

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the subjects taught at Junior High School and Senior High School levels in Indonesia. One of the key skills in learning English is speaking. It enables students to express their opinions, ideas, feelings and thoughts clearly and directly. Speaking is not only about conveying information but also about building relationships and mutual understanding. Effective speaking skills allow students to articulate their points, make suggestions, and convey messages in a variety of contexts, creating a deeper personal connection with listeners.¹

Based on the preliminary observation conducted in class IX at SMP Plus Putra Indonesia West Jakarta, it was found that many students struggled to speak English fluently and accurately. Most of them lacked confidence to speak in front of the class, often hesitated when expressing their ideas, and relied heavily on their written notes. In addition, they had limited vocabulary and showed poor pronunciation. The learning environment also tended to be teacher-centered, with fewer opportunities for students to practice speaking interactively. These conditions contributed to their low speaking performance, particularly in delivering spoken procedure texts.

To overcome these challenges, a more student-centered and engaging method is needed. One suitable alternative is the demonstration method. The demonstration method provides direct experience to students, so they can better understand the context and language structure

¹ Ufiyah Azzahra, H. Bahrin Amin, and Eka Prabawati Rum, "Developing the Students' Speaking Skills Through Impromptu Speech Method" 6, no. 2 (2019): 145–58.

used in procedure text. In addition, this technique allows students to practice speaking actively by following the steps that have been shown by the teacher or peers.² Thus, it is expected that this method can improve students' speaking skills, especially in terms of pronunciation, fluency, and confidence in speaking English.

Several previous studies have shown the effectiveness of the demonstration method in improving students' speaking and writing skills in procedure text. A study at SMA Muhammadiyah 5 Makassar showed significant improvement in vocabulary and pronunciation using a pre-experimental design.³ Another study at SMP Negeri 2 Saipar Dolok Hole found that students taught using the demonstration method achieved better writing scores than those in the control group.⁴ Similarly, a study at SMKN 6 Serang City revealed that the demonstration method significantly enhanced students' speaking skills.⁵

These three studies showed that the demonstration method could improve students' speaking and writing skills in procedure text learning. However, the previous studies mostly used a quantitative experimental approach without a reflective cycle that allowed for strategy improvements directly in the learning process.

² Nuri Ramadhan and Edy Surya, “*The Implementation of Demonstration Method to Increase Students' Ability in Operating Multiple Numbers by Using Concrete Object*” 4531 (n.d.): 62–68.

³ Miftahul Jannah, Nurdevi Bte Abdul, and Sitti Maryam Hamid, “The Implementation of Demonstration Method to Improve Students' Speaking Skills in Procedure Text,” *English Language Teaching Methodology* 1, no. 1 (2021): 62–71.

⁴ Nurliana Agustina, “The Effect of Demonstration Method on Writing Procedure Text at the IX Grade Students' of SMP Negeri 2” (State Islamic University of Syekh Ali Hasan Ahmad Addary Padang Sidempuan, 2023).

⁵ Radhika Putri Febriyadi, Apud Apud, and Anita Anita, “The Effect of Demonstration Method on Students' Speaking Skill,” *English Education: Jurnal Tadris Bahasa Inggris* 17, no. 1 (2024): 134, <https://doi.org/10.24042/ee-jtbi.v17i1.19221>.

This study has novelty in the implementation of Demonstration Method to improve students' speaking skills in procedure text in class IX SMP through Classroom Action Research (CAR) approach. Different from previous studies that focus on quantitative experimental methods, this study utilizes reflective action cycles to provide direct solutions to learning problems. With an applicative and practice-based approach, this study contributes to improving students' speaking skills in understanding and delivering procedure text more effectively at the junior high school level.

This study is significant not only in terms of theoretical insight but also in providing practical solutions for teaching speaking skills in junior high school. The reflective use of the demonstration method is expected to improve students' speaking ability, especially in delivering procedure texts effectively. Furthermore, this research aims to offer an innovative teaching model that supports students' active participation, enhances their communicative competence, and addresses common problems in speaking English at the junior high school level.

B. Identification of the Problem

Based on the explanation of the background of the problem above, the problems that can be identified are as follows:

1. Low Confidence in Speaking English
2. Difficulties in Understanding and Practicing Procedure Text
3. The Need for Innovative Teaching Approaches

C. Scopes and Limitations of The Research

This research focused on the implementation of the demonstration method in English learning, particularly to improve students' speaking skills in the procedure text topic. The research was conducted on ninth-

grade students at SMP Plus Putra Indonesia, West Jakarta. The demonstration method was applied to help students explain the steps of making something or doing something. The problem limitation in this study included two variables. The independent variable in this study was the implementation of the demonstration method, while the dependent variable was students' speaking ability, especially in delivering procedure texts orally.

D. Research Questions

Based on the Identification of Problems, the research problem is formulated as follows:

1. How can students' speaking ability in learning procedure text be improved through the implementation of the demonstration method?

E. The Objective of The Study

Based on the problems previously described, the objectives to be achieved by researchers in this study are:

1. This study aims to improve students' speaking ability in learning procedure text in class IX SMP Plus Putra Indonesia in the 2024/2025 academic year through the implementation of the demonstration method

F. Significances of The Study

The results of this study are expected to provide theoretical and practical benefits:

1. Theoritically

This study contributed to the body of knowledge in the field of English language teaching, particularly in the use of the demonstration method to improve students' speaking skills. It aimed to provide insights into how the implementation of a practical

teaching method could enhance students' ability to speak English effectively, especially in procedure text learning. The findings served as a basis for further research and could be used as a reference for educators and researchers interested in the effectiveness of different teaching methods in improving language skills.

2. Practically

The expected benefits obtained from the results of this study were as follows:

- a. **The English Teacher:** The use of this research helped English teachers enhance their teaching methods, particularly in improving students' speaking skills in procedure text learning. By applying the demonstration method, teachers created a more engaging and interactive classroom environment that encouraged students to practice speaking and gain confidence in using English.
- b. **The Students:** The purpose of this research was to improve students' speaking skills, especially in delivering procedure texts. By using the demonstration method, students were expected to become more confident and proficient in speaking English. This method allowed them to learn through real-life demonstrations, improving their ability to explain the steps of making or doing something.
- c. **The Other Researchers:** This research provided insights into the effectiveness of the demonstration method in language learning, especially for speaking skills. It served as a reference for other researchers who were interested in exploring innovative teaching methods for improving students' speaking abilities, particularly in the context of procedure texts.

- d. The School: This research was expected to contribute to improving the overall teaching and learning process, especially in English language education. By incorporating effective methods like the demonstration method, the school enhanced the quality of English lessons, making them more interactive and impactful for students.

G. Organization of The Study

This research is organized into five chapters, each consisting of several points that explain the chapter.

Chapter one is an introduction that consists of a background of study, identification of problem, scopes and limitations of the research, research questions, the objectives of the study, significances of the study, and organization of the study.

Chapter two theoretical Foundation. They are the definition of speaking, the purposes of speaking, the problems of speaking skill, definition of demonstration method, purpose of demonstration method, procedure/steps of using demonstration method, definition of procedure text, the purpose of procedure text, the generic structure of procedure text, the language features of procedure text.

Chapter three is a methodology of the research that consists of the place and time of research, research method, instrument, data collection, data analysis, and the scoring system.

Chapter four is a result and discussion that consists of research result, pre-cycle, cycle 1, cycle 2, and discussion.

Chapter five is closing that consists of a conclusion and suggestions.