

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language has important role in communication. It is one of our ways to communicate with others. According to Nurkhanifah (2015:3), Language is used to share information, to express ideas and feelings, arguing and many more. From a lot of languages spoken in the world, English becomes the international language. That is why, English becomes important to be learned to broaden the scope of interaction among people in this globalization era, or minimally in ASEAN scope where we need to prepare for ASEANS' Free Market. And by English, we also can easily reach multidiscipline, such as Politics, Society, Industry, Business, Education, Tourism etc.

English is a foreign language in Indonesia. Although it has been becoming a compulsory subject in Indonesia's schools, but still for some people, English is considered as a difficult language to be learned. However, we still cannot ignore the importance of English in this globalization era if people do not want to be left behind by the quick development of world. One of the things we need to fix today regarding this problem is not the awareness of people about English, but rather at the way of teaching and learning method. We need to put concern in the teaching method applied by the English teachers at school, considering

that commonly, the learning English is started from school. If we are able to fix the motivation of



learning since the beginning of learning, the effectiveness of learning will easily be gained. For this reason, the teaching English in school should be prepared optimally and expected to use an appropriate method in order to reach the success of teaching and learning.

There are four skills of teaching and learning English. They are listening, writing, speaking and reading. According to Kosdian (2016:100), Speaking is important as standard of mastering language include for students in language class. Furthermore Rifa'at (2018:13), state that Speaking becomes one of the most important skills to be mastered. As we cannot deny that in communication, most people prefer to hear the sounds of words conveying by speaking, to hear the intonation of the interlocutors, so that the ideas can be got more clearly. However, the problem of learning English speaking seems becoming today's issue, especially by students. The common problem they find, are like the vocabulary issues, pronunciation, self-confidence, motivation to speak up no matter what, and etc.

Based on the researcher's experience as a teacher at the eleventh grade A of MA AL FAIZIN, the researcher found many students have significant difficulties in speaking English. There were 90% students in the class have difficulties in speaking English. It was based on the result of interview to the student. The factors become the problems were as a following. First, they were feeling afraid of speaking English. The second factor was learning environment did not support them in speaking English.

Then the next factor was the lack ability in using the structures of English, lack of vocabulary, and also the teaching method applied to them is less effective. From the condition, the researcher concluded that speaking still became a big problem for students today.

Based on the results of the pre-research observation made in MA Al Faizin Bangsri, the researcher was able to identify the problem faced by the eleventh grade student in learning speaking that the student had problems with grammar, fluency, pronunciation and vocabulary.

Considering the results of the observations and interviews conducted on 7th January 2021, it was revealed that the eleventh grade of MA Al Faizin Bangsri had some difficulties in learning the English language, particularly speaking. The result of the observation showed that only 10% students had passed the KKM, that 90% of students could not reach the KKM. The student is still low in speaking skills. Several students did not have the courage to speak in front of the class. The other reason that it was difficult for the students to understand the instructions given by the teacher. It was cause the student to misunderstand what the teacher means.

The result of interviews with some students showed that most students had difficulty speaking skills. They said it was difficult for students to distinguish the word from the pronunciation. On the other hand, they had difficulty stating their idea and how to speak correctly.

Strategies in learning to speak English are one of the important factors to be recognized by students and it is also a part of speaking skill. According to Noviyenty (2018:36), the strategies used by the students in learning to speak English will determine their ability in using English to communicate.

To make students interested in what the teachers teach them, the teachers must make the teaching and learning process more interactive and get the students involved in everything that the teachers teach by implementing enjoyable teaching strategies Mubarok & Sofiana (2018:191).

Communicative Language Teaching is the one of the way to improve students speaking skill, according to Yasin, A. Aziz, & Jannah, (2017:323), stated that Communicative Language Teaching (CLT) gives the opportunities to participate actively in activities as it's often accompanied by scenes or simulated scenarios, so that it is more close to life.

For overcoming those problems, the researcher needed an interesting learning technique in speaking. According to Rifa'at (2018:14), Strips story technique could "force" the students to talk even some of them might be memorize some words that should be told. The other reference based on Novianda (2017:401), said that Picture strip story is one of the Communicative Language Teaching (CLT) techniques strongest tools that can be applied for teaching-learning speaking. Moreover picture strip story

gave significant influence towards students' speaking ability in English learning process Wulandari, et al (2014:8). Furthermore Prawerti (2015:262), adds that picture strips stories as a technique surely shows the real effectiveness, because it can help the students to improve their speaking ability also motivate the students to speak. In addition Herdiawan (2020:12), stated that Picture Strips Story could make students more easier to get the point of the material by the picture or images. So, from those results on the previous research indicate that picture strips story is a suitable technique for teaching speaking. Picture strip story not only make an improvement in speaking but also motivated the students in learning English.

Based on the advantages from previous research, the researcher believed this technique can be used to teach speaking successfully. Therefore, the researcher implemented Classroom Action Research by using Picture Strips Story for improving students' speaking skill at the Eleventh Grade Students of MA Al-Faizin Bangsri in the Academic Year of 2020/2021.

1.2 Research Questions

Based on the background of the study, the present study aimed in answering the following question :

1. What are the students' problem in speaking at the eleventh grade social of MA Al Faizin Guyangan Bangsri in the academic year of 2020/2021?

2. How is Picture Strips Story implemented to improve students' speaking skill at the eleventh grade social of MA Al Faizin Guyangan Bangsri in the academic year of 2020/2021?
3. How is the improvement of students' speaking skill at the eleventh grade social of MA Al Faizin Guyangan Bangsri in the academic year of 2020/2021 by using picture strip story?

1.3 Objectives of the Study

The objective of this study were:

1. To find out the students' problem in speaking at the eleventh grade social of MA Al Faizin Guyangan Bangsri in the academic year of 2020/2021.
2. To find out the implementation of Picture Strips Story to improve students' speaking skill at the eleventh grade social of MA Al Faizin Guyangan Bangsri in academic year of 2020/2021.
3. To know the improvement of students' speaking skill at the eleventh grade social of MA Al Faizin Guyangan Bangsri in academic year of 2020/2021 by using picture strip story

1.4 Significances of the Study

By conducting this study, the results were expected to have some significant contributions to teaching English and to give practical significances as follows:

Practically

- a. Teachers

For the English teachers, this study was expected to provide useful information in teaching English using picture strip story. It was also expected to be beneficial for the teachers to improve the students' speaking skill in learning English.

b. Students

For the students, this study was expected to help them learning English easily by using picture strip story. It hopefully could motivate to learn English in new ways. Moreover, it was also expected to improve the students' speaking skill.

c. Readers

For the readers, it was expected to give knowledge and understanding about the importance of picture strip story in learning English that provide better effect for students. It was also expected to give more useful information. Moreover, it could improve students' speaking skill in learning English as well.

