

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research. It describes the reason why the writer conducting the research of visual learning to improve students' speaking skill. The problems in this research are designed in the research formulations and the research purposes. This research also has the significances of the study to inform how the result of the research will be beneficial. Finally, the last part of this chapter are hypothesis and the definition of keyterms to explain the meaning of the research to avoid misunderstanding the reader.

A. Research Background

The crucial thing in human life as a social being who lives with other humans is communication. Communication that we use to interact with other people, it is the foundation that help us to live together in society. This communication refers to the way we exchange ideas, thoughts, feelings, and information with others. In the communication process, we use language as a tool that help us to connect with others. There are many languages around the world, one of the languages itself is English, which known as an international language that used widely in many countries. English had already made significant progress toward becoming a genuine lingua franca, meaning a language commonly used for communication among people who do not speak the same native (or even second) language. It means that English serves as a bridge for communication between different people linguistic backgrounds.

Mastering English is very important particularly for English learners that learn English as a foreign language. As a result, now English is taught widely at formal school starting from elementary school up to universities, to help students become proficient in the language. This reflects the growing recognition of English as a key skill for communication, education, and career opportunities. Moreover, this is aimed in preparing to adjust today's global nation in which English is used as a means of spoken and written communication.

There are four skills that we must master and also must be taught to the students at school. The four skills such as listening, reading, writing, and speaking. The skills themselves then divided into two parts, for speaking and writing are categorized into productive skills while listening and reading are categorized into receptive skills. Speaking and writing are called productive skills, because these skills refer to the action when a person or learner actively produces sounds in speaking, and symbols (letters, words, phrases, etc) in writing. On the other hand, listening and reading as receptive skills which a learner is generally passive and receives information either through listening to the speaker or reading from written words.

Speaking is one of the important skills that students require to be able to perform and should be learned by the learner. This verbal productive skill is very useful in communication. It involves communicative performance and other important elements, such as pronunciation, grammar, vocabulary, and etc. Grammar and vocabulary are two essential elements that will help the learner in conveying the information accurately. Besides, pronunciation should be learnt

by learner in helping them deliver the meaning clearly and avoid misunderstandings. Therefore, mastering speaking skill is crucial to ensuring effective communication and making the message easily understood by the listener.

Learning English as a second language is definitely more challenging and difficult than mastering our mother tongue. One of the most problem in learning English for students is speaking. Since speaking is a productive skill, it involves the ability of communicative competence, pronunciation, intonation, grammar, vocabulary, and fluency. Many students find it difficult to speak using English, they have difficulties in producing utterances in the speaking class. The students are confused about the grammatical pattern, pronunciation, and still not quite fluent in delivering their speech. One of the most problems in speaking is students' low self-confidence in using English in speaking class. They are still shy to speak English in front of their friends, feel fearful and lack of motivation to speak English in the class. Moreover, most of students prefer to keep silent rather than speaking when the teacher asked them to practice in the class.

Based on the preliminary observation and interviewed the teacher that was done by writer, it was found the students have problem in learning English subject, particularly for speaking skill in the term pronunciation and fluency. They struggle to express their thoughts smoothly, and some of the words that they convey are pronounced incorrectly. These difficulties stem from a lack of confidence, which negatively affects their fluency in speaking English. Additionally, students feel embarrassed in front of their friends and they were

still afraid of making mistakes when speaking. Another contributing factor is the lack of speaking practice, as students do not engage in enough activities or opportunities to practice their speaking skill. This could refer to limited chances to communicate in English, participate in discussions, deliver presentations, or practice speaking interactively.

In the classroom, the students sometimes get bored if they are just learning with the writing materials in the textbook, doing exercises, and then back to their house. Those activities that usually occur in the classroom and repeat. This is the teacher's task to be aware of their students, they need to be more creative to make their students more enthusiastic in the learning and teaching process. As an English teacher, they have to find something new for their students, find another technique and learning style to teach students in order to enhance their skills in English.

Teaching speaking in the classroom might be challenging for the teacher. In order to create students be able to communicate effectively and confidently, teacher can use a variety of learning styles that focus on developing and encourage students in speaking. Visual learning is one of the learning styles in teaching and learning English. This visual learning which is learn english by using images as a visual aid and learning media to help the teaching and learning process in the classroom. Visual learning is a great way of learning, it is aids to increase students' interest in a certain subject particularly English, make the learning process more enjoyable and sustains the students for longer periods.

Visual learning involves the use of visual aids to facilitate understanding and information. The visual learning which learnt English using pictures, videos, charts, and diagrams as a visual aid can help the teacher in the learning and teaching process. One of the visual aids that teacher can used in teaching speaking is picture series. The picture series is a media or tool used in learning English in the form of a series of pictures arranged to convey story. Pictures provide a topic for discussion, redirecting the focus from the language learners to the image being analyzed. Therefore, when learner focus on describing or discussing the picture, it reduces the pressure of speaking about themselves and allows them to engage in the discussion. This can make it easier for them to participate in speaking activities.

