

CHAPTER 1

INTRODUCTION

This chapter consists of research background, previous study, research problem, the objective of study and significant study.

1.1 Background of the Study

English, as an international language, is widely utilized across various domains of everyday life world wide. In Indonesia, where English is considered a foreign language, its usage facilitates communication with individuals from diverse cultural backgrounds, spanning technology, economics, social interactions, and politics. Mastery of a foreign language like English encompasses four core language skills: listening, speaking, reading, and writing. Among these, speaking plays a crucial role in fostering effective communication with individuals from different linguistic backgrounds, enabling the expression of thoughts, emotions, and ideas through verbal expression.

However, many students encounter challenges and apprehensions when it comes to speaking English or expressing their opinions. Several factors contribute to this difficulty, including motivation levels, personal interests, teaching methodologies, and the utilization of instructional media. According to Andas (2020), the intricacies of spoken English pose significant challenges for learners, as it involves dynamic real-time interactions where participants engage in mutual dialogue, exchange ideas, and provide immediate feedback to one another. Unlike written communication, spoken discourse allows limited time for planning and editing, necessitating a firm grasp of grammatical rules, semantic nuances, and contextual usage. Consequently, acquiring proficiency in spoken English entails

navigating the complexities of structured interpersonal exchanges, which are influenced by various contextual factors. Upon conducting observations, the researcher scrutinized nine -grade students at SMPN 4 Banda Aceh and unearthed several issues. The English teacher highlighted concerns, particularly regarding students engaging in conversations with peers during study sessions. Additionally, some students expressed a reluctance to speak English due to difficulties in accurately pronouncing sentences and articulating ideas. Consequently, students perceive time spent on English speaking tasks as burdensome, leading to reduced engagement and participation in lessons. Given these challenges, there is a need for more effective instructional methods to address students' waning interest in learning English, particularly speaking skills.

and at the time of PPL implementation I got a teaching schedule every Tuesday, Wednesday, Thursday and Friday and I was in eighth grade and ninth grade and those classes still used the K 13 curriculum and I didn't have a schedule in seventh grade because they wanted to hold an curriculum.

The researcher conducted an interview with one of the English teachers at SMPN 4 Banda Aceh. In interviews conducted by researcher, the teacher explained several problems related to the speaking abilities of class IX students during the teaching and learning process of speaking material. Class IX students have had enough. good ability to understand the meaning of listening to the material presented by the teacher. This is proven by the students' ability to repeat the sentences that the teacher has said in the picture.

The teacher also tested the students by asking the students to recite what the teacher had seen in the previous picture, and they succeeded in doing so.

However, when the speaking practice was carried out, students seemed to have difficulty copying sentences in the media. The teacher found that students experienced misunderstandings between the understanding they received and the original meaning contained in the speaking test. Students were asked to ask several questions because there were sentences they did not understand. It is not uncommon for researcher to find that some students complain because they do not understand the conversation. Students feel that the sentences in speaking are very different between writing and pronunciation, from teachers who teach English who still speak with a local accent so that students can still understand them. Students assume that their abilities are not yet able to identify the content of text displayed by native speakers in picture media

And alternative approach to addressing these issues involve employing diverse teaching media to enhance student motivation and create an engaging learning environment. Utilizing media, such as stories or picture, holds significant importance in English language instruction. Membrive and Armie (2021) underscore the effectiveness of picture in capturing students' interest and facilitating comprehension of lesson content and actively participate in language activities, thereby enhancing their speaking skills. Incorporating visual media in English instruction is imperative for enabling students to comprehend and apply the conveyed messages within the school.

Still during the observation period, researcher conducted direct observations in four classes at levels IX at SMPN 4 destinations, including classes. Researcher found that the third class proved to have the same problem in English speaking skills. Both of them have the ability to speak English spoken by the

teacher, but are not able to fully understand the English spoken by native speakers shown through the media. Mean while, the English that students must master is not only limited to sentences spoken with a local accent. This is what triggered researchers to look for solutions to speaking skill problems by using media that is packaged attractively and equipped with pictures so that students get used to speaking correctly according to sentences, Researcher can be used anytime and anywhere as long as the media used is available.

When deciding to conduct research at SMP 4 School in Banda Aceh, researcher have observed several advantages and disadvantages of the school an alternative approach to addressing these issues involves employing diverse teaching media to enhance students motivation and create an engaging learning environment. Utilizing visual media, such as stories or images, holds significant importance in English language instruction. Membrive & Armie (2021) underscore the effectiveness of images in capturing students' interest and facilitating comprehension of lesson materials. Through visual aids, students can grasp the essence of lesson content and actively participate in language activities, thereby enhancing their speaking skills. Incorporating visual media in English instruction is imperative for enabling students to comprehend and apply the conveyed messages effectively, fostering a deeper understanding of language concepts within the school curriculum.

