

CHAPTER I

INTRODUCTION

This chapter presents background of the study, scope of the study, problemstatement, objective of the study, significance of the study, and research paper organization.

A. Background of the Study

Speaking is an activity used by someone to communicate with others (Richards, 2008: 19). It takes place everywhere and has become part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information, suggestions, and comments to others through communication. Furthermore, Brown (2001: 113) states the objective of speaking is the students are able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context.

According to Ladouse (1987: 6-7) in Nunan, (1991: 23) speaking is described as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel, and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

People in the world decide English as a universal language. They must be able to speak English for communicating with foreign people. At least, they have to know how to make a short conversation which is reputed

important. For example, they must know how to ask a place, a condition, a prize, and the most important thing how to ask for a help. Nowadays, English is one of the most popular and most studied languages in the world, included in Indonesia. People use English as a tool for communicating with other people who come from other countries and have different languages. Besides, English also is given at school in Indonesia as one of the main subjects, from Junior High School until university.

English, as an international language, will do not have a meaning when it is not spoken. So, the English teacher has a big responsibility to make their students can speak English fluently. But, it is not easy to teach English subject because, commonly, English is not used as Indonesian's first or second language. However, it is rather difficult to teach English to the students. One of the main English skills which must be able to mastered by students from beginner is speaking skill. According to Fauziati (2010:15) "to most people mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability in carrying out a conversation in the language". The teacher must find the best and easiest ways to teach speaking skill to make students understand and capable on it. The students have to be able to make a conversation fluently. That is why speaking becomes an important skill that must be given to their students.

One of the methods to increase the students' speaking ability is using pictorial flashcards. By using pictorial flashcards, the students not only know about the vocabulary, but also can make a description that related to the picture in the flashcards. Students can develop their vocabulary to make a short description spontaneously. The pictorial flashcards are really helpful the students to arrange short stories without remembering their outline. The students can memorize every word which they had had before. So, they can increase their speaking ability without writing it first.

Pictorial flashcards are really helpful for students, because they will not face forgotten series of their own story. They can make a description

according to the picture which is in the flashcards. The students will make a short description based on the real condition of the picture. Thus, the students will be fluent to speak up and make their speaking ability higher than before.

Before the writer does this research, another researcher had made a research by using the flashcards. Most of them use many types of flashcards, commonly wordily flashcards or pictorial flashcards. But, another researcher has a purpose to increase the students' ability for remembering vocabulary only. The students are asked to enrich their vocabulary. This case will make students have many words in their mind, but they do not know how to arrange the words become a phrase, a clause, a sentence, until a paragraph. The writer has an opinion that a word cannot be meaningful when they stand alone. The words should be arranged into composition to make them have a meaning and make the students can communicate with others.

Based on the explanation above, the writer does a research to increase students' speaking skill by using a pictorial flashcards, which has never been done by other researchers before. By using flashcards, the students can make a short paragraph according to the picture orally. They must try to speak up based on vocabulary that they have got. It will make the students try to arrange every word and arrange a short description or short story. That is very helpful for students to increase their speaking skill ability.

From the above explanation, the writer decides to do a research about ***“Teaching Speaking by Using Pictorial Flashcard to the Seventh Grade Students of SMP Muhammadiyah 5 Surakarta in 2016/2017 Academic Year”***.

B. Scope of the Study

In this research, the researcher is only focused on the use of pictorial flashcards for speaking skill for the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year. The researcher limits the problem because for thrifty the time, cost, and energy.

The researcher makes sure that the pictorial flashcards is an effective and creative strategies for teaching and learning between teachers and students. The purpose of using pictorial flashcards is to facilitate teachers deliver material and gives understanding to the students. It can help the students to improve students' on speaking skill.

C. Problem Statement

The researcher formulates the problem statements as the following:

1. How is the implementation of teaching speaking by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year?
2. What are the problems faced by the teacher in teaching English speaking skills by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year?

D. Objective of the Study

Based on the focus of the study above, the objectives of this study are:

1. To describe the implementation of teaching speaking by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year.
2. To describe the problems faced by the teacher in teaching English speaking skills by using pictorial flashcards to the seventh grade students of SMP Muhammadiyah 5 Surakarta in 2016/2017 academic year.

E. Significance of the Study

Significance of this study will be divided into two, they are:

1. Theoretical Significance
 - a. The result of this research can tribute to the body of knowledge about the media that can be used by teacher to teach English speaking skill for seventh grade students.
 - b. The result of this research can be used directly for teacher in Junior High School to use the suggested media for their students in the seventh grade.
2. Practical Significance
 - a. It will describe the problems faced by teacher who use pictorial flashcards to teach English speaking skill for seventh grade students.
 - b. It is hoped that the result of this study can give information about the use of pictorial flashcards for teaching speaking skill toseventh grade students of SMPMuhammadiyah 5 Surakarta in 2016/2017 academic year.

F. Research Paper Organization

Chapter I is introduction, which consists of background of the study,scope of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II presents review of related literature, which consists of previousstudy, speaking skill, teaching speaking by using flashcards, and pictorial flashcards. Speaking skill consists of thedefinition of speaking, type of speaking performance, definition of teaching speaking, and technique forteaching speaking. Teaching speaking by using flashcards consists of the definition of teaching speaking by using flashcards, and definition of media. Then pictorial flashcards consists of the definition of pictorial flashcards.

Chapter III is research method, which consists of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents research results, interpretation of the findings of the research, and discussion.

Chapter V is conclusion and suggestion of the research.