

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of this study. This chapter consists of nine sections: background, research questions, aims of the study, scope of the study, significance of the study, hypothesis, and research methodology, clarification of terms and organization of paper.

### 1.1 Background of the Study

As a tool of communication, speaking plays an important role in language learning particularly in English language learning. Speaking is a truly basic skill in language learning (Dawson, 1975: 151) because it is frequently used in daily life to carry out conversation with others and often measured as the success of learning a foreign language. Therefore, many students regard speaking as the most important skill they can acquire and assess for their progress in accomplishing spoken communication (Burnkart: 1998).

For Indonesian EFL students particularly for vocational high school students, speaking is demanded to master. Speaking has an important role for the students' future orientation because they are intentionally prepared to become professional and contributory workers for national and international institutions (Curriculum of SMK, 1999). Unfortunately, most of the students feel that speaking English is difficult. It is proven by the fact that the students still have limited skills to speak English, even to introduce themselves after learning

English for at least six years (Airlangga, 2009). This fact suggests that teaching and learning English remains problems.

Thornburry (2005: 28) proposed that there are some problems which make speaking English difficult. The first factor is because of affective factors, such as the anxiety of making mistakes which can cause negative effect on the students' speaking performance. The second factor is because of lack of speaking practice which can make the students fail in learning speaking. In line with this, he said that shortage of speaking practice opportunities is identified as an important factor which contributes to speaking failure because the more practice the students get, the more likely they will be able to speak from the small chunk into the larger ones.

The problems above indicate that there must be several techniques used by the teachers to stimulate students' oral communication practice. One of the techniques is picture narrating technique. Danielsson (1998) stated that picture narrating can be the central medium of communication in any text. Picture narrating evokes meanings and ideas without using actual words that might influence students' performance (Mitchell: 1994, p.13). This technique teaches the students about narrative conventions and literacy competences which can make the students have the ability to interpret the story.

From the explanation above, this study is intended to analyze the influence of picture narrating technique in improving students' speaking skill. This study is conducted to groups of the second grade students in a vocational high school in

Bandung. It is expected students' speaking ability can be developed well after using picture narrating technique.

## 1.2 Research Questions

The primary purposes of this study are to answer the following questions:

1. Is "*Picture Narrating*" technique effective in developing students' speaking ability?
2. What are the students' responses toward "*Picture Narrating*" technique in developing students' speaking ability?

## 1.3 Aims of the Study

The aims of this research would be based on research questions. They are:

1. To reveal the effectiveness of "*Picture Narrating*" technique in developing students' speaking ability at second grade in a vocational high school in Bandung.
2. To find out the students' responses toward "*Picture Narrating*" technique in developing students' speaking ability.

## 1.4 Scope of the Study

This study focuses on finding out the effectiveness of "*Picture Narrating*" technique in developing students' speaking ability. This study was applied to the second grade students of vocational high school in Bandung.

## **1.5 Significance of the Study**

Finding of this study is expected to contribute and give some informative inputs with empirical evidence on the effectiveness of picture narrating technique and students' responses toward picture narrating technique in teaching and learning speaking of the second grade students of vocational high school in Bandung. Furthermore, it may give positive contribution to TEFL at schools by offering an alternative method of teaching speaking. In addition, it may encourage other researchers to follow up and develop the study further.

## **1.6 Hypothesis**

Hypothesis is defined as a tentative statement about the outcome of the research (Hatch and Farhady, 1982: 3). To analyze its accuracy, hypothesis should be examined through an experimental or series observation. The study employed the null-hypothesis ( $H_0$ ) that there was no significant difference between the mean of experimental group (class using picture narrating technique) and control group (class without using picture narrating technique).

## **1.7 Research Methodology**

### **1.7.1 Research Design**

This study employed quasi experimental study with two groups: an experimental group and a control group. Both group had pre-test and post-test, but they got different treatments. Picture narrating technique was given to the

experimental group while non-picture narrating technique was given to the control group.

Schematically, the description of quasi experimental design that was employed in this study can be represented as follows:

|    |    |   |    |
|----|----|---|----|
| G1 | T1 | X | T2 |
| G2 | T1 |   | T2 |

Notes:

G<sub>1</sub> : Experimental Group

G<sub>2</sub>: Control Group

T<sub>1</sub>: Pretest

T<sub>2</sub> : Post-test

X : The treatment of the experimental group through Picture Narrating Technique

(Sugiyono, 2008: 116)

### 1.7.2 Population and Sample

The sample of this study was the second grade students of vocational high school. The sample is two classes; each class consists of 30 students. In selecting the sample, the study used purposive sampling technique. This technique determines the sample based on certain consideration. They are the second grade of vocational high school in Bandung with class KBPU 1 (Konstruksi Badan Pesawat Udara 1) as the experimental group and PPU 4 (Pemesinan Pesawat Udara 4) as control group. The characteristic are: they are native Indonesian, their age as around 17, and most of them learn English just at school.

### 1.7.3 Data Collection

The data was collected by employing three instruments of test: pre-test, post-test and interview. Pre-test was conducted to know the students' initial speaking ability before treatment. The test given was speaking test. And the post-test was aimed to measure the developing of students' speaking ability after treatment. In this study, pre-test is compared with the data of the post-test for the analysis of picture narrating technique.

After getting the data related to the teaching-learning process, interview was conducted to the students. The interview consists of a set of questions asking students' responses toward the use of picture narrating technique. Conducting interview is intended to dig up students' thought about the instructional process observed.

### 1.7.4 Data Analysis

In accordance with the design used in this study that is quasi-experimental design, the data of pre-test and post-test was analyzed by using *t-test* formula which is to determine whether there is significant difference between the experimental and control groups. The significance of the test is analyzed by using SPSS 16 for windows.

In the end of the process of data analysis, it was determined how much picture narrating technique influences the students' speaking ability by comparing the score improvement of students' speaking ability between the experimental and control group.

The data gained from interview represents the students' point of view about picture narrating technique. Based on the categories of students' point of view, data then are labeled and analyzed. The last, data are interpreted in order to reveal the points which have been categorized.

### **1.8 Clarification of Terms**

The following key terms are presented as a sense of how they were used in this study and as a clarification to avoid misconception.

1. Picture Narrating is a technique which is based on several sequential pictures. In this technique, the students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.
2. Speaking ability is the ability of speaker to convey information by using appropriate vocabulary, structure, pronunciation, and fluency as well as the capability of expressing idea, thoughts, feeling, emotion, and reactions in spoken language.

## **1.9 Organization of Paper**

This paper will be presented into five chapters, as follow:

PRELIMINARIES

CHAPTER 1 : INTRODUCTION

In this chapter, the paper elaborates the background of the study, research question, aims of the study, scope of the study, significance of the study, hypothesis, research methodology, clarification of terms, and organization of paper.

CHAPTER II : THEORITICAL FOUNDATION

This chapter discusses the theories, related theories, which are used in this study.

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives clear discussion about the methodologies that are used in the study.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter discusses the findings of the study and analyzes those findings in discussion clearly.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four.

REFERENCES

APPENDIX