teaching

   Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.

4. Speaking

   Speaking is expressing the opinion about the students idea. In other word, speaking means delivering ideas or practicing to speak up their opinion in order to conduct communication.

5. The effectiveness of picture series in teaching speaking skill at the second grade of SMK TI Labbaika Samarinda in academic year 2017/2018