

CHAPTER I

INTRODUCTION

A. Research Background

Students' motivation in learning is the key for academic and behavioral success for the students themselves. It is argued that other than school facility and teacher quality, the learning motivation of the students plays an important role in successful learning. High motivation level towards learning can nurture the students' interest towards what they are learning regardless the lack of school facility provided to them. However, the level of one's motivation in learning may not be sustained as high as expected due to some common situation in learning, such as the pressure from hectic meeting schedule and the demands of test result with high performance/achievement. As a result, challenges to fostering students' motivation in learning are faced not only by the teachers but also the whole institution, particularly in the context of language learning.

Learning English can be challenging and this may happen because of several reasons. Anwar (2017) and Mendler (2021) agree that one of the factors causing the poor performance of foreign language learners is psychological factor (e.g., anxiety, self-confidence, and motivation in learning). For instance, a poor performance in learning can create pressure onto students to avoid themselves being perceived as stupid or not as successful as other students. While some students come to school highly motivated, others exhibit significant reluctance towards learning activities (Wery & Thomson, 2013), which means that promoting the learning motivation to students is not an instant process but rather attempts with a number of trials and errors before it eventually becomes internalized to the students. Regarding to the issues, however, Grolnick & Ryan (1990) suggested that positive classroom atmosphere and teacher-student interaction have a profound influence on student performance and motivation.

The researcher has conducted Teaching Assistance Program by English Education Departement of IKIP PGRI Pontianak, which provides opportunities for senior-year students to continue the teacher training to in-school teaching guided by a professional teacher in a private school institution. The school in which the researcher was assigned is SMA Panca Bhakti Pontianak. During this program, student teacher would carry out activities related to providing assistance and offering innovative ideas and/or strategies based on observation in teaching and learning of English that can make it easier for the teachers at the school. In the program, the researcher found similar challenges discussed previously, which were experienced by the students of SMA Panca Bhakti Pontianak. The subject are 17 students in the eleventh grade at SMA Panca Bhakti Pontianak. They showed signs of lack of learning motivation in their English subjects, such as being less proactive in doing their English assignments (both homework and in-session practice). When the teacher gave project assignments to students, out of 17 students that were given assignments, only 5 students collected assignments. Their reasons vary from the level of the assignment that is not equivalent to their comprehension skill to complete the task, to the types of assignment given that do not match their preference. On the other hand, Zuffianò et al. (2013) suggested that when students have an interest in a task and they see its importance and value, they will proactively do the task and this can build their learning motivation, as well as predicting their success in learning.

There are several previous studies discussing about a number of strategies used by teachers to build students' learning motivation using comic. (Wijaya et al., 2021) show how the use of comic strips for language teaching in recent studies can improve students' performance in reading and writing, though there is very little known whether comic strips can develop spoken skills as much as it does to written skills.. Besides, (Megawati & Anugerahwati, 2012) state that comic strips are proposed in the teaching of writing not only because of their appealing forms, but also due to their salient features as media to present content, organization and grammatical aspects of

reading texts. Juliana (2021) and (Nafisah & Pratama, 2020) show that using comic strips brings effects on students' motivation in mastering vocabulary and in reading comprehension lessons. (Puspitasari & Panggabean, 2016) show the use of comic as media is quite effective in teaching speaking with narrative text for the eighth graders of junior high school. Although these studies mostly focus on using comic to promote language aspects with its unique presentation, there is only very little concern with students' psychological aspects. Thus, relating to the issues occurred in students at SMA Panca Bhakti Pontianak, applying comics may fit the needs to take the first step towards engaging them to the learning activities in the classroom. From that, the researcher found studies on a relevant strategy known as the affirmation word, which can be used for the same objectives.

Affirmation word, unlike other strategies mentioned above, often only takes place in the feedback session and it can be used by teachers or by students themselves (i.e., self-affirmation). Self-affirmation and/or affirmation word given by other parties are believed to affirm one's self-worth. Individuals are frequently asked to reflect on core principles, which can provide them with a broader understanding of themselves. Several relevant studies show that self-affirmation can buffer stress and improve problem-solving performance in chronically stressed students (Creswell et al., 2013); and can allow individuals to move beyond specific threats to self-integrity or self-competence Cascio et al., (2016). While, Dean Bokhari, (2020) stress that when a student has low self-esteem, using self-affirmation by repeatedly telling themselves how great they are, won't be helpful because, deep down, the student don't believe what they are saying to themselves. As a result, it is important to keep in mind that before they start saying affirmations out loud every morning to oneself, the individual needs to take the meaning to their heart and/or another individual (i.e., teacher/parents) can give the affirmation to the students.

