

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is the international language in this world. It has become the most important language of communication. It is spoken by millions of people in this world. Many activities have been dominated by English language in many fields such as business, tourism, transportation, sports, international relation, etc.

In Indonesia, English as foreign language. It also involves into educational curriculum that applied in every schools in Indonesia. English becomes a local content in Elementary School, Junior High School and senior High School. This condition happened because of the globalization era, this era is full of competition. In English learning there are four skills that should be mastered by learners. These are speaking, listening, reading and writing. Those skills are very important to be mastered when learners learn English. According to Content Standard (Depdiknas; 2006) the purpose of teaching English is to develop the students' speaking ability and the students' competence .

Speaking is one of four English skills that is very important to be learnt besides listening, reading, and writing. Speaking is quite different from other language skills, because speaking requires the ability to perform in public. Brown (2001) stated that, speaking is an ability to achieve the goals of pragmatic through interactive discourse with other speakers of other language.

Through speaking people could express and deliver feeling and ideas directly. Speaking is an oral communication which is used more by people in their social community as Brown (2001) says that speaking is the basically of an instrument act for build the communication. The purpose of speakers speak is in order to have some effects for their listeners. But now in many schools there are many students cannot speak English well because most of them are afraid to make a mistake in speaking. So they seldom practice to speak English. Students are too worry to make some errors in some speaking aspects such as in the grammatical, pronunciation, and definitely, they are also afraid of their less vocabulary.

Hence, speaking is one of the most difficult aspects for students to master. This is really difficult when one considers everything that is involved when someone speak: idea, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to the person they are communicating with (Pollar, 2008). Because of those difficulties, students are afraid and lazy to practice speaking English, they prefer to be passive rather than to be active in speaking class. In this case, teacher should motivate the students to be more confidence to speak English, teacher should have the solution to make his students to be more active in the class. According to Ur (1991) states that, teacher should create an activity that can solve the speaking problem in learning English, such as: afraid to say something and low participation. It is also very important to teacher to give students as many opportunities as possible to speak English in the supportive environment. Teacher should be able to always encourage and motivate students to be more

confidence to speak even more, so they will enjoy to practice speak English happily.

Here, as a foreign language, speaking is very important skill in learning English, because the main purpose of learning English is students can speak English fluency, In order they can speak confidently with their classmates, so that they used to practice English conversation. In this case students will get the greatest interest of learning speak English as foreign language (Ur, 1991). Speaking is the most important skill in oral communication, while oral communication is the spoken of communication that is used to communicate by people. Speaking helps people to share the information among the other orally. Because of that, students should be able to speak english well, but in fact there are many students cannot speak English very well.

There are so many problems that are faced by students when they learn English, especially learning speak English. Based on Ur (1991:121) there are four types problems students lack in speaking: First is the obstacle, learners are afraid to make a mistake when they are speaking, learners are often fearful of criticism or losing face. The second is even learners are not inhibited, they often complain that they cannot think anything to say, they are often confuse about what idea that should they talk about. The third is low participation or uneven participation. Learners have very little time for talking and sometimes it is just dominated by some learners while the other speak very little or not at all. The last is the use mother-tongue. The learners use the same mother tongue when they are talking because they feel strength if they

speaking using foreign language. Because of those problems, students are not able to speak English well, they are too afraid to make some errors, they are too nervous to speak with their classmates, many students think that speaking English is very difficult to be mastered. They think that they should master many aspects when they learn to speak English, such as: use of grammatical and vocabulary, use of pronunciation and of course ideas that will be spoken by them and many other aspects that make students are too worried about speaking English. Because of those problems teachers should find the effective way to teach their students practicing English for speaking.

Ur (1991:121) stated that,

“There are some solutions that can be done by the teacher to solve the speaking problems those are: (1) use group work, (2) based the activity on easy language, (3) make a careful choice of topic and task to stimulate interest, (4) give some instructions or training in discussion skills, (5) keep students speaking the target language.”

