

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Problem**

Nowadays, multimedia has become the common instructional media in teaching and learning. Multimedia is a part of technology that can facilitate students and teacher to interact more effectively. It creates an enjoyable classroom environment and attract students' interest and motivation to be involved during the learning process. Multimedia covers the combination of computer hardware and software that allows the students to integrate text, picture, graphics, audio, animation and video to develop an effective presentation on an affordable desktop computer. Using computers and every of technological equipment may provide a more effective and more influential experiment in conducting teaching and learning.

Microsoft PowerPoint is a type of presentation software developed by Microsoft (Oommen, 2012). It is a useful tool that is now being used in many classrooms. Indeed, people may have many years of classroom experience, as students and teachers, which guide the teaching. However, people are less likely to have had similarly rich experiences with instructional technologies, as the tools have become available only more recently.

Based on the interview and observation while conducting teaching practice at SMA N 8 Pekanbaru, the researcher found the school provides technological equipment to conduct teaching and learning activity such as; projector, audio system (speaker), etc. and found many first-grade students still get difficulties in speaking English because of some causes. One of the causes related to the instructional media. English textbook that currently used in teaching seems did not attract the students. Consequently, it was difficult to make a conductive class. Thus, the researcher saw that the teacher needs to consider the use of multimedia in teaching speaking.

There are many researches show a good effect by using multimedia in the classroom. One of the research entitled “*The Application of Multimedia-Based Presentation in Improving Students’ Speaking Skill*” was done by Iman Fauzi from Serang Raya University (UNSER) Malang (2016), showed that students’ speaking improved and students’ confidence to speak in front of the class increased. Students also learn technology which is beneficial for their study and future career.

Carry on from the explanations mentioned above, the researcher brings the idea to investigate the effect of Multimedia Based Presentation towards students’ speaking ability at the first-grade students of SMA Negeri 8 Pekanbaru, that were participated by 62 students in two classes.

## 1.2 Setting of the Problem

There are some factors which determine the success of teaching and learning of speaking. The researcher interviewed the teacher, students and observed the English teaching speaking and learning process when conducting teaching practice (PPL) on 17<sup>th</sup> of July 2017 – 22<sup>nd</sup> of September 2017. Based on the interview and observation, the researcher found some problems; they related to students, classroom management and instructional media. They were presented as follows:

The first problem was related to the student. They have lack of vocabularies, incorrect pronunciation, and lack of time to practice their English. Those factors affected to their ability and confidence to talk in English.

The second problem related to the classroom management. In SMA Negeri 8 Pekanbaru, the classes consist of 30-40 students or even more in each. Consequently, it was hard for a teacher to focus on those students at once. It was unsuitable for language teaching in class which needs dynamic class so that all skills can be trained well. As the effect of this condition, classroom activity will only focus on practical activity such as reading, listening, grammar and writing.

The further problem in term of the instructional media. Since the existence of technology in education especially in SMA Negeri 8 Pekanbaru, the teacher did not use an interesting media instead of textbook which currently used in teaching English especially speaking. As the effect of this fact, the students easily get bored to join the lesson. Furthermore, this condition affects to the students' motivation in involving to the teaching and learning process.

In reference to the above discussion, there were some problems in English speaking teaching and learning process at SMA N 8 Pekanbaru. Those problems were believed to provide a big impact on the English-speaking teaching generally and students' speaking ability specifically.

### **1.3 Limitation of the Problem**

Based on the problems so far mentioned in setting of problem, the researcher focused on problem which related to the students and instructional media. The researcher tried to help them to make them fun in learning speaking. Thus, this research was focus on investigating students' speaking ability by using the Multimedia Based Presentation.

### **1.4 Formulation of the Problem**

1. Is there any significant effect by using Multimedia Based Presentation towards students' speaking ability on the first-grade students of SMA Negeri 8 Pekanbaru?

### **1.5 Objective of the Research**

This study is aimed to investigate the effect of Multimedia Based Presentation towards students' speaking ability on the first-grade students of SMA Negeri 8 Pekanbaru in the academic years of 2017/2018.

## **1.6 Significance of the Research**

The results of this study offer theoretical and practical significance. Theoretically, this study can add the current theory dealing with the effectiveness of using Multimedia Based Presentation towards students' speaking ability. The findings of the study may give information about the effectiveness of using Multimedia Based Presentation to the quality of English teaching speaking and learning generally, and the students' speaking ability particularly.

Practically, this study offers benefits to some parties. The results of the study gave new experience and knowledge for English teacher to use Multimedia Based Presentation which can enhance the quality of the teaching and learning process, especially in speaking class. This study also can be used as a type of input to students of SMA Negeri 8 Pekanbaru because it motivates and encourages them to be involved more actively in the English-speaking teaching and learning process. Finally, the findings of this study can be used as a reference for further research of relevant topics.

## **1.7 Definition of the Key Terms**

In order to avoid misunderstanding and misinterpretation, it is necessary to explain the key terms:

### **1. Multimedia Based Presentation**

According to Mayer (2004), it refers to presentation involving words and pictures that are intended to foster learning. The words can be spoken or written,

and the pictures can be any form of graphical imagery including illustrations, photos, animation, or video.

## 2. Speaking Ability

According to Richard and Renandya (2002:210), speaking is one of the central elements of communication. In English foreign language teaching, it is an aspect that needs special attention and instruction. Thus, it is included in productive skill which enables speaker to express ideas, feelings, or information orally. It means that the main objective of speaking is for communication.