As discussed previously, the issue of learning motivation the researcher found in the Teaching Assistance Program appears to be fascinating to have research conducted on it. This research would like to propose an innovative

strategy, affirmation comic, by using a media to solve the issue. This offered strategy is quite similar to affirmation word, which is given by teachers in the classroom. However, the media being used is different and this strategy would be using social media posts from various content creators, who post their drawn comic with affirmation words on their accounts. Nonetheless, this research aims to determine how the affirmation comics as an innovation can help build learning motivation of the students. This research will involve the eleventh-grade students of SMA Panca Bhakti Pontianak and hopefully can be approved to be conducted, so that it can be useful as an innovation that teachers can use in the classroom.

B. Research Question

How can the affirmation comics as an innovation build students' motivation of the eleventh-grade students of SMA Panca Bhakti Pontianak in the academic year of 2021/2022?

C. Research Purpose

To find out how the affirmation comics as an innovation can help build students' motivation of the eleventh grades students of SMA Panca Bhakti Pontianak in the academic year of 2021/2022.

D. Significance of Study

The findings of this are expected to give a useful information also give positive contribution:

1. Theoretical Significance

The result of this research is expected to give contribution to the development of educational matter. It gives better understanding about makes students aware how affirmation comics build students motivation. The students will also be motivated to grow they learning. Equally important, the results of this research can be used as a measurement of quality toward the educational system, especially the educational quality of

Department of English Language Education. Hopefully, this research can enrich the teaching English method that use by the teacher in the school especially in build students' learning motivation.

2. The Practical Significance

The researcher hopes that this research can give the benefits for the teacher, students, school and the other researcher.

1) To the English Teacher

Researchers hope this research can provide new innovations to teachers in increasing student motivation in learning and helping teachers facilitate the teaching and learning process.

2) To Students

Researchers hope this research can increase students' motivation in learning. and introduce them to affirmation comics that can help them to realize how important self-motivation is in the student's learning process

3) To Researchers

The results of this study are expected to increase the knowledge of researchers in teaching, especially in motivating students, as well as increasing their effectiveness in the classroom teaching and learning process.

4) For IKIP PGRI Pontianak

Especially for the Department of English Education as an educational institution that will educate English teachers, this research can be used as a reference for planning and developing programs that suit the needs of the community, including teaching English for junior high school level.

E. Scope of Research

1. Scope of the research

a. Research Variable

A variable is a specific, applied attribute or characteristic. A variable is a characteristic or attribute of an individual or an organization

that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2012). In this research, there are two variables. Namely the affirmation comics as an innovation is independent variable. Students' motivation as a dependent variable.

2. Research Terminology

1) Affirmation Comics

An affirmation, also known as a positive affirmation, is a brief, positive remark that is intended to be repeated frequently to reinforce positive thinking. Comics are a visual medium for expressing ideas, and they are typically accompanied with text or other visual data. As a result, affirmation comics are a medium that allows people to affirm positive aspects of themselves through comics. Comics from social media post. The affirmation comics can be seen in Appendix 9.

2) Students' Motivation

The concept of motivation is used to describe the desire to behave, the direction of behavior (choice), the intensity of behavior (effort, ongoing), and the actual completion or achievement. Students' learning motivation is also the key for academic and behavioral success.

3) Teaching Assistance Program

Teaching assistance program can be interpreted as the implementation or application of student activities outside the campus who carry out academic and non-academic activities. The implementation of the teaching assistance program by IKIP PGRI Pontianak, especially the English Education Department, includes 2 converted Social Work Internship (KKM) subject, namely Internship 3 and KKM. In general, the implementation of this program includes activities related to Internship 3 and KKM.

4) SMA Panca Bhakti Pontianak

SMA Panca Bhakti Pontianak is a senior high school in Pontianak City. located in HR. A. Rahman Street Gg. Waspada I, Pontianak, West Kalimantan, Indonesia. SMA Panca Bhakti Pontianak has teaching staff

who are competent in their subject areas so that they are of high quality and become one of the best in Pontianak City.