

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Speaking is a highly important skill and the way of communicating with others. The researcher could share some opinions or learn about the events that happened in the world. Speaking properly allows students to express their thoughts and provide some significant information. Whenever someone shows more than one English skills, their ability to speak English comes first. This is mentioned in the thesis of (Melia et al., 2022) that speaking is an essential component of good communication. There are many learning media to supporting the learning of English-speaking skills, one of that can be used in the students' English-speaking learning process is using a picture series.

Pictures are visual representations of people, objects, animals, and more (Dewi, 2020). On the other hand, a picture series is a group of pictures presented as a portrayal of an entire story. It consists of several pictures where students write about the story's topic based on the researcher's picture series and its storyline.

Recent research has found that picture series significantly improve students' speaking abilities. For example, (Agdhila et al., 2017) showed that picture series improved senior high school students' speaking fluency from a mean score of 60.81 to 82.97 through repeated participation, improving more

significant participation in the classroom. In higher education, (Islamiah & Nurhasanah, 2019) used picture series instruction in an EFL classroom and observed significant improvement in accent, vocabulary, grammar, fluency, and understanding. Although previous studies have shown that picture series can improve students' speaking skills, most of them still focus on measurable results, such as test scores or speaking fluency. However, students' personal learning experiences, including aspects like confidence, motivation, participation, and the difficulties they face have not been explored deeply. This gap is especially noticeable at the university level, where students may have more complex and diverse learning experiences.

However, where students often like to use a picture series for learning speaking skills, it is not always obvious whether this method improves their grades or speaking test results. Students may feel more confident and enthusiastic about speaking, but this doesn't always turn to improved students' grades or exam results.

This study titled "Students' Experiences in Learning Speaking Through A Picture Series: A Narrative Research", aims to go deeper into this issue. The researcher hopes to find out why students like to use a picture series for learning English speaking skills, what challenges they face, and why there might be a difference between their experiences and their actual speaking grades. Moreover, this study aims to highlight language learning as a suitable choosing in the path of knowledge, which accords in the Quranic point of view on education, which sees knowledge as a method of power and

awareness.

One Quranic verse that aligns with that statement is :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ (2) اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ۝ (3) الَّذِي عَلَّمَ بِالْقَلَمِ ۝ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ (5)

Education is an important goal and a path to deeper understanding and personal development, and this verse supports that concept.

The study about using a picture series media has been conducted by several researchers before with different research design and subject, such as (Halim & Arifin, 2022) entitled “The Effect of Picture Series on Teaching English Writing” that explored the challenges faced by junior high school students in Indonesia when it comes to writing narrative and recount texts. The study aims to address the issue of students’ inability to effectively communicate their thoughts in written form. It investigates the impact of using a picture series as a teaching media to enhance students’ writing skills, particularly in the context of narrative text.

The results of this research showed that the use of a picture series in teaching writing significantly improved students’ writing achievement. The study compared the results of students who were taught by using a conventional method, using a quasi-experimental methodology. The results showed that the students that were learned using a picture series had better competence in writing compared with students taught through a conventional method. The study suggests that the results might be used as a guide for future research and motivated further study into different teaching media in writing.

The second research is provided research by (Sepriyanto et al., 2022) entitled “Teaching Speaking Through Picture Series Media at The Second Grade of SMP Negeri 4 Natar”, a potential research gap for this research is the study demonstrates the effectiveness of using picture series in enhancing the speaking abilities of eleventh-grade students. However, there is a gap in the research regarding the students’ experiences and perceptions of this teaching method. While the study shows that picture series can improve speaking skills, it does not provide a comprehensive understanding of how students perceive and engage with this teaching approach.

Therefore, a research gap exists in the area of understanding the specific aspects of students’ engagement, attitudes, and preferences when using picture series for speaking practice. Additionally, there is a need to explore the specific elements of speaking skills that students feel are most positively impacted by the use of picture series. This gap suggests the potential for a narrative research approach to provide deeper insights into students’ experiences and attitudes towards learning speaking through a picture series, ultimately contributing to a more holistic understanding of the effectiveness of this teaching method.

## **B. Definition of Key Terms**

### **1. Speaking Skills**

Speaking skills is the capacity to communicate grammatically and the ability to understand the rules of proper speech while expressing ideas or information in a logical manner. This includes several parts, including

proper pronunciation of words, fluency in delivering sentences, accurate use of vocabulary, and correct grammatical application. In the context of this research, speaking skills focus on how well students can use their verbal communication abilities to narrate or describe things when guided by a picture series.

## **2. Students' Learning Experiences**

Experience is any kind of event that someone has been through or faced, and it will improve knowledge. The term "learning experiences" refers to any program, course, or other activity that shows learning takes place. Students' learning experiences includes the various feelings, thoughts, perceptions, and results they have during the learning process. This includes both the positive aspects, such as moments of achievement or enjoyment, and the challenges they face, such as difficulty in structuring sentences or getting over nervousness. In this study, the term specifically relates to how students perceive their journey of learning speaking skills using a picture series, the struggles they faced, the strategies they employ to deal with those struggles, and the insights they gain from the process.

## **3. A Picture Series**

A pictures series is an illustration that may be used to illustrate a person, location, or object in two dimensions. These images serve as visual prompts to help students to come up with ideas, organize their thoughts and create sentences in a more systematic way. In this research, picture series are used as a tool to help students practice speaking by describe,

narrate, or otherwise analyze the events that is shown in the picture series.

### **C. Research Questions**

1. How does the use of a picture series impact students' experiences in learning speaking skills, as explored through a narrative research approach?
2. What some specific challenges does English students have while learning speaking using a picture series?

### **D. Objectives of Study**

1. To analyze the impact of using a picture series to improve students' experiences in learning speaking skills.
2. To identify the specific challenges encountered by English students while using a picture series in learning speaking skills.

### **E. Significance of Study**

1. For English students, the results of this study have the potential to greatly improve students' learning experiences, especially in languages. Speaking skills, enrollment, motivation, and interest can all improve with the use of a picture series as a teaching media.
2. For the language teacher, the results of the study can help guide language teacher educational goals, it gives them a new perspective on teaching speaking skills while improving their repository of effective teaching media.