

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is an oral communication to express human thought, ideas, and feelings. As one of the language skills, speaking is necessary to be acquired by the students since it enables them to communicate with others. By having good ability in speaking, the students can carry out conversation, give ideas, and change the information with interlocutor and people around the world.

In order to improve students' speaking skill, the students need to acquire a lot of practices. According to curriculum applied in Junior High School, one of speaking activities that needs to be practiced by the students is monologue. Monologue is a kind of speech that tells a complete story or express a complete line of thought. In doing this, the students are usually alone (they need to do it by themselves without a partner). Unfortunately, there were many students who still had problem in doing this speaking activity. It is found based on the writer's experience to teach English at SMP Negeri 23 Pontianak. When the ninth grade students were asked to do a monologue in the form of procedure, the students only tried to memorize the text given without even understanding what they have said. They were able to retell the words stated in the text; yet most of them did not even know about the meaning of the words in it. It means that the standard competency in

English subject syllabus which states “The students are supposed to have an ability to express meaning in oral functional texts and simple short monologue in the form of procedure and report to interact with surroundings” was not achieved yet. One of the reasons that might cause this situation was because that the students tended to be passive learners. In the classroom, the students preferred to only wait for the teacher to give them information without having intention to look for it by themselves. As a result, in the process of performing the monologue, the classroom situation seemed to be boring because each student only came to the front, retold the text, and it repeatedly happened which made the rest lost their attention in the learning process.

Considering the problems above, the writer then decided to conduct a research in order to help the teacher to improve the students’ speaking ability particularly in procedural monologue. In this research, the writer chose the technique that provides opportunity for students to practice their monologue, namely demonstration technique.

Demonstration is “a technique that is designed to show or illustrate a procedure, process, or phenomenon” (Joshi, 2007: 153). It can also be defined as a verbal explanation accompanied by live display on how to do something by using apparatus or models (Hansrajh, 2010). Demonstration is an activity that gives the speakers opportunity to practice the language which combines both physical and verbal forms of communication. In this case, the students needed to tell the procedure while practicing and showing it directly to the audience. By asking the students to do a demonstration, the students’ problem

about their understanding toward the procedure could be covered because in order to be able to demonstrate the procedure, the students needed to understand it first.

The feature of demonstration technique is that it makes the learning process more interesting as the students see their peers demonstrate procedures by using concrete materials and tools in front of the class. Besides giving a new learning experience to the students, the use of tools and materials in this technique, is also able to stimulate students' interests in learning, and motivate the students to speak. Lastly, this technique gives students opportunity to perform their language skills and giving them a better understanding about certain concept because in this technique they do not only hear it, but also see it directly, and even do it themselves. This is in line with the principle : "learning is more in seeing than in hearing; learning is more in doing than in seeing and hearing" (Hansrajh, 2010).

In short, the writer expected that applying demonstration technique in procedural monologue would be able to improve students' speaking ability especially for the ninth grade students of SMP Negeri 23 Pontianak. A classroom action research, then, would be conducted collaboratively with the teacher in order to enhance the quality of teaching and learning process.

B. Research Problem

Based on the background above, the writer formulates the problem as follows :

“How well does demonstration technique improve students’ speaking ability in procedural monologue of the ninth grade students of SMPN 23 Pontianak in academic year 2011/2012?”

C. Research Purpose

The purpose of this research is to investigate how well demonstration technique improves students’ speaking ability in procedural monologue of the ninth grade students of SMPN 23 Pontianak in the Academic Year 2011/2012.

D. Significance of The Research

1. For Students
 - a. This classroom action research helps to improve students’ speaking ability, especially in procedural monologue.
 - b. It gives a new learning experience to the students.
2. For Teacher
 - a. This research helps the teacher to improve the students’ learning outcomes, especially in procedural monologue.

- b. This research gives an experience to the teacher to use a different technique in teaching, which can be a reference for her especially in teaching speaking.

E. Action Hypothesis

The hypothesis of this research is : *“Demonstration technique improves significantly students’ speaking ability in procedural monologue of the ninth grade students of SMP N 23 Pontianak in academic year 2011/2012”*.

F. Scope of Research

1. Terminology

To avoid misunderstanding, the researcher presents and explains the terms those are used in this research :

- a. Procedural monologue is a kind of speech that explains about procedures, that is, telling how something is accomplished through a sequence of actions or steps.
- b. Demonstration is a technique in teaching that provides a visual display of how something works or how to do something.