

I. INTRODUCTION

This chapter introduces the background of the research. In this section, the writer states how speaking was more important than the other skills. The writer also formulates the background, use, scope and definition.

1.1 Background

English is one of the most important subject matter learned by students. Learning English includes mastering the four language skill, for example, listening, speaking, reading, and writing. One of the main purpose of learning English was to make the learner understand what the speaker says, and also to develop the ability to communicate in target language. They can use their capability for daily activity, for example if someone asks , the students could respond or answer the question accurately.

There are several goals of teaching English ; 1). Making the student understand and use all the grammar rules of English for communicate, 2). Making the student translate the orals native language to English , 3). Help the student read and understand the literature written in English, 4). Facilitate them to able to communicate in the target language affectively.

In Indonesia, English must be learnt by the students through four skills, namely listening, speaking, reading, and writing. One of the objectives of teaching English was to create the learners able to communicate using the language .

According to Brittany (2013) , language function is the most relevant to creating and communicating knowledge among humans. The six major functions of the human language are :

- a. A means of conveying information example
- b. An instrument of action example
- c. To maintain social relationship. This is usually more informal than others
- d. Acting as a marker of groups
- e. As an instrument of cognitive and conceptual. This is the power of language to influence thinking
- f. As an art form, language can be purposed towards beauty for beauty`s sake.

The ability to communicate is the main aspect of foreign language instruction in which speaking was put on the top grade under the others skill. In addition, the primary need of learning English was, the ability to communicate in English properly.

Speaking skill is the human ability to produce sounds to get a conversation to tell the information. Smith (2005) defines that speaking is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feeling we have and so on.

Speaking is the productive skill in the oral mode. It is like the other skills, more complicated than it seems at first and it involved more than just pronouncing words. This skill requires the bravery to express the meaning to the listener.

In fact, most students could not reach substantial skill in their learning process in speaking skill. This may be caused by several factors; 1). The teacher often uses usual methods as their teaching, as the example: the teacher teaches about narrative text on the purpose of practicing their speaking ability, he/she just explains what was narrative text, and gives the example, and next reads it, and then the teacher tells the story, 2). They find difficulties when they tried to interact with others, 3). The students feel uncomfortable in using English when they are speaking because they lack of vocabularies, 4). They lack of confidence, sometimes they felt shy or afraid when they made a mistake.

Based on the problem above, it seemed important to take an action by using suitable techniques which gave the students opportunity to practice in English class. An interesting technique could be a solution and motivated the students. They would practice easily and enjoy with the learning. Picture strip story was the one of appropriate techniques that could be applied in a teaching.

According to Kunzle (1973:2), picture strip story comprises of graphic art for reproduction that tells stories through the use of both pictures and words. This technique tells a complex story in a few images, provides comment and provokes thought on events and issues in the news. Picture strip story gives the example of vocabulary related to current trends and fads. The students could express their ideas, combined with the text or visual information. Picture strip story could

create students` confidence to communicate with others, because students` memory were stronger than before directly it caused by the picture or images in the narrative text. This technique prepared a chance for students to develop their understanding and remembering by the image or picture that written in the text.

Based on the background above, the writer concerns to find out those problems through her research entitled “The Use of Picture Picture Strip Story in Narrative Text to Develop Student`s Speaking Ability at first grade of SMA Kartikatama Metro”.

1.2 Research Problems

In line to the background above, the writer identifies the problems as follow:

1. Can picture strip story of narrative text improve the students` speaking ability?
2. What are the students response after the implementation of picture strip story in teaching speaking?

1.3 Objectives

Concerning the research problems, the objectives of this research are :

- To find out whether picture strip story can improve the students` speaking ability after that technique implemented
- To find out the students response after the implementation of picture strip story in teaching speaking.

1.4 Use

This research is intended to be :

1. Practically, the result of this research can be used as consideration as one of the techniques to solve the problem of teaching speaking at senior high school and can be used as an alternative to develop students' speaking ability.

This research can be useful for :

- The Teachers

Through this research, the teacher can use the technique as the consideration for implementable in narrative text to the students' ability in speaking and their performance

- The Students

The implementation of picture strip story in this research gave the chance to students for giving information for someone by their ideas, memorizing, and imagination directly and actively.

- The School

The result of this research can be used as consideration whether the school would implement picture strip story for all grades of senior high school students. It developed speaking ability students, and they are more creative with their own words to giving information or communicate with other people.

2. Theoretically

The result of this research is used to support the previous theory in teaching learning English.

1.5 The Scope

This research deals with implement picture strip story in narrative text to developed students` speaking ability at SMA Kartikatama Metro. This sample of this research was the students of class X.4 that consist of 20 students . The material of the teaching learning was reading the narrative text, retelled the story, and asked the question that given by others. The material was taken from the student`s text-book which was relevant to School Based Curriculum. The score of the test was based on five aspects; they are fluency, grammar, vocabulary, proninciation and comprehensibility.

1.6 Definition of Terms

In order to make the same perceptions dealing with the research, the researcher list the terms which important to know:

Narrative Text

Narrative text is story with complication or problematic events and it tries to find resolutions to solve the problems.

Picture Strip Story

Picture strip story is a technique which use a pieces of picture that included a short story that suitable with the pictures.

Retelling

Retelling is the act of students to deliver some information that they have after reading something, use their schemata.

Speaking

Speaking is the action of passing on information or expressing the speaker thought and feeling in the spoken language.

Teaching

Teaching is the action of person who give and deliver the knowledge to the learners.