

## CHAPTER II

### THEORETICAL REVIEW

#### A. Teaching

Teaching can not be separated from learning process, because the meaning of teaching itself is an activity which is done by person to give or transfer knowledge to the students. It means that whenever a teaching process is going on, it is sure that at the same time learning process occurs to. Much pedagogy makes the description as teaching according to their view. Whereas Burton in Ali (1984:3) states that teaching is an effort to give stimulus, guidance, direction and motivation to the students in order that learning process occurs. It means that besides the material, teacher has to give stimulus, guidance, direction and motivation to the students to encourage the students to be active inside and outside the class.

Teaching is not an easy duty for the teacher. Therefore, a teacher should know principle in teaching process. The principle must become the teacher's guide, they are: teaching must be based on the student's experience, knowledge and skill which are taught, teaching must be practical, teaching must consider the personal differences of each student, readiness is an important foundation in teaching, the aim of teaching must be understood by the student and teaching must follow psychological of learning (Burton, 1984:p.3).

All principles above can result in the effectiveness teaching and learning process.

Teaching is serving materials by someone to the others, so they can receive, master, and increase them. To make them receive, master and more increasing the material of learning, it should be known the ways of teaching and learning exactly, efficiently, and effectively as well as possible. Beside that teaching is a process of spilling the information from the teacher to the students. But it needs many activities, which must be done to achieve the good result of teaching.

## **B. Speaking**

### **1. Definition of speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving information. It is form and meaning is dependent on the context in which in occurs, including the participant themselves, their collective experience, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended involving.

According to Nunan (1991:40)" speaking is the same as oral interactions which are conventional ways of presenting information, expressing our idea, and though in our mind." Therefore, speaking is not only expressing our ideas, but also presenting new information to others. Speaking is an interactive process of constructing meaning always involves in producing words and the meaning depends on the context.

Ramelan(1992:13) says that all human beings whenever they live always speak language, although they do not have any writing system to record their language. Related to speaking competence, Nunan(1987:39) says that:” to most people mastering the art of speaking is the single most important aspect of learning a second of foreign language”.

From that statement above, it can be concluded that speaking is the most important competence in mastering foreign language. Someone who learns a foreign language can be said to be successful and skillful in mastering the foreign language when he masters speaking skill. Thus speaking capability can be the measurements whenever the foreign language learner is successful in learning foreign language or not. But in mastering speaking skill, it is not only can be seen from the performance of learners in spoken but also we have to see from their competence in using the language.

## 2. Speaking Competence

The main goal in teaching the productive skill of speaking is to develop the students’ speaking competence. Speaking competence is ability to make us in an ordinary voice to express his feeling and ideas using appropriate language. It means that someone can speak fluently, grammatically correct and understandable for the listener. In this case Tarigan writes:

“Speaking is ability to say or pronounce words and sounds articulation to express feeling, thought and idea” (Tarigan, 1981; 15)

According to Nurgiyantoro (2001:284-286), to evaluate speaking, there are five components which are used to measure the speaking ability. They are:

1. Pronunciation

Pronunciation can be described as the act of producing sound using the vocal cords or other means to convey some messages. Helping the learners speak and sound more natural is the duty of the teacher. It is not easy to pronounce word that belongs to foreign language because every language has its own system or code, that is its own characteristic way of putting sounds together in order to talk about situations or event in the present, the past or future (Finocchiro, 1974:02). The learners do this case well if they are given much time to do it, then the teacher must analyze the learners' competence in pronunciation.

Hornby (1974:669) defines pronunciation as the way in which language is spoken, way in which a word is pronounced.

When we teach English we need to be sure that our students can understand when they speak. They need to be able to say when they want to say. This means that their pronunciation should be at least adequate for the purpose.

## 2. Grammar

It conducts with one's ability to organize words into sentence grammatically correct and the ability to apply the grammatical rules appropriately. It is also stated by Hornby that grammar is (the study and practice of) the rules by which words change their forms and are combined into sentences (Hornby, 1974:542). It is why grammar is very useful to develop students' speaking competence. If they master the grammar, it is easy for them to speak fluently. We can combine the sentences systematically in writing and speaking and understanding easily in reading and listening.

## 3. Vocabulary

Vocabulary is the basic of language. It appears in every language skills. It is very important because we can say nothing without vocabulary in our mind. Hornby (1974:979) defines vocabulary as a range of words known to, or used by a person in trade, profession etc. from the definition, it can be inferred that vocabulary is words or list of words with their meaning and they are known by their speaker and used to communicate among those speakers and it is employed by language group or individual.

