CHAPTER I
INTRODUCTION

This chapter presents several topics such as: background of the study, statement of the problem, hypothesis, purpose of the study, significance of the study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 Background of Study

English is the most important subject to be learnt for everyone who wants to gain access in the communication and globalization era. This is because English has become the widespread language that used by people in the world either for communicating or for more purposes. Rubdy and Saraceni (2006) stated that as a language of international communication, nowadays, English is a truly global language which often used in trades, diplomacy, sport, science, technology, revolutions in transport, commerce and communications, including satellite broadcasting and the internet. In Indonesia, English is also applied at some sectors in daily life such as communication and electronic tools, scientific books, and social networks. Therefore, English is very important to be learnt, including in Indonesia.

In teaching English, there are four skills that should be mastered by the students; listening, speaking, reading, and writing. In this research, the skill that will be investigated is speaking. Speaking is common part in our daily life which covers three systems that should be mastered such as the system of sounds, the vocabulary
system, and the system of grammar in order to communicate effectively (Nunan, 2011). Speaking may be used by people to describe things, express their thoughts, ideas and feelings, or to entertain others with jokes and anecdotes (Richards and Renandya, 2002). In other words, speaking refers to the people’s way to communicate with others whether it is expressing ideas, influencing and entertaining other people, or asking and answering question in their daily interaction.

Since speaking generally is used as a means of communication in daily interaction, people should have a good speaking skill in order to manage their lose confidence in speaking English. According to Tyagi and Misra (2012), good speaking skill can help people to use different strategies in various situations while talking, achieve the clear of speech, avoid the nervousness while speaking, and help people to reach the greater chance in successful interview. Hence, it is important for people including students to master the speaking skill.

Most of the students have met difficulty in speaking English. This is because they do not confident in term of the material that they are going to present, afraid of making mistake, and sometimes they cannot find the appropriate expression. As Liu (2009) stated:

Fifteen of 17 student interviewees who had oral English practice in the middle school reported that at that stage most students appeared to be nervous when speaking English in class though some teachers encouraged them by saying “don’t be nervous”, “never mind” and/or “be brave” and so on. Because the language was new to them and they had view opportunities to practice it, the students were afraid of making mistake and losing face and felt uncomfortable when speaking the language. (p.185)
In this case, teacher’s role is critical. The choice of appropriate technique and media is significant in increasing students’ motivation and interest to speak English.

MTs Al-Yasini is a school located in Wonorejo - Pasuruan, East Java. The researcher chose this school to conduct the research because the preliminary observation conducted by the researcher showed that the teaching learning activities presented by teachers in MTs. Al-Yasini Pasuruan had some weaknesses. Those weaknesses could be seen from the teaching learning process in the class that was still using teacher-centered method. Besides, most students did not pay attention to the teacher’s explanation. They just depended on their friend’s answer and could not develop their knowledge independently. Accordingly, the students were difficult to comprehend the topic that they were learning based on their own opinion. Furthermore, it also could be proven by the students’ score in English, especially in speaking English. Only 21% out of 142 students in second year students who were able to reach the KKM (Minimum Students Score), in which the KKM is 75. This might be because the teacher was infrequent to use various techniques and media during the teaching learning process. Consequently, the students were lack of capability and confidence to express their idea in English when they performed in front of the class.

To solve those kind of weaknesses, teachers are demanded to create an interesting situation during the teaching learning process by using media which may involve the students in learning process, thus, improving their speaking skill. One of the media that can be used in teaching speaking is Picture Card.
Picture Card is media using a picture in the form of cards to deliver the materials in teaching English. “Picture Cards are useful for presenting, practicing, and revising vocabulary or as prompts for other activities. These are also useful for identifying verbs of action. These can be used to indicate a sequence.” (Venkateswaran, 2009, p. 175). This means that not only for teaching vocabulary, picture cards also can be used as a medias in another teaching skills such as teaching speaking, reading, and writing.

Furthermore, from the previous research which was conducted by Rofiq (2011), it showed that picture cards were effective to improve the eighth grade student’s ability in writing descriptive text at MTsN Jambewangi Blitar. The effectiveness of the implementation of picture cards in teaching and learning of writing was proven by 70% of the students got score above SKBM in cycle 1, and 80% of the students got score above SKBM in cycle 2.

Another previous research was done by Kusumaningtyas (2009) about the effectiveness of using picture cards on the second grade students’ vocabulary mastery at SMP Sriwedari Malang. Based on the Independent Sample t-test with the help of the SPSS 14.0 program, the result of the calculation showed that the experimental group had better mean score than the control group, that is the t value was 7.861 at the 0.05 level of significance. This means that there was significant difference in the vocabulary mastery between students taught using picture cards and those taught without using picture cards. Accordingly, based on the previous researches, it shows that picture card is a media which can help the students to increase their interest and motivation to learn
English and can prove the successful of teaching learning English process by using it as a teaching media.

In this research, the researcher is interested in conducting a research about the use of picture card as a media in teaching speaking. The reason for choosing this topic is that commonly, picture card is used as a media in teaching writing and vocabulary, and it is infrequently for teaching speaking. Moreover, the researcher wants to know the effectiveness of picture cards as a medias in teaching speaking to improve students’ speaking skill. Therefore, the researcher entitled her thesis as “Improving Students’ Speaking Skill through Picture Cards at MTs. Al-Yasini Pasuruan.”

1.2 Statement of Problem

Based on the background of study above, the problem of this research can be formulated as follow:

Does picture cards improve the students’ speaking skill at MTs. Al-Yasini Pasuruan?

1.3 Hypothesis of Study

Relating to the statement of problem above, the researcher presents the hypothesis of the study as below:

H1: Picture cards improves the students’ speaking skill at MTs. Al-Yasini Pasuruan.
H0: Picture cards does not improve the students’ speaking skill at MTs. Al-Yasini Pasuruan.

1.4 Purpose of Study

Related to the statement of problem, the purpose of the study is to know whether picture cards improve the students’ speaking skill at MTs. Al-Yasini Pasuruan or not.

1.5 Significance of Study

The result of the research is expected to give the following contributions: Firstly, for the English teachers, this research may encourage them to apply the alternative media in teaching speaking, especially by using picture cards.

Secondly, for students, this research can help them to improve their speaking skill and the result of the study may give them the alternative way in speaking.

The last, the researcher hopes that the result of this research can be used as the reference for those who want to conduct a research in English teaching learning process, especially in teaching speaking through picture cards.

1.6 Scope and Limitation

The scope for this research is using picture cards as a learning medias to improve students’ speaking skill. Furthermore, it limits only on the second grade of MTs. Al-Yasini Pasuruan.
1.7 Definition of Key Terms

The definition of key terms is aimed to avoid misunderstanding terms which exist in this research. The definition of each word as below:

a. **Speaking** is the systems of language such as the system of sounds, the vocabulary system, and the system of grammar in order to communicate effectively (Nunan, 2011).

b. **Speaking Skill** is “the ability to express our thoughts, ideas, aspirations and needs” (Tyagi and Misra, 2012: 224).

c. **Media** is “a means of communication and source of information” (Smaldino et al, 2005: 9).

d. **Picture Card** is a form of thick or stiff paper, with painting, drawing, or photograph which can be used for various purposes (Oxford Learner’s Pocket Dictionary, 1995).