CHAPTER I

INTRODUCTION

1.1 Background

English especially speaking is often seen as a difficult lesson for most students. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words (Lingual Links Library). Pinter (2006: 55) argues "Learning to speak fluently and accurately is one of the greatest challenges for all language learners. This is because to be able fluently, we have to speak and think at the same time." Moreover, speaking requires students' attention and contributions to master the skill. Therefore, students need stimulation to create their willingness and motivation to be involved in the activity. On the other hand, most teachers tend to teach reading or writing seriously than speaking, whereas speaking is important too. As a consequence, they teach speaking in boring ways and make students uninterested to learn.

Teachers still use conventional methods to teach English, such as grammar translated method which does not involve students to learn English enjoyably. In teaching, an interesting method is one of the ways to motivate students, especially young learners to be involved to learn English. Harmer (1991: 83) says:

Teachers of young learners need to spend time understanding how their students think and operate. They need to be able to pick up on their students' current interests so that they can use them to motivate the

children. And they need good oral skills in English since speaking and listening are the skill which will be used most of all this age.

Using pictures as teaching method is expected to gain student interest in learning speaking.

The use of media is aimed to enable students to get the lesson and enjoyable classroom activity to encourage students' motivation and interest. Pictures are expected to help teacher in teaching learning English. The researcher is very interested in research about young learners. The use of picture is related to the characteristic of elementary school students as children who feel interested in something interactive shape and color. They can see the pictures as description of words or text. As Harmer (1991: 82) says "(Young learners) their understanding comes not just from explanation, but also from what they see and hear and crucially, have a chance to touch and interact with." So, by using pictures, students can acquire meaning without teachers' explanations.

Pictures also help the students to explain the events on the pictures. Students can guess what it is about, when and where from the pictures. It creates students' idea and imagination. Students can say something based on the pictures.

From the explanation above, pictures are helpful in teaching and learning speaking.

Haycrraft (1987;47-48) suggests the teachers to teach words in spoken form first. When students can pronounce them well, the teachers can introduce the written form. Picture can easily be used for special

vocabulary areas such as kitchen, clothes, cars, interiors and so on. In addition, pictures also use to illustrate the characters in the dialogue, to help the students to improvise in performing the dialogue. Pictures can be as prompts for simple substitution drill to students. Instead of saying a word, for example teachers can hold up a card.

Considering the importance of pictures in increasing students' motivation and interest, the researcher decides to carry out the research that is entitled:

THE USE OF PICTURES IN A SPEAKING CLASS

1.2 Statement of the Problems

In questioning the phenomena of the use of pictures in a speaking class, the main issues undertaken are as follow:

1. What are the advantages of using pictures in a speaking class?

2. What are the students' responses toward the use of pictures in a speaking class?

1.3 Aims of the Study

Derived directly from the mentioned problem above, the purpose of this research are to find out the advantages of using pictures in a speaking class and students' responses toward the use of pictures in a speaking class.

1.4 Limitation of the Study

In this research, the researcher limits the investigation to analyze the advantages of using pictures in a speaking class and students' responses toward the use of pictures in one elementary school. The research will be conducted by taking one of elementary school in Bandung as the sample.

1.5 Research Method

This research uses descriptive method. According to Fraenkel and Wallen (2001: 432), "Research studies that investigate the quality of relationships, activities, situation or materials are frequently referred as qualitative research". The qualitative research is the study in which the data can be analyzed without the use of numerical data; but by the use of factual information to describe events or persons.

According to this explanation, this study is then categorized into qualitative approach. Here are the procedures for the study:

1. Preparing the investigation by conducting library research and browse some links in the World Wide Web for some related references.

2. Collecting the data

   The researcher will collect the data using the following ways:

   a. Classroom Observation (Video Recording)

   b. Questionnaire

    c.   Interview

    d.   Collecting Documents

3.   Analyzing the data

    a.   Analyzing the advantages of using pictures in a speaking class.

    b.   Analyzing the students' responses toward the use of pictures in a speaking class.

    c.   Making the conclusion about the advantages of using pictures in a speaking class.

4.   Drawing conclusion

After all the stages of the research were conducted, the researcher drew some conclusions based on the result of the analysis.

1.6 The organization of the Paper

The research paper is presented in five chapters in which the general descriptions of each chapter are elaborated as follows:

CHAPTER I: INTRODUCTION

The chapter provides the background, statement of problems, aims of the study, limitation of the study, research method, and the description of the organization of the paper.

CHAPTER II: THEORETICAL FOUNDATION

The chapter includes related theories about pictures in teaching and learning speaking for young learners.

CHAPTER III: RESEARCH METHOD

This chapter explains the procedures and stages of the research employed by the researcher, including the data source and the technique to collect and analyze the data.

CHAPTER IV: FINDINGS AND DISCUSSION

In this section, the obtained data are analyzed and presented in such a systematic way that it would be easier to comprehend.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

This chapter draws conclusions and suggestions for further research.