

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

This chapter discusses theory relevant to the research being discussed. These theories are about; speaking, procedure text and demonstration method, in this chapter the writer tries to give a clear idea by using previous research.

##### 1. Speaking skills

###### a. Definition of Speaking Skills

One of the language skills that must be mastered by English students is speaking skills, speaking is a means of oral communication which involves several elements, namely giving messages and listening, productive skills must involve communication. When we talk to other people, we have to think of them as listeners so that what we are talking about is precise and correct, so that listeners can understand what we are talking about, we must use an effective method because speaking does not only produce sound but by using the right way we can well received by the listener.<sup>1</sup> Speaking skills are an activity of conveying information or a message to others in the form of delivery directly or orally. Language learning will be effective if English learners often do English pronunciation exercises before they do the pronunciation of the language.<sup>2</sup>

When we speak it will get a meaningful meaning, speaking is a way that is done by someone to express ideas, concept or thoughts which are then conveyed orally between two or more people.<sup>3</sup> English learners must have skills that are useful as a means of communication with other people, one of the language components is speaking, because speaking is

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<sup>1</sup> Nur Qorirah Arifin, *Using Demonstration Method to Improve Students' Speaking Ability (A Quasi-Experimental of SMP Unggulan Darussalam Maros)*, Thesis, (Makassar: University Muhammadiyah Makassar, 2018), 27.

<sup>2</sup> Juni Hartiwi, Herpratiwi, Sudirman, *Peningkatan Keterampilan Berbicara Bahasa Inggris Pada Mata Kuliah Speaking 3 Melalui teknik Information Gap Task Pada Mahasiswa Semester 3 Aba Dian Cipta Cendekia Bandar Lampung*, Jurnal, (FKIP Unila, Jl. Prof. Dr. Soemantri Bojonegoro No. 1 Bandar Lampung), 4.

<sup>3</sup> Atik Rokhayani, Agung Dwi Nur Cahyo, *Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate*, Jurnal (Universitas Muria Kudus), 3.

very important and an element for students to learn English.<sup>4</sup> The factor for development in English skills is when you master speaking skills, when learning to write various types of vocabulary you are not wrong, when we attend an event we can immediately understand what the speaker is saying or when we become a speaker and read a text. of course we have no trouble reading it.<sup>5</sup> In the process of learning a foreign language or a second language, there are four types of skills, namely listening, reading, writing and speaking. These skills must be mastered in order to be able to communicate well, either orally or in writing. Speaking must also use phonetics, vocabulary and idioms.<sup>6</sup>

According to previous researchers, the writer tries to conclude the definition of speaking, namely speaking is an important component of the four skills, speaking is an activity of communication with other people as the delivery of ideas, concept or thoughts.

#### **b. Component Of Speaking**

There are three components in speaking, that is:

##### 1) The speakers

Speakers are people who speak and produce sound from their mouths, the use of speaking is as a communication tool for conveying ideas, thoughts and concept. If they can't speak then they can't convey the opinion expressed.

##### 2) The Listeners

Listeners are people who receive opinions, ideas, and concept by the speaker, when there is no listener, the speaker expresses his ideas through writing.

##### 3) The Utterances

Speech is the words that are obtained from the speaker to convey ideas, listeners can use signs if there is no speech.

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<sup>4</sup> Aidil Syah Putra, *The Correlation Between Motivation And Speaking Ability*, Jurnal Of English Language And Literature, Vol 2 No 1 2017, 38-39.

<sup>5</sup> Julfikar Nurdin, *Students' Speaking Ability Awreness:A Qualitative Study at Zawiyah English Club Iain Langsa*, Journal of Academia in English Education, Vol 2 No 1, 2020, 50.

<sup>6</sup> Nur Istiqomah, *Improving The Students' Speaking Skill Through Fishbowl Strategy At The Second Grade Of SMAN 3 Gowa*, Thesis, (English Education Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare, 2020),8.

According to experts there are five elements that must be considered in speaking skills, namely:

1) Understanding

To understand and respond to speech, of course, requires a subject as communication.<sup>7</sup>

2) Vocabulary

One important component is vocabulary, before speaking of course we have to master a lot of vocabulary, mastering vocabulary will make good communication. English students are expected to be able to memorize vocabulary and practice speaking English more.

