

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, problems of the research, the objective of the research, the significance of the research.

1.1 The Background of the Research

Many experts define speaking in different ways. Cameron (2001:46) states that speaking is the active use of language to express meaning so that other people can understand it. In speaking there is a process of transferring information between the speakers and listeners.

Teaching speaking skills is very complicated. As Hughes (2003:131) describes that there are some aspects concerning with speaking ability. They include fluency, accuracy, pronunciation, grammar, vocabulary. The students must have many vocabularies. They should master enough vocabulary so that they can use it fluently and add to their feeling of competency in expression. Fluency in language develops through communication of complete understanding of meaningful words. The students are also expected to perform understandable utterances with good pronunciation in order to make their listener understand their utterances. The students' poor grammar might influence the effectiveness of speaking. Therefore, it is important for a teacher to give lots of practice on grammar, students' pronunciation and students' vocabulary while English

teaching learning process occurs. Those activities are useful to develop students speaking ability.

Students generally still get difficulties in speaking English because their vocabularies are limited so, they do not know how to deliver their ideas in good sentences. Based on the preliminary study conducted on April 24th 2016 at Mts Bustanul Ulum Bulugading, it was found that the eighth grade students especially class VIII B still had difficulty in speaking English. The students had difficulty to deliver their ideas because of less of vocabulary, afraid of making mistake and sometimes they did not have enough chance to practice in speaking English. Beside that, it was not easy for students to speak English because they also had difficulties in constructing correct sentences. It was proved by observation activity that the student got confused how to start and how to make correct sentences orally in teaching learning process. It was supported by the data of speaking test. They were 26 students in the VIII B class. The criteria of success in the speaking teaching learning process at this school are 70. There were only 6 students (23%) who got score ≥ 70 and 20 students (77%) of the students that did not achieved a minimum score (70)

Based on the case above, a certain medium was needed to help or to motivate the students to speak, in order that students speaking ability could be improve. To overcome the problem the English teacher of Mts Bustanul Ulum Bulugading, the researcher tried to used cooperative learning by using picture series as media to improve the eighth grade students speaking skills because cooperative learning may help the students to work together in groups so that they can learn maximally. By working together, the students can discuss, finish and

submit the task given. It means that silence in speaking activities can be minimized. Besides, cooperative learning allows the students to support one another to be brave and confident as well. Picture series as media can stimulate student's ideas in speaking.

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others learning (Johnson and Johnson, 1999:9). Jacob, Power, and Loh (2002) also explain that cooperative learning comprises principles and techniques for helping students to work together more effectively. Another definition suggested by Slavin (1995:2) states that cooperative learning refers to a variety of teaching methods in which student work in small groups to help one another learn academic content. Based on definition above, cooperative learning is a method that may help the students to work together in groups so that they can learn maximally. By working together, the students can discuss, finish and submit the task given. It means that silence in speaking activities can be minimized. Besides, cooperative learning allows the students to support one another to be brave and confident as well.

Picture series here used to help the students guide in finding ideas in the learning, so that the construction of the sentences become easier. Underhill (1978:67) says a well chosen picture makes a point and has a story to tell. It can be easily understood as the stimuli are visual rather than written. Picture can arouse emotions and students attitudes and picture can also facilitate the achievement of the goal to understand and remember information or message found in the image (Arsyad, 2006:17). It also supported by Nugroho (2008) who found picture series as teaching media can improve the students speaking ability, interest and

motivating in speaking. Picture is one of media which can be used to guide students interest in learning English. Wright (1989:2) states that picture series as one of the visual and can help students not only improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students participation. In practice, teaching speaking by using picture series will lead the students to view more curiosity and meaning full thing on the subject given. Beside that teaching speaking by using picture series will be more meaningful than teaching speaking without teaching media can attract and direct students attention to concentrate their mind in the lesson.

Wright (1989:17) stated that picture have a role to motivate the students to pay attention and take part actively during the teaching learning process. By using picture series, the students will pay more attention to many things or things that they never see before. Pictures can help the teacher in teaching the instructional goal. Picture can also help the students to enlarge definitions and experiences. Because of using pictures, the students experience and understanding become larger clearer and easier to remember.

In junior high school syllabus, the students are expected to be able to express the meaning in short functional text in formal and informal language correctly in daily life context. The students are targeted to communicate orally and in writing to resolve everyday problems. When they are speaking they are expected to use accurate grammar, vocabulary, pronunciation, fluency, then they are also expected to be able to produce a good content of speech in order to reach the objectives.

In this thesis, the researcher tried to use picture series as media in teaching speaking. Concerning with the problem above, the researcher conducted a classroom action research to the eighth grade students of MTs Bustanul Ulum Bulugading using cooperative learning in teaching speaking to solve the problem.

1.2 The Research Problem

Considering the background above, the problem of this research were formulated as, “How can the use of cooperative learning by using picture series improve the speaking skill of the eighth grade students at Mts Bustanul Ulum Bulugading.”

1.3 The Research Objective

Based on the research problem, the research objective is to improve the eighth grade students’ speaking skill through cooperative learning by using picture series at Mts Bustanul Ulum Bulugading.

1.4 Operational Definition

1.4.1 Speaking skill

In this research, speaking skill refers to students’ ability in expressing or conveying unforgettable experience considering by fluently, accurately, good pronunciation and accepted

1.4.2 Cooperative Learning

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another speak experience by working together in groups.

1.5 The Significances of the Research

The result of this research hopefully can give significance or contributions to the English teacher, the students, and other researchers.

a. The English Teacher

The result of this research is expected to become useful information for the English teacher to use cooperative learning by using picture series as media especially in teaching speaking. The teacher can be more creative by cooperative learning and picture series as media in giving the material so that it can minimize the students boredom in teaching learning process.

b. The Students

The result of this research can be useful to motivate students to speak English by retelling the event to audience based on the picture series provided to make the students able to speak English fluently.

c. The other researchers

The result of this research will hopefully be able to give some inputs as information, consideration and support to other researchers dealing with speaking skill, especially of cooperative learning by using picture series on different research design.

1.6 The Scope of Research

The writer only explained about the implementation of cooperative learning by using picture series to improve speaking skill in the eighth grade students of MTS Bustanul Ulum Bulugading in the 2015/ 2016 academic year.