The latest survey shows that the classroom situation of the speaking class is not conducive (Lee, 1995 in Novita, 2014). The common situation in speaking class is not conducive because the teacher dominates the speaking activity. In this case, the English teacher seldom teaches the students how to speak English. In the class, the teacher usually just teaches about reading and writing. The reason why the teacher does not teach speaking is because he/she focuses on students' last examination. In fact, mostly Junior High schools in Indonesia just examine the students' reading and writing ability. So that, the teacher mostly focuses on how to teach reading and writing, he/she often ignores to teach speaking in the English learning process. Moreover, the teacher does not look at students'

enthusiastic when sometimes he/she teaches them to practice speaking English. Students are seen being too afraid and lazy to practice their speaking. So that, teacher dominates the speaking activity in the class and unconsciously he/she just makes students listen to the teacher and feel bored in the class. In this case, teacher cannot manage well the learning process, especially speaking learning process. With the result of that, students are too nervous to speak up because they are too seldom practicing speaking English. Therefore, students do not have any capability to speak English for they never practiced it.

To solve this problem, teacher needs change his/her teaching method, teacher needs find the effective way to teach speaking. Teacher should create a media to make students speak up. He/she has to be more creative and efficient to use media to encourage and build students' speaking ability. In this case, the researcher tries to focus on teaching speaking by using comic strips to the eighth grade students. the researcher makes the comic strips as the alternative media to build speaking class and also help students to speak confidently. Comic strips are very useful media for teaching because it contains a lot of knowledge of it, such as: language, content of the story, and sociocultural of the story. Moreover, in comic strips there are the sequences of events or story that is shown episodically that help students to understand the story. The use of comic strips can serve a great potential to teach speaking if it applies for Junior High School students. Because the eight grade students are used to spend their time to enjoy with their hobby like reading comics. If the students

are given the activity which is well known for them, it will be exciting because it sustains experience centered, related to learners' real need, and directed by learners themselves (Auerbach, 1992).

Comic strips can also be used to facilitate the vocabulary as an important element of language which can be inferred directly from the text or dialogue in the comic strips. So, it will make the students easily to find vocabulary that they need when they speak English. Goldstein (1986) stated that a project using cartoon and comics in vocabulary instruction give the good result which are indicated by the teacher and parents observation on the improvement of students' standardized scores.

From the case above the researcher tries to figure out the media that can solve the speaking problem is Comic strips when it is applied in the classroom. The researcher expects that, using comic strips can improve students' speaking ability, especially Junior High School students.

1.2 Research Question

1. Is there any significant effect on the students' speaking ability between students who are taught using comic strips and those who are not?
2. How far does comic strips improve students' speaking ability?

1.3 Hypothesis

Before conducting the research, the researcher states that the hypothesis as follows:

- Null Hypothesis (H_0) there is no significant effect on the students' speaking ability between students who are taught using comic strips and those who are not.
- Alternative Hypothesis (H_a) there is significant effect on the students' speaking ability between students who are taught using comic strips and those who are not.

1.4 The Objective of The Study

The objective of the study are expected to answer the statements of the problems are as follows:

1. To find out whether there is significant effect on the students' speaking ability between students who are taught using comic strips and who are not.
2. To know how far comic strips improve students' speaking ability.

1.5 Significance of The Study

The result of this study will be beneficial for language teacher especially English teacher, book publishers; book writers because it can be a good reference about the new method to teach speaking using the effective media.

1.6 Scope and Limitation

This study is limited to the analysis of “ The effectiveness of using comic strips in speaking achievement on the second year students of MTs. Hidayatus Salam”. The researcher will investigate the use of comic strips in

teaching speaking, how it works and how effective this media is used in the classroom to increase speaking ability when it is taught in eight grade students.

1.7 Definition of key terms

To avoid misunderstanding and gain the same preparation, the researcher provides the following operational definition of key terms, they are:

- Effectiveness is producing the result that was indeed. (oxford learner's pocket dictionary, 2005)
- Speaking is the ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. (Brown, 2001)
- Comic strips are series of pictures which contain colorful bubble dialogues and episodic events.