

Chapter One

Introduction

In this chapter, the researcher discusses several things that are relevant to the chosen topic. This chapter includes background of the research. It tells the reason why the researcher chose the topic. Then, the researcher presents identification of the problem and delimitation of the problem. The researcher also presents the research question, research objective and the significance of the research. At the end, the organization of the chapters is also presented.

Background of the study

Teaching speaking in a foreign language is one of the most challenges in teaching practices. It is in line with Oktaviani (2016) who mentioned that the speaking skills of EFL (English as a Foreign Language) students are influenced by some factors. Students could be quickly demotivated and discouraged. Learning a foreign language is perceived as challenging due to the absence of prior knowledge among most students. Students often struggle with effectively expressing their thoughts and ideas. Within media and the characteristic student could provide the students' effectiveness and efficient learning (Sukmahidayanti, 2015).

However, incorporating learning media into the learning process offers several benefits, such as enhancing the attractiveness of learning, improving the clarity of learning materials, and diversifying learning methods. The utilization of media in educational settings has been found to enhance students' motivation to learn the English language (Oktaviani & Mandasari, 2020). The researcher selects the use of descriptive text to teach speaking skills, as describing pictures facilitates students' ability to express

their ideas effectively. By describing picture, they can reflect on the image, when they see it. So, if they can express their ideas of course they will speak, and the teacher can know the purpose of students' mean.

Furthermore, teaching media helps teacher in conducting teaching and learning activity in the class. It makes teacher easier in delivering knowledge during teaching process. However, before using the media, the teachers should know whether the media is useful or not. Bertram et al. (2010) stated that the teachers need to understand how media resource can be useful within learner centered. Teachers should select appropriate media for teaching and learning based on the specific learning objectives and instructional requirements. Additionally, the media provides valuable contributions to the teaching and learning process. Currently, various forms of media are available for utilization in learning environments. According to Arsyad (2015), there are six categories of teaching media: human media, printed media, audio media, visual media, audio-visual media, and multimedia. The six categories of media can be utilized in the context of English teaching and learning, enhancing the learning process as a whole.

According to Aini (2013), teaching schools differs from teaching adult learners due to the distinct characteristics of young learners. The researcher has chosen to conduct a study on the instructional use of media for teaching speaking skill in senior high school students. The purpose of this research is to investigate the utilization of media and the strategies employed by teachers in using media to enhance students' English-speaking abilities. The effectiveness of the learning process is depending upon the guidance provided by teachers, their ability to develop effective approaches to instruction, and their capacity to establish a conducive teaching-learning environment. Musthafa (2010) argued that knowing students' characteristics of children is an essential requirement for teacher to teaching in creating effective instruction (as cited in Aini, 2013). "Effective

instruction is an instruction that enables students to acquire specified skills, knowledge, and attitudes.” (Reiser & Dick, 1996, p.3).

Identification of the Problem

Students at Elementary school have been taught several subjects which is English speaking skill. In addition, to maintain the quality of the learning is to develop the implementation of the learning in the class, the school must develop the system for online or offline learning courses (Jones, 2015). While many students appear satisfied with learning English speaking skills, there are some who express dissatisfaction. The students exhibit a positive attitude towards learning, although some of them encounter challenges in the learning process. There are various reasons that can contribute to this issue, including limited English language proficiency and insufficient classroom resources such as activities, communication, and media usage. The teacher's proficiency in teaching speaking skills should be taken into account, including their understanding of how to use the materials. Hence, the students' voices are important in this research to explore the strategy by using activities and media in teaching and learning in the classroom.

Delimitation of the problem

In this research, the researcher focused on the teachers' strategies in teaching speaking English to senior high school by applying some activities and media to the students.

Research Questions

Based on the description and issues above, this research is intended to answer the following questions:

1. What media do the teachers use to support them in teaching English speaking to senior high school students?
2. How do the teachers use the media for teaching speaking?

The objectives of the Research

Based on the research questions, there are two purposes of this research. The objectives can be seen as follows:

1. To identify the media that teachers used to teach speaking skill in senior high school.
2. To investigate how the teachers use the media to teach English speaking to senior high school students.

Significance of the Research

For the Teachers and Pre-Service Teachers

The researcher hopes that the result of this study useful for the others teacher in teaching speaking English to the senior high school students in the class by using the media that suitable for the students. For example, picture. The teacher can enhance students' English-speaking skills, leading to faster and more effective acquisition of knowledge compared to alternative methods. Visual stimuli can effectively motivate and engage students in activities, as they are inherently driven by the desire to succeed. In addition to recreational activities, students engage in learning activities. Teachers can enhance their teaching methods and facilitate more active, effective, and efficient English learning experiences within the classroom setting.

For the Students

This study could be useful for students that makes effective and efficient learning. The students could recognize new media that they have never used before. The utilization media that found in this research could improve the students and motivate them in

learning process. Thus, the students belief toward instructional media and the system could run optimally.

For Other Researchers

This study is expected to give benefits for the other researcher who is interested to know about what kind of the media that useful for the teacher can improve their students in English speaking skill. The result of this study can be used by other researcher as a reference in their study. Another researcher conducted additional research on the same topic. The theories in this study may serve as references for future researchers conducting similar studies.

Organization of the Research

The first chapter contains introduction. In introduction, there are background, identification of problem, delimitation of the problem, research question, purpose of research and significance of the research. In second chapter contains literature review. In literature review, there are the chapter contains the Definition of Speaking, Teaching Speaking, Instructional Media used, and previous studies. Chapter three contains methodology. This chapter explains how the researcher conducted by research. In this chapter, it discussed the methods, research design, research setting, research participant, research instruments, data collection method, data collection procedure and data analysis. The methodology research discussed how the methodology in this research used, and give detail information to the final data in the data analysis. Chapter four contains findings and discussion of this research. The chapter discusses the result of the interview and observation that can answered the research question transparantly. Chapter five contains the conclusion of the study. The conclusion discusses the result of the study.