

CHAPTER I

INTRODUCTION

This chapter of the study, the issue statement, the goal of the research, the hypothesis, the purpose of the investigation, the significance of the study, the scope and limitation, and the definition of key terminology are all covered in this chapter.

A. Background of Study

A means of communication is language. It has a significant function in individuals. The goal of language learning is to improve communication skills. Humans use language to interact with their surroundings in a way that satisfies their needs.

First language and second language are two categories for language. A student learn their first language from their mother or other people in their family when they are very young. Mother language is another term for it. A second language, often known as a foreign language, is one that a person picks up at school or from their surroundings. Foreign languages are spoken in other regions or nations. (1991) Jeremy

The ability to use a language in a communicative manner is referred to as a language ability. Productive and receptive (hearing, reading) (speaking and writing) language abilities are the two main categories in language teaching (speaking and

writing). Speaking, then, is the productive skill that entails creating orderly verbal utterances to communicate meaning. (David, 2003)

Speaking is one of the key components of language acquisition because it is the primary means of communication. Students will be considered foolish if they lack speaking skills. The goal of a student's mean is never known by the teacher.

When analyzing Divine revelation, it is crucial to understand the Qur'anic principles that stress the need of speaking the truth at all times, which is received by Prophet Muhammad SAW and stated in Qur'an Surah Al- Ahzab in verse 70:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

The verse above demonstrates that people must always speak the truth because if they someone else, it may cause that person to lose faith in them. Additionally, Allah commands people to constantly speak the truth.

Speaking and listening skills are interwoven in the language classroom from a communicative pragmatic perspective. ESL curriculum that focus on oral communication skills will typically just be referred called "listening/speaking" classes. The link between these two performance types has a significant impact on conversation, the most common sort of speaking in the profession. Even largely unidirectional spoken language input in the classroom (speeches, lectures, etc) are frequently preceded or followed by different types of speech production on the part of the students.

Communication languages are used in everyday activities. This holds true for all written and spoken languages. The most common means of communication on earth are languages. The

two types of language utilized in communication are spoken language and written language. Speaking might happen during a debate, a presentation, an oration, etc. Written language can be found in things like letters, news articles, tweets, short tales, novels, etc. Language is essential for communicating with others and for expressing oneself.

The study of divine revelation, particularly in relation to education that is obtained, can help one understand the principles of the Qur'anic verses about the significance of language by Prophet Muhammad SAW and stated in Qur'an Surah Ar-Rumm in verse 22 :

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِّتِكُمْ وَالْوَالِدَاتِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Some kids find it difficult to communicate because they think speaking is difficult. They received such poor speaking test results. Therefore, further instruction should be given to students to enhance their speaking abilities. When a teacher should use creativity when teaching speaking to help their students communicate more fluidly. Media can be used by teachers to improve speaking and learning. They can watch TV, watch movies, read comic books, and use other media.

The utilization of images is the main emphasis of this work. States that after children have seen an item or a behavior, their interest in learning the name (word) for it may grow. Encourage kids to understand the importance of speaking clearly when they look at the picture.

The approach is the overall strategy for the regular delivery of language material. It is a process. (1972; Harold B. Allen); The use of serial images is one of the recommended strategies for improving conversational abilities. By introducing fresh concepts through stories presented as serial visuals, this class exercise in an effort to improve students' speaking abilities. Additionally,

the teacher must choose which image to show the class. If teachers can use simple images that are not frightful for students in elementary and middle schools to start speaking. He will actually be happy and playful in the study area, thus it's also vital to select an attractive image to grab their attention.

Picture books are great for more than just keeping kids engaged during the process of teaching and learning. When anything is said or written, it can be made more motivating and stimulating nonverbally by adding a picture (include picture) (Wright, 1989). In these situations, the teacher often knows exactly what the students should say. The researcher believes that when used as a teaching tool, visuals significantly improve language proficiency. Additionally, it specifies that related images can be linked as independent images and used for mini-dialogues, etc. In other words, pupils may feel more comfortable speaking since they have seen similar or related photos that have been thoughtfully placed. Students just use pictures to converse.

Picture series are easy to obtain. They are available from a variety of places, including books, comic books, newspapers, and others. (Wright, 1989) adds that image series can make use of materials including newspaper, magazine, commercials, and PR. Newspapers serve as the researcher's primary source for this study. The researcher wishes to carry out a study titled "The Implementation of Picture Series in Teaching English Speaking at MTS Islamic Boarding School Darul Ilmi" based on the explanation provided above.

In previous research which has been done by Ani Fitriah and Anita entitled "The study " Utilizing the Incomplete Picture Series Technique to Enhance Second-Year Students' Speaking Skills at Mts. Hikmatussyyarif NW Salut, Lombok" demonstrated that the technique was effective in raising students' participation in the teaching and learning processes while also

enhancing their speaking abilities. The incomplete picture sequence strategy is useful for encouraging students to participate in speaking exercises, particularly when they do so in groups. According to the results, incomplete Picture Series technique has been shown to increase students' engagement speaking exercises in the learning process, in particular, as well as their speaking skills.

She demonstrates how the findings of the study reveal that using picture books to describe objects and people was effective in enhancing the kids' speaking abilities. The increase in pupils' speaking assessments provided evidence of the improvement.

According to the results of two previous research, image series can be used to boost speaking skills and participation in the teaching and learning process of students.

The purpose of this study is to determine how implementing instructional pictures can assist teachers in developing effective lesson plans and can enhance junior high school students' English-speaking abilities.

B. Research Questions

Based on the facts above, the writer may formulate the research problem as follows:

1. How does the instructor teach speaking using a series of images?
2. What are the challenges pupils have when learning to speak using serial images?
3. What solutions are taken by the teacher to solve student problems?

C. Objectives of Study

Formulation of the problem, the objectives of this study are:

1. To find out how the teacher teaches speaking using picture series.
2. Using a photo series, research the difficulties students have learning to talk.

3. To learn the approaches the instructor has used to address issues with the students.

D. Significance of Study

Researchers hope that the results of this study can contribute to:

1. Teacher

Using the extract series will make it simpler for the teacher to teach English. Additionally, it is also to offer more details in order to raise teaching standards and accomplish the goals.

2. Investigator

Due to the investigator's ability to convey knowledge, his methodology may be improved. Researchers are aware of the advantages of teaching speech via sequential visuals. In the best case scenario, the researcher gets practical expertise in instructing spoken English via a series of photographs.

E. Definition of Key Terms

1. Picture series

Picture books can encourage pupils to participate in class discussions and can help them remember terminology.

picture series or sequences with a message or message. These picture books have narratives that the author wants the reader to be aware of. The tale itself or the involvement of other pupils may have an effect. These photo collections are available from Jawa Pos newspaper, (Wright, 1989).

2. Speaking ability

Speaking ability is a necessary skill for effective communication. They make it possible for us to communicate verbally and in terms the listener can comprehend. Children will master both English and other language speaking skills in elementary and secondary school.

Speaking ability is the students' capacity to communicate in English. Speaking ability in this study refers to the students' score based on the interview. Grammar, task, vocabulary, fluency, and pronunciation are the main focus of the interview . (Hedge, 2003).