

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an important key to conveying thoughts, information and emotions effectively in communication. By using language, students are able to express their ideas and share their feeling through language either in written or spoken. And by language, what the students mean can understood by others. Wibowo (2001) state that Language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts.

To effectively convey students' thoughts and emotions, especially in English, they need to possess the skill of expressing themselves in the English language. English plays an important role as the first foreign language in Indonesia. By learning English language, the students can communicate with everyone in the world easily. Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, Students must master how to communicate, since the main function of language is a means of communication.

There are four skills in teaching and learning a language: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important according to Penny (1996). And she also

added that the first problem that makes the students difficult in speaking English is inhibition, students are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts (Ur, 1999). The second is nothing to say, some students get the difficulties in thinking of anything to say. The third is the low or uneven of participation, only one participant can talk at a time if he or she is to be heard, and in large group this means that each one will have only very little time in talking. Some students dominate while others speak very little or not at all. The last problem is mother tongue use, in a number of classes, the learners share the same mother tongue. They may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small group it can be quite difficult to keep using the target of language.

Based on observation, it was found that students couldn't pronounce several words correctly. If the student doesn't have good pronunciation or even don't know how to pronounce it, this can cause misunderstandings in communication. Then, the students had a limited vocabulary. They lacked opportunities to express themselves in the classroom and develop their ideas in their own language, considering components such as pronunciation, vocabulary, fluency, grammar, and comprehension. Most important of all,

the teacher's method did not direct students to speak well. The researcher found the students' speaking skill scores, this can be seen in table 1.1.

Table 1.1
Students' Previous Speaking Ability at Grade IX

Class	Total of Students	KKTP	P	G	V	F	C	Total
IX	21	70	2.21	14.25	15.90	7.12	14.36	53.84

Based on this phenomenon, students need to be involved in a more interesting and challenging way, namely through demonstration technique. This technique can help students see firsthand how a concept works by increasing student involvement so that learning becomes clearer and more interesting. Sanjaya (2019) said that this technique explains a process or tells how to do something, how to make something or how something works. In this case, the demonstration technique is a technique of presenting lessons by demonstrating and show students about a particular process, situation or object, either actually or just an imitation. The demonstration technique is the technique used by the teacher is by demonstrating objects, events and the sequence of activities directly or using media that is relevant to the material (Syah, 2000). Meanwhile, according to Djamarah (2006) has advantages in the learning process, namely, it can make teaching easier clearer and more concrete, thus avoiding verbalism or understanding in words or sentences, students more easily understand what is being learned, the teaching process is more interesting, students stimulated to actively observe, adjust theory and reality, and try to do it yourself.

Some research that has been carried out using the demonstration technique is research that carried out by Amelia Sartikarani (2014) who stated that demonstration techniques has an effect in changing students' vocabulary. The results of data analysis using the t-test show that the calculated t value is 5.38 with the t table at the 5% significance level being 1.67, while at the 1% significance level it is 2.38. That means t calculated is greater than t table. With the average posttest score in the experimental class being higher than the control class. Research conducted by Ade Muhammad Ismail Marzuqi (2019) found that demonstration Technique in teaching procedural text was succes to increase the learners' speaking ability. It is concluded from the learner score. Where, before implementing CAR the mean score was 53.48 and only 6 learners from 33 learners passed the KKM. Then, after implementing CAR the mean score was better became 75.21 and there are 27 learners passed the KKM.

Moving from the problems teachers face in class, and kindness technique presented above, the researcher conducted action research on ninth grade students at MTsN 3 Pariaman. The technique used in this research is the demonstration technique where students observe situations and moments related to the text directly and directly close to the object being studied because you see it yourself, remember and conclude. This technique can be used by the teacher to make the lesson more interesting because the students can play the objects with social interaction and then it will build up the new atmosphere for students in learning English. Therefore, the English

teacher can apply it in teaching vocabulary. Finally, the author submits a thesis entitled “The Effects of Demonstration Technique to Students’ Speaking Skills in Procedure Text at Islamic Junior High School 3 Pariaman”

B. Identification of The Problem

Based on the background study above, there are elements impacting students’ speaking skill in the learning process, speaking conditions still impressed monotonous, the learning process is still used for the limited instruction and media, so the quality of the student’s language skill is low. The students often learn based on what they listened by an explanation from the teacher read out the text from a book, but with such circumstances, there is a distraction from students who are bored and disturb to other students, because not all the students focus on the lesson, so the learning is not maximal.

C. Limitation of The Problem

Based on the problems faced by students in class in learning English. So, the author limit this research in the area of speaking. Some of them were talking about procedure text regarding noun, conjunction, action verb, and adverb.

D. Formulation of The Problem

Based on the issues raised earlier, the problems of the study was formulated as “Does the Demonstration Technique have a positive impact

on students' speaking skills in procedure text at Islamic Junior High School 3 Pariaman?"

E. Purpose of The Study

Based on the research question above the purpose of the study was to prove whether Demonstration Technique had positive impact on students' speaking skill or not.

F. The Significance of The Study

a. Theoretically

This research hopefully will provide information for English teacher that Demonstration is an alternative technique to teach speaking and as additional information for further research.

b. Practically

Teachers are expected to consider using demonstration learning technique in teaching towards solving problems faced by students in skills, especially speaking.

G. Definition of Key Term

To avoid misunderstanding and misinterpreting in writing this thesis, it is necessary for the researcher to explain the terms used in the study. They are defined as follows:

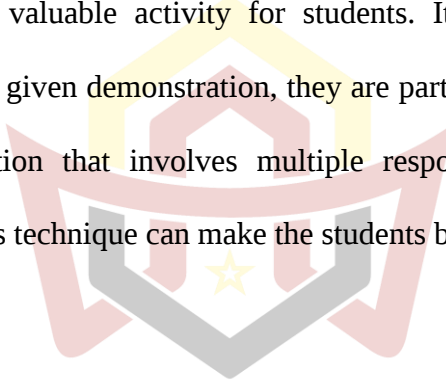
1. Speaking Skill

Tarigan (2015) said that speaking is a language skills growing on the lives of children, just preceded by the skills listened, and at that time the ability to speaker or said learned. Cameron (2001) says that speaking is

the use of language dynamically to communicate implications so that others can sort them out.

2. Demonstration Technique

Djamarah (2010) also stated that demonstration technique is a way of presenting lessons by demonstrating or showing students a process, situation or certain object that is being studied by oral explanations. With demonstration technique, demonstrating the process of speaking students will be more deeply impressed. Giving demonstration is a particularly valuable activity for students. It means that when the students are given demonstration, they are participating in a process of communication that involves multiple responsibilities and actions. Besides, this technique can make the students be brave to speak in front of the class.



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