

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

In "GBPP SMK 1994" (GBPP SMK, 1994:1), it is stated that English belongs to one of the compulsory subjects taught to the students of senior high school majoring in economics (SMK). The three main reasons to teach English are that, first, English is the first foreign language in Indonesia, second, English is an international language and third, English is needed very much to find a job, get written or spoken information in English, communicate with people speaking English, etc. With the status as a first foreign language, the teaching of English in Indonesia is focussed on the mastering of reading comprehension. The other three language skills, although they are not given focal attention like reading comprehension, are still important for master by the students so that they could master and use English for communication well.

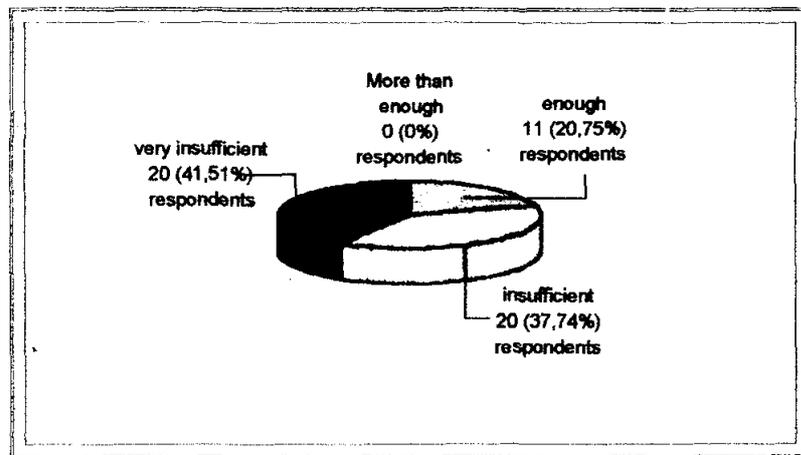
Among the four basic skills, however, it seems that today speaking gets a little bit higher position in society. It is because there is a tendency for some intellectual to use English for their oral communication. It means that English-speaking skill becomes more and more important so that it is necessary for the students to learn more about speaking. From that point of view, the writer is interested to make a study about speaking. In fact, the result of the questionnaire in

pre-research activity shows that speaking is the most difficult skill because of some following reasons.

First, 42 out of 53 (79.25 %) respondents said that the time allocation for the teaching of speaking is insufficient. Figure 1.1 below shows that 20 (37.74%) respondents said that the time of the teaching speaking is insufficient and 22 (41.51%) respondents said that the time of the speaking is very insufficient.

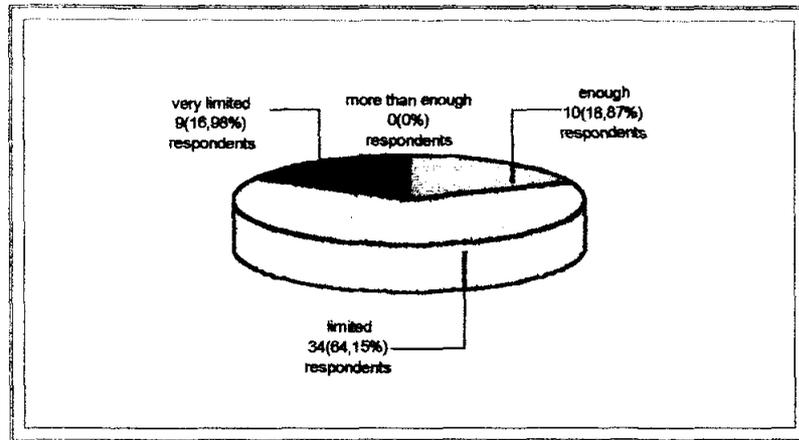
Figure 1.1

THE TIME ALLOCATION FOR THE TEACHING OF SPEAKING IN CLASS



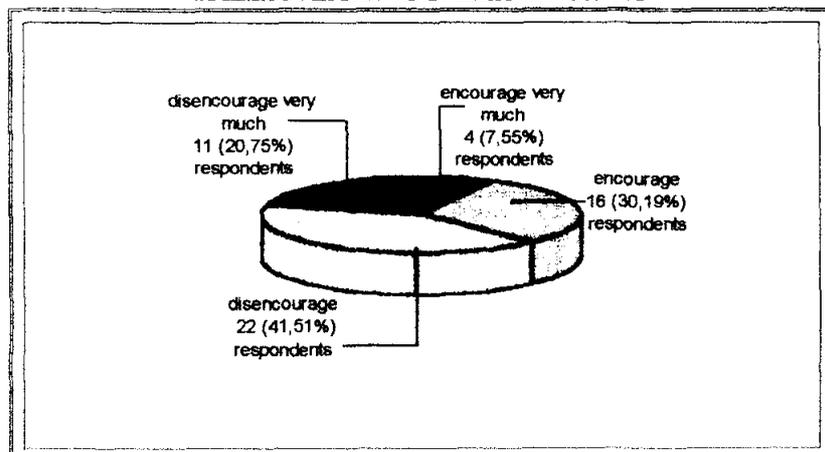
In terms of chances for practising the speaking skill in class as shown in figure 1.2 below. Second, 43 out of 53 (81.13%) respondents said that they did not enough chances to practice their speaking skills in class. 34 (64.15%) respondents said that the chances for practising their speaking skills are limited. Furthermore, 9 (16.98%) respondents said that the chances for practising their speaking skills are very limited.

