

CHAPTER 1

INTRODUCTION

A. Background of the Study

English has four basic skills that should be mastered by the learners if they want to have good competence; those are speaking, listening, reading and writing. Speaking is different from the other three skills. Speaking or spoken language is considered as a primary of language. Ramelan (1992: 13) states that human being whenever they live always speak a language although they do not have writing system to record the language.

Based on the statement above, someone will be called successful in mastering English if he or she speaks well. Through speaking we can see how well their English mastery. How they use speaking to express their ideas and feeling grammatically correct and how to carry out communication in English.

Based on the writer's observation at the first grade students of MA AlHidayahPurworejoKlampokin academic year 2011/2012, there weresome problems that students had in speaking. The problems were; some students felt shy when they spoke in front of class, the students were also lack of vocabulary mastery, most of students were passive, they could not pronounce well so they got difficulty in pronouncing the sentence and it made them nervous when the teacher asked them to speak, the teacher mostly used a conventional technique and rarely used creative technique to make students

enjoy their study and have more opportunities to speak and to practice in the class.

Based on the problems above teacher should be able to make the students are interested, active and have more opportunities to speak or to show their speaking ability in the class. So, the teacher has to use other techniques. Demonstration technique is one of active teaching learning techniques which has purpose to direct the students' attention in material that is learnt. Kinder in Hamalik (1986: 169) writes that demonstration is valuable in all areas, included speaking. The demonstration technique is effective with simple processes or complex projects because it can lead the students to think actively in learning process, especially learning speaking in procedure text. Demonstration technique can train the students become active students because they have to demonstrate procedure text orally. The technique makes them usual to speak in front of the class to demonstrate what they have learned or experienced by using picture series or real things as media. It means that the demonstration technique give more chances to them to speak in the class. On the other hand, the students understand procedure text easily because the demonstration technique is an expression which consists of explanation to show or to demonstrate things in front of the learners. That was why the writer chose demonstration technique as the teaching and learning technique for developing speaking skill to Senior High School students. The writer tried to investigate whether using the demonstration technique in teaching speaking of procedure text was effective or not. In this

case the writer gave the treatments to the students herself. The treatments were given to the first grade students of MA AlHidayahPurworejoKlampok in academic year 2011/2012.

B. Reason of Choosing the Topic

There were two reasons why the writer was interested in conducting research with the topic “The Effectiveness of Demonstration Technique for Teaching Speaking of Procedure Text at the First Grade Students of MA AlHidayahPurworejoKlampok”, they were:

1. There were some problems that the students had in speaking of procedure text. They were shy to speak in front of the class to tell the way how to make something or tell procedure text orally. They did not master the vocabulary well. It made them got difficulty in arranging the word to be good sentences. So the writer tried to apply demonstration technique in teaching speaking.
2. The writer decided to use demonstration technique in teaching speaking because it could make the students active in teaching learning process. The students would have more chances to speak up in the class.

C. Problem of the Study

The problem of this research is stated by a question: “Is demonstration technique effective for teaching speaking of procedure text?”

D. Aim of the Study

The aim of this research was to find out the effectiveness of using demonstration technique to teach speaking of procedure text.

E. Contribution of the Study

The result of this study hopefully can give valuable contribution for:

1. Giving information for English teachers about the use of demonstration technique for teaching the speaking skill.
2. Motivating the English teachers to use demonstration technique in their classrooms to improve their students' speaking skill.

F. Clarification of the Key Terms

1. Speaking is ability to say or pronounce words and sounds articulation to express feeling, thought and idea (Tarigan, 1981:15).
2. Effectiveness is having an effect: able to bring about the result intended (Hornby, 1979:227).
3. Technique is a routine procedure or reference that is prepared to use tools, materials, people, and area for conveying a message (Sadiman, 1993:5).
4. Teaching is showing or helping someone giving instructions, guiding, in the study of something, providing with knowledge, causing, to know or understand (Brown, 1994:7).

5. Demonstration is physical display of the form, outline or substance of objects or events for increasing knowledge of such objects or events (Cole, 1994:126).
6. Procedure text is a piece of text that tells the reader or listener how to do something. It has purposes to provide instruction for making something, doing something or getting somewhere (Anderson, 1998: 28).

