

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Language is the fundamental medium of interaction between humans, a tool for communicating with other people (Rabiah, 2018). English has become an essential component used as a dominating global language in many fields (Rao, 2019). The role of English is irreplaceable in many disciplines, including commerce, research, technology, travel, government, economy, and education. As a communication tool, English widely utilized for communication among people all over the world (Mandasari and Wahyudin, 2019). In most countries, English is considered a second language. Meanwhile, in Indonesia, it is regarded as a foreign language because most locals do not speak English in their daily conversation (Mandasari and Oktaviani, 2018). The necessity of learning English encourages the concept of formal and intense teaching of English as a school subject so that students can acquire the language in school.

The process of studying English as a foreign language in schools involves the development of certain skills (Aminove and Umida, 2021). In the comprehensive process of foreign language learning, students must acquire the four basic skills such as listening, speaking, reading, and writing (Ambarwati and Mandasari, 2020). All of these skills are very important to master, but one of the language skills that are quite complex is speaking. According to Nunan (2003), speaking includes oral production of many different genres, reading poetry, participating in debating, engaging in class discussions, and leaving messages on the

answering machine are all different types of speaking. When students can communicate using English, their ability will be very useful in the future. Unfortunately, it is a little bit difficult to master English which is not the mother tongue in Indonesia.

Students who have good English-speaking will have many advantages in the future. Unfortunately, speaking skill as one of the skills that students must be master is not an easy thing to master. Many causes lead to difficulties in mastering English students' speaking skills. According to Nadila (2019), it is found one of the obstacles students have difficulty speaking English is feeling excessive then they cannot use all their abilities, especially in speaking English in public. As a result, students cannot convey their opinions and thought. Even though the ability to speak English is important. Moreover, most of the students have trouble lack vocabulary, confidence, or motivation in learning English. Consequently, it is hard for them to master English. Confirming to Nursafitrah (2021), one of the reasons students have problems with mastering English is students do not pay attention in learning process. This can happen when the atmosphere of the teaching and learning process is boring. Finally, students choose to ignore English lessons in class.

Therefore, to solve this problem the role of the teacher is very important because the teacher as an educator in school must educate students to understand and master English. Teachers' strategies are very important to plan because they will be bringing a good impact on students. One of the strategies in teaching English

which can be used by the teacher is teaching with an interesting technique or media. The teacher must apply teaching strategies adaptable to the students' need and provide ample incentives to make the students actively participate in learning process (Wahyudin and Sari, 2018). Teachers can help students improve their speaking skills by assigning additional speaking assignments and having them practice speaking projects.

Media is one of the many factors that can ensure the success of language teaching. Using appropriate learning media can facilitate easier learning for students and teachers (Aminatun and Oktaviani, 2019). The teacher needs to use appropriate media in teaching speaking. It can raise the quality of the educational experience by encouraging greater participation from students, which can lead to an improvement in their speaking abilities. According to Samjaya (2012), there are three types of media, namely audio, visual, and audio-visual. The benefits include more engaging activities, a more dynamic classroom environment, a reduction in teaching time, and an improvement in the quality of students learning.

According to Chee and Wong (2003), although students learn most through their sense of sight, followed by their sense of hearing, smell, touch, and taste, visual media is regarded as the most effective method of teaching. Teaching using media can be attained in the learning process (Kaharuddin, 2020). Students that have a high interest in learning will have a greater capacity for academic success than students who do not have an interest in the learning process. When teacher employs learning media that attracts students, it can enhance their participation in the

teaching and learning process (Erzad and Suciati, 2018). Students are encouraged to continue their education when they are exposed to appropriate media. The teacher must supply the necessary motivation and make up for the lack of natural stimuli in order to develop students' enthusiasm (Sriadhi et al., 2018).

Picture series is one of the media that can be used in teaching speaking class. It stimulates students to get ideas and makes students easily get inspirations to speak (Prasetyawati and Ardi, 2020). Picture series can attract students' attention in engaging the lesson. Therefore, their curiosity will arise, and they will be excited to receive the materials. In addition, picture series helps the teacher to engage students in learning (Fatimah, Santiana, Saputra 2019). Picture series can play a key role in motivating students, contextualizing the language they are using, and giving them a reference in helping to discipline the activity. In summary, the benefits of picture series include providing information about a location, an object, and certain events, developing students' mentalities, increasing students' motivation and attention, and assisting students in organizing the story.

This research was conducted at SMKN 1 Terbanggi Besar because this school is very open-minded in the newest development of education. Then, after the researcher observed SMKN 1 Terbanggi Besar, the researcher gets information that students still had problems in speaking English. After interview English teacher at SMKN 1 Terbanggi Besar in twelfth graders still lack in vocabulary, pronunciation of some words, and confidence when they speak English. Consequently, it makes them impossible to convey their ability to speak English. Based on the preliminary investigation results, the researcher believes that implementing a correct teaching

method will help them reduce their speaking problems. Therefore, picture series applied there to know whether this technique will increase students speaking skill or not. Then, the researcher was conducted this study entitled “The Effectiveness of Using Picture Series to Improve Students’ Speaking Skill in Procedure Text at Twelfth Grade of SMK N 1 Terbanggi Besar.”

1.2 Research Question

Regarding the background above the researcher, the researcher concerns with the following question:

1. Does picture series give a significant effect in improving students’ speaking skill on procedure text at the twelfth grade of SMKN 1 Terbanggi Besar?

1.3 Research Objective

Based on the research question, the researcher formulates the research objective as follows:

1. To find out whether picture series gives a significant effect in improving students’ speaking skill on procedure text at the twelfth grade of SMKN 1 Terbanggi Besar.

1.4 Uses of the Research

The results of this research is use to find out the effectiveness of picture series in improving speaking skill. the research provides the following theoretically and practically:

1. Theoretically

The results of this study are expected to confirm whether the use of picture series is effective or not to improving students’ speaking skill.

2. Practically

a. For the students

The findings of this study hopefully can assist the students in choosing the best media to facilitate them in acquiring speaking skill.

b. For the teachers

The results of this study should be a source for improving the quality of English teaching. In addition, the results of this research are expected to help teachers discover interesting learning techniques or teaching media. Additionally, this research to help teachers monitor the outcomes of students learning to speak up.

c. For the researchers

The findings are expected to provide new insights for further research by other researchers.

1.5 Scope of Study

The scope of this research is to implement picture series as a media to improve students' speaking skill in English. The participants for this research were taken from twelfth-grade students at SMK Negeri 1 Terbanggi Besar. The researcher was taken one class as the sample in this research. The samples were XII OTKP (Otomatisasi Tata Kelola Perkantoran) 2 with total of 35 students in this class. The study was carried out in the odd semester of the 2023/2024 academic year. In collecting the data, the researcher used speaking tests in both pre-test and post-test.