

# CHAPTER I

## INTRODUCTION

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

### 1.1 Background

In Indonesia, English is a foreign language. However, currently it plays a more significant role in the context of education. Students in elementary school to senior high school are demanded to acquire and master English. One of the language skills which is considered as the most required one is speaking. As Bailey and Savage (1994) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills; listening, speaking, reading and writing. Moreover, Richards (2008:3) states that a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The statements above reveal that speaking skill is highly necessary for students to master. This is because of the functions of speaking that cover many aspects of human interaction. The functions involve expressing ideas and opinions, expressing feeling, expressing a wish or a desire to do something, expressing instructions, describing something, negotiating, solving a particular problem, establishing and building social relationship and friendships, maintaining business or other professional reasons (Richards and Renandya, 2002). Those are just a few

reasons why people may wish to speak, and then it seems fair to assume that speaking skills play a large part in this overall competence.

It has been realized that speaking skill is extremely important. However, many students are not interested in speaking English and regard it as the most difficult to master, especially to speak fluently and accurately. It is due to they must think and speak at the same time (Pinter, 2006: 55). As a consequence, they still have limited skills to speak English, even to introduce themselves after learning English for at least six years (Airlangga, 2009). Chandra (2008: 3) also states that most of the research findings have shown that most of the students of the English as a Foreign Language are quite difficult to improve their speaking ability. It is because of lack of ideas, low participation, and their preference to use their mother language.

For those reasons, it is important for teachers to choose appropriate teaching methods to help students have the ability of speaking English. Since based on the principle of teaching a language, the main objective of all language learning is the ability of using the target language (Azies and Alwasilah, 1996: 28). Furthermore, based on the principles of oral language, the technique of teaching speaking should be based on creating an enjoyable, entertaining, social learning situation, which gives pleasure to the students (Bailey and Savage, 1994). These objectives can be achieved by means of choosing precise teaching methods, among others by using efficient and satisfying learning approaches or techniques.

One of the techniques which is considered effective as a supporting means to achieve such objectives in language learning process is the use of visual aids pictures as a teaching media (Sujana and Rivai, 1991: 3), because the use of visual

aids pictures can improve students' motivation in learning, including language learning and make them enjoy the learning process.

According to the basic competence designed for seventh grade students of junior high school as the sample of the study, students will learn about procedure text which requires them to express the instructions to do or make something. By using pictures, students can give instruction and explanation without memorizing the text. They can learn meaning by looking at the things in the pictures without teacher's explanation. Heinich (1985) states that the main function of visuals is a communication tool which has a more concrete meaning than the speaking or writing of a word. It means that teachers can use things around them, pictures, and posters to describe meaning. In addition, Thornbury (2006) explains that picture can illustrate the script of conversation in order that we can memorize it easily. It means that a text such as narrative, descriptive and procedure can be illustrated in the pictures to make it easy to memorize.

Pictures can stimulate learners to acquire speaking and become actively participate in the classroom. It is due to pictures are universal stimuli to aid learning that provide a starting point for language sharing in the classroom (Wood and Tinajero, 2002). Moreover, Kayi (2006) explains that the use of pictures in teaching speaking by having them explain the events in the picture fosters the creativity and imagination of the learners as well as their public speaking skills.

In addition through pictures, learning process can be loads of fun. Thus, students can explain the procedures of doing or making something easily because they can enjoy the learning process. Lewis and Bedson (1999) suggest that the students are not likely able to learn anything unless that they enjoy the process. If

they so, they will not think that speaking activity is as difficult as they might have thought.

A previous study by Sasmedi (2004) on the use of students' own pictures through pair work carried out in oral communication at the third class of SMU BPG Ujung Pandang showed that the use of pictures has some advantages, among others the use of students' own pictures through pair work could increase students' motivation in speaking English and improve their ability to speak significantly.

