

# CHAPTER 1 INTRODUCTION

## A. The Background of the Study

Since English is a foreign language in our country, most students especially Vocational High School (VHS) have long been considered having low achievement, weakness and motivation for learning English, (Gloria, 2012:71). This situation suggests that more attention needs to be paid to have a knowledge in English language. Relating to this, students who are learning English have desire to master the four language skills., reading, writing, speaking and listening. Among the four skills, speaking is the productive skill in the oral mode.

The latest curriculum i.e. The Educational Unit Level Curriculum expects Vocational High School students be able to speak English in level intermediate. The writer has interviewed the English teacher in SMK PAB 3 Medan Estate that there are some problems faced by the students in speaking, especially in saying their aims, pouring their statements, and making response in teaching learning process. Students feel difficulties in using correct grammar, the limited vocabulary, the difficulties in arranging the sentences, and the difficulties in looking for the idea. After teacher apply demonstration method, students learn much easier. Below is their score in the latest semester,

Table 1.1 The Last Semester Score of Standard Competence in Speaking Ability at the third year of SMK PAB 3 Medan Estate

Academic Year	Highest Score	Lowest Score	Average
2012/2013	9,0	5,0	7,25

(Source : Data of last score list in Speaking Ability SMK PAB 3 Medan Estate)

According to Scrivener (2005:147), there seems some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others, they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say. This case brings a problem that make vocational school students have difficulties to communicate in English. In this observation, especially the writer use vocational schools as the scope of the study because she observes that vocational schools as trade or career schools, is required to be proficient in oral to great way for a variety of jobs.

Ogologo and Wagbara (2013:15) state the demonstration method is a process used to introduce some specific skills in the course of instruction. The teacher here is able to do some activities while the learners are watching. It could involve setting up some apparatus/equipment or showing how a reaction should be performed. The key ingredients of demonstration method and postulated that it should not be confused with design projects or case studies where the focus is

predominantly on the application of existing knowledge and integration of what is already known, (Hadgraft and Prpict, 2009).Newbyet *al.* (1996) suggest that teacher should allow students to use several senses by allowing them to see, hear and possibly experience.

It is now being recognized that there are better ways to learn than through the traditional methods,(Wood and Gentile, 2003). Educators are beginning to show an increased awareness of the importance of the way students learn. Many of our standard methods of conveying knowledge have been shown to be relatively ineffective in the students' ability to master and then retain important concepts. For this reason, English teacher should find appropriate and interesting ways of teaching speaking. It is assumed that students learn much easier when themselves are involved as the model directly. Students will gain a lot by doing the presentation and able to interpret what is being shown in the sheet given. Because of that, the researcher is determined to conduct a research by applying demonstration method to develop students' speaking skill.

## **B. The Problem of the Study**

There is a gap between the expectation and the reality. The expectation is the students should be able to speak in English well. But in reality, many students are lack of ability in speaking. In order to solve the problem, it is crucial to use demonstration as a method to improve students' ability in speaking. In line with the background of the study, the problem is formulated as follows:

“Does the students’ achievement in speaking skill significantly affected by demonstration method?”

### **C. The Objective of the Study**

Based on the problem formulation above, the objective of the study is to investigate the effect of demonstration method significantly affects on the students’ achievement in speaking skill.

