

# CHAPTER I

## INTRODUCTION

This chapter consists of some sub-chapters such as: Background of the study, problem statements, objectives of this study, the significances of study, scope and limitation and definition of terms.

### **1.1 Background of the study**

Mastering English requires some skills. “For more than six decades till now, research and practice in English language teaching have identified the "four skills" as of paramount importance namely listening, speaking, reading, and writing ”(Brown, 2000: 232). These four English skills must be mastered by students in schools and university gradually. Speaking is one of the important aspects of learning a language because speaking is an important tool for communication.

“Speaking is an interactive process of constructing meaning that involves produce- receiving and processing information“(Brown, 1994; Burns and Joice, 1997). There are many problems faced by students in speaking. It is because their ability, interest, and motivation of speaking English are less. Students are lack of motivation underlying rare practices affecting on the speaking ability.

Based on the writer's own experience in learning English when she was in junior high school, sometimes our English teacher did not give a chance to students to practice speaking. Our English teachers just are not creative follow

the textbook without making the creation in teaching English so that the students can be motivated in learns English especially to speak. Because the teacher was not serious to fulfill the student needs, students felt that English is difficult to learn.

The writer thinks that students need visual media to stimulate them to speak. Because visual media are able to make easily understanding and unifying of remembering in the teaching learning process. Therefore, they need the aid oinstrument as media to stimulate and guide them to speak and pictures are media which can help students to speak.

Miarso (1999) says the functions of pictures as media are making abstract concepts concrete, representing objects that is difficult to find, representing objects that is too big, representing objects that is difficult to use, giving the same experiences and motivating student to learn. Teachers have wide opportunities in using pictures. They can set, modify and combine pictures with many techniques and games to reach the goal of speaking classes.

To overcome these problems, the writer would like to use make a study under the title "**A Study on the Use of Picture as Media to Improve Speaking Ability of the Tenth Grade Students of SMA Negeri 2 Kupang in the Academic Year 2018/2019.**"

## **1.2 Problem Statements**

This study was conducted in order to answer the following problems:

1. Is the use of picture as media able to improve students speaking ability in teaching speaking to the Tenth Grade student of SMA Negeri 2 Kupang in the Academic Year 2018/2019?
2. What extent is the improvement of students' ability in speaking after being taught using picture as media ?

## **1.2 The Objectives of this Study**

1. To know if the use of pictures can help in improving the speaking ability of tenth-grade students of SMA N 2 Kupang.
2. To know the extent of the improvement of students ability in speaking after being taught using picture as media.

## **1.4 The Significances of the Study**

To improve the ability of English students performance, content, fluency in speaking.

1. To give them a new experience in English learning, especially in learning speaking so students can be more motivated to develop their abilities.
2. To improve the quality of the process of teaching and learning English especially for speaking abilities.
3. To develop students ability to express their opinion.

### **1.5 Scope and Limitation**

This study is classroom action research about using pictures to improve speaking ability. There are many media used by a teacher to teach the students especially in speaking like interview, discussion, storytelling, describing pictures, jigsaw, information gap, role play, stimulation, and so on.

In this study, the writer only limits to the teaching speaking by using describing picture. The writer also limits the evaluation of four speaking elements. There are content vocabulary, grammar, and pronunciation (Hughes, 1990).

### **1.6 Definition of Terms**

In this part, the writer would like to present some definitions of terms that are used in this study to help the readers' understanding. There are presented below.

#### **1. Ability**

Hornby (2007:32), "defines that ability capacity or power (to do something physical or mental)". In this study ability means the capacity or power of the students of SMA N 2 Kupang to speak English after being taught using pictures strategy.

#### **2. Speaking**

According to Jill (2000:96), "speaking is an interactive process of constructing meaning that involves producing and processing information". In this study, speaking means an interactive process done by the Tenth-grade students of SMA 2N 2 Kupang to communicate with others.

### 3. Pictures

Sudirman (1990: 29-30) states that “pictures are a general verbal communication that can be understood and available everywhere”. Pictures give the real description of an object which portable and can be used anytime and help an understanding of an object which difficult to observe”. In this study pictures can present the real situation it means that by using pictures the students can imagine the abstract to be real situation.

### 4. Picture as Media

Picture is one of media that can be used to explain the subject matter. So these picture as a media not only interesting but also can bind to the attention and clarify ideas or information presented to the students of teacher (Asnawir, 200:54)

### 5. SMA Negeri 2 Kupang

It is one of the public Senior High Schools, located Jln. SK. Lerik Kelapa Lima Kupang.