Wati (2009) has conducted a study about using incomplete pictures series technique to improve the speaking ability of the Second-Year Students at MTs. Hikmatussyarif NW Salut, Lombok. The result of the study indicates that incomplete picture series technique was successful in improving the students' speaking ability as well as increasing their involvement in the teaching and learning activities.

Another study by Hsiu Chin (2009) is about a study of EFL children's views on English pictures story book. The participant was twenty two students in primary school in Taiwan. The result of study shows that pictures can improve students' vocabulary, motivate their reading, and stimulate their imagination. Moreover, the findings also show that most of the students assumed reading English pictures story book helped their language learning.

Considering this phenomenon, this study is intended to investigate the use of series pictures in teaching spoken procedure text to improve students' speaking ability which will be conducted to a group at the seventh grade in a junior high school in Cipeundeuy, West Bandung. In the end, hopefully, the study can offer an alternative in enriching the method in teaching speaking.

## 1.2 Research Question

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

1. Is using series pictures effective in improving students' speaking ability in procedure text?
2. What are the students' responses toward the use of series pictures in improving students' speaking ability in procedure text?

## 1.3 Significance of the Study

This study is advantageous to introduce the use of series pictures as the current method that is possibly applied in teaching speaking. In addition, it may give positive contribution to TEFL at schools by offering an alternative method of teaching speaking contextually namely the use of series pictures. If the use of series pictures is proven as the effectiveness strategy in teaching speaking so, this strategy can be regarded as a productive method that can be used as an alternative strategy to improve the students' ability in speaking English. Furthermore, it may encourage other researchers to follow up and develop the study further.

## 1.4 Aim of the Study

The study has two objectives as the following:

1. To identify if using series pictures is effective in improving students' speaking ability in procedure text at the seventh grade in a junior high school in Cipeundeuy, West Bandung.
2. To identify the students' responses toward the use of series pictures in improving students' speaking ability in procedure text.

## **1.5 Scope of the Study**

The scope of this study is to find out whether or not the use of series pictures in teaching speaking in procedure text effectively facilitates the seventh grade students of junior high school to improve their speaking ability. Moreover, it will show the students' responses toward the use of series pictures in improving students' speaking ability in procedure text.

## **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 is no significant difference between the mean of experimental group which is treated by series pictures as a teaching media and control group which is not. In other words, the use of series pictures is not effective to improve students' speaking ability in procedure text.

## **1.7 Research Methodology**

### **1.7.1 Research Design**

This study was conducted based on quasi-experimental design. Since Hatch and Farhady (1982: 23) states that neither experimental nor control group is purposively chosen.

There were two groups taken as the investigated groups in this study. One group was for the experimental group that received the special treatment namely the group treated by the use of series pictures during teaching and learning spoken

procedure text, whereas another group was for the control group that didn't receives the special treatment.

Schematically, the experimental design is described as follows:

**Table 1.2**  
**Pretest-Posttest Quasi Experimental Design**

Sample	Pretest	Treatment	Posttest
Experimental group	S1e	X	S2e
Control group	S1c	0	S2c

Notes:

S1e : students' speaking skill of experimental group in pretest

S1c : students' speaking skill of control group in pretest

S2e : students' speaking skill of experimental group in posttest

S2c : students' speaking skill of control group in posttest

X : treatment (teaching speaking by using series pictures)

The students were given a treatment by applying series pictures in teaching spoken procedure text in their speaking class. The treatment was done for 4 times meetings. Therefore, in this study the experimental design is described as follows:

**Table 1.2**  
**Pretest-Posttest Quasi Experimental Design of the Study**

Sample	Pretest	Treatment	Posttest
Experimental group	S1e	X1, X2, X3, and X4	S2e
Control group	S1c	0	S2c

### 1.7.2 Population and Sample

Arikunto (2006:130) defines population as a set (or collection) of all elements processing one or more attributes of interest. Referred to that definition,

the population of this study was the seventh grade students of SMPN 2 Cipeundeuy. This study used two classes as the sample. The chosen samples then were determined to be experimental group and control group.