FIGURE 1.2
THE CHANCES FOR PRACTICING THE SPEAKING SKILL IN CLASS



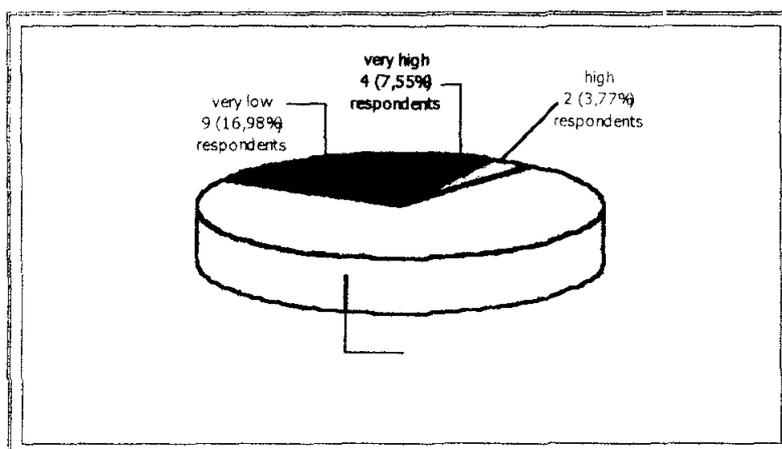
Third, 62.26% of the students said that their learning atmosphere did not encourage the students to practice their speaking skills. They are afraid of failure, being laughed at and being ridiculed when practicing speaking English. The following figure shows that 38 (71.70%) respondents said that their learning atmosphere discourages them to practice their speaking skills in class and 11 (20.75%) respondents said that the learning atmosphere discourages them very much.

FIGURE 1.3
THE LEARNING ATMOSPHERE WHEN THE STUDENTS PRACTICE THEIR SPEAKING SKILLS IN CLASS



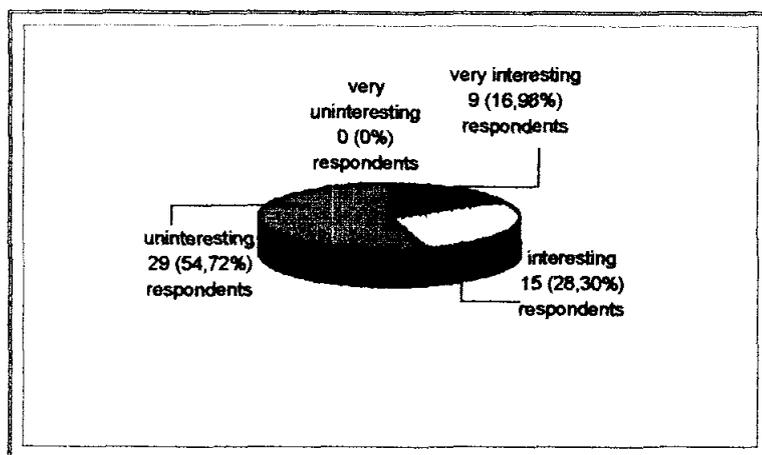
Fourth, 88.68% of the students said that they did not have self-confidence to practice their speaking skills. Figure 1.4 shows that 38 (71.70%) respondents said that their self-confidence for speaking English is low and 9 (16.98%) respondents said that their self-confidence when they speak English is very low.

FIGURE 1.4
THE STUDENT'S SELF CONFIDENCE WHEN THEY SPEAK ENGLISH



In addition, the only techniques used by the teacher teaches speaking are repetition and drills, whereas many techniques in teaching speaking are available. Students need a new technique which can help them to increase their motivation in learning speaking. In pre-research activity, the writer found that 54.72 % of students said that teaching speaking is not interesting.