### **D. The Scope of the Study**

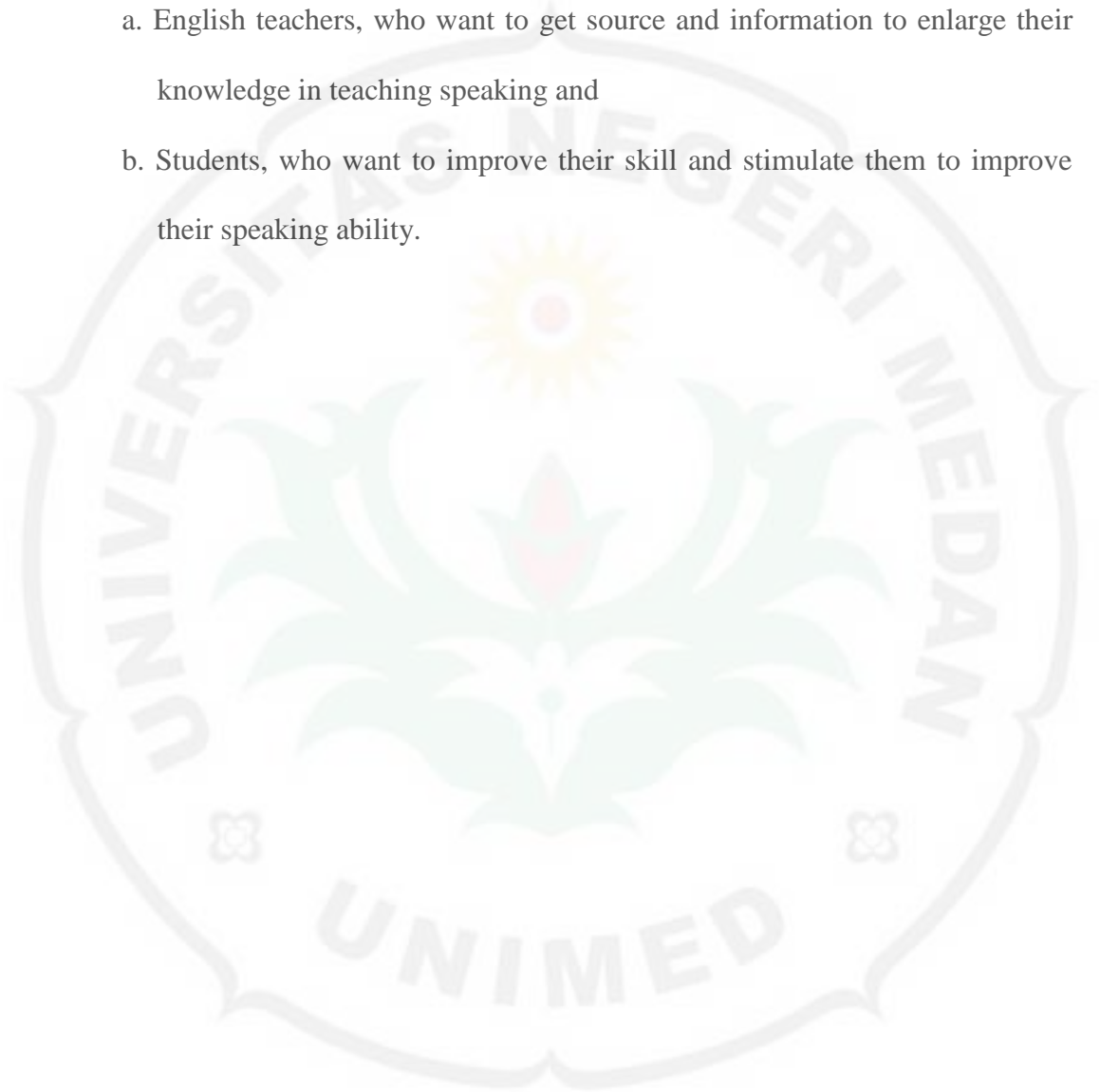
This study is limited on the use of demonstration in order to affect the students’ achievement in speaking skill mainly monologue using procedure text, especially at the third year students of SMK PAB 3 Medan Estate.

### **E. The Significance of the Study**

This thesis is concerned with improving the students’ achievement in speaking skill through demonstration method at the third year vocational school of SMK PAB 3 Medan Estate, Findings of the study are expected to be useful and relevant theoretically and practically.

- Theoretically for other researcher, who interested for getting prior information to do further related study and can prove this strategy more with different participant.
- Practically, the findings are useful for

- a. English teachers, who want to get source and information to enlarge their knowledge in teaching speaking and
- b. Students, who want to improve their skill and stimulate them to improve their speaking ability.



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