3) Pronunciation

An element that is also important to master is pronunciation because pronunciation includes several elements of vocals, intonation and consonants, pronunciation can be learned by imitating what we see and repeating what we hear, therefore teachers must have good skills and have the right method so that students can imitate what has been explained.

4) Fluency

Fluency is a reference element of how successful the teacher's learning is, the application of grammar, vocabulary and pronunciation how many mistakes they will make.<sup>8</sup> Fluency is a condition to speak fluently and easily for communication with others.<sup>9</sup>

**c. Speaking function**

The function of speaking According to Burns, then developed by Richards explains the function of speaking into 3 parts, namely: speaking as an interaction, speaking as a

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<sup>7</sup> Azlina Kurniati, Eliwanti, Novitri, *A study On The Speaking Ability Of The Second Year Students Of SMK Telkom Pekanbaru*, Jurnal, (Student Of English Study Program Language And Art Department Faculty Of Teachers Training And Education Riau University),5.

<sup>8</sup> Kuratul Aini, *Improving Speaking Ability Of The Third Year Student At MTsN Model Makassar Through Educational Drama*, Thesis, (English Teaching Department Tarbiyah And Teaching Science Faculty Alauddin State Islamic University Makassar, 2014),7-8.

<sup>9</sup> Fitriani Hamkah, *The Students' Speaking Performance In Using Time Token Arends (TTA) Technique*, Thesis, (Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar In Partial Fulfillment Of The Requirement For The Degree Of Education In English Departmen, 2018)10.

transaction, and speaking as a performance. Each speaking function will be explained as follows:

1) Talking as interaction

Talking is considered as a function of social interaction with others. When people meet other people they exchange greetings, greet each other and, and engage in conversation. They exchange thoughts, ideas, opinion and new experiences to build good and comfortable communication.

2) Talking as a transaction

The next function of speaking is as a transaction, how is the process of taking information from other people for himself, as a basis for understanding the information that has been obtained.

3) Speaking as a performance

The function of speaking as a performance can be said as a show in front of the public. Examples are during speeches, public announcements, morning speakers at an event. However, this function is usually more likely to enter into a monologue form rather than a dialogue form or in other words using a text rather than a dialogue.<sup>10</sup>

## 2. The Concept of Procedure Text

### a. Procedure text definition

Procedure text is usually used in an activity or ways of conveying something, it can also be called directions, instructions or writing how to make something.<sup>11</sup> Procedure text is an instruction text on how the steps or stages are sequential, procedure text tells readers or listeners how to do something so that it becomes a result or goal What is meant is. The purpose of procedure text is as an explanation to someone in a series of sequential steps.

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<sup>10</sup> Aini, *Improving Speaking Ability Of The Third Year Student At MTsN Model Makassar Through Educational Drama*, Thesis, (English Teaching Department Tarbiyah And Teaching Science Faculty Alauddin State Islamic University Makassar, 2014),7-8.

<sup>11</sup> Andri Suswanti, *Improving The Students' Ability In Writing Procedure Text By Using Card Sort Technique Among The Tenth Grade At SMK Muhammadiyah Sekampung East Lampung*, Thesis, (Tarbiyah And Teacher's Training Faculty English Education Department State Institute For Islamic Studies Of Metro, 2018),33.

### b. Procedure text structure

According to Knapp<sup>12</sup> Procedure text consists of three main parts; 1) The purpose of the procedure text, 2) The list of materials needed for the procedure text, and 3) The steps in the appropriate order as the intended expression to complete a task.

#### 1) Purpose of procedure text

The initial introductory sentence that expresses the contents of the purpose, meaning and title put forward in the preface relating to the instructions in the discussion.

#### 2) List of procedure text materials

This section is the materials needed to make something in order to achieve the desired goal, usually this paragraph is in the form of a list or tool in the procedure.

#### 3) Appropriate steps and sequence

This section is the last part of the procedure text as a task completion, usually in the form of numbers (1,2,3) or you can also use the first, second, third words and so on. And in general usually carry out an order starting with the word add, mix, cut, etc.

In the explanation of previous researchers that there are three parts of the structure in the procedure text, in one case the structure is sometimes not found in the procedure text, for example about how the rules behave, usually there is no list of processes and materials needed.

