

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is divided into four skills which are as follows: listening, speaking, reading, and writing; therefore, speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language<sup>1</sup>. In Indonesia, English as a foreign language not second language.

Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because speaking is done in real-time, learners'

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<sup>1</sup> Ali Derakhshan, Atefeh Nadi Khalili, Fatima Beheshti, *English Language and Literature Studies. Vol 6: Developing EFL Learner's Speaking Ability, Accuracy and Fluency* (Iran : Canadian Center of Science and Education, 2016), 177.

abilities to plan, process and produce the foreign language are taxed greatly.

However learn English language, especially speaking students must study hard to increase their knowledge by having confidence when perform and a lot practice. It is means, speaking of foreign language is not easy to learn. However many problems are found in learning English as a foreign language, and the problems of speaking English are students often feel shy or not confidence and worry about making mistake in learning to speak.

One of the serious problems is the difficulty in speaking English. It is because most of them seldom practice speaking this target language. Actually they know how to speak well but they have no motivation to increase their speaking abilities. But, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Why it is become the priority? Because English is an international language which use by all people around the world to communicate with others.

Nevertheless, many students in junior high School lack of ability to speak appropriately. They have difficulties in expressing ideas, choosing words, and having confidence to speak. To reach a good and

effective result in speaking skill the teacher tries to use various techniques to get learning process more interesting. It is expected to get the students expression and explore the knowledge from the technique. So that, they are more confidence and easily with their explanation in speaking English.

The problems were found when the writer did PPLK in SMKN 1 Pandeglang. Students were lazy to speak. When they were asked to speak, they used their first language (native language) rather than using English. It is because they do not accustomed to use English in English class. Meanwhile, the students' difficulties in speaking at SMAN 5 Kota Serang are caused by Mostly, the students feel afraid of making mistakes, nervous, and shy to express their ideas in spoken form and they do not have self-confidence to speak English, the lacked of related vocabularies, low ability in constructing sentences and utterances, and also low motivation to participate in speaking activity, teachers are still using methods that boring, do not using media and students are not given the opportunity to speak and practice their English language proficiency.

Based on the background, the writer decided to focus on effectiveness in speaking learning process. Speaking activity in the

classroom needs varieties of media. The students can be attracted in teaching learning process if the teacher brings good media. The teacher should be able to choose or to create a good media and an innovative media to attract students' interest in learning English especially speaking activity. The teaching media should be planned in such a way that learning becomes interesting. It can be done by using pictures as a real object. The use of pictures can help the teacher to teach the meaning of pictures and to stimulate the students' activity. The focus of this study was to provide attractive chain pictures and to interest students in the speaking learning process. This is because the use of the chain pictures can assist the students to speaking English more easily and help students to speak by a guide the picture. The use of pictures drawn by the teacher or taken from book, newspaper, and magazine is to facilitate the learning process.

The kind of this media is really fun and makes students enjoy the lesson. Teaching by using chain pictures will make students enjoy and understand more the point of the material given, moreover it will improve students' speaking skill as well. Based on the description above, researchers conduct quantitative research entitled “ **The Effectiveness Of Using Chain Picture in Teaching Speaking ( An**

**Experimental Research at the eleventh grade students of SMA Negeri 5 Kota Serang in academic year 2016/2017).**

**B. Limitation of the Problems**

This research is limited to the subject and object investigated.

- a. Subject. The subject of this study is the eleventh grade students of SMA Negeri 5 Kota Serang in 2016/2017 academic year.
- b. Object. The object of this research is the effect of chain pictures towards students speaking skill.

**C. Statements of the problem**

Based on the background of the study above, the research problem is can be formulated as follows:

- a. How is the students' skill in speaking at the eleventh grade students of SMA Negeri 5 Kota Serang in 2016/2017 academic year?
- b. How is the effectiveness of using chain pictures in teaching speaking at the eleventh grade students of SMA Negeri 5 Kota Serang in 2016/2017 academic year?

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

According to the problem above the writer formulated the aim as follow:

1. To know the students' skill in speaking at the eleventh grade of SMA Negeri 5 Kota Serang in 2016/2017 academic year.
2. To know the effectiveness of teaching speaking using chain picture at the eleventh grade students of SMA Negeri 5 Kota Serang in 2016/2017 academic year.

#### **E. Assumption and Hypothesis**

##### **1. Assumption**

Based on research that has occurred with using the chain picture in teaching speaking, the writer assume that using chain pictures in teaching speaking will improve the students' speaking skill at the eleventh grade students of SMAN 5 Kota Serang. This assumption will investigate with the experimental research by writer. The writer will collect data about students' speaking skill before and after treatment, and it will be analyze by using t-test.

## 2. Hypothesis

The hypothesis has determined to realize the assumption of this research is:

- a. The null hypothesis ( $H_0$ ): there is no significant influence between students' taught by using chain picture without chain picture.
- b. The experimental hypothesis ( $H_a$ ): there is the influence between students' taught by using chain picture without chain picture.

## **F. Clarification of the Terms**

Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.

Teaching speaking is an activity to make students as second language learner or foreign language learner to produce their speech so, they can speak fluently and confident in front of people or other students.

Pictures are imitations of goods, animals, plants and so forth. So, the picture is a copy of imitation or form that painted into the paper or in other media.

## **G. Organization of Writing**

CHAPTER I: INTRODUCTION consist of Background of the Study, Limitation of the Problems, Statement of the Problem, The Aim of the Study, Assumption and Hypothesis, Clarification of the Terms, and the Organization of Writing.

CHAPTER II THEORETICAL FOUNDATION consists of a review of speaking, teaching speaking, Role of a Teacher in the Classroom, Teacher Roles on Teaching Speaking, Speaking Classroom Activities, Chain Picture and Speaking Assessment.

CHAPTER III METHOD OF THE RESEARCH consist of Research Method, Place and Time of the Research, Population and Sample Research, Research Instrument, Technique of Data Collecting, Technique of Data Analyzing and The Scoring System.



CHAPTER IV THE RESULT AND DISCUSSION consist of description of data, data analysis and interpretation of data and discussion.

CHAPTER V CONCLUSION AND SUGGESTIONS consist of conclusions and suggestions that relevance to the existing problems.

The final part of this paper consists of a list of references, attachments needed to improve the validity of the content of the thesis and the final list biography of the author thesis.