

## CHAPTER I

### INTRODUCTION

#### A. The Background of the study

Speaking is one of the four basic language skills which has the important role in human activities to communicate with other people. By speaking, people are able to express their ideas, knowledge or information. However, improving speaking skill is not an easy thing to be done in Indonesia, since Indonesians are not using English as their mother language.

A good English speaker should have a good fluency, pronunciation and discourse management (Georgiou & Pavlou, 2003). They said that a good fluency enables the speaker to speak naturally. The speaker should also pay attention to the pronunciation because good pronunciation enables the listener to listen words clearly. As a matter of learning speaking effectively, the learners are not only expected to pronounce correctly and to use intonations appropriately but they are also expected to be communicative and to speak spontaneously. It follows that the speakers need to have a good ability in mastering speaking genre text, one of them is procedure text.

Procedure text is one of many long functional texts that should be mastered by the students in learning English. Procedure text is designed to describe the steps or actions in procedure texts to achieve the need to do

something. There are many possible ways to make students easier to communicate and become familiar with procedure text. One of them is their daily life experiences. For examples, students can find how to cook, use a printer, use an ATM card or even make a pencil case. Based on syllabus in Curriculum 2013, senior high school students have to master in distinguishing social function, text structure, and language features of procedure text written or spoken with giving and asking information about procedure of operating or making something.

Besides, based on researcher's PPL experience in SMAN 2 Medan, the researcher found that there were several problems faced by students in mastering speaking procedure text. They did not respond to the teachers' explanation and they were not able to comprehend the application of the text at the end of teaching – learning process. Finally, they got low score in speaking English especially in the procedure text that could be seen from the preliminary data taken after interviewing the English teacher of SMAN 2 Medan, that there were *students sometimes do not know how to use conjunction variation like first, next, etc., students do not understand about some vocabularies like "add" they think will be as "at" or the contrary*. The teacher said that students did not have any idea on how to use conjunction in speaking especially procedure text. As the procedure text rules in using temporal conjunction, such as first, second, or next, then, finally, etc to label one step to another which means students were not really able to speak in procedure text class. The practice in speaking

the vocabularies related to procedure texts were needed to avoid mispronounced or misinterpreted vocabularies which had similar sounds in their pronunciation.

*The use of verb is also less and the use of passive sentence is also still less especially in their speaking, they usually forget about like “the ice cubes put into the bowl” which should be “the ice cubes are put into the bowl”.* The use of verb both in passive and active form was still low and unusual for them. Practicing to speak up in every class meeting was quietly needed moreover procedure text was learned in order students had to master how to tell someone how to do something correctly to avoid misunderstanding of the information.

*In speaking procedure text students sometimes do not elaborate detail information about its own step, for example “shake four eggs” which will be better according procedure text rules like “shake four eggs in a bowl until they mix up”.* Without detail information, the listeners might have no any idea if their questions were perfectly answered, or there might be a mistake in processing the information given by the speaker. As the teacher believed that this was the most problem in speaking procedure text, the practice of speaking about giving someone how to work something or to do something in detail needs more practice and challenge in teaching –learning process.

Although the teacher already used PowerPoint as media to teach procedure text, it was still less effective because students felt bored of paying attention to full-text slides showed by the teacher as the problems taken from the preliminary interview with one of English teacher in SMAN 2 Medan below:

*“First, students feel lazy to note from PowerPoint because sometimes the material just copied-paste from certain source in the internet”, and “Second, students have no any chances to actively involved in teaching – learning process, have no chances to grow the ideas up in their mind and deliver them directly or indirectly so the teaching –learning process feel bored and monotonous even though sometimes PowerPoint is the shortest choice to teach for some teachers”.* Some teachers already made PowerPoint presentations, but they designed it very simple. They tended to include only points of the materials without any features which PowerPoint presentation had some examples where they could attach animations, videos, pictures or figures or movie clips. However, they did not include those things which make their PowerPoint interesting. It also turned out there were still many teachers who just downloaded PowerPoint on the internet without being selected first, so that the teachers were not familiar with the contents of the slide. They just gave it directly to the students. Therefore, it made the students were confused about the material.

It also had been proved as well in “Improving Students’ Speaking Ability in Reporting Procedural Text by Using Videos” written by Suci

Kaniadewi (2017), saying that videos as the media in teaching speaking ability procedural text was effective and improving students' language skills. In short, the effectiveness of using video as media in teaching speaking procedure text was not only proved by statistical calculation, but also by the students' responses toward the teaching and learning process. Furthermore, the authors suggested that teacher should modify the use of video in teaching activity with another technique to avoid boredom.

Ministry of National Education (2009:6) states that there are seven medias which are used by teachers in the classroom; pictures, audio media, OHP, Whiteboard, Realia, Charts, and LCD. There are many kinds of media that can be used to teach, especially in teaching English. One of them is using PowerPoint through LCD. PowerPoint is one of Microsoft Office application program to make presentation in slide form that contain data or information about a topic. Microsoft PowerPoint has been developed into some new programs, such as Pechakucha presentation, animation, video, and movie maker. In Pechakucha, time is managed efficiently where the duration is decided in which each presenter has six minutes and forty seconds. By using Pechakucha almost all English materials can be delightfully presented and help students understand text visually.

Pechakucha is a simple presentation format which uses only twenty slides. Dytham (2015) argues that Pechakucha is a presentation style in which twenty slides are shown for twenty seconds each (six minutes and

fourty seconds in total). Moreover, the use of Pechakucha become one of the ways, the hottest topics in English Language Teaching since 2017. It is because by using this, teachers prove that they already adapt to the new technology. Pechakucha came up with a new atmosphere which could help students for not being bored easily. The slides forward automatically and the teacher talks attractively along the slides. In addition, students will feel comfort with speaking English atmosphere.

From the explanation above, the researcher concludes Pechakucha is an alternative solution and very compatible to help teachers renew their media and help students involved in active learning because Pechakucha will not let the audience's attention easily go away by managing the time of the slides well organized and give students chance to have their ideas live in their mind.

## **B. The Problems of the Study**

Based on the background, the problem of the study is formulated as the following:

1. How is Pechakucha used as media in teaching speaking procedure text?
2. How are the students' responses of learning speaking procedure text by using Pechakucha as teaching media?

### **C. The Objectives of the Study**

Concerning the problems, the objectives of this research are:

1. to explain the use of Pechakucha as media in teaching speaking procedure text
2. to investigate students' responses of learning speaking procedure text by using Pechakucha as teaching media

### **D. The Scope of the Study**

This study focuses on the analysis of Pechakucha in teaching speaking on genre procedure text. This study is limited on two English teachers of SMAN 2 Medan and eleventh grade students in SMAN 2 Medan which contain 30 students each class.

### **E. The Significances of the Study**

This study is expected to have both theoretical and practical contributions.

1. Theoretically, the findings of this study are expected to enrich the theory of using media in teaching English as Foreign Language classroom.
2. Practically, the findings of this study are expected to be useful for:
  - a. The teachers: they can use Pechakucha as a tool to help students easier in understanding English language in the classroom.

- b. The other researchers: this study is expected as a reference for those who want to do further research on the use of Pechakucha as media in teaching language.



THE  
*Character Building*  
UNIVERSITY