

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter, the researcher describes the part of introduction namely background, research question, research purposes, research significances, scope of research, and terminologies in order to provide the clear explanation about why the researcher conducted this research.

#### **1.1 Background**

In Indonesia, English is one of the subjects at the senior high school level based on the curriculum 2013. Curriculum 2013 is implemented based on a set of ideas that are relevant to human life (Nishanthi, 2018). Based on the purpose of curriculum 2013, the students should be able to master the aspects of English. Those aspects of English included 4 skills. One of the English skills was writing skills.

Writing is a productive skill that used to communicate with others. Writing is a way to convey ideas or to put feelings in writing (Harmer, 2004). In learning writing, it also included learning grammatical and lexical knowledge. The students are required to select their words or diction before putting them together in a sentence or sentences that are suitable. Nevertheless, a lot of students were still having difficulty with writing, particularly when it came to select the right words or diction and then organizing those words into a meaningful sentence. To support the

students in mastering writing skills, several materials were listed on the syllabus for every grade, including twelfth grade. One of the materials was procedure text.

A procedure text is a text that gives the instructions to do or to make something. The procedure text is simple and straightforward, with no modalities or reliance on viewpoints, for example, and has a wide range of uses (Adhi Pratama et al., 2020). Ordinarily, procedures are written in the form of directions or instructions. Based on basic competences on the syllabus, the procedure text consisted of the instruction to make, and do something. The indicator of learning procedure text for the students based on the syllabus was the students were able to write a simple procedure text based on social function, generic structure, and language features. To help the students achieve this indicator, there should be an appropriate material for writing procedure text.

The researcher has done the pre-observation and interview at SMAN 1 Lumar. From the pre-observation and interview, the researcher found that the school has applied curriculum 2013 since 2014. The teacher taught the material based on the syllabus of curriculum 2013 to the students. In syllabus, the focused skill of procedure text material is speaking skill. However, in teaching and learning activity, the teacher focused on writing skill in teaching procedure text because the students need to be able to write before speak. Besides, in teaching and learning English, the researcher found that the teacher and students used the

textbook “*Bahasa Inggris Kelas XII SMA/MA, SMK/MAK edisi revisi 2018*”. This book was designed based on the standard competencies of the syllabus. In the pre-observation and interview that the researcher did to gather the information about teaching and learning procedure text using the textbook, the researcher found some problems faced by the students in learning writing procedure text.

While doing the pre-observation and interview, the researcher found two problems experienced by the students while learning writing procedure text. First, while learning in the classroom, the students did not look enthusiastic when they were learning the material in the textbook because the content in the textbook was not interesting. It also made the students not focus on the learning activity, and made them too lazy to read the material on the textbook. Second, the textbook did not have various content, especially for writing skill. The students said that they needed more content for writing skill, especially the material that offered the activity to build their writing skill. This material would be more interesting if could be design in multimedia form, because multimedia contained more interactive features that would make the material looked interesting.

Based on the problem stated above, there was a need for supplementary materials in addition to the coursebook that offered exercises and information focusing on the particular writing component that may be more challenging for the students. Using supplementary material in language learning improves students’ motivation and

performance, and increases students' participation and understanding (Dodd et al., 2015). Supplementary materials should design based on the students' needs which depends on basic competence of curriculum 2013. Additionally, supplementary materials are helpful for both the teacher and the students. There are some advantages of supplementary material (Reddy, 2013): (1) Creativity (2) Activities can excite students (3) Breaks monotony of the class (4) Encourages situational English (5) Enhances language skills and communication skills (6) Leads to group work (7) Tasks can be challenging. In order to give the students an additional lesson, supplementary materials are required in the teaching and learning process. This can make the teaching and learning process more engaging.

In designing supplementary material, to make the material looked more interesting and contained various content, the material could be designed in multimedia. Multimedia technology has a good impact on student activities and initiatives, as well as classroom teaching effectiveness (Pun, 2014). Learning English with multimedia is a popular issue in educational technology these days. Multimedia can appeal to a variety of learning styles; some students prefer to learn by reading, while others prefer to learn by hearing, and yet others prefer to learn by writing (B.B Andresen, 2013). By using multimedia, the teacher can insert video as the material not only text. It makes the material look more interesting for the students. One of the multimedia tools is a PowerPoint presentation.