## 4. Fluency

It refers to one's ability to speak smoothly and easily. Hornby (1974:330) defines fluency as the quality of being able to speak smoothly and readily. It means that someone can speak without any

hesitation. Sometimes, someone who is good in grammar and pronunciation skill be unable to speak fluently. On the other hand, someone can speak fluently even though he makes errors in pronunciation and grammar.

#### 5. Comprehension

Comprehension is also the important thing in students' speaking competence to know students' understanding of the communication. Unfortunately students are organized to speak so difficult to understand the meaning by hearer. The contents can show in substance, details, topic elaboration and organize the speech. On the other hand, the speaking competence does not only produce sentence speech correctly but students use all the part of speaking competence. And the students can be said able to speak as if they have good pronunciation, use appropriate grammar and produce many words or sentences correctly so they can speak well in organized.

Whereas the students of MA AlhidayahPurworejoKlampokin academic year 2011/2012 still have misunderstanding about pronunciation, grammar, lack of vocabularies and have unorganized to speak. Here the writer tried to solve the problems by using demonstration technique in teaching speaking of procedure text. By using demonstration technique students can improve their speaking competence and understand procedure text easily.

### 3. Problems in Teaching Speaking

Foreign language learning is a complex process and not a set of easy steps that can be programmed in quickly way. There were several factors generally to be a problem that could influence the result of teaching and learning speaking ability. They were student, teacher and techniques for teaching problem as an involving numbers of variables in teaching and learning process.

#### a. Student

Some personal problems of student's characteristic have an important role in the result of teaching learning process. The problems like creativity, language ability, motivation, and style of learning, mental condition of the students. The writer used demonstration technique as one of the active learning techniques that could make the students active and enjoy in teaching learning process. And students got a new style learning of language ability.

#### b. Teacher

Some teachers could not be able to become an aspirator cause didnot have creativity in the class management and the teacher still usedconventional technique that made their students were not interested in teaching learning process. Teacher is a crucial ingredient in teaching and learning process. They have a big influence to bring students to reach the goal of learning process.

c. Technique for Teaching

Some teachers still used conventional technique in the class which made the students were not interested and felt bored in joining the teaching learning process. Generally, technique is important role which can help the teacher in delivering the material to the students to reach the goal of teaching learning process. The role of teaching language is very important to teachers, because the role can provide the best condition for learning. The main job of language teacher is to make sure the students know what they have to practice and to see then they practice it.

In teaching learning process, the teacher has to use the technique, concerning to the way the teacher organizes and uses the technique, subject matter, teaching tools and teaching material. The teacher must select what technique that will be used in teaching learning process. There are many techniques of teaching and learning that teacher can use, no one is the best because whether the technique is good or bad depends on how the teacher brings the technique to achieve in the teaching goal and of course the technique must be appropriate to the class situation, the students' ability and time of learning process.

Those are some teaching speaking problems. The writer wants to minimize all of the problems by using the ways as follows:

- 1) The students are given creativity, language ability, motivation, and style of learning, attitude, and mental condition by giving task.
- 2) Teacher must have creativity, good style of management class, teacher's mastery towards material, talkative communication and teacher as an aspirator of students.
- 3) Technique as tool in delivering material to reach the goal of teaching is important. So the teacher has to use the technique, concerning to the way the teacher organizes and uses technique, subject matter, teaching tools and teaching material. The teacher must select what technique will be used in teaching learning. There are many techniques that teacher can use, no one use is the best because whether the technique is good or bad depends on how the teacher brings the technique to achieve the teaching goal and of course the technique must be appropriate to the class situations, the students' ability and time of learning process.

Therefore the writer chose one technique of teaching and learning techniques that was demonstration technique to solve the speaking problems at the first grade students of MA AlHidayahPurworejoKlampok.

## C. Demonstration Technique

### 1. Definition of Demonstration

Demonstration involves showing by reason or proof, explaining or making clear by using examples or experiments. Put more simply, demonstration means to show objects or events clearly. (<http=en.wikipedia.org/wiki/demonstration>, accessed on 19 April 2011).

According to (Cole, 1994:126) demonstration is a physical display of the form, outline or substance of objects or event for increasing knowledge of such objects or events. Demonstration involves “showing what” or showing how”. In some case it also involves telling others about characteristics of some objects or activities. Meanwhile, (Kinder in Hamalik, 1986:169) writes that demonstration is valuable in all areas. The learning in the demonstration is concrete, it is essentially a doing method and it allows for repetition and drill. The demonstration technique is usually informal, and it is effective with simple processes or complex projects.

