CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are many languages in the world, but English is considered an important language for international communication. According to French (1963: 1), "English is now taught in schools in nearly every country in the world". In learning English students are expected to master its language components and language skills. It should be started from the very beginning at the elementary school.

Most teachers of English in our country give only little attention to help the students to be able to communicate in English orally. The focus of English language teaching has been on the mastery of language components, especially on grammar and vocabulary. As a result, when they finish the elementary level they do not have sufficient ability to speak in English.

Among the four basic skills, however, it seems that today speaking becomes important to be used in a society. It is because there is a tendency for some intellectual to use English for their oral communication. Besides, people see the importance of English in this globalization era. The government is also trying to improve English teaching by revising the curriculum. In other words there has been a shift on the focus of English teaching from the passive mastery to the active one.

During the process of learning to speak a foreign language there must be some problems encountered by the students. The problems in the speaking skill are obvious to be seen since the students often complain when they are asked to express ideas orally. They complain because they find difficulties that vary from one student to another. Some have difficulties in having nothing to convey, building self-confidence to speak, arranging the words into good and logical speech. To overcome these problems, the writer feels it is very important for English teachers to present the lesson attractively and creatively to improve their old teaching method in order to make the lesson more interesting and the class more alive.

Teaching children and teaching adults are very different. The teacher usually has difficulties to control the children in order to make them sit, keep quiet and listen to the teacher's explanation. The teachers should be very creative to attract the children's attention. The teachers should create a good atmosphere of teaching-learning activities and also construct a supportive media.

Considering that some students still have difficulties in speaking, the writer is interested in carrying out a study: The Effect of Teaching Speaking Using Pictorial Story on the Speaking Achievement of the Sixth Graders of SDN Kayen 2 Jombang.

1.2 Statement of the Problem

Based on the background of the study, the writer intends to conduct a study in order to answer the following question: "Is there any significant

difference on the speaking achievement between the students who are taught using pictorial stories and those who are taught using short passages?"

1.3 Objective of the Study

In line with the above statement, the objective of this study is that the writer tries to find out whether there is significant difference between the students who are taught using pictorial stories and those who are taught using short passages on speaking achievement.

1.4 Significance of the Study

Hopefully, the results of the study can give good and useful information about a technique in teaching speaking by using pictorial stories and reading passages that can be an alternative for teachers of English.

1.5 Theoretical Framework

This study is based on the theory of language teaching and learning. "Language is a system of phonetics, grammar, vocabulary and meaning. Language learning is a matter of mastery and use of this system. In teaching, using spoken language is a starting point in combining the methods and words which is used in a sentence, since a sentence is considered as the basic unit of speech" (Mackey, 1965:144). There are four basic language skills in language teaching-learning, namely listening, speaking, reading and writing. This study focuses its concern on speaking only. Speaking is one of communication skills. According to Herbert

and Clack (1977:3), "Speaking is a basic human activity through which communication with language is carried out. It is because in speaking, people put ideas into words when talking about perception, feeling and intensions they want other people to grasp".

Another theory that is used in this study is behavioristic theory. According to Brown (1980),

> "Language is a fundamental part of total human behavior, and behaviorists have examined it as such and sought to formulate consistent theories of first language acquisition. The behavioristic theory focuses on the immediately perceptible aspects of linguistic behavior and the relationships or associations between those responses and events in the world surrounding them. A behaviorist might consider effective language behavior to be the production of correct responses to stimuli. If particular response is reinforced, it then becomes habitual or conditioned".

It means that teaching is an activity that can not be held only once. We have to teach the students for several times, so that a learning activity can become habitual for students. Another factor that can influence students' ability is the environment around them. If we can make students accustomed to using pictorial stories in a speaking activity, hopefully the objective is achieved.

1.6 Hypothesis

Based on the problem mentioned above, there are two hypotheses that should be answered, they are:

1. Null-hypothesis (HO)

There is no significant difference on the speaking achievement between the students who are taught using pictorial story and those who are taught using short passage.

2. Alternative hypothesis (HA)

There is a significant difference on the speaking achievement between the students who are taught using pictorial story and those who are taught using short passage.

1.7 Scope and Limitation of the Study

Realizing that teaching speaking can be done through various ways and techniques, the writer feels that it is important to limit the study:

a. This study is limited to the teaching of speaking to the sixth grade students of SDN Kayen Jombang.

b. This study is limited to four aspects of speaking; they are pronunciation, vocabulary, grammar, and fluency.

c. This study is limited to measure the academic effect (the speaking achievement) resulting from the use of pictorial stories and short passages.

1.8 Assumption

This study is based on the following assumption; first, the subjects of the study have gain basic competence, such as: structure, vocabulary and speaking since they have got an English lesson. Second, the content materials used for teaching speaking can be grasped and understood by the students.

1.9 Definition of Key Terms

There are several key terms that need to be discussed to avoid misinterpreted and ambiguity as follow:

▪ Teaching

Brown (1987: 6) defines teaching as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.

▪ Speaking

According to Herbert (1977: 3) speaking is a basic human activity through which communication with language is carried out. In speaking, people put idea into words talking about perception, feeling and intensions they want to other people grasp.

▪ Achievement

Webster (1986: 724) defines the achievement is a performance by a student in a course; quality and quantity of a student's work during a given period.

▪ Effect

According to Webster (1986), the definition of effect is to bring about especially through successful use of factor(s) contributory to the result.

▪ Media

Media are tools which are functioning as channels to communicate message or information from resources to receivers (Soeparno, 1980: 1).

▪ Pictorial stories

Breitreuz (1972: 66) defines picture stories as a series of three to nine pictures normally depicting logical or continuous actions, situations or continuous actions thoughts or scenes in the forms of sketches on drawing.

1.10 Organization of the Thesis

This study is divided into five chapters. Chapter one discusses the introduction of this study, followed by chapter two which conveys some related literatures that support the writer's study, chapter three that deals with the methodology of the study conducted by the writer, chapter four discusses findings and discussion of the study, and chapter five deals with conclusion and suggestion.