

# CHAPTER I

## INTRODUCTION

This chapter introduces the study and explains its overall framework. It begins with the background of the research, describing the importance of speaking skills and the difficulties students face in developing them. It also highlights how writing, particularly procedure texts, can support informative speaking ability. The research question is then presented to show the main focus of the study.

Furthermore, this chapter outlines the objectives and significance of the research, both theoretically and practically, for students, teachers, and schools. It also provides the research hypothesis as the basis for further analysis. Finally, the key terms are defined to ensure a clear understanding of the concepts discussed. Altogether, this chapter lays the foundation for the entire research.

### **A. Background of The Study**

Strong speaking skills are valuable for professionals looking to advance their careers, particularly employees in business organizations who use these skills to promote their companies. It is also well known that exceptional, inspiring speakers have the ability to deeply motivate and captivate their audiences. Given the significant role speaking skills play, EFL/ESL learners should focus more on improving this aspect. Teachers are also encouraged to adopt effective strategies in their classrooms to better engage students in practicing and developing their speaking skills during English lessons.<sup>1</sup>

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<sup>1</sup> Sakinah, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 8, no. 5 (2019): 55.

In the context of English language education at junior high school level, developing speaking skills, especially in informative speaking, is one of the challenges and tasks of educators. Students often have difficulty organizing and conveying information in a clear and effective way. This is caused by several factors, namely students feel embarrassed and afraid about speaking English, lack of enthusiasm for practicing it, and consistently revert to using their native language in the classroom.

To overcome this challenge, a learning approach is needed that not only trains students to speak directly, but also equips them with a systematic thinking structure. One form of text that has the potential to support the development of informative speaking skills is procedure text. A procedure text is a form of writing that explains how to carry out or create something. It functions as a guide for the reader to complete a task through a series of systematic steps, making it easier for the reader to follow or conduct an experiment. The primary objective of this procedure text is to instruct the reader on how to perform tasks in the correct sequence. Within a procedure text, there are key elements, including the use of future-oriented language and a generic structure that organizes the content of the procedure text.<sup>2</sup>

The ability to write procedure texts and informative speaking are two productive skills that are interrelated in mastering English, because both require clarity of structure, logical sequence, and accuracy in conveying information.

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<sup>2</sup> Rini Dwitya Sani and Herfyna Asty, "Students' Writing Ability In Generic Structure Of Procedure Text In SMK Padang," *Jurnal Pendidikan Nasional* 1, no. 2 (2021): 40–45.

In learning practices, students are often asked to write procedure texts as structured writing exercises, and at the same time, they are also required to be able to convey information orally in the form of presentations or explanations. This shows that the thinking processes involved in both skills have similarities, especially in terms of planning, organizing ideas, and choosing appropriate language. Writing and speaking are productive skills that not only stand alone but also support each other in the development of language proficiency.<sup>3</sup>

Meanwhile, cognitive transfer theory reinforces this view by explaining that cognitive skills developed in one language domain can be transferred to another domain, as long as the thinking processes involved are similar. Thus, the ability to write good procedure texts has the potential to contribute to achieving more effective informative speaking.<sup>4</sup>

Although the relationship between writing and speaking skills has been widely discussed in the literature, there is still very little research specifically examining the relationship between the ability to write procedure texts and achievement in informative speaking, especially at the junior high school level in the context of learning English as a foreign language.

In addition to being supported by theory, it is also important to see how these skills develop in classroom learning practice. Based on the results of observations and interviews conducted by researchers on March 26th 2024 at MTsN 1 Blitar, It was found that seventh-grade students still face difficulties in

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<sup>3</sup> "HarmerJ 2007\_The\_Practice\_of\_English\_La.Pdf," 2007.

<sup>4</sup> Jim Cummins, "Schooling and Minority Students : A Theoretical," no. January 1981 (2014).

conveying information verbally in English, particularly in the context of informative speaking. Most students are still unable to present information in a coherent and clear manner. On the other hand, in writing activities, students also show challenges in organizing a systematic and structured procedure text.

This finding encourages researchers to further examine the relationship between the ability to write procedure texts and students' achievements in informative speaking. This study aims to analyze the correlation between students' ability in writing procedure text and their achievement in informative speaking. This research also aims to contribute positively to the development of English learning at the junior high school level. Through a structured correlational approach and careful data collection, this study will provide empirical evidence regarding the extent to which the ability to write procedure texts relates to students' achievements in informative speaking.

Therefore, this research is expected to serve as a valuable reference for English teachers in designing integrated learning strategies to simultaneously improve writing and speaking skills.

## **B. Statement of Research Question**

Considering the description of the problem outlined above, the researcher will develop research questions based on this problem, which will be presented directly as follows, "Is there any correlation between the students' ability in writing procedure text and their informative speaking achievement of the seventh grade students at MTsN 1 Blitar?"

### **C. Purpose of Study**

This study aims to analyse more deeply the correlation between the the students' ability in writing procedure text and their informative speaking achievement of the seventh grade students at MTsN 1 Blitar. By exploring this relationship, the research seeks to provide insights into how written procedure competence may influence or reflect students' ability to convey information effectively through spoken language.

### **D. Signification of Study**

The results of this research are expected to contribute theoretically and practically.

#### **1. Theoretically**

This research contributes theoretically to the development of scientific understanding in English language education, particularly in the area of productive skill integration. It provides insight into the relationship between the students' ability to write procedure texts and their achievement in informative speaking, as observed among the seventh grade students at MTsN 1 Blitar. The findings highlight how structured writing performance can positively influence oral expression, emphasizing the interdependence of writing and speaking within genre-based pedagogy.