The sample used in this research consists of two classes of the seventh grade students of junior high school. Class 7E was the experimental group and class 7F was the control group. The characteristics are: they are native Indonesian, their age is around 12, most of the students learn English just at school, and they are lack of English.

### **1.7.3 Data Collection**

The data was collected through three instruments of test; pretest, posttest and interview. Pretest was conducted to know the students ability in speaking before treatment. The test given was monologue test. And the posttest was aimed to measure the developing of students' speaking ability after treatment. The interview was given to the students after conducting posttest. It was conducted to find out the students' responses and attitude toward the use of series pictures.

To conduct the research, the steps which were done are as follows: first was organizing the research instrument. Second was organizing the teaching procedures (lesson plan and material). Third was conducting a try-out test to find out that the questions are valid and reliable. Fourth was conducting pre-test in both experimental and control group to find their initial ability and the eligible for the research. Fifth was conducting treatment in the experimental class, which was given some series pictures in teaching and learning speaking on spoken procedural text. Sixth was



conducting post-test in both experimental and control group to find out the result of the treatment. Last was distributing interview to the experimental group.

#### **1.7.4 Data Analysis**

The data analysis conducted in this research involved several statistical processes, such as:

1. Analyzing the students' scores on try out test in order to investigate the validity and reliability of the instrument.
2. Analyzing the experimental and control groups' score in the pre-test and post-test using the t-test formula in order to investigate whether or not the two groups are equivalent.
3. Analyzing the students' score of each group in pre-test and post-test using the t-test formula in order to investigate whether or not there is a significant improvement in students scores.
4. Interpreting the research findings.

The computation of the pretest and posttest data was calculated by using SPSS 16 for windows program. To find out the students' response toward the use of pictures, the questionnaire technique was employed.

#### **1.8 Clarification of the Key Terms**

To avoid misunderstanding, some terms need to be clarified.

##### **1. Series Picture**

According to Hornby (1998:934), series picture means number of picture each of which is related to some ways to the other, especially to the one before it.

In this study, series picture refers to sequential picture which reveals a theme in a connected set of illustrations. Thus, it is used as a media in the teaching of procedure text where students mention some materials and express a sequence of instructions to do something orally by observing a connected set of illustrations depicted in the picture.

## **2. Spoken Procedure Text**

Anderson and Anderson (2003:50) state that procedure text is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.

In this study, procedure text is taught in spoken form to find out the improvement of students' speaking ability. Hence, it turns into spoken procedure text which refers to a kind of text type designed to describe orally how something can be achieved through a sequence of actions or steps. Students express instructions to do or make something through a sequence of steps orally so that they can make a communication,

## **3. Speaking ability**

According to Nunan (2003) speaking ability is the ability of speaker to convey information, express ideas, thoughts, feeling and reaction in appropriate structure, speech sounds and sound patterns, appropriate vocabulary according to situation and subject matter, and use the language quickly and confidently.

In this study speaking ability is the ability of students to convey information on how to do something (procedure text) by using appropriate vocabulary, structure, pronunciation, and fluency in spoken language.

## **1.7 Organization of the Paper**

### **Chapter I: Introduction.**

This chapter introduces the problem of this research briefly. It includes the background of the study, statement of the problem, significance of the study, aim of the study, scope of the study, hypothesis, research methodology, clarification of the key terms, organization of the paper.

### **Chapter II: Literature Review**

This chapter provides the theoretical foundation of the study which becomes the source of references for investigating the research problems.

### **Chapter III: Methodology of the Research**

This chapter presents an explicit description on the research methodology that has been briefly introduced in Chapter I.

### **Chapter IV: Result and Discussion**

This chapter provides the result of the research and the discussions of the research findings.

### **Chapter V: Conclusions and Suggestions**

This chapter elaborates the interpretation research in the form of conclusions and the implication or suggestion in accordance to the findings of the research.