

I. INTRODUCTION

This chapter discusses several points, i.e. background of the problem, identification of problem, research question, objective of the research, scope of the study and definition of terms as follows:

1.1 Backgrounds of Problem

English has become popular language in the globalization era since people around the world use it as an international language when they communicate to each other. As a result many people around the world learn English for various purposes, such as for job requirement, for business, for communicating with people from different country. English has the important role as the tool of communication. It is positioned as the first foreign language in Indonesia and is taught from junior high school to university. It is the compulsory subject at school. In educational context, English functions as the tool of building interpersonal relationship, sharing information and appreciating language as in the English culture in relation to above explanation in English there some aspects or skill that should be investigated.

In junior of high school, English is one of the most important subjects for students at seven until nine grade. English has been identified as the most important parameter in

the curriculum development that should be mastered by Indonesian students. It means that students in the junior high school have three years opportunity to learn English and they are expected to master it.

In fact, based on researcher's interview with English teacher and researcher's experience in Field Practice Program (PPL) at SMPN 1 Punduh Pedada from July to September 2012, it can be reported that the first grade students at that school had low performance in speaking. Most of them were not actively involved in the learning process and they had low self-confidence in producing their sentences so they could not speak well. Their average score in speaking was only 50. The students in the class were often embarrassed when they made mistakes in the class. They still hesitated to interact with their friends or with their English teacher.

These situations might be caused by the facts that the teachers never make the students to speak English, they seldom make various interesting communicative activities in the class. In addition, the teacher did not use appropriate technique for teaching speaking. The teacher taught speaking by explaining the form of sentences, drilling it to students and asking students to do some written exercise at students' worksheet or LKS. This made the students passive and speaking class became writing class and students did not have chance to speak. She taught the lesson by giving the formula of sentence for about twenty five minutes and then asked students to memorize the formula and did the exercise from English textbooks. The teacher just focused on the grammar. This situation made most students kept silent. When the teacher asked the students to show their speaking task in front of the class, only the

active students produced good communication in English. In addition, most of the students' pronunciation was not clear. It could be seen from the sound, stress and intonation they produced.

Actually in teaching English the emphasis is not only on linguistic competence of the language learners but also on the development of their communicative performance. In order to develop the learners' communicative performance, the teacher needs to create a scenario to teach the target language in an active and interesting manner. To give the students good chance for practicing, it is necessary to take an action by using appropriate technique which gives opportunities and trigger the students to practice their English in the classroom. A suitable technique can give students' interest and then it will increase their speaking performance.

Considering the statement above, the researcher is indented to use a technique that can motivate and give students opportunities to speak or express their ideas in a situation they are likely to encounter outside the classroom. One of the medias that are going to applied is using series pictures. Thornburry (2006) says that series pictures can illustrate the script of conversation in order that people can memorize it easily. The researcher assumes that using series pictures is very enjoyable for students because they can express their ideas in front of the class based on the series pictures which they see. So, the the researcher will try to use this technique in junior high school.

Based on the explanation above, this research is aimed to find out the use of series pictures in teaching procedure text to improve students' speaking performance which will be conducted to a group at the seventh grade of SMP Negeri 14 Bandar Lampung.

1.2 Identification of problem

After observation in the class, it can be stated that the students faced several problem:

1. Students have low speaking performance.
2. The frequency in learning speaking is not enough.
3. Teacher's media for teaching speaking is not appropriate.
4. The students have low self-confidence in practice speaking in the class.
5. The students do not feel fun in studying speaking.

1.3 Research Question

The primary purpose of this research to answer the following questions:

1. Is there any significant difference of students' speaking ability before and after being taught through series pictures?
2. What are students' responses after being taught through series of pictures in teaching speaking skill?

1.4 Objective of the Research

The objectives of this research are:

1. To find out whether there is any significant difference of students' speaking performance after being taught through series pictures.
2. To find out what the students' response after being taught through series pictures in teaching speaking skill.

1.5 Scope of the Study

This quantitative research was conducted in the first grade of SMP Negeri 14 Bandar Lampung. The researcher found out whether there is a significant difference of students' speaking performance after being taught through series pictures. This study only focused on improving students' speaking performance monologue. The writer conducted this research in 5 meetings for 3 weeks. Students' improvement found out by comparing the result of students' recorded answers of pretest and posttest.

1.6 Uses of the Research

The writer expected that the research can be used as:

Theoretical uses:

1. To verify the previous theory dealing with the theories of using Series Pictures.

2. To be used as a reference for the next researcher who will concentrate on students' speaking performance, students' participation in teaching learning through series pictures and teacher's teaching performance.

Practical uses:

1. As a reference to English teacher in finding appropriate technique in improving students speaking skill and teacher's performance.

1.7 Definition of Terms

Series Pictures

Series Picture is pictures (in six or more series) which show participant(s) and sequence of procedures which is used as medium.

Procedure Text

Procedural text refers to the text which tell us information of making or doing something and how things work through several steps and directions

Improvement

Improvement means making something or somebody from low performance to good performance. In this research the researcher intends to make the students' speaking performance better which is indicated from the score of pretest and posttest