Based on the problems above, the writer found that as a teacher, in teaching our students we must be more creative to enhance students' ability and skills particularly in speaking skill. The previous studies have shown the positive impact of visual aids on language learning, particularly in developing students' speaking skill. Picture series as an aid in learning and teaching process, allow students to build motivation in speaking practice. Therefore, in this research, the writer decided to using visual learning style that used picture series as an aid to teach speaking. The writer decided to carry out the research entitled "The Effect of Picture Series as A Visual Learning Aid on Students' Speaking Skill at Eighth Grade in MTsN 1 Sintang".

B. Research Formulations

Based on the background presented, the writer formulated the research question as follows:

1. Is there any significant effect of using picture series on students' speaking skill at eighth grade in MTsN 1 Sintang?
2. How is the effectiveness of using picture series as a visual learning aid in improving students' speaking skill at eighth grade in MTsN 1 Sintang?

C. Research Purposes

Relating to the research formulations above, the writer outlines the purpose of this research:

1. To investigate any significant effect of using picture series on students' speaking skill at eighth grade in MTsN 1 Sintang.
2. To evaluate the effectiveness of using picture series as a visual learning aid in improving students' speaking skill at eighth grade in MTsN 1 Sintang.

D. Research Significances

By doing the research, the writer expected to give valuable contribution to students, the teacher, the next researcher, and also for STKIP Persada Khatulistiwa Sintang both in theoretically and practically.

1) Theoretically

This research contributes to the study of language learning methodologies, particularly in the use of visual learning to support language acquisitions in improving students' speaking skill. It highlights the role of

visual aids which used picture series in facilitating comprehension, retention, and engagement in language learning. The findings may also serve as a reference for educators and researchers exploring effective strategies to improving speaking skill in English.

2) Practically

a. For Students

The result of this research is expected to give them new experience in English learning. Learning English through visual learning that used picture series as an aid, expected to demonstrate the positive impact of students' speaking skill. Thus, expected to be able to help students make them feel enjoy and also be able to help them to build their self-confidence in speaking English. This research about the using picture series as a visual learning, expected to fix the students' problem in speaking. Therefore, it is also expected to be useful for students to enhancing their speaking skill particularly in their pronunciation and motivate to learn english.

b. For Teachers

This research is expected to give contribution to the English teachers, that the visual learning style which learning by using picture series as an alternative technique in teaching speaking. It is also be able to motivate the teachers to be more creative in order to build students' enthusiastic in learning and teaching process in the classroom.

c. For Next Researcher

This study provides information, model, or reference to be developed for further studies. The result of this research also be able to develop the experience of researcher that related to their knowledge in research on English teaching particularly for speaking. It also gives insights to the researcher about the things which have to be considered in every teaching and learning process in the classroom.

d. For STKIP Persada Khatulistiwa Sintang

This research serves as a valuable resource, offering insights and knowledge for students conducting studies on related topics. It can act as a reference for their work and enrich the library of STKIP Persada Khatulistiwa Sintang, particularly within the English Language Education research program.

E. Hypothesis

The hypothesis of this research is whether visual learning using picture series be able to enhance students' speaking skill. The null hypothesis (H_0) is rejected if $p\text{-value} < 0,05$ and can be formulated as follows:

H_a : There is a significant effect of using picture series on students' speaking skill.

H_0 : There is no significant effect of using picture series on students' speaking skill.

F. Terminology

To avoid any misunderstanding in this research, several key terms will be specifically defined. The following definitions aim to provide a clear understanding of the main concepts related to this research.

1. Speaking

This English skill known as a productive skill, where speaking that we communicate using language orally. There are many aspects of speaking, in this research found that students have struggle in speaking skill, particularly in the term pronunciation and fluency. Pronunciation refers to the way words are spoken, and the manner of pronouncing sounds of words. Moreover, fluency refers to the ability to speak smoothly, naturally, and without unnecessary pauses or hesitation.

2. Visual Learning

The visual learning is a learning style of learners where they prefer to use images, charts, and diagrams to understand and communicate ideas. This learning emphasizes the importance of visual elements in the learning process, allowing learners more effectively by seeing information rather than just hearing or reading it. In this study, picture series is utilized as an aid of visual learning style to enhance students' speaking skill.

3) Picture Series

Picture series used in this research as a teaching aid in speaking lessons, allowing students to understand the flow of a procedure text. By the sequence of images that they are arranged in a specific order, students

illustrating procedural activity about how to make something. They will use picture series to help them remember the steps, structure the descriptions, and help students present step by step of instructions more effectively. Picture series making it easier for students to organize their thoughts when describing a process.