

# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

Speaking is one of the English skills, it is considered important to be taught. Speaking is also an important part of the curriculum in language teaching. In learning English, speaking is a priority for foreign language learners, because among the four skills, speaking is very important for the learners in learning a language. According to Chaney, speaking is the process of building and sharing through verbal and non-verbal symbols, in a variety of contexts.<sup>1</sup> It can be inferred that speaking is an activity used by someone to communicate with other. It has become a part of daily activities. When someone speaks, he interacts and uses the language to express his ideas, feeling, and thought. He also shares information to other through communication. Therefore, speaking is a part of language that must be mastered by students, as human being. Thus, the students have to master speaking English.

Junior High School 20 Pekanbaru is one of the schools that uses School-Based curriculum (KTSP) as the guide of teaching English and process of learning English. English is taught four hours a week in teaching-learning process in this school. Speaking is supplemented in this school as the aspect of English. Based on the syllabus of English Subject, as basic competences of the

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<sup>1</sup>Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in Second Language," *The Internet TESL Journal*, Vol. XII, No. 11, November 2006, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>(accessed December, 2011).

second grade of junior high school is that “Students are able to express the meaning in the simple short transactional (to get things done), interpersonal conversation (to socialize), simple short functional text, and simple short monologue.<sup>2</sup> It can be concluded that Junior High School 20 Pekanbaru already has carried out teaching-learning process based on KTSP that prioritizes to develop language skills-listening, speaking, reading, and writing.

Based on the preliminary research at Junior High School 20 Pekanbaru, the writer found some problems faced by the students in learning English especially in speaking. The students have low motivation in speaking English. They are unwilling to expend very much effort in speaking English. The Students also worry about making mistake and sometimes they are shy to speak English. The teacher also uses the conventional technique, such as explanation, discussion, and question response. Ideally, this technique or activity can make students interested in speaking English, but in reality the conventional technique makes students bored and confused.

Based on the statements above, some of the students at the second grade of Junior High School 20 Pekanbaru have difficulties in speaking English. Based on the writer’s observation and investigation, the problem of the students in this school is that they are not motivated to speak English. This problem may come from the teacher or the students. It is seen from the following phenomena:

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<sup>2</sup>Nursiah, S.Pd *Silabus Bahasa Inggris SMP Negeri 20 Pekanbaru 2011/2012* (Pekanbaru, Unpublished).

1. Some of the students are lazy to study.
2. Some of the students do not want to respond what the teacher says.
3. Some of the students do not pay attention to the teacher.
4. Some of the students tend to be afraid of speaking in front of the class.
5. Some of the students are afraid of making mistakes to speak English.
6. Some of the students are not interested in speaking English in the classroom.

It is clear that some of the students at Junior High School 20 Pekanbaru still face the difficulties in speaking. The problems are almost related to motivation.

Motivation is one of the internal factors that is important enough in teaching learning process. Motivation is one of the most important factors for getting students engaged in school and to help them acquire important educational goals.<sup>3</sup> In particular, motivation seems very important in the development of speaking skills. So, the students should have more motivation in learning English especially in speaking, but in the fact not all students can be motivated to speak English, many students have lack of motivation to do it well in school. It is important for teachers to encourage and motivate them to speak English, especially in classroom. Therefore, teacher must create the situation to motivate students in order to be able to communicate well and to speak English bravely in front of the class.

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<sup>3</sup>Richard I. Arends and Ann Kilcher, *Teaching for Student Learning: Becoming an Accomplished Teacher* (New York: Routledge, 2010), p. 75, <http://library.nu.com> (accessed September 2011).

In intermediate level the students are not motivated by new language, they are motivated by an activity.<sup>4</sup> So, the activity in the classroom can bring out students' motivation. Many activities can be designed to make students motivated in speaking. One of these activities is Strip Story. Strip story is a classroom activity that is very motivating to a great degree.<sup>5</sup> In this activity student is given one sentence of a story at random, and then the sentences must be re-arranged to form a story through verbal interaction.

Based on the explanation above, the writer was interested in rising up this problem in a research entitled: "The Effect of Using Strip Story toward motivation in Speaking English of the Second Grade Students at Junior High School 20 Pekanbaru".

