CHAPTER I

INTRODUCTION

This chapter presents the introductory section of the study that reveals the main issues. These include background of the study, research questions, aims of the study, significances of the study, scope of the study, and clarification of terms.

1.1   Background of the Study

In recent years, researchers have become increasingly interested in improving students' communicative competence in English language teaching and learning. Therefore, many researchers focus on students' speaking involvements as their research as well as to find a teaching strategy how to improve students' speaking ability, such as that of Kosdian (2016); Aalei (2017); Novianda (2017). Consequently, this point has been getting a great support broadly. For example, Aalei (2017) reveals that students' speaking ability is a fundamental skill to be improved to make the students interact with foreigners and success later in their life. In the same issue, Richards (2006) states that teacher's effort in carrying English into the real communication where the students can deliver their ideas are highly expected. Therefore, speaking ability is widely accepted as an important goal in the teaching and learning English process (Simion, 2012).

Students, in the same case, want to be competent in speaking skill. Many of them try to develop their speaking rather than other skills. Large numbers of language learners have been focusing their attention in mastering speaking competence (Richard & Renandya, 2002). This is in line with Cahyono & Widiawati (2006), they explain that most language learners believe that the necessary goal in learning English is how to communicate effectively in the target language in order to keep the flow of conversation. By mastering this skill, students can actively get involved in keeping the conversation as well as exchanging information with others (Derakhsan, 2016).

The necessity of improving proficiency in speaking as proposed by Richard & Renandya (2002) and Derakhsan (2016) above should give many advantages to the English learning process, especially in speaking skill. However, some classroom activities suffer from limitation of students' communicative interaction. Some research projects in Indonesian EFL learners, such as that of conducted by Efrizal (2012) and Rahayu & Hanafi (2016) found some conditions where the EFL learners' speaking skill is still unsatisfactory. In teaching and learning process, many learners were unmotivated to speak during the class. They seemed reluctant to deliver their thoughts and opinions when they had something to speak. This is in line with Harmer (2002), who reveals that they commonly have situation where they hard to think of anything to say in English. Another problem that led EFL learners difficult to speak was they did not feel confident. Some of them might try to speak but then got stuck when they did not know what to say in English. This situation made them switch into their native language to continue their speech.

Based on the challenges above, an appropriate strategy need to be applied to involve students in the speaking activity, as well as giving a chance for them to build up conversation about the topic being discussed. In addition, providing an interesting material is necessary so the students can easily connect with that material (Katsara, 2015). The obvious condition regarding the EFL students in the schools is they hardly deliver ideas in the speaking activities. Therefore, it is needed to implement an interesting speaking strategy to give the opportunity for students to improve their speaking skill.

The learners in the school have been familiar with pictures. According to Goodman (2008), picture can be fundamental key in communicative and interactive classroom. It is an important activity to prepare students involve in speaking activity. The teaching and learning approach that applied picture is communicative language teaching (CLT), namely picture strip story technique. The use of picture strip story technique becomes one of the ways to facilitate students to convey their ideas to others. This technique provides speaking activity that requires students to tell what is going on regarding the picture (Freeman,

2000). It also trains students to solve problem and practice in negotiating meaning. It is in line with Novianda (2017) statement that picture strip story offers a problem solving task as a communicative technique. By considering picture as an actual object can help students to know easily what they want to share. This statement is line with Freeman (2000), who believes that the students will speak well if they know what and how to speak through picture.

The picture strip story technique, indeed, has been applied by some researchers, such as that of Kosdian (2016); Novianda (2017); Anggraini (2018). Those research projects tried to integrate picture strip story technique to improve students' speaking skill in recount text. However, there are only few studies which investigate the outcomes of the use of picture strip story technique in narrative speaking. One of studies is conducted by Wulandari et al (2014), they revealed that picture strip story technique successfully gave significant improvement on students' speaking ability in narrative text.

Based on the previous studies, this present study is focused on investigating the outcomes of implementing picture strip story technique in speaking narrative. As Portugal (2017) claims that picture strip story technique provides opportunity for students to solve problem through the real communication. In addition, this study aims to find out students' responses toward the implementation of picture strip story technique itself in one of the junior high school in Bandung.

1.2 Research Questions

Research question was formulated as follow.

What are the outcomes of implementing picture strip story technique in narrative speaking?

1.3 Aims of the Study

Regarding to the aforementioned issues, this study aims to investigate the outcomes of implementing picture strip story technique in narrative speaking.

1.4 Significances of the Study

Concerning on the purpose of the study, this present study is expected to enrich the theory in the future and give a considerable contribution to certain groups especially for those people in pedagogical fields including students, teachers, and next researchers who are interested in implementing picture strip story technique in EFL classroom or doing another research in the same issue.

1.5 Scope of the Study

This study focuses on the use of picture strip story technique to investigate the outcomes in narrative speaking and find out their responses toward this technique. This study conducted in a junior high school in Bandung.

1.6 Clarification of Terms

Several key terms in this study are attached in order to avoid misunderstandings and deliver the same perceptions between the researcher and the readers. Those terms are clarified as follow.

1. Speaking

   In this study, speaking is an oral communication that gives information involves two elements; speakers who gives information and listeners who receipts information (Brown, 2001).

2. Picture Strip Story Technique

   In this study, picture strip story technique is a speaking activity that provides opportunity for students to make descriptions about how the picture looks like (Richards, 2006).

3. Narrative Text

   In this study, narrative text is a kind of text which provides a series of events sequentially (Anderson, 2003).

1.7 Concluding Remarks

This chapter has discussed the background of the study, research questions, aims of the study, significances of the study, scope of the study, and clarification of terms. The next chapter will discuss theoretical foundation of this study.