

CHAPTER I

INTRODUCTION

This chapter presents 1) background of the study, 2) identification of the problem, 3) limitation of the study, 4) formulation of the problem, 5) objective of the study, and 6) significant of the study

1.1. Background of the Study

Learning English is part of the current learning system and is also an important time for every individual to be able to face various life challenges in the future, especially for students who are currently undergoing the learning process. Dealing with every moment of the learning process, students need to have speaking skills as an oral communication ability. Speaking is one of the skills in learning English. Speaking skills is covers many aspects of learning. In speaking, students can express their emotions, ideas, and information (Minarta, Ernawati & Yuliana, 2016). It means that every process of sharing many things by speaking makes students learn many other abilities without realizing it.

According to Mega and Sugiarto (2020), speaking is called an effective ability and it produces communication. Because speaking is supposed to have communication, students will try to learn the skill to convey their statements. In the learning process, students can share their opinion, increase their self-confidence, and attempt too many new vocabularies to speak. Through speaking activities, students can develop

their language, and experience, and be more active in class. Besides, to make students effectively participate in learning activities, learning motivation should be increased to help students have more confidence to speak.

Teaching speaking is not only about making students show their feelings, opinions, and thoughts by speaking but also involves students in adjusting the meaning of each word to every topic and moment in social knowledge (Baidawi, 2016). Then, motivation produces the reason for people to behave and achieve their needs (Gopalan et.al, 2017). In other words, in learning to speak, students need encouragement and support that can help them understand how to start speaking because speaking is not only about saying words but also knowing how to use them and adjust them.

In line with that, Hadryanti and Narius (2016) who conducted study on teaching speaking, found many problems for students in achieving speaking skill targets such as students feeling shy, students only wanting to use their own language, the material does not match for students need, there is no more time to practice English or even uninteresting teaching media. Also, Anjasiwi (2021) said that in her study, most of the students were not able to speak fluently, had a minim of vocabulary, and the media used cannot help them. In actual fact, learning English in a speaking activity often does not use any media or approaches, the teacher only asks the students to speak in front of the class about the material.

Based on the researcher's observation at SMP Negeri 2 Sungai Pinang. The students were less interested in the process of learning English because they were afraid of being asked by the teacher to speak English. Additionally, after doing the interview with the teacher and students, the teacher only used a conventional method and teacher-centered teaching of English. Then, many of the students did not really know what to speak and it makes them passive in the class, they lack vocabulary and feel not helped by the teacher to find a theme or topic and how to use several words that have many meanings.

To overcome the problem mentioned above, in this study the writer applied serial cartoon pictures as a medium to build the interest of students in learning English, especially to increase students speaking skills. Also, the writer uses learning motivation as an approach to students to make students more motivated and feel enjoy achieving the goal of learning English. Study has proven that serial cartoon pictures are effective in increasing students speaking skills is from Rahmiati (2022), states that serial pictures can make students more enthusiastic, get new vocabulary, and make students trained to speak.

Additionally, in applying serial cartoon pictures, the researcher also examined whether or not students learning motivation have an effect on the experiment to direct the student to increase their speaking skills. According to Parmawati and Inayah (2019), serial pictures can make a habit, and the habit aid students to have pleasant way and enjoyable moment to improve

their speaking skills. Similarly, earlier studies have shown that students were more motivated when they learn English through fun and enjoyable activities (Asmali, 2017).

While the earlier studies have either examined serial cartoon pictures or students' learning motivation. This study examines both variables simultaneously. Using a factorial design, this study aims to analyze the effect of using serial cartoon pictures in teaching speaking skills. At the same time, the study analyzes the effect of students' learning motivation as a moderator variable. Due to the problem faced by eighth-grade students at SMP Negeri 2 Sungai Pinang, this study involves those students as the population of the study. This population was selected based on existing learning material in accordance with the curriculum. Besides, students' condition in that area allows them to learn with the media chosen by the researcher.

With the problem mentioned, the researcher is interested to conduct this study entitled: "The Effect of Using Serial Cartoon Pictures and Learning Motivation Toward Eighth Students' Speaking Skill at SMP Negeri 2 Sungai Pinang".

1.2. Identification of the Problem

Based on the first observation at SMP Negeri 2 Sungai Pinang, there were some problems with the study. First, students are less interested in learning English because they are afraid of being asked with the teacher to speak English. The lack of variety of approaches made students have less confidence to have good communication with their teacher. The teacher taught speaking in a conventional method that was a monotonous approach. Second, students are confused when to start speaking and looking for new vocabulary because the topic is uncertain. The teacher did not help students to find a theme or topic or how to use several words that has many meanings. This method is not effective, the students need guidance to develop their ideas to improve their speaking skills. After identifying the problem above, the researcher focused on the effect of using serial cartoon pictures and learning motivation toward eighth-students' speaking skill at SMP Negeri 2 Sungai Pinang.

1.3. Limitations of the Study

The problem of the study is limited to the effect of using Serial cartoon pictures and learning motivation toward the eighth students' speaking skill at SMP Negeri 2 Sungai Pinang.

1.4. Formulation of the Problem

In line with the description above, the problem of this study is formulated as the following question.

1. Is there any significant difference in speaking skills between high learning motivation students who were taught by using Serial Cartoon Pictures and those with no treatment?
2. Is there any significant difference in speaking skills between low learning motivation students who were taught by using Serial Cartoon Pictures and those with no treatment?
3. Is there any significant difference in speaking skills between high and low learning motivation students who were taught by using Serial Cartoon Pictures?
4. Is there any significant difference in speaking skills between high and low learning motivation students who were taught with no treatment?
5. Is there any significant interaction effect of serial cartoon pictures and learning motivation towards the eighth-grade students' speaking skills?

1.5. Objective of the Study

The objectives of the study are to find out and analyze:

1. The significant difference in speaking skills between high learning motivation students who were taught by using Serial Cartoon Pictures and those with no treatment.

2. The significant difference in speaking skills between low learning motivation students who were taught by using Serial Cartoon Pictures and those with no treatment.
3. The significant difference in speaking skills between high and low learning motivation students who were taught by using Serial Cartoon Pictures.
4. The significant difference in speaking skills between high and low learning motivation students who were taught with no treatment.
5. The significant interaction effect of serial cartoon pictures and learning motivation towards the eighth-grade students' speaking skills.

1.6. Significance of the Study

This study was expected to provide some advantages for English teaching and learning processes. The significance of this study is presented below:

1. Serial Cartoon Pictures and Learning Motivation will be used to learn English, especially in teaching and learning speaking skills.
2. Teachers will be more aware by creating the media and guiding the students in teaching and learning activities such as Serial Cartoon Pictures and Learning Motivation easily to understand and be able to use in learning activities.

3. For the researcher, it is hoped that by doing this study, she could gain more knowledge about how to conduct a study in which she may do in the future as a teacher.