Based on the definition above, the writer concluded that demonstration technique is technique of teaching and learning that use telling and showing object or process. The processes here are the process of making or serving or operating something, it may need or use chalk board of transparencies on an OHP, picture to illustrating or showing.

## 2. The Principles of Demonstration in Teaching Speaking

According to Hamalik, (1986:169) the demonstration will be effective if the demonstrator follows these principles:

- a. Demonstration has to be seen clearly by students (audiences)
- b. All the oral explanation should be able to be heard clearly by all audiences
- c. Students or audiences have to know what they are doing.
- d. Students as a demonstrator has to do her work effectively and fluently.
- e. Demonstration is done in good atmosphere.
- f. Give chance to the audiences to ask if they get difficulty.
- g. Before starting demonstration, the teacher should prepare all the material that will be used.
- h. It is better, if demonstration is completed with summary on the board and do not forget to main purpose.

## 3. Teaching Speaking Using Demonstration Technique

According to Suprijono (2009: 130) there are some steps in teaching speaking using demonstration technique:

- a. Teacher explains the competence that will be achieved
- b. Teacher gives the material which will be learnt
- c. Teacher provides the material and equipment that are needed.
- d. Teacher provides some topics that will be distributed to the students.

- e. Teacher asks student to demonstrate the topic that has been provided by the teacher.
- f. Teacher asks the other students to pay attention the demonstration and they have to analyze it.
- g. Teacher will make conclusion.

#### 4. The Advantages of Demonstration Technique

- a. By using demonstration, showing picture and action can attract the student interest.
- b. Students will have many chances to explore their knowledge by doing demonstration.
- c. Make the students give attention to the form, meaning of the use of words.
- d. Demonstration will raise the students' participation in learning process. It is supported by Paul Devies (2001:63) that demonstration involving learners actively can motivate them and help them to remember the item.

The teacher's role in this activity of teaching speaking using demonstration technique are as a facilitator, monitor, and resource centre ,moving from student to student, listening, supplying any necessary language.

From the explanation above, the writer concluded that teacher's role in the activities of teaching speaking using demonstration technique is as a facilitator who provides learners the media, equipments that will

be needed, a teacher also has role as a monitor who monitors the students' demonstration in the class. The last, the teacher is also as a resource centre that supplies any necessary language guides and also gives advice and feed back.

#### **D. Procedure Text**

According to (Anderson, 1988: 28) "procedure text is a piece of text that tells the reader or listener how to do something. It has purpose to provide instruction for making something. Its social function is to describe how something is completely done through a sequence of series. Procedure text is factual text designed to describe how something is accomplished through a sequence of action or steps. Procedure text is also more about a process than thing but explain how people perform different in a sequence of steps.

In procedure text, there are generic and language feature. Generic structure or in other word is schematic structure is the distinctive beginning- middle- end structure of a genre (that is the stages' accomplishing a genre's social purpose) the stages may be either obligatory (always present) or optional (present only under certain condition).

There are three generic structures:

1. Goal

It consists of target, intend to do or conduct.

2. Material

It consists of substances, or what is required.

### 3. Step

It consists of stages, steps/ phase to do or conduct.

Besides, procedure text also has language feature. Language features of procedure text are focus on generalized human agents, use of simple present tense, use of mainly temporal conjunctive relations and use of mainly material (action) clauses.

Based on Anderson (1997: 51), there are some examples of procedure texts which we always see anywhere and anytime. We usually did this things but we never realize if the things we did such a kinds of procedure text. They are, direction (get somewhere, get something, use something, etc), recipes (foods, drinks, cake, etc) and instruction manuals (use electronics, make a toy, play games, make something, etc).

### **E. Basic Assumption**

From the description above, the writer assumes that to make teaching speaking successful the teacher need a technique that can reach the goal of teaching. There are many techniques: one of them is the demonstration technique. The demonstration technique is a teaching learning technique in which students will be given more chances to practice their speaking ability. By using the demonstration technique the students will be interested in joining teaching learning process and will be more active because they haveto

demonstrate the procedure text in front of the class orally by using the picture series or real things. By doing and looking the demonstration the students will be easy to understand the procedure text. On the other hand the demonstration technique makes the students usual and confident to speak in front of the class because this technique gives more chances to the students to train their speaking ability by doing demonstration. From this condition, it is assumed that using the demonstration technique in teaching speaking of procedure text is effective.

#### **F. Hypothesis**

From the basic assumption above, the hypothesis of this research is teaching speaking of procedure text using demonstration technique gives positive effect.