

## ABSTRACT

**Nuraini, Mas Rabi'ah. 2012. "Improving Students' Speaking Ability in Procedural Monologue Through Demonstration". (A Classroom Action Research to The Ninth Grade Students of SMP Negeri 23 Pontianak in Academic Year 2011/2012).**

**Supervisor I  
Supervisor II**

**Urai Salam, Ph.D.  
Sumarni, S.Pd, M.TESOL.**

The purpose of conducting this research was to improve students' speaking ability in procedural monologue by using demonstration technique. This research was conducted as a classroom action research in order to solve the problem encountered by the students in doing the procedural monologue. The subjects of this research were the ninth grade students of SMP N 23 Pontianak, in the class 9A. The research was conducted in 2 cycles where the number of the participants varied slightly from one cycle to another. In the first cycle the participants of this research were 21 students, while in the second were 20 students. Therefore, to maintain the consistency of data analysis only those 20 students were reported.

Techniques of data collection of this research were observation, measurement, and also recording technique. The data in this research were collected by asking the students to do a demonstration of procedural monologue where the students' speaking ability was scored by using scoring table based on their fluency, pronunciation, accuracy, and also the content of their procedure. Field note, observation checklist table, and audio recorder were also used to record and help the writer in observing everything happened in the teaching and learning activities.

After collecting the data, the writer found that demonstration technique improved the students' speaking ability in procedural monologue. Based on the data, the mean score of students' speaking ability increased from 59.37 in the first cycle (which was categorized as poor) to 70 in the second cycle (which was categorized as good). By demonstration technique, the students enthusiastically involved in the process of learning, and their performances in doing the procedural monologue were getting better from the first to the last cycle. In the first cycle, some students still faced problems in doing their demonstration. In the last cycle, on the other hand, most of the students could do the demonstration well, and some aspects of students' performances that were significantly improved were the students' pronunciation, students' accuracy, students' fluency, the content of students' procedural monologue, and also the students' understanding toward the procedures given.