

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is one of the most important means of communication in our lives. Many people believed that the main function of language was communication and one of the four language skills is speaking. Speaking is one of the aspects of language learning that needs to be mastered because success in language learning can be measured by how fluent they are in speaking and communicating the language. Many language learners believe that speaking is a sign of mastery of a language. According to Kathleen Bailey “Speaking is an interactive process of meaning construction that entails producing, receiving, and processing information”.<sup>1</sup> Speaking can be used in both formal and informal situations. Speaking can also be used to express someone's opinion, describe something, complain about something, or persuade someone.

When teaching speaking, the teacher should consider communicative competences as the focus of communicative language teaching. According to Canale and Swain, Communicative competence as the emphasis of Communicative Language Teaching which includes grammatical competence, discourse competence, sociolinguistic competence, and strategic

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<sup>1</sup> Kathleen Bailey and David Nunan, *Practical English Language Teaching Speaking* (Mc Graw Hill, 2005).<sup>2</sup>

competence.<sup>2</sup> Grammatical competence refers to students' ability to correctly use and understand English structure. Discourse competence refers to students' ability to understand the meaning of utterances. Students' sociolinguistic competence is defined as their ability to select appropriate comments, questions, and responses and strategic competence is the ability of students to solve any problem that arises when they interact with one another.

In carrying out speaking or communicating, students faced several difficulties. First, students feel afraid to speak even though they have a lot of vocabulary. Second, some students understand English grammar very well, their score high in exams, but their communication skills are still very poor. Third, students do not master pronunciation.<sup>3</sup> For this reason, the researcher conducted interviews and observations on March 10<sup>th</sup> 2022 at SMP Negeri 1 Cisoka and the researcher found several problems such as, students want to speak but are not confident in their communication skills because they feel their pronunciation is bad, or some students cannot pronounce some words correctly, students cannot use correct grammar. Students lack vocabulary. And students also cannot speak English directly.

From some of the problems above, it can be concluded that there are several things that cause students to not be confident in speaking, it could be caused by teachers who do not use the right techniques in learning. So that students feel less comfortable and can make it difficult for students to practice English in class effectively. Therefore, to minimize student problems, researcher are interested in trying a

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<sup>2</sup> Michael Canale and Merrill Swain, *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*, Applied Linguistics, 1.1 (1980).17 (accessed 28 February 2022)

<sup>3</sup> Lucy Pollard, *Teaching English*, (London,2008), 33.

communicative language teaching approach using Picture Strip Story as an activity used to improve students' speaking skills. According to Jack C. Richards Communicative Language Teaching is a language teaching concept that began to develop from the communicative model of language and language use, and which seeks to translate this right into designs for substance, for instructional systems, for teacher and learner roles and behavior, and for classroom activities and techniques. Here are several techniques to communicative language teaching there are; (1) Authentic materials, (2) Scramble sentence, (3) Language games, (4) Picture strip story, (5) Role-play. <sup>4</sup>

From statement above, one of techniques that use by researcher is picture strip story by Diane Larsen- Freeman, Picture strip story will help student to increase their speaking skill. This technique aids students in their public speaking, Diane Larsen-Freeman stated, Students can predict some pictures and work together as a group to solve the pictures' stories, allowing them to practice negotiating meaning.<sup>5</sup> One of the students in the small group is given a picture story and this one person shows the first picture to the other members of his group and asks them to predict what the second picture will look like.

Several previous studies have proven that picture strip stories can improve students' speaking skills because this learning technique focuses on communicative student activities in the learning process. turnip chirtina eva at al. explained that students can improve their English skills by participating in activities that require them to use it and

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<sup>4</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000). 135-137

<sup>5</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford University, 2000).137

learn from others. As a result, pedagogy must be integrated because it can provide students with an authentic and communicative context.

Turnip christina eva et al. has proven that the effect of the use of picture strip story on students' speaking skills. The researcher examined the effect of the strip story using oral presentations of junior high school students. Sharing thoughts Using English in a group setting can help students improve their pronunciation, expand their vocabulary, and find it easier to find ideas for sentences when speaking.<sup>6</sup>

Another previous study was carried out by purnama Bambang et al. said that picture stories are one of the communicative languages teaching techniques are used so that students focus on student-centered in the teaching and learning process. It has been shown to help facilitate students' personal growth, language skills, and creative thinking, as many studies of illustrated strip stories have been conducted globally.<sup>7</sup>

Finally, this research aimed to solve the problem above, the researcher wishes to carry out the research entitled “The Influence of Picture Strip Story towards Students' Speaking Skill”.

## **B. Identification of the problem**

Based at the background above, the researcher identifies some problem which blanketed in it, they're:

1. The student are not confident to speak English
2. The student still have difficulties to speak English

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<sup>6</sup> Eva Christina Turnip, Ades Pranata Purba, and Eva Natalia Sitompul, *The Effect of Using Picture Strip Story on Students' Speaking Skill*, *Linguistic, English Education and Art (LEEA) Journal*, 3.2 (2020), 308–15 <<https://doi.org/10.31539/leea.v3i2.1015>>. (Accessed 13 October 2022)

<sup>7</sup> Bambang Purnama, Roi Boy Jon, and Ari Safar Wadi, *EFL Students' Perceptions on Using Picture Strip Story in Learning Speaking Skills*, *International Journal of English and Applied Linguistics (IJEAL)*, 2.2 (2022), 281–86 <<https://doi.org/10.47709/ijeal.v2i2.1589>>. (Accessed 13 October 2022)

3. The student do not speak English continuously
4. Students have a lack of vocabulary and difficult to pronounce the new vocabulary

### **C. Limitation of the Problem**

The researcher limits the research problem into;

1. Student speaking skill at the second grade of SMP Negeri 1 Cisoka
2. The speaking skill activity the researcher choose oral presentation.
3. The application of Picture Strip Story Technique towards Students' Speaking Skill.

### **D. Statement of the Problem**

Based on the general background of the above study, the issues are:

1. How is students speaking Skill in SMP Negeri 1 Cisoka ?
2. What is what is the right technique to influence students' speaking skill at SMP Negeri 1 Cisoka ?
3. What is the effectiveness of Picture Strip Story on student speaking skill in SMP Negeri 1 Cisoka?

### **E. The Aims of the Study**

1. To know how is students speaking skill at the second grade student in SMP Negeri 1 Cisoka.
2. To know what is the right technique to influence students' speaking skill at SMP Negeri 1 Cisoka ?
3. To know how is the effectiveness of Picture Strip Story on student speaking skill at the second grade student in SMP Negeri 1 Cisoka.

### **F. The Organization of the Writting**

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I Introduction, it contains the background of study. Identification of the problem, limitation of the problem, statement of the problem, the aims of the problem and organization of writing.

Chapter II is Theoretical Foundation, this chapter is consists of the theorist from some experts we have conducted the research related to this research, conceptual framework, previous study, and hypothesis of this research.

Chapter III Method of the Research, it contains place and time of research, research method, the population and sample, research instrument, data collection and data analysis.

Chapter IV Result and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Conclusion and Suggestion, this chapter consists of conclusion and suggestions.