

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a means of communication. Through language human being can express or transfer their feelings, ideas, emotion, desires and thoughts. In order to transfer the information accurately and effectively to other people, the speaker needs a good speaking ability so the listener or receptor is able to receive the message well. Speaking ability means the speaker proficiency to choose and to use the language appropriately and effectively in order that the receptor can understand the message from the speaker and is able to response correctly (Olson 1961).

Speaking is the most fundamental of human skills, because we do it constantly. The mastery of speaking skills in English is a priority for many second language or foreign language learners (Richards et al: 2002). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

In learning English, speaking should be taught and practiced in classroom because speaking is an important skill that should be mastered by the students so they can communicate in English. Nowadays, students are not only learning about grammar or other language components but they are forced to be more active and can speak English fluently. Speaking ability can measure the success of language learning.

Teaching speaking is not an easy job. According to William and Burden (1997:111), motivation is the most powerful influences on learning. According to Haris and Budiman (2009), the students are very difficult in learning how to speak English correctly because of some problems such as less motivation of learning English and limited supporting facilities or lack of media, the students do not have bravery, self-confidence, and are doubtful to speak English, the students have few knowledge and comprehension about how to combine every word in English in order to make good sentences with correct grammar, the students are afraid of making errors in their pronunciation in English, the students have few vocabularies or lack of vocabularies so that their speaking will not get across easily and affectively and the students feel curious or unsuitable to speak English. Because of some problems above, the result of teaching speaking in school is not satisfactory yet.

When the writer did her Teaching Training Program for more less four months in PGRI Kupang Senior High School, she found that from four basic skills, speaking was the most difficult skill to be done by the students. They were able to write, read and listen but when she asked them to speak, the students just kept silent.

Based on the some conditions above, the writer intends to conduct this research to see the students' speaking ability after they are taught using pictures. Teaching speaking using pictures as media can give positive effects on the students' interest and motivation in studying English as well as to increase their speaking ability.

In teaching speaking, media is needed to help students become active and interested to the teaching learning process. Brown (1977:1) emphasizes that using variety of media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skills they are expected to develop. Moreover, Brown says that the students understand and retain better when they have been shown or taught some objects that associate with it.

Picture as a media can build up the students' motivation and reinforce any language skill such as speaking. The use of pictures is to motivate the students to speak English in teaching speaking in the classroom.

Based on some problems above, the writer would like to conduct a classroom action research under the title **“A Study on the Effectiveness of Using Pictures in Teaching Speaking of the Eleventh Grade Students of SMA Swasta Terakreditasi PGRI Kupang in the School Year 2015/2016”**.

1.2 Statement of Problems

The problem discussed in this study is stated as following:

- 1) Is the use of pictures effective in teaching speaking to the eleventh grade students of SMA PGRI Kupang in the school year 2015/2016?
- 2) What is the ability level of the eleventh grade students of SMA PGRI Kupang in speaking after they are taught using pictures?

1.3 Objectives of the Study

Going in line with the problem statements, the objectives of this study are formulated in the following statements:

1. To find out whether or not the use of picture effective in teaching speaking to the eleventh grade students in SMA PGRI Kupang in the school year 2015/2016.
2. To find out the ability level of the eleventh grade students of SMA PGRI Kupang in speaking after they are taught using pictures.

1.4 Significance of the Study

This study has some significance, as presented in detail in the following part.

1. For the English Teacher.

This study is useful for the teacher as a consideration in choosing appropriate media to teaching speaking.

2. For the Writer

Through this study the writer would be able to improve her knowledge and skills in teaching English especially speaking using pictures.

3. For the Students

Based on the finding of this study, the students will be informed about their general difficulties in speaking and might get inputs concerning their speaking ability by using pictures as media in their speaking class.

1.5 Scope and Limitation

This study particularly concerns more on teaching speaking by using pictures to the eleventh grade students in SMA PGRI Kupang in the school year 2015/2016. The pictures used in this study are the pictures related to the monolog description about describing animals. The aspects that are analyzed are pronunciation, grammar, vocabulary, and fluency.

To measure the effectiveness of the use of pictures, the writer analyses the results of the post tests from Cycles I and II. From these results it can be seen whether the use of pictures in teaching speaking to the eleventh grade students of SMA PGRI Kupang in the school year 2015/2016 is effective or not.

1.6 Definition of Terms

There are some terms used in this study that should be defined. The definition may help the readers understand the study as a whole. The terms that should be defined in this study are as follows:

1. Effective

Effective means having a particular role or result in practice, though not officially or in theory. Effective meant increasing academic questions and decreasing lecture and ineffective practices, such as negative feedback and low level questions (Swank, et al 1989:171). In this study, effective means to measure whether using pictures in teaching descriptive text can improve students' speaking ability.

2. Picture

Picture is one of learning media that can be used to explain the subject matter. The use of picture as media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002: 54) In this study, picture is a media used by the teacher to teach speaking to eleventh grade students in SMA PGRI Kupang in the school year 2015/2016.

3. Teaching Speaking

Speaking is the activity to express thought or feeling orally (Djiwandono, as cited in Munir, 2005). In this case, speaking is an ability to express human's ideas, thoughts, feelings and desires orally after being taught using picture.

4. SMA PGRI Kupang

SMA PGRI Kupang is one of the state Senior High Schools in Kupang, located on Swakarya Street, Kota Raja District, Kupang Municipal.