

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is regarded as one of the most crucial of the four key language abilities in learning a foreign or second language. Among the four essential talents of the English language, speaking seems to be tough because communicators have to compose phrases also on spur of the moment. It is extremely difficult for foreign or second language learners to construct phrases without first mastering grammatical structures and a sufficient vocabulary. As a result, EFL/ESL English learners have a difficult time expressing proper utterances.¹ Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. There are many factors that cause difficulty in speaking, and they are as follows: (1) Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. (2) Nothing to say. Students have no motive to express themselves. (3) Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. (4) Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.²

¹ Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal (ACIELJ)*, Vol. II, (2019), 8-9.

² Elsa Silvana Destriani, Wahid Hasim, "An Analysis of Students' Speaking Difficulties in Role Play Activities", *English Education and Applied Linguistics (EEAL)*, Vol. II, No. 2, (2019), 112-113.

From the interviews that the researchers conducted with the X grade English teacher at SMKN 6 Kota Serang, it was found that most of the X grade students at SMKN 6 Kota Serang had difficulty learning to speak.³ This is in accordance with the opinion of Ita Suryani et al, in an article entitled "Investigating Inhibiting Factors in English Speaking Faced by High School Students in Singaraja", that high school students especially in learning speaking still face problems.⁴ Most of them have problems learning to speak such as: *First*, lack of students' vocabulary so they don't know what they want to talk about. *Second*, students are shy and afraid to make mistakes when they speak English because students lack practice. This difficulty is supported by the results of research written by Hendra Heriansyah, which shows that they have difficulty speaking because they lack vocabulary, are not confident in speaking, are afraid to make mistakes, and are not used to speaking in class.⁵ *Third*, students in class X still have less enthusiasm for English. This is because of their inherent character and culture so that learning English becomes less interesting. The students think that English is not important for their life, it has nothing to do with their happiness in life. The negative perspectives of these students affect their interest and interfere with their teaching in English.

In conducting speaking class, one of the important things should be consider for the teacher is that they have to let their students to speak,

³ Eflinawati, Interviewed by Radhika Putri Febriyadi, Tape Recording, SMKN 6 Kota Serang, August 22, 2022.

⁴ Ita Suryani et al, "Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja", *International Journal of language Education*, Vol. IV No.1, (2020), 49.

⁵ Hendra Heriansyah, "Speaking Problems Faced by the English Department Students of Syiah Kuala University", *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, Vol. VI, No. 1, (2012), 40.

speak and speak. By using the appropriate technique, students will enjoy and active to follow the teaching and learning process in the classroom. Besides, the teacher also should create the effective situation which allow the students to speak as comfort as possible, so that they feel free to express their thought.⁶ In learning English, the process of learning speaking skills can be active, effective, and fun through innovative and creative approaches. The demonstration method is able to meet this need. With regard to learning English speaking skills, this method really supports learning to express sentences related to suggestions and offers because everything related to the material that will be explained in the activity procedure is more meaningful, not just memorizing, but understanding what is going on. Finally, the demonstration method will make students more active if it is done well by the teacher and students.⁷

From this explanation the author is encouraged to use demonstration method in teaching speaking to find out and improve students' speaking skills, because the demonstration method will provide opportunities for students to be more active in exploring their ideas and provide challenges for students to build their creations from the information they can and express it. Teaching speaking through demonstration method is expected to motivate students to learn and improve their speaking skills. Thus, this study tries to find the effectiveness of demonstration method on students' speaking skills.

⁶ Ringgi Candraning Prawerti, "The Effectiveness of Using Strip Stories Technique in Teaching Speaking Toward Students' Speaking Achievement", *UNIVERSUM: Jurnal Keislaman dan Kebudayaan*, Vol. IX, No. 2, (2015), 255-257.

⁷ Waliyani, Sri Yuliani, "Improving Students' English Speaking Skills Through Demonstration Method of The class XI IPS 1 students of SMA Muhammadiyah 1 Palembang", *English Community*, Vol. II, No. 2, (2018), 264.

B. Identification of Problem

The problems of the study can be identified as follows :

1. Lack of students' vocabulary.
2. Students are shy and afraid to make mistakes when they speak English
3. Students feel that English is less interesting to learn, especially in speaking.

C. Scopes and Limitations of The Research

The scope of this research is limited to knowing the effect of demonstration method on students' speaking skills. The results of this study are expected to provide several benefits for English teachers, students, and other researchers. Therefore, the researcher tries to give the best contribution.

D. Statements of The Problem

Based on the problem in the background above, the researcher formulates the problem in research as follow:

1. How is the students' speaking skills before using demonstration method?
2. How is the implementation of demonstration method on the speaking skills of class X students of SMKN 6 Kota Serang?
3. How is the effect of demonstration method on students' speaking skills?

E. Objectives of The study

Based on the limitation of the problem and statement of the study above, the objectives of the research are:

1. To find out the implementation of demonstration method on the speaking skills of class X students of SMKN 6 Kota Serang.

2. To find out the effect of demonstration method on students' speaking skills.

F. Significance of The research

This research is expected to be useful for English teachers, students and other researchers. For researchers, this research will provide motivation and help students to improve their speaking skills by using demonstration. The use of demonstration in any language class demands active participation from learners, so it is considered a useful technique in language teaching.