Utilizing images as a medium for learning English is expected to positively impact students' enthusiasm for the language and foster a proactive approach to speaking. Traditional classroom interactions often center around teacher-led discussions and student responses, leading to a passive learning

environment where students primarily speak when prompted (Daddi, 2016). However, images offer a practical and user-friendly alternative that can enhance the effectiveness of teaching and learning processes. By incorporating visual media, educators can create more engaging and attractive learning environments, benefiting both teachers and students. Images, being a common teaching tool, can be presented in various formats, with single images being particularly effective in conveying information and facilitating comprehension.

Previous research using a image to improve speaking skill is review as a study reference describe below. In a study conducted by. Luki Nugroho, Sudirman, and Hartati Hasan titled "Enhancing Students' Speaking Skills in Recount Text Through the Use of Image Series," the research aimed to investigate the impact of utilizing image series on students' speaking proficiency and determine the most effective image series for teaching speaking. The research involved Grade IX students from SMPN. Employing a time series design, the study administered three pre-tests, three treatments, and three post-tests. Quantitative data analysis was conducted using pair sample t-tests, and hypothesis testing was performed using EXCEL (16.0). The findings revealed significant improvements in students' speaking ability following instruction with image series, as indicated by t-values exceeding the critical value of 2.048 for all three pairs. Among the three image series utilized, the one sourced from Google Images was identified as the most effective in enhancing students' speaking skills.

In a study conducted by Siti Asmidar (2024) titled "Enhancing Students' Speaking Skills Using Image Story Media at SMPN 3 Belopa," the aim was to assess the effectiveness of implementing image story media in improving students'

speaking skills at SMPN3 Belopa. The research employed a pre-experimental method and spanned four sessions. Instruments included a pretest and posttest, and the population comprised the 8th grade students of SMPN 3 Belopa, totaling 160 students across five classes. Purposive sampling was utilized due to the low class population, resulting in a sample size of 15 students from class IX. The findings revealed that students' speaking skills significantly improved at SMPN 3 Belopa, with t_0 (t-count) exceeding t -table ($25.642 > 2.064$), indicating acceptance of H_1 and rejection of H_0 .

In another study by Ni Made Milati (2021) published in the Journal of English Education at Undiksha University, titled "Utilizing Image Media to Enhance Students' Speaking Proficiency in Present Continuous Tense," the focus was on evaluating the effectiveness of employing image media techniques to enhance students' speaking skills in the present continuous tense. The research adopted a descriptive qualitative approach conducted over three cycles, each comprising two face-to-face learning sessions. Thirty education participants were involved, and data collection methods included observation, interviews, and tests, with test questions serving as the instrument. Both qualitative and quantitative analyses were employed. The results indicated that students' average scores in cycles I, II, and III demonstrated improvement in English speaking skills in the present continuous tense through the use of image media techniques. The study concluded that image media application effectively enhances English speaking proficiency, facilitating students' learning process and serving as a valuable resource for teachers in improving speaking instruction.

In a study conducted by Rahma Aulia Nurdini (2018) titled "Enhancing Students' English Speaking Skills Through the Use of Images," the quantitative research aimed to explore the effectiveness of utilizing images in teaching English speaking or conversation in an engaging and efficient manner. Data obtained from observations and library research indicate that employing images is an excellent method to create an engaging learning environment, enabling students to comprehend lessons more effectively and become more enthusiastic about speaking English. Furthermore, the use of images has facilitated regular English speaking practice among students even outside the classroom, enhancing their ability to memorize materials and improve their overall English speaking proficiency.

1.2 Research Problem

The problem that will be discussed in this study is:

1. Does the use of picture media improve the speaking performance ?

1.3 The Objective of the Study

Based on research question above, the objective of the study is :

1. To know the effectiveness of using picture to improve students speaking performance.

1.4 Significance of the Study

1. Theoretical Benefits:

- Advancing Educational Research: This study contributes to educational research by exploring the effectiveness of using images in improving students' speaking skills. It adds to the existing body of knowledge on

language learning methodologies and provides insights into innovative teaching approaches.

- Enhancing Teaching Practices: Findings from this study can inform language educators about the potential benefits of integrating visual media into their teaching practices. It offers educators alternative strategies for enhancing student engagement and language acquisition.

2. Practical Benefits:

- Improving Student Learning Outcomes: By identifying the effectiveness of using images in language learning, this study can lead to improved student speaking skills. It provides educators with evidence-based strategies to enhance student proficiency in spoken English.
- Enhancing Teaching Efficiency: Understanding the advantages and disadvantages of using images in language instruction can help teachers optimize their teaching methods. It allows educators to make informed decisions about instructional materials and strategies, leading to more efficient and effective teaching practices.