

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four English language skills that should be mastered by the students, such as: listening, speaking, reading, and writing. These four skills are taught in the school by a lot of strategies used by the teacher to make the students able to master each skill. One of the important skills is speaking. The skill seems intuitively the most important one. Speaking is the most important elements of a communication (Richards & Renandya, 2002). The function of speaking is to express ideas to be communicated. Speaking is a productive skill that consists of producing systematic verbal utterances in conveying the meaning (Nunan & Linse, 2005). Furthermore, students can enlarge their knowledge perspective; they can also convey their ideas, opinions, imaginations, and experiences in a word. The ability to speak English can be proven by students who have successfully studied English as a foreign language. Mastery of speaking skills in English is a priority for foreign language learners (Richards, 2008).

In speaking activities, students should be given interesting topics so that they find it easier to practice speaking skills. There are several genre that are needed to be learned by the tenth-grade students such as descriptive, recount, and narrative text. Recount text is one of the interesting topics that can be given to senior high school students to practice speaking skills on recount topics. According to Cahyono (2011:14) Recount text conveys past experiences in a series of events in

detail. In accordance with the syllabus of Curriculum 2013, senior high school students are required to provide and request information related to historical events. Recount text is a kind of genre learned in the even semester.

In recount text learning, most activities only focus on writing skills. Meanwhile, they also need to provide information about past events orally. Examples of spoken recount text as states by Emilia (2001) such as diary journals, police reconstructions, historical recounts, biography, imaginative story, etc. To make the teaching and learning process of spoken recount text become more interesting, teachers can use media. By using media, teachers can attract student's attention. As states by Agustiniingsih (2015) teachers must use attractive and interesting media to improve students' competence.

But, the media used by the English teacher of SMA Swasta Tritunggal Tanjungbalai was not able to stimulate students' speaking ability. It was supported by the preliminary data that has been obtained by the researcher through interviewing the English teacher and students of grade ten. During online learning due to the Covid-19 Pandemics, the teacher only used WhatsApp as media for teaching speaking. However, the teacher said that the students were not interested in speaking activity by using that media. The teacher added, students became more passive in online learning. Furthermore, for the speaking practice, the students said that the teacher only asked them to record their voices without providing supporting activity. They also said that they were embarrassed when they spoke incorrectly, that is why they became passive in the learning process. As the result, the media used cannot reach the goals of speaking skill. It can be

seen by the speaking score obtained by each student. Most of them were not reached the Minimal Criteria of Achievement (KKM) of English subject.

The resume of the preliminary data above showed that the teacher was not used attractive media for teaching speaking because the media used by the teacher was not able to stimulate students to practice speaking. While in fact, the teacher needs a new teaching media that can be involved by the students in the teaching and learning process of spoken recount text. Based on the condition, the researcher saw that the teacher needs another teaching media which is designed appropriately for the students.

Responding to the development of education in the 21st century and linking the goals of the Curriculum 2013, classrooms are now designed to be in touch with technology-based learning. Related to the use of technology, the researcher intends to use an online learning platform as media for teaching speaking, namely Seesaw. Seesaw is an online learning platform integrated with a set of interactive online services that provides teachers, students, even parents involved in education with information and resources to support the teaching and learning process.

In this study, Seesaw will be developed into an interactive and attractive media for teaching spoken recount text. Seesaw contains a template that needs to be developed to make it suitable as a media for teaching spoken recount text. Therefore, the researcher interest to develop the content on the template in order to make Seesaw attractive for the students. The content will be developed into interactive slides which the steps planning consist of preparing the materials,

editing the background, adding videos, texts, and voice instructions. In addition, the researcher will be developed Seesaw based on scientific approach in which the researcher assumes that media developed with a scientific approach can improve students' speaking achievement. Scientific approach is important to be applied because it emphasizes students as learning subjects who must be actively involved. There are 5 steps of the Scientific Approach that will be applied to seesaw, namely; observing, questioning, experimenting, associating and communicating. These five steps will be applied in developing seesaw as media for teaching speaking of recount text.

By using Seesaw, the teacher can teach spoken recount text more easily. Teacher can intensively pay attention to student's grammar and pronunciation related to the language features of recount text. The example of Seesaw as media for teaching spoken recount text showed in the figure 1.1.

Figure 1.1 Seesaw as Media for Teaching Spoken Recount Text



There are many advantages of using Seesaw as media for the teaching and learning process. According to Nur & Riadil (2019) Seesaw can make students get exposure to language components in grammar, pronunciation, and vocabulary. It

is also supported by Paskalina Widiastuti Ratnaningsih (2018) Seesaw application enhances English language learning in terms of learning flexibility. Students can utilize the application for language skills, especially in speaking.

Although there are several similar studies regarding Seesaw, this study has some aspects which make it different from the other. First, this media developed based on Scientific Approach. Second, this study teach one genre, namely recount text. The last, this media intended to teach the tenth-grade students of senior high school. Hopefully, developing Seesaw as media based on scientific approach to teach spoken recount text can be a solution for the teacher's problem.

B. Identification of the Problem

Based on the background of the study, the researcher found some problems as follows.

Firstly, the media used by the teacher was not able to attract students' attention. During online learning, the teacher only used WhatsApp as media to teach speaking skills. Based on the interview result from the students, they said that the teacher only asked them to record their voices without providing interesting supporting activities.

Secondly, the media used by the teacher limited students' participation in speaking practice. Students became more passive and often inactive during online learning because they were embarrassed if they spoke incorrectly. Furthermore, the media used by the teacher was not able to train students to practice speaking. As the result, most of the students did not reach the Minimal Criteria of

Achievement (KKM) score, especially for speaking skills. The KKM of English subject in SMA Swasta Tritunggal was 75. Meanwhile, their average speaking score was 65. It means that most of the students got a score below the KKM.

C. The Problem of the Study

Based on the background of the study, the problem of this research is “How is Seesaw as media based on scientific approach developed for teaching speaking of recount text for grade ten students at SMA Swasta Tritunggal Tanjungbalai?”

D. The Objective of the Study

Based on the research problem, the objective of the study is to develop Seesaw as media based on scientific approach for teaching speaking of recount text for grade ten students at SMA Swasta Tritunggal Tanjungbalai.

E. The Scope of the Study

The teaching media of speaking will be developed based on students' needs which more precisely paying attention to student's necessities, lacks, and wants. Seesaw will be developed based on Scientific Approach and be applied to the tenth grade students at SMA Swasta Tritunggal Tanjungbalai. The skill will be concerned with is speaking. The genre focuses on Recount Text and the topic is Historical Recount which this topic is studied in the even semester.

F. The Significance of the Study

This final project is directed to give the significances for two majors areas, which are theoretical and practical significance, as follows:

- A. Theoretically, this study can provide information for those who want to conduct a research in developing teaching speaking media by using Seesaw.
- B. Meanwhile, the practical significance of research is expected to:
 1. For the English teacher, this study aims to encourage the teacher to use Seesaw as media for teaching speaking of recount text or the other topics so that the learning objectives can be achieved.
 2. For the students, this study aims to help them to improve their speaking skill and increase their motivation in speaking through Seesaw.
 3. For future researchers, this study aims to be a reference source in developing media for teaching speaking, especially on recount text.