### c. Language features used in procedure text.

Language features used in procedure text. According to Kosasih<sup>13</sup>, procedure text has several characteristics/language features as follows:

- 1) Procedure text usually begins with command words. For example, look for information, read opportunities, don't be careless, don't be convoluted.
- 2) Using verbs, for example: read, seek, must, don't.
- 3) Using connecting words to show the sequence of activities, for example: then, then, next, after that, etc.

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<sup>12</sup> Knap, P., Megan, W, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*, Journal, (Sidney: University of New South Wales Press, 2005), 158.

<sup>13</sup> Kosasih, Engkos, *Cerdas Berbahasa Indonesia Untuk SMA/MA Kelas X*, (Jakarta: Erlangga, 2013),108.

- 4) Using the term timepiece, such as: a few minutes later, a few hours later.

Other language feature terms that are commonly used are:

- 1) Materials and equipment used are nouns.
- 2) The person being instructed indicates for everyone or it may not be for the public.
- 3) Words used for a direction or location.
- 4) Words related to color, shape, and quantity.
- 5) Using the present tense.<sup>14</sup>

### 3. Demonstration Method

#### a. Definition of demonstration method

The demonstration method explains a process, explains how to do something, and how to run something. By using the demonstration method students participate directly in carrying out a lesson, the demonstration method is usually used by students how to practice directly on students or illustrate something directly.<sup>15</sup>

The demonstration method is a way or method that uses teaching that allows students to relate to processes, situations or objects in certain studies by carrying out the presentation method so that the topic will be easily understood, the demonstration method is the right way to get a clearer explanation about making something, fix something. The students will more easily understand what is explained because it is practiced directly by and can be done by the students themselves.<sup>16</sup>

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<sup>14</sup> Suaeni, *Improving Students' Skill In Writing Procedure Text Through Picture Sequences (A Classroom Action Research At The Ninth Grade Of MTs Negeri Tangerang 2 Pamulang)*, Thesis, (Department Of English Education Faculty Of Tarbiyah And Teachers' Training Syarif Hidayatullah State Islamic University Jakarta, 2015),12-13.

<sup>15</sup> Eka Wilany, *The Influence Of Demonstration Method Towards English Foreign Learners' Speaking Skill*, Jurnal (English Education Study Program, Universitas Riau Kepulauan), Vol. 10, No.02, 187.

<sup>16</sup> Dian Eka Indriani, Nanik Handayani, Aulia Nursyifa, *The Effectiveness Of Demonstration Method In Learning Poetry For Grade X Students Of SMA Negeri Sawa*, Jurnal, (IEOM Society International, 2021), 6199.

From the explanation above it can be concluded that the demonstration method is a method that is practiced by students directly to students how to make something, explaining a process of something happening.

**b. The characteristics of the demonstration method**

According to Winaputra<sup>17</sup>, The demonstration method has several characteristics, namely:

- 1) Practice objects directly.
- 2) Using the imitation process.
- 3) Using assistive devices.
- 4) Requires a good place so that students can actively participate in learning.
- 5) Students or teachers can practice the demonstration method.

**c. The advantages and disadvantages of using the demonstration method**

According to Suprihatiningrum<sup>18</sup>, the advantages of the demonstration method are as follows:

- 1) Can know clearly the material being conveyed.
- 2) Students can easily understand the material.
- 3) Students are interested in the material presented.
- 4) Students can be more active in following the learning material.
- 5) Increase the center of attention of students.
- 6) Increase student learning activities because they are involved in conducting demonstrations.
- 7) Save time, and generate interest in student learning activities.

The Some of the disadvantages of using the demonstration method according to fathurrahman<sup>19</sup>, are:

- 1) The time used in learning is quite long.
- 2) Use complete media, if it is lacking it will not be effective.
- 3) Requires expensive costs to prepare the materials needed.
- 4) The energy needed is not small.

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<sup>17</sup> Winatapura, *Strategi Melajar Mengajar*, (Jakarta : Universitas Terbuka 2005), 10.

<sup>18</sup> Suprihatiningrum. *Strategi Pembelajaran*. Yogyakarta: Ar-Ruzz Media Wiyanto, S. E. (2016). *IPA untuk SD Kelas IV*. (Jakarta: Depdikna, 2014).

<sup>19</sup> Fathurrahman. *Metode-metode pembelajaran*. (Jakarta: Universitas Terbuka, 2008), 3.

