CHAPTER I
INTRODUCTION

This chapter gives an overview of research background, research questions, research objectives, research significances and organization of thesis.

A. Research Background

Language is an important thing for human life. It is one of the significant elements in communication activities to convey ideas or opinions and feeling to others.[1] It plays an important role in human life as a communication tool to others.

Every country has their personal language to communicate and interact to others. English as an international language is needed by all people over the world. It has significant role to unite the people worldwide for many purposes.[2] English as a foreign language is a part of the instructional curriculum, specifically in the schools. In Indonesia, English is a compulsory subject in senior and junior high schools.[3] So, the learners in the schools have the opportunity to master English skills.

One of the English skills is speaking. It is a productive skill. Speaking on oxford dictionary of current English is "the action of conveying information or expressing ones' thought and feelings in spoken language".[4] Speaking is a major language skill to express ideas appropriately and communicate

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[1] A Rofi'i and E Nurhidayat, "The Impact of English EFL Technology PowerPoint in Learning Speaking for English Pre-Service Teacher," *Journal of Physics: Conference Series*, 2020, 1, https://doi.org/10.1088/1742-6596/1477/4/042058.

[2] Kurnia Dinie Rianggara, "The Effectiveness of Using Www.Englishspeak.Com Learning Website in Improving Students' Speaking Skill (An Experimental Study on the Tenth Grader Students of SMA Negeri Banyumas in The Academic Year 2014/2015)" (Thesis, Semarang State University, 2015), 1.

[3] Lusi Nurhayati, Nury Supriyanti, and Anita Triastuti, *Teaching English as Foreign Language Methodology* (Yogyakarta, 2008), 3.

[4] Reza Vahdani Sanavi and Samaneh Tarighat, "Critical Thinking and Speaking Proficiency : A Mixed-Method Study," *Theory and Practice in Language Studies* 4, no. 1 (2014): 81, https://doi.org/10.4304/tpls.4.1.79-87.

successfully.[5] It includes the ability to express ideas in spoken language.

Speaking is used for proffesional communication. It is considered as most demanding of four skills for foreign language learners because effective oral communication is required for social interaction ability.[6] So, proffesional communication is the key to build successful society.

Integrating into 21st century, learning process from teacher-centered shifts into student-centered. This makes the students to be active on speaking activities in the class. According to Harmer, there are three essential benefits for students to speak English in the classroom. First, it provides the chance to practice real-life speaking in the classroom. Second, the students have a chance to give feedback for both teacher and other students. Eventually, they have the opportunities to set off the various elements of the language they have stored of their brains.[7] Further, teaching speaking should give room to students to express themselves in speaking the language.[8] Thus, the students have many opportunities to practice speaking in the class.

However, because of limited time especially in this COVID-19 outbreak situation, English learning process has been done on online learning enironment. E-learning is the perfect way to support the learning and teaching activities to be more enjoyable and diverse.[9] Moreover, teaching speaking needs visual support of presentation software such as

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[5] Mohamed Ali Kassem, "Improving EFL Students ' Speaking Proficiency and Motivation : A Hybrid Problem-Based Learning Approach," no. July (2018): 848, https://doi.org/10.17507/tpls.0807.17.

[6] Sanavi and Tarighat, "Critical Thinking and Speaking Proficiency : A Mixed-Method Study," 81.

[7] Jeremy Harmer, *How to Teach English* (UK: Stenton Associates, 2010), 123.

[8] Ehsan Namaziandost et al., "Enhancing Oral Proficiency through Cooperative Learning among Intermediate EFL Learners: English Learning Motivation in Focus," *Cogent Education* 6, no. 1 (2019): 2, https://doi.org/10.1080/2331186X.2019.1683933.

[9] Anita Anggraeni, "Using E-Learning to Support Learning and Teaching Language: The Importance of Virtual Learning Environments (VIE) to Improve Students' Speaking Ability," *ELTIN Journal* 2, no. I (2014): 10.

PowerPoint and using online media.[10] It is because of two crucial objectives as follows:

1. Effective presentations require good communication skills, planning, preparation, organization, respect for the audience, a politically-correct approach to the members of the audience.
2. Preparing the presentation in English develops their competence and communication skill. It also puts forth their knowledge and manner.[11]

However, speaking proficiency in the eleventh-grade students of State Islamic Senior High School 01 Kudus is often lacks practice applied by the teachers in this pandemic. There is no face-to-face classroom to practice speaking. This is due to low proficiency. Moreover, the teacher initiates to design new instruction by implementing presentation method on e-learning environment. The teacher teaches its method by using google meet or zoom video conference. But sometimes, an obstacle comes from the internet connection. So the teacher can make English teaching and learning process by Whatsapp group.[12]

The term about improving speaking skill by using presentation method has been conducted by some studies. Fakhruddin stated in his study by the title: "Using Google meet in Teaching Speaking". The use of google meet in the teaching and learning process has important roles to improve the four language skills, especially speaking.[13]

Novita conveyed that the implementation of active learning through students' PowerPoint presentations on report text in the third grade of class 9A of SMPN 1 Bandungan year 2014/2015 can create English active teaching and learning process in speaking skill. There was 100% improvement in

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[10] Øystein Kvinge, "Playin' The Changes — A Jazz Approach to Researching Student-Teachers' PowerPoint Presentations," *Cogent Education* 5, no. 1 (2018): 2, https://doi.org/10.1080/2331186X.2018.1461046.

[11]Catana Elisabeta Simona, "Developing Presentation Skills in the English Language Courses for the Engineering Students of the 21st Century Knowledge Society: A Methodological Approach," *Procedia - Social and Behavioral Sciences* 203 (2015): 70, https://doi.org/10.1016/j.sbspro.2015.08.261.

[12] Interview with Mohammad Umar (English teacher at MAN 1 Kudus), November 3, 2020 via Whatsapp.

[13] Afief Fakhruddin, "Using Google Meet in Teaching Speaking," *Journal of English Language Learning* 2, no. 2 (2013): 44.

students' group work, they have been being active consulting with the teacher without a doubt.[14]

Kvinge conducted the study that the presentation model has been unidirectional because the students-teachers performed their presentation without inviting the listeners to participate in a dialogue.[15] The jazz improvisation involves thin and thick work. Considered as lead sheets, they differ in their configuration because the pre-formed PowerPoint slides may be positioned along an axis spanning from thin and thick depending on how much they leave for the presenters' interpretation.

A Thesis of Rahayu revealed the study where the students are asked to make video-recorded speaking tasks and it was effective to enhance their speaking skill. The focus is in the tenth grade of SMAN 1 Tangerang Selatan city.[16] Those all videos are made by the students to explore their speaking fluency.

Thesis by Arniatika about Pecha Kucha presentation method on speaking skill. There was improvement among tenth graders of SMA Muhammadiyah Pekalongan East Lampung.[17] Pecha Kucha is the Japanese word for chit-chat, created b two architects in Tokyo namely Mark Dyham and Astrid Klein. They are young designers. Pecha Kucha is the electronic presentation format composed of 20 PowerPoint slides with exactly 20 seconds per slide and the total of the

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[14] Ahmila Novita, "Improving Active Learning through Students' PowerPoint Presentations on Report Text Speaking Skill," *Jurnal Vision* 5, no. 1 (2016): 89.

[15] Øystein Kvinge, "Playin ' the Changes — A Jazz Approach to Researching Student-Teachers ' PowerPoint Presentations Playin ' the Changes — A Jazz Approach to Researching Student-Teachers ' PowerPoint Presentations," *Cogent Education* 38, no. 1 (2018): 16, https://doi.org/10.1080/2331186X.2018.1461046.

[16] Rahmi Rahayu, "The Effectiveness of Using Video-Recording Speaking Task on Students' Speaking Skill" (Thesis, Syarif Hidayatullah State Islamic University, 2016), 47.

[17] Sefvirda Arniatika, "Improving Speaking Performance through Pecha Kucha Presentation Method among The Tenth Graders of SMA Muhammadiyah Pekalongan East Lampung" (Thesis, State Institute for Islamic Studies of Metro, 2018), 63.

presentation needs 6 minutes 40 seconds and it is delivered briefly and a chance for the presenters to speak more.[18]

From the description above, the researcher would like to research the effect of presentation method on e-learning environment towards students' speaking proficiency at MAN 1 Kudus.

B. Research Questions

Based on the research background above, several problems can be formulated as follows:

1. How is the quality of presentation method on e-learning environment at MAN 1 Kudus?
2. How is the quality of students' speaking proficiency at MAN 1 Kudus?
3. Are there any significant and positive effects of presentation method on e-learning environment towards students' speaking proficiency at MAN 1 Kudus?

C. Research Objectives

The objectives of the research are:

1. To explain the quality of presentation method on e-learning environment at MAN 1 Kudus.
2. To explain the quality of students' speaking proficiency at MAN 1 Kudus.
3. To prove that presentation method on e-learning environment has significant and positive effect towards students' speaking proficiency at MAN 1 Kudus.

D. Research Significances

The significances of the research are:

1. Theoretical Significance: This study can give the development of teaching and learning process in English Education Department by using presentation method towards speaking proficiency.
2. Practical Significances
   a. Students at MAN 01 Kudus are able to improve speaking proficiency through presentation method.

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[18] Arniatika, 15–16.

    b.   The teachers are able to know the presentation method on e-learning environment towards students' speaking proficiency at MAN 1 Kudus.

    c.   Instance is able to concept learning process design.

E.   Organization of Thesis

This organization of thesis is useful to provide a clear and not deviating picture of the subject matter in a systematic thesis. This thesis is as follows:

1. The Complementary Pages

This section includes cover/title page, approval page, statement of work's originality/declaration, abstract, *abstrak*, motto, dedication page, acknowledgements, preface, table of contents, list of tables, and list of appendices.

2. The body includes:

This section contains an outline consisting of five chapters, between one chapter and another are interconnected because they form a whole, the five chapters are as follows:

Chapter I is introduction. This chapter describes the research background, research questions, research objectives, research significances, and organization of thesis.

Chapter II is review of related literature. In this chapter, there are theoretical description, review of previous study, theoretical framework and hypothesis.

Chapter III is research methodology. This chapter will describe the research method, research population/sample, research setting, research participants/subjects, instruments and data collection technique, research data validity, data analysis techniques and research ethical consideration.

Chapter IV is research findings and discussion. In this section, there are two major points, they are research results and discussion.

Chapter V is conclusions, implications and recommendations. As the final chapter, this chapter will briefly present the conclusions and implications obtained from the discussion and also contain recommendations for future research and current practice.

3. The Closing Page

       The final section contains references, appendices, and curriculum vitae.