

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background

Language of communication occurs in daily activity as a text. This is true in any spoken and written language. Language represents medium of most communication comprehended by people in the entire world. Language as medium of communication has two types, they are written and spoken. The term of productive skills, according to Harmer (2007), is the language skills where the students produce the language themselves. The language skills that are categorized into productive skills are speaking and writing. While, reading and listening are as receptive skills. Both components of skills depict how language as means of communication works. These skill components are messages delivered through spoken and printed texts that are produced by language learners. The messages which are produced by students in spoken form are categorized as speaking; while the messages produced by students through written form are writing.

Spoken language can be manifested in oration, dialogue, presentation, etc. Written language can be manifested in letter, news, short message, short story, novel, etc. Language is very important to express something and to communicate with other. People around the world speak English to communicate, automatically they need to learn English. To build a relationship they need to understand the English language because it has an important role in the International communication.

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Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. They say foreign language is difficult to be learnt because most of them know nothing from the beginning. Usually, students know nothing how to express what they want to say. (Penny, 2003)

MTsN Kampar is one of the schools that uses school-based curriculum (KTSP) in teaching and learning process. Based on the KTSP (2006, p. 130) of Junior High School level, the purpose of teaching English is to develop communicative competence in spoken and written form to achieve literacy level which can be realized through four language skills : listening, speaking, reading, and writing. At the Junior High School level, students are expected to be able to create many kinds of functional and monolog text in the form of procedure, descriptive, recount, narrative, and report texts.

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Based on preliminary research, exactly an interview on 15 March 2016 with Hasna Wilda, the English teacher at the school informed that speaking had been taught with some techniques. The teacher provided written material and gave example of how the text worked such as dictation, etc. The teacher asked the students to practice speaking the text. Beside that, the teacher also divided the students into pairs to practice a title of narrative story by using turn taking system in which she also asked the students to conclude what they spoke in pair in front of the class individually. Ideally, the student had no problem with their speaking but in reality, they were still problematic with their speaking skill. The students' speaking problem can be seen in the symptoms below:

1. Some of the students were not able to speak with correct grammar.
2. Some of the students were not able to pronounce words correctly.
3. Some of the students had poor comprehension skills.
4. Some of the students were not able to speak fluently.
5. Some of the students were not able to use appropriate vocabularies in speaking.

Based on the problems which were informed by the teacher before, the writer has one solution to solve the problems. It is the Picture Series Technique. According to Wright (1988), pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages

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activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently. So if they can express their ideas of course they will speak and teacher can know the purpose of students' mean without writing process.

Based on the explanation and problems above, the writer is interested in conducting a research entitled "The Effect of Using Picture Series Technique To Improve Students' Speaking Skill In Narrative Text at Second Year of MTsN Kampar".

B. Definition of the Terms

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definitions of the terms in this research :

1. Effect

Jack C Richards and Richard Schmidt (2002: 175) stated that effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, the term of 'effect' is referring to the implication of two different variables, independent and dependent variable. Independent variable is Picture Series Technique, while dependent variable is students' speaking skill in narrative text which means effect in this research refers to the result of

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teaching speaking narrative text through Picture Series Technique to the second year students of MTsN Kampar.

2. Speaking Skill

Speaking skill is a skill which deserves attention every bit as much as literary skills, in both of first and second language. To most people, mastering the speaking skill is the single most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Jeremy Harmer, 2003) in (Asfa, 2010). In this research, speaking skill refers to the second year students' speaking skill of MTsN Kampar.

3. Narrative paragraph

According to Oshima (2007:23), Narrative text is the paragraph about events in order that they happened. In other words, you use time order to organize your sentences. Narrative text is about what is happening or what has happened. The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. The basic generic structures of narrative paragraph are orientation, complication, and resolution. While the two generic structures left, evaluation and reorientation are optional. Narrative paragraph may consist of a fictive story or real-life experiences. In this research, the second year students of MTsN Kampar express their idea to tell narrative text in spoken form by using Picture Series Technique.

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4. Picture Series Technique

Describing series of picture is one of the activities in learning speaking English. In this activity, students must analyze pictures series whether it is short tale, review of movie, article of magazine or newspaper then tell about them in front of class. A group of students get one series of picture, analyze and relate each picture then make it as a story or speech. The purposes of this activity are to train students' imagination and retell story in speaking English (M. Solahudin, 2009). In this study, Picture Series is a technique that is experimented to teach the second year students of MTsN Kampar, the interaction that is done by students to others to express their ideas, feeling and information in the classroom.

C. Problem

1. Identification of the Problem

Based on the problem's explanations in the background, the problems of the research are identified as follows :

- a. Why were some of the students not able to speak with correct grammar?
- b. Why were some of the students not able to pronounce words correctly?
- c. Why did some of students have poor comprehension skills?

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- d. Why were some of the students not able to speak fluently?
- e. Why were some of the students not able to use appropriate vocabularies in speaking?

2. Limitation of Problem

Based on the identification of the problem above, writer needs to limit the problem as follows; this research focuses on students' speaking skill in narrative text at the second year of MTsN Kampar.

3. Formulation of Problem

- a. How is the students' speaking skill before using picture series technique in narrative text at the second year of MTsN Kampar?
- b. How is the students' speaking skill after using picture series technique in narrative text at the second year of MTsN Kampar?
- c. Is there any significant difference in students' speaking skill in narrative text between before and after using picture series technique?

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D. The Objectives and Significance of the Research**1. The Objectives of the Research**

Based on the formulation of the problem above, the objectives of the study in this research are:

- a. To find out the students' speaking skill before using picture series technique in narrative text.
- b. To find out the students' speaking skill after using picture series technique in narrative text.
- c. To find out whether there is significant difference on the students' ability in speaking before and after using picture series technique in narrative text.

2. Significance of the Research

- a. To contribute the students in order to be aware of speaking English.
- b. To give the information to the English teachers about the technique in teaching speaking.
- c. To enlarge and develop the writer's insight and knowledge.
- d. To fulfill one of the requirements for undergraduate degree at education and teacher training faculty of State of Islamic University of SUSKA Riau.