FIGURE 1.5
THE STUDENTS' OPINIONS ABOUT TEACHING SPEAKING



The above reasons concerning why speaking is difficult for students motivated the writer to conduct this study. In this study, the writer tried to use and prove whether picture stories can be effectively used to teach speaking to the subject.

1.2 Statement of the Problem

In line with the background of the study, the research question raised in this study is formulated as follows :

Is there any significant difference between the speaking achievement of the students taught using picture stories and those taught without picture stories (using conventional technique)?

1.3 The Objectives of the Study

Based on the research problem stated above, the objective of this investigation is : to know whether there is significant difference between the

speaking achievement of the students taught using picture stories and those taught without using picture stories.

1.4 Scope and Limitation of the Study

Realizing that teaching speaking can be done through various ways and techniques, the writer feels that it is important to limit the study :

- a. This study is limited to the teaching of speaking to the first year students of SMK (Sekolah Menengah Kejuruan majoring in economics).
- b. This is an extracurricular activity.
- c. This study is limited to five aspects of speaking: pronunciation, vocabulary, grammar, fluency, and comprehension.
- d. This study is limited to measure the academic effect (the speaking achievement) resulted from the use of picture stories.

1.5 Significance of the Study

The result of this study is useful not only for the teachers teaching speaking but also for the students learning speaking. It is because the result of this study :

- is useful for the English teachers who want to improve the way of teaching speaking by using picture stories.
- gives information to the students about how they should learn speaking using picture stories in their effort to master English.
- leads the teachers to comprehend the importance of using picture stories as a teaching technique in teaching speaking.

1.6 Definition of the Key Terms

There are some main terms to be defined, namely :

Speaking

Speaking is a basic human activity through which communication with language is carried out. In speaking, people put ideas into words talking about perception, feeling and intentions they want to other people grasp (Herbert, 1977:3).

Achievement

Achievement is performance by students in a course: quality and quantity of a student's work during a given period (standardized test to measure achievement). (Webster Dictionary)

Media

Media are tools which are functioning as channels to communicate message or information from resources to receivers (Soeparno, 1980:1).

Picture stories

According to Breitreuz (1972:66), picture stories is a series of three to nine pictures normally depicting logical or continuous actions, situations or continuous actions thoughts or scenes in the forms of sketches on drawing.

Context-oriented picture

Context-oriented picture is a picture in which person is doing something with objects and in which the relationship of objects and/or people can be seen (Kreidler, 1968:4).

1.7 Theoretical Framework

This study is majorly based on the theory of language teaching and learning. Language is a system of phonetics, grammar, vocabulary, and meaning. Language learning is a matter of mastery and use of this system. In teaching, using spoken language is a starting point in combining the methods and words which is used in a sentence, since a sentence is considered as the basic unit of speech (Mackey, 1965:144). There are four basic language skills in language teaching-learning, namely listening, speaking, reading and writing. This study focuses its concern on speaking only. Speaking is one of the communication skills. According to Herbert, Clark, (1977:3), Speaking is a basic human activity through which communication with language is carried out. It is because in speaking, people put idea into words talking about perception, feeling and intentions they want to other people to grasp.

In this study, the approach which is used in the speaking class is the communicative approach. This approach places the students as the center of the class activity, furthermore, it is used in the teaching-learning activity to achieve communicative competence. Every effort is made to train them to become communicatively competent.

In the teaching world, media are very important because the existence of media can help both students and teacher create a nice interesting speaking class. In this study, the media which are used are Picture Stories as they have many advantages in improving the students' achievement and bringing fresh air when boredom comes to the speaking class.

1.8 Hypothesis

There are two hypotheses intended to test this study. They are the Null Hypothesis(Ho) and Alternative Hypothesis(Ha).

Ho: There is no significant difference between the speaking achievement of the students taught using picture stories and those taught without using picture stories.

Ha: There is a significant difference between the speaking achievement of the students taught using picture stories and those taught without using picture stories.

1.9 Organization of the Study

This study consists of five chapters :

Chapter I discusses the background of the study, the statement of the problems, the objectives of the study, the definition of key terms, the significance of the study, the theoretical framework, the hypothesis, and the organization of the study. Chapter II presents the review of related literature which describes the theory of language teaching and learning, the theory of speaking, the importance

study. Chapter II presents the review of related literature which describes the theory of language teaching and learning, the theory of speaking, the importance of spoken language, communicative approach, communicative competence, picture stories, kinds of pictures, how to get pictures, and the use of picture stories in teaching speaking. Chapter III deals with research methodology which discusses research design, subject, research instrument, procedure of collecting data, procedure of analyzing data. Chapter IV presents findings and discussion. Chapter V deals with conclusion of the writer's study and suggestions.