

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is used to communicate among people around the world. By having language, people can express their feelings, ideas, and even everything on their mind to others. That is why language takes such an important part in human life. Language also eases people to do such activities as reading, speaking, listening, writing and many others.

English is the largest language used by most countries among other languages around the world. English becomes one of the languages that people speak for communication around the world. It is also one of the international languages that should be mastered by people especially students in this globalization era. At least, they should master one of four skills in English namely speaking, listening, reading and writing.

Speaking is one of important skills which is needed in learning English. As Richard points out (2008), speaking in a second and foreign language has often been viewed as the most demanding of the four skills. The skill which is categorized as an important skill must be developed well in order to increase the ability and capability of the students. Speaking is the primary indicator of successful language learning, which means that success in language learning is often measured in terms of the ability to carry out a conversation in the target

language (Richards, 2008). By speaking, students are able to interact and communicate with both student and teacher. (Fulcher, 2003) state that speaking is the verbal use of language to communicate with others, Based on that statement speaking is a tools to communicate and express our feeling or thought to others, with speaking we can explain and express many things that we want to tell much more than other communication tools like writing, body gesture and etc.

In fact, many students feel difficult to apply speaking in the learning process nowadays. This becomes one of the reasons why their ability in speaking is not developed at school. They feel worried so much that they will make some mistakes during speaking. That actually makes them less contribute in speaking learning process. They would rather to keep silent than to speak during the English learning process. It always happens the most in almost all Junior High School students in Indonesia.

On the other hand, teaching speaking to Junior High School students is quite complicated as well, because for Indonesian students, they always get stuck in memorizing new vocabularies, pronouncing the words, using the grammar correctly and accurately, expressing their ideas coherently, and eliminating their anxiety. Besides, some students have not been able to think something abstract to get the idea to express something if they want to speak so that it makes them not actively participate in learning activity especially in speaking class.

Based on the Indonesia curriculum, there are many kinds of genre in English which is really needed to be learnt by the students. They are descriptive,

recount, narrative, report, and also procedure. Depdiknas (2006) also states that the scope of English subject for Junior High School students as follows: the ability to understand and produce the texts both in spoken and written, the ability to understand and produce many kinds of functional text, monolog text, and essays including procedure, descriptive, recount, narrative, report, linguistic competencies (grammar, vocabulary, pronunciation, and spelling), solving the communication problems.

Descriptive text is one of the genre that have to be taught to the students of Junior High School. By learning descriptive text, it is hoped that the students in Junior High School can communicate in both spoken and written form of communication. Descriptive text is a text which aims to describe something such as people, things, animals, places and many others. As one of the material which is needed in Junior High School, the aim of learning the descriptive text must be achieved. But, in fact, most of the activities in learning descriptive just focus on writing skills that means students just know how to write the descriptive text on a piece of paper not in spoken. That becomes problem because it should be taught not only in written form but also spoken form.

Teaching descriptive text in spoken form at school can be done by asking students to describe orally something such as people they like in their family or their favorite places that they ever visited. In order to make them easy to describe the things orally, there must be such media supported as pictures, flash cards, videos and many more. The failure of choosing the media in learning will drive

the students to the wrong way to reach the aims of the learning. That is why media is so important that helps teacher as well as student during the learning process.

But, the fact shows that there is no an interesting media used in learning speaking, especially in learning descriptive text orally. It is proven by the primary observation done by the researcher in MTsS UMMI Lubuk Pakam showing that media of speaking used for the students does not really motivate the students to learn and even does not elaborate students' ideas in describing the things orally. Then, most students got the low score for speaking descriptive text and it is below the average. It indicates that media influenced the score of students in speaking descriptive text. As the media, the teacher just used an English book from government without any other media that supported the teaching and learning process. While in stimulating the motivation of the students to speak in any situation, the teacher must provide any interesting media. It is proven by the data taken by the researcher in which one of the media of teaching speaking that the teacher used:

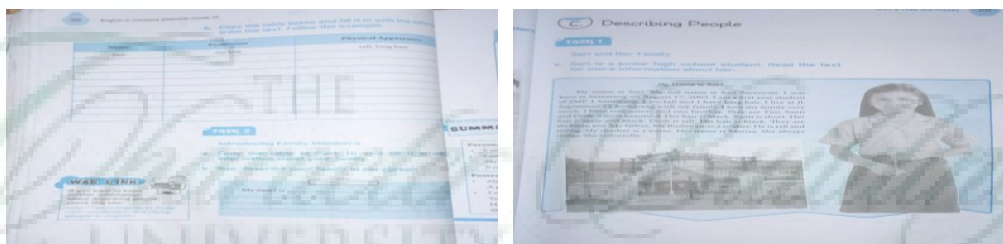


Figure 1.1. The media that are used by teacher to teach descriptive text.

Speaking activity such as describing something could be easier done by students by using media. Without the media which could stimulate them to speak, it would be such a difficult thing and they would not really care about the learning

process. As the result, the classroom situation would not be active and the goal of the teaching learning process will not be achieved. (Macwan, 2015) stated that Visual aids can help in speaking activities as learners will share their feelings and inspirations. They provide the learners with the opportunity to speak in order to develop their speaking skills.

In this research, the researcher puts fully concern to 7th grade of Junior High School students. The students complained that speaking in English is quite difficult especially describing something in English. As the result, they always keep silent and doing nothing during the speaking learning process. It also makes teacher tends to teach descriptive text which focus on writing skill rather than speaking skill. This problem will always appear when there are no any significance changes and developments in the teaching and learning activity as well as the media itself. Furthermore, this is not only the problem for the students but also for the teachers. Due to the lack ability of students to improve their speaking skill, the goal of teaching and learning process in descriptive text in spoken form will never be achieved. Then, it will not run effectively in teaching and learning process.

The only one solution for this problem is creating a meme comic as the developing media which is interesting and innovative in guiding the students to speak as well as describe something orally which focus on speaking skill for students of MTsS UMMI Lubuk Pakam. The development of the media must attract as well as stimulate their willingness to speak and describe orally any topics related to descriptive text which hopefully will increase the students'

motivation and enthusiasm to learn any material in English subject. Finally, it will improve the English skills of Junior High School students.

B. The Problem of the Study

Based on the background of the problem above, the problem of the study in this research is: How is meme comic as the media to teach speaking descriptive text for 7th grade students in MTsS UMMI Lubuk Pakam developed?

C. The Objective of the Study

Based on the problem of the study above, the objective of the study in this research is to develop meme comic as the interesting and innovative developing media to stimulate 7th grade students' speaking skill in describing people in MtsS UMMI Lubuk Pakam.

D. The Scope of the Study

The study will cover the developing of speaking media in describing people for Junior High School students. This recommended media will be relevant to the capacity of learners, interesting, and innovative for students in the seventh grade in MTsS UMMI Lubuk Pakam. This media is developed based on the needs analysis of the learners which will motivate them to study. The media will also be limited only for describing people since this genre will be taught in the odd semester.

E. The Significances of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of the study will extend and enrich the horizons in theories which related to the areas on how to develop speaking media to Junior High School students.
2. Practically, the findings of the study can be the recommended speaking media for the students of MTs Swasta UMMI Lubuk Pakam, as it motivates their enthusiasm and willingness to study as well as to speak in learning descriptive text orally. Besides, it will ease the teacher to achieve the goal of teaching and learning process.