Powerpoint is one of the most effective tools for distributing knowledge; nevertheless, when used incorrectly, it has the ability to confound students and make learning difficult (Dolipas et al., 2020). By using Powerpoint in teaching English, the teacher can create a new learning style and makes the variation of the material appearance. In EFL, Powerpoint presentations can be used for initial instruction, student projects, practice and drills, games, reviews, and tests. (Oommen, 2012). Therefore, using Powerpoint presentations can help English language teachers capture the students' intention in the classroom, and the students can learn the material easily and be enjoyable because the material will contain various interesting contents in a form of texts, pictures, and animation videos. The Powerpoint also will contain quizzes that cannot be found in the textbook.

There are some previous studies about designing the supplementary writing material. First, from Hardiani, 2018 has shown that the supplementary writing material has been appropriate and suitable for the students. Second, from Bharati, 2016 has shown that the design of the materials was appropriate and strengthen the students character. Third, from Nisa, 2015 has shown that the students interested in learning through PowerPoint.

Based on the previous research above, from those three previous studies, there were some differences with this research. From Hardiani, 2018, the researcher on that study developed the supplementary writing

material that focused on recount text for eighth-grade, meanwhile, in this research, the researcher designed the supplementary writing material of procedure text for twelfth-grade in senior high school. From Bharati, 2016 the researcher of this previous research developed supplementary material for listening procedure text which contained fun activities, while in this research, the researcher designed writing material in a form of task. From Nisa, 2015 the researcher of this previous research developed material of auxiliaries verb “Should and Must” in PowerPoint, meanwhile, in this research, the researcher designed writing material of procedure text in Powerpoint presentation. From those gaps, it shown the differences between this researcher from those previous research where the researcher in this research was designed the supplementary writing material of procedure text in PowerPoint in order to make the materials look interesting and attractive.

In this research, the researcher designed the procedure text material in Powerpoint which contained the texts, pictures, animation videos, and quizzes. Before designing the material, the researcher did a needs analysis first in the analysis phase. After that, the researcher designed and developed the procedure text material in Powerpoint. The researcher expects that the procedure text material in Powerpoint can support the learners in learning procedure text easily and be fun. The researcher conducted the research about Designing Supplementary material of Procedure Text in Powerpoint for Twelfth Grade at SMAN 1 Lumar.

## **1.2 Research Questions**

- a. What are the students' needs in learning writing procedure text?
- b. How is the product design of procedure text materials in Powerpoint application that can be used by the students to learn writing procedure text?

## **1.3 Research Purposes**

- a. To describe the students' needs in learning writing procedure text.
- b. To design supplementary materials of writing procedure text in PowerPoint for the students to support them in learning writing procedure text.

## **1.4 Research Significances**

The researcher expects this product will give benefit to the English teacher, twelfth-grade students, and the other researchers as follow:

- a. English Teacher

The teacher could use the product to teach procedure text to the twelfth-grade students at SMAN 1 Lumar as supplementary materials. The teacher could use this material to teach writing skill.

- b. Twelfth Grade Students

The students could be more enthusiastic in the EFL learning process and could motivate them in learning the procedure text materials using PowerPoint.

c. The Other Researchers

The other researchers could use this research as a reference in making their research proposal.

### **1.5 Scope of Research**

In this research, the researcher found the students' needs and designed the materials of procedure text in the Powerpoint. The materials contained the texts, animation videos, and quizzes to practice. The target of this research was English teacher and the twelfth-grade students at SMAN 1 Lumar.

### **1.6 Terminologies**

a. Designing

Designing is an activity to make a product to support the teaching and learning process. In this research, the researcher designed a procedure text in Powerpoint using the canva and power director application.

b. Supplementary Materials

Supplementary materials are materials in addition to the coursebook that includes skills development materials such as reading, writing, listening, and speaking. In this research, the reearcher designed the material for writing skill.



c. Materials Development

Materials development is a process of evaluating, adapting, producing, and researching the materials. Materials development is used to achieve the goal of the study. In this research, the materials development were designed the supplementary materials of procedure text in Powerpoint to achieve the goal of writing activity in procedure text.

d. Writing Skill

Writing is one of four skills in English. Writing is a productive skill that use to produce something. In procedure text material, writing skill is an ability to make a simple procedure text, for instance is a receipe.

e. Powerpoint

Powerpoint is a multimedia technology that, when implemented correctly, can substantiate and improve the learning environment while also having a good impact in EFL classroom. By using Powerpoint as the media, the material design can be form in video or animation.

f. Procedure Text

A procedure text is a text that explains the steps about how to make something, and how to do or operate something. The procedure text

in EFL contains the materials about how to make foods or drinks.

Researcher will design the materials for writing skill.

g. SMAN 1 Lumar

This school is the research setting of this research which is located at

Jl. Jelatok, Dusun Lumar, Desa Tiga Berkat, Kecamatan Lumar,

Kabupaten Bengkayang, Kalimantan Barat.