

I. INTRODUCTION

1.1 Background of the Problem

Now, Indonesia apply 2006 curriculum to increase students' quality including in level of SMA. In speaking subject, there is one of standard competence that should be achieved by students. It is hoped that students are able to express the meaning of short functional text and monologue text in form of *recount, narrative and procedure* in daily context and in accessing the science. Beside that, there is also basic competence that completes the standard competence. The content is students are hoped to be able to express the meaning of simple monologue text that uses language of popular oral style accurately, fluently, and acceptably in form of *recount, narrative and procedure text*. Simply, students are hoped able to express their mind or idea each others including their opinion and feeling using their language in their speaking class.

Based on the researcher's PPL experience in same level, it shows that there were still limited interaction and life in speaking class. Almost all of students were unwilling to express their feeling or opinion using their language. The informal interview toward the teacher conducted by researcher also shown that almost all of students were lack and passive in their speaking class where there was a little interaction each student to another. Then the researcher tries to analyzed the technique and media used in teaching speaking. The result was that there are some

weaknesses that were done by teacher such as choosing suitable media used in speaking class and understanding means of teaching the language.

Byrne (1982: 1) says that our concern as language teacher is not to inform our students about the language, but to develop their ability to use language. Based on this idea, it is clear that the main teaching of English both for teacher and students is that they are able to use English as means of communication based on the context and the situation. It also should be understood by teacher.

Furthermore, Bygate (1987:Vii) adds that one of the basic problem in foreign language is to prepare learners to able to use the language. How this preparation is doing successfully depends very much on how we as the teacher understand the aim of teaching. It means that a good technique and media in teaching speaking will encourage students to practice speaking.

In relation with statements above, the keyword is ‘motivation’ of the students depends on how teacher designs and conducts his or her teaching well. Gardner and Lambert (1959) cited in Crookes and Schdmith (1991) identify motivation as primarily with the learner’s orientation toward the goal of learning a second language. Furthermore, motivation is considered by many to be one of determining factors in developing a second or foreign language. Motivation determines the extent of active, personal involvement in second language learning conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential second language.

To do this, the teacher must design his teaching in order involving students in learning process although he or she must think hard to do this. To make this to be real, teacher needs some kinds of teaching media for teaching speaking. In general, teacher uses text media to stimulate their mind in getting idea to speak. Students focused just on the text without building and developing their knowledge or imagination and their creativities also. Perhaps, teacher needs another media such as audio, visual or audio visual. In this proposal, the researcher focuses on visual media as simplest media that can be assumed to increase the students' motivation in learning speaking.

Generally, visual media can grow student's motivation to learn the language including practicing speaking. Rinanto (1982: 22) explains that visual media is all kind of medium that can be enjoyed by the sense of sight and can stimulate students in learning such as picture, painting, photo slide, poster, comics, etc. Hopefully, it can help the teacher to explain the materials and students can implement and practiced them in their speaking class. The more concrete a learning process is the easier for students to comprehend the material. What the writer means if students learn by using direct experience the students will get knowledge, including in learning speaking.

In reference to the background describe above, the researcher was interested in knowing whether visual media can be alternative solution to motivate the students in their speaking class or not. The researcher was going to find reality about effects of teaching results using visual media seems in the classroom especially in

speaking class. Hopefully, the students' attitude toward their speaking class can change to be more interactive.

1.2 Formulation of the Problem

Based on the background above, the problem was formulated as follow:

Is there any significant improvement of students' motivation in speaking class after being taught by using visual media at first grade of SMA N 1 Labuhan Ratu?

1.3 The Objective of the Research

Based on the formulation above, the objective of research was:

To find out whether teaching speaking using visual media improve students' motivation significantly in their speaking class.

1.4 Uses of the Research

It was hoped that the result of the research could be used as:

- 1) Information for English teachers of SMA, especially SMA N 1 Labuhan Ratu to understand the students' problem in speaking class and how to solve it using various methods, which could be improved and increased by using visual media in motivating them based on the problem faced.
- 2) Good contribution for the school to improve and increase teaching learning process especially in speaking class and also for other schools which need it.

1.5 Scope of the Research

The research was focused in motivating students in their speaking class. There were three classes of the first grade of SMA Negeri 1 Labuhan Ratu and the

researcher choose one of the classes as the subject by lottery. In this research, the researcher used pictures, maps and realia as visual media of teaching speaking. In collecting the data of the research, the researcher used questionnaire, which consisted of 2 sets of close-ended questions. A set of the motivation questionnaire was modified from Setiyadi in which the scores were based on the Likert scale and the range of 1 to 3. The questionnaire was used to measure students' motivation in learning speaking. The data were analyzed by using Repeated Measures T-Test. The researcher calculated the mean score of students' motivation before and after the treatment because he wanted to know whether there was a change of the students' score of motivation after the treatment in order to know whether the visual media can be used to motivate students in learning speaking.

1.6 Definition of Terms

In this research, the researcher used some definition of key terms as stated below:

1. *Problem* is the current situation that differs from desired goal and need solution.
2. *Motivating* is changing the students' attitude or behavior toward their speaking class to be more interest and interactive. While motivation is an inner power reinforcing someone to do something (Oxford & Shearin, 1994:12)
3. *Visual media* is pictures, maps and realia used in which concern with the learners' sight sense and can be seen by the students.