## **B. Problems**

### **1. Identification of the Problems**

Based on the background of the problem and phenomena that writer showed above, the problems of this research were identified: first, students have low motivation in speaking English. It was seen from the behavior of students that were lazy to study and did not pay attention to the teacher. Second, students are unwilling to expend very much effort in speaking English, such as did not want to respond what the teacher says and tend to

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<sup>4</sup>Sheryl Carvalho, "Motivating Speaking Activities," *TE Editor* (2002), <http://www.englishonline.org.cn/en/teachers/workshops/motivation/teaching-tips/motivating-speaking-activities> (accessed January, 2013).

<sup>5</sup>Fatenromdhani, comment on "Reflections, hopes, and experiences of a Teacher: Strip Story Activity," Fatenromdhani Blog, comment posted October 28, 2012, <http://tesolconvention2012.blogspot.com/2012/10/strip-story-activity.html> (accessed January, 2013).

be afraid of speaking in front of the class. Third, the teacher still uses the conventional technique, such as explanation, discussion, and question response that make students bored and uninterested in speaking English in the classroom.

## **2. Limitation of the Problems**

Based on the identification of the problem above, there were some problems faced by the students and teacher. The writer limits the problem of this research on the motivation of students in speaking English and the use of teaching technique of the teacher that does not give the increase on students' motivation. In this research, the writer gave the "Strip Story" technique as the solution of the problem.

## **3. Formulation of the Problems**

Referring to the limitation of the problems above, the problems of this research can be formulated in the following research questions:

- a. How is the motivation of students in speaking English taught without using Strip Story at Junior High school 20 Pekanbaru?
- b. How is the motivation of students in speaking English taught by using Strip Story at Junior High school 20 Pekanbaru?
- c. Is there any significant difference between the motivation of students in speaking English after using Strip Story and the motivation of students in speaking English before using Strip Story at Junior High School 20 Pekanbaru?

## **C. Objective and the Significance of the Research**

### **1. Objective of the Research**

There are three objectives in this research. They are:

- a. To find out the information and data about the motivation of students in Speaking English taught without using Strip Story at Junior High school 20 Pekanbaru.
- b. To find out the information and data about the motivation of students in Speaking English taught by using Strip Story at Junior High school 20 Pekanbaru.
- c. To find out if there is a significant difference between the motivation of students in speaking English after using Strip Story and the motivation of students in speaking English before using Strip Story at Junior High school 20 Pekanbaru.

### **2. Significance of the Research**

Related to the objectives of the research above, the significances of the writer are as follows:

- a. To give information about the motivation of students in speaking English after being taught by using Strip Story.
- b. To enlarge the writer's knowledge about the research especially in the topic of Strip Story technique.
- c. To fulfill one of the requirements of S.1 Degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

## D. Definition of The Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is necessary to define the terms that are used in this research as follows:

### 1. Effect

Effect is change that somebody/something causes in somebody/something else; result.<sup>6</sup> In this research, effect refers to the result of Strip Story toward students' motivation in speaking English.

### 2. Strip Story

According to Gibson in lee, Strip Story is the technique which the story cuts into the strips of paper with one sentence on a strip.<sup>7</sup> In this research, Strip Story is a technique that is used by teacher to teach the students.

### 3. Motivation

According to Dowling and Sayles in Borman et al., motivation means an inner desire to make an effort.<sup>8</sup> In this research, motivation means as factor that makes students speak English in real communication.

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<sup>6</sup>Victoria Bull, ed., *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 143.

<sup>7</sup>Lee Gek Ling et al., eds., *Teaching English to Students from China* (Singapore: Singapore University Press, 2003), p. 108, <http://books.google.co.id> (accessed April, 2013).

<sup>8</sup>Walter C. Borman, Daniel R. Ilgen, and Richard J. Klimoski, eds., *Handbook of Psychology: Volume 12 Industrial and Organizational Psychology* (New Jersey: John Wiley and Sons, Inc, 2003) p. 226.

#### 4. Speaking

Speaking comes from word “speak” it means be able to use the language.<sup>9</sup> In this research, speaking means the ability of using English orally.

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<sup>9</sup>Bull, op. cit., p. 426.