Furthermore, the results of this study may serve as a guide and reference for teachers and other researchers who aim to implement or explore the integration of writing and speaking skills, especially using procedure texts to enhance students' informative speaking ability.

## **2. Practically**

### a. For Students

This research is expected to help students better understand how improving their writing skills, especially in procedure text can positively impact their informative speaking performance. For students in the seventh grade at MTsN 1 Blitar, this awareness can encourage them to improve both skills more purposefully.

### b. For Teachers

This study can inform teaching strategies by highlighting the importance of teaching procedure texts not only for writing purposes but also as a foundation for developing informative speaking skills. Teachers may design integrated tasks that enhance both skills simultaneously.

### c. For Schools

This research contributes to efforts to improve the quality of learning in schools, especially in teaching speaking skills. The results are expected to support the achievement of more effective learning objectives at MTsN 1 Blitar. Furthermore the results may encourage the adoption of integrated assessment tools and teaching materials that reflect the interconnected nature of writing and speaking skills in English language learning.

d. For Further Research

Future researchers can replicate or develop this research by exploring other types of texts or different forms of speaking skills, as well as applying it to other levels of education.

**E. Research Hypothesis**

Based on the formulation of the problem and research objectives that have been explained, the following research hypothesis is obtained:

H<sub>0</sub> : There is a no correlation between the students' ability in writing procedure text (X) and their informative speaking achievement (Y) Seventh Grade Students at MTsN 1 Blitar.

H<sub>1</sub>: There is is a correlation between the students' ability in writing procedure text (X) and their informative speaking achievement (Y) Seventh Grade Students at MTsN 1 Blitar.

**F. Definition of Key Terms**

**1. Writing Ability**

According to Product/Text-Oriented Approach, writing ability is understood as the capacity to construct linguistically and contextually accurate texts by adhering to prescribed petterns, either at sentence or discourse level. Meanwhile, on the basis of perspective Process/Cognitive Approach which is focused on what the writer does during the process of writing, writing ability is defined to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a specific communicative context.

Therefore, the writing activities are like to be personal essays and journal writing which are effective tools for self-exploration. From this perspective, the writing ability is seen as the ability to express one's thoughts freely. On the other hand, the Genre-Based Approach which emphasizes on awareness of the readers, regards successful writers as those who are able to make reasonable assumption about what the reader knows and expects, to seek a balance between their writing purpose, and satisfy a given discourse community with regard to the structure and content of the discourse and communicate functionally.<sup>5</sup>

## **2. Procedure Text**

A procedure text is one of the texts used to explain how, instructions to do something through a sequence of events, processes, actions or steps, he also states that procedure texts explain something that works or how to use something. A procedure text explains how something functions or provides instructions for using an item, such as a telephone, mouse, or car. It also includes guidelines on how to perform specific activities, like recipes, game rules, or science experiments. Additionally, it can address aspects of human behavior, offering advice on topics like living happily, being a good online student, or improving sleep.

Procedure text is a type of text that provides about information that can guide us in doing or making something. Procedure text is a text that

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<sup>5</sup> Erna Iftanti, "Improving Students' Writing Skills through Writing Journal Articles, IAIN Tulungagung Research Collections 8, no. 1 (2016): 1-22

describes achieve something through an action or steps. Procedure text provides the instruction to do something.<sup>6</sup>

Based on the explanation, the writer concludes that procedure text is a type of text that describes how to accomplish something by following a series of steps, processes, or actions. It provides instructions on using items and performing tasks (such as following a recipe or conducting a science experiment). It can also offer advice on behaviors, such as living happily or being a good student

### **3. Informative Speaking.**

Informative speaking is a speech that might involve providing information about a person, animal, or an object. It is given to provide and interesting and useful information to increase the knowledge of audience.

Informative speaking has goal to provide knowledge, especially useful or interesting information for listeners so they can better understand the world around them and can make more informed decisions.<sup>7</sup>

Public speaking refers to a statement performance of the speaker transferring the idea or message to the audiences through speech. It is s forms of communication that involves spoken performance. There are five different types of public speaking exist.<sup>8</sup>

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<sup>6</sup> Mariani Hasibuan and Gabby Maureen Pricilia, "The Effect of Using Explicit Instruction Strategy on Students' Listening Comprehension of Procedure Text," *Jurnal Liner, Institut Pendidikan Tapanuli Selatan* 2, no. 1 (2019): 11–21.

<sup>7</sup> Finarsih, Rahayu Aprilia wati, and Zainal Arifin, "Improving Students' Speaking Skill on Informative Speech" (2018): 1–9.

<sup>8</sup> Renata Kenanga Rinda, Wahyu Indah Mala Rohmana, and Nodistya Septian Indrastana, "An Analysis of Informative Speaking on Kakenya Ntaiya's Speech: A Girl Who Demanded School," *JETLe (Journal of English Language Teaching and Learning)* 1, no. 1 (2019): 21.

First, speaking to inform that has the main provide information about spesific topic to the audiences. Second, persuasive speaking focuses on convincing the audiences. Third, speaking to a small group that is intended to a limited member of audiences. Fourth, speaking used in only formal settings and last, speaking for analysis and discussion. Additionally, Lucas categorized speaking to inform into a speech about objects, processes, events, and concepts. Besides, there are five criteria to deliver a good speech which does not overestimate audiences's knowladge, steering clear of subject with the audiences, avoiding overly technical language technical, avoid abstractions, and personalize the speaker's message.

So, informative speaking is a type of public speaking focused on providing the audience with knowledge or information about a specific topic. The goal is to educate or explain, rather than to persuade or entertain. This can include speeches about objects, processes, events, or concepts, and effective informative speaking should be clear, engaging, and tailored to the audience's level of understanding.