

CHAPTER I

INTRODUCTION

A. Problem Background

Speaking is one of the most demanding skills in daily life, and every person needs to communicate with others through speaking. Thus, it is necessary for every people to have good speaking skill. As the needs of English increase over the year, people do not only communicate with those who comes from the same country, but also with those who come from different countries. In order to be able to convey the meaning and talking with people around the world, they must be good in speaking English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from elementary level to the university level.

In higher education, such as in university level that has been written above, the students are expected to be able to speak English well, the students should be able to master all of the speaking components; those are pronunciation, grammar, vocabulary, fluency, and comprehension. However, as a matter of fact, the students have many problems dealing with English, there are many students who learn English think that English is so difficult, even their pronunciation and grammatical are weak. Those kinds of condition also happened at fourth semester of English Education at Muhammadiyah University of Metro. Many factors which influence students' speaking ability, as follow internal factor and external factor.

According to the pre-survey data, there are some problems caused by many factors which influence students' speaking ability into two general groups. Those are internal and external factors. Internal factors are factors which come from inside the individual, such as motivation, intelligence, and anxiety. The internal factors that were happening on students in speaking class such as students' motivation in speaking seemed very poor. Many students were getting difficult to speak English well and speak fluently. The other problem were many students' error in vocabulary, pronunciation, grammar, and comprehension, they had a long time for pausing, even many hesitations in speaking. Some students were lazy to speak English when they want to express their ideas in orally. Feeling shy and less confidence are made them afraid when they are speaking English.

The external factors refer to the factors which come from social class. The problems which are influence students speaking ability such as learning environment at home (family), campus, and community, sometimes the students' habit who always use regional language to interact with their family and their friends around them, some of them rarely use English in communicating each other, therefore they got difficult to speak English.

On the other hand, lecturer also influence students' achievement in speaking ability such as technique which is used by the lecturer in class were monotonous so that it made some students feel bored in following speaking class. The material which is delivered by the lecturer is also influence students' speaking ability when they had difficult in undertanding unclear materials. This phenomenon absolutely influence students' learning behavior in the future. The students had a low interest during speaking subject. Therefore, the most important thing that should be done by the lecturers is the way how to choose and to use effective technique, so that the learning process and result will be increased.

Table 1.1

Pre Survey Data Speaking Score of Third Semester in English Education Study Program at Muhammadiyah University of Metro

No	Category	Score	Students Frequency	Percentage
1.	High	80-100	2	4%
2.	Average	65-79	33	73.8%
3.	Low	0-64	10	22.2%
Total			45	100%

Sources: Based on lecturer data on third semester of English education study Program.

Based on pre survey data in third semester of English education study program, it can be seen that there are 2 students who got 80-100 score who belong to high category and got the percentage of 4%, then there are 33 students who got 65-79 score who belong to an average category and got the percentage of 73.8%, and there are 10 students who got 0-64 score who belong to lowcategory and got the percentage of 22.2%. So the total of the students are 45 students and the total of all percentage is 100%.

There are many ways that can be used to increase students' speaking ability. By using an attractive technique is one of important factors in creating a good atmosphere in classroom activities. The lecturers have to know how to increase student's interest and how to design the materials which are easy to be understood for students during the class, so that it should be used interesting technique. One of technique that can be applied is using PechaKucha technique which is believed can improve students speaking skill.

Pecha Kucha is a technique presentation form of 20 pictures for 20 seconds. The slides change automatically and the speaker must synchronize their speech with their picture. It is sometimes called a 20x20 presentation. The entire presentation always lasts for exactly 6 minutes and 40 seconds.

Based on the problem identified and the reasons above, the researcher is interesting in conducting Experimental Research entitled "The Effectiveness of Using Pecha Kucha Technique to Promote Students' Speaking Skill at Fourth Semester in English Department of Muhammadiyah University of Metro Academic Year 2020/2021."

B. Problem Identification

Based on the background problem above, the researcher identified the problem as follow:

1. The students are less of motivation.
2. The students are lack of self-confidence to speak.
3. The students are lack of vocabulary.
4. The students have less ability in speaking English fluently.
5. The teaching media is less attractive.
6. The teaching technique is ineffective.

C. Problem Limitation

There are many kinds of technique in teaching English, and the researcher is quite interested in conducting a study that focused on The Effectiveness of Using PechaKucha Technique to Promote Students' Speaking Skill at Fourth Semester of English Education study program in Muhammadiyah University of Metro academic year of 2020/2021.

D. Problem Formulation

Based on the background of the study, the problem formulated as follow: Is there any significance influence of using PechaKucha technique to promote students' speaking skill at fourth semester of English Education Study Program in Muhammadiyah University of Metro?

E. Research Objective

In line with the problem statements above, the objective of the study is: To find out the significance influence of using PechaKucha technique to promote students' speaking skill in fourth semester of English Education Study Program at Muhammadiyah University of Metro.

F. Research Scope

The scope of this research is following:

1. The research design of the research is experimental design.
2. The subject of the research is the students in fourth semester of English education study program at Muhammadiyah University of Metro in academic year 2020/2021.
3. The object of the research is PechaKucha technique in speaking class.
4. The place of the research is in Muhammadiyah University of Metro.
5. The time of the research is conducted in even semester 2020/2021.

G. Research Benefits

The researcher expected that this research gives benefits to:

1. For The Students

The researcher hopes this research gives a positive contribution to students at fourth semester of English Education Program at Muhammadiyah University of Metro. This research is expected to help the students learn to speak easily, effectively, and happily using Pecha Kucha technique. This technique is also expected to be more motivating for the students to learn in speaking. As a result, the students are able to speak fluently.

2. For the English lecturer

This research can be used as information and the lecturer can apply Pecha Kucha technique in speaking subject.

3. For the researcher

This research can be used as a reference to give some knowledge about a research in speaking learning process.