

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Speaking skill is one of the four skills that must be mastered in language learning and it is considered a very important aspect in the context of learning a foreign language. Integrating spoken and written language is the aim of most language programs but the emphasis is placed on speaking (Burns & Joyce, 1999). Speaking has a very important role in mastering a foreign language, but on the other hand speaking is one of the most difficult aspects for students to master (Pollard, 2008). Improving speaking skills is one of the main concerns for most language learners in both EFL and ESL contexts (Bahrani & Soltani, 2012).

Teaching and learning speaking is an important part of any language education class; Spoken language not only offers 'capacity' for learning as the primary communicative medium in the classroom, but is also an important component of syllabus content and learning outcomes (Burns, 2019). To train students' speaking skills, teachers must pay attention to several aspects including the media and teaching methods used to arouse students' interest and enthusiasm in learning.

Based on the researcher's observation to SMAN 4 Tanjungpinang, the researcher found that students still have difficulties in speaking. Some of the reasons for the obstacles include hesitation, lack of confidence, fear of making mistakes, and not used to speaking in English. Students find it difficult to express

their ideas through English speaking. The researcher obtained data on students' speaking performance scores in two different classes, namely 11 IPA 5 and 6, from the English teacher who taught the class. Based on the data, the teacher explained that there were several factors that influenced students' difficulties in speaking. First, students lack in vocabulary. Second, students feel hesitant in speaking because they are afraid of making mistakes in grammar and pronunciation. Lastly, students feel uncomfortable speaking English because they are not used to speaking English in class.

One of the learning methods that can be used for speaking skills is teaching with picture series as a visual learning medium. As stated in Wright's statement (1994) Picture series can increase student motivation and attract student attention. The statement is in line with the statement of Arbain et al., (2018) Beside being able to improve language skills, using picture series as a visual learning medium can also make the class atmosphere more fun and make students participate more. Learning speaking using picture series will stimulate students to express their ideas and make students more active.

Based on the explanation above, the researcher wants to apply picture series on procedure text learning material to see if there is significant effect on students speaking skills or not. The researcher took four relevant studies related to the use of picture series in students' speaking ability and the use of picture series on procedural text material as references to conduct this research.

The first research is conducted by Nugroho et al. (2015). The results analysis of the research obtained that there were significant differences in the speaking ability of students who were taught by using the Picture Series Technique and students who were taught using conventional methods. The difference shows that the effectiveness of using Picture Series for students' speaking skills tends to be higher.

Then another research was carried out to compare the students who are taught by using the Picture Series Technique and students who are taught by the Drill Technique on students' speaking achievement. This research was conducted by Zainatuddar (2015). The results of this research indicate that using the Picture Series Technique on students achieves a better result than using the Drill Technique.

The third research aimed to find out the effectiveness of using the picture series technique in teaching writing procedure texts which were conducted by Ribak et al (2017). They conclude that using picture series through students writing procedure text has obtained a positive effect.

The fourth research was conducted by Gendroyono (2021). This research is action research that aims to improve students' ability to write procedure texts. This research concludes that the use of picture series can encourage students' interest and improve students' ability in making procedural texts. Picture series gave a very good effect in helping students find ideas for writing. The use of picture series is also able to attract students' attention and motivate students to get involved in classroom interactions.

Based on the studies above, it can be concluded that picture series gives many positive impacts on students. However, there is no research that focuses on the effect of using Picture Series on students' speaking ability on procedure text. Therefore, the researcher will examine the effect of using the Picture Series Technique on students' speaking skills toward procedure texts.

### **1.2 Research Limitation**

The researcher limits of this research was to find the effect of using picture series through students' speaking skills in procedure text at SMAN 4 Tanjungpinang.

### **1.3 Research Question**

Based on the research question above, the researcher formulated the research Question as follow:

“Do the students were taught using picture series achieve better than students taught using conventional method for speaking achievements on procedure text at SMAN 4 Tanjungpinang?”

### **1.4 Research Objective**

The Objective of this research based on the research question above was to find the effect of using picture series on students' procedure text speaking skills.

## **1.5 Research Significances**

### **Theoretical significances**

Theoretically, this research would contribute significantly to ELT (English Language Teaching) by enhancing existing theories of teaching speaking skill.

### **Practical significances**

Practically, the results of this study will make a meaningful contribution to several parties including:

1. The Students

The result of this research are expected to be able to give the encourage the students to develop their speaking skills in procedure text

2. The Teachers

The results of this research are expected to give the contribution to English teachers to use different methods as an effort to improve students' speaking skills.

3. The Other Researchers

The results of this research are expected to be useful for other researchers who interested to do research on the same topic to provide information about picture series in teaching English speaking



## 1.6 Definition of Key Terms

### 1. Speaking

Speaking is the skill that uses for oral communication which happens between two people or more, the speaker and the listener. this skill is used to express ideas, opinions, information, etc.

### 2. Picture Series

Picture series is a series of pictures of a subject that is used as a medium to tell a story or sequence of events. Picture series aims to help students to find up the ideas to write a story.

### 3. Procedure Text

Procedure text is text that contains information in the form of how to make or do something through several steps or directions. In this research, the type of procedure text the researcher is focused on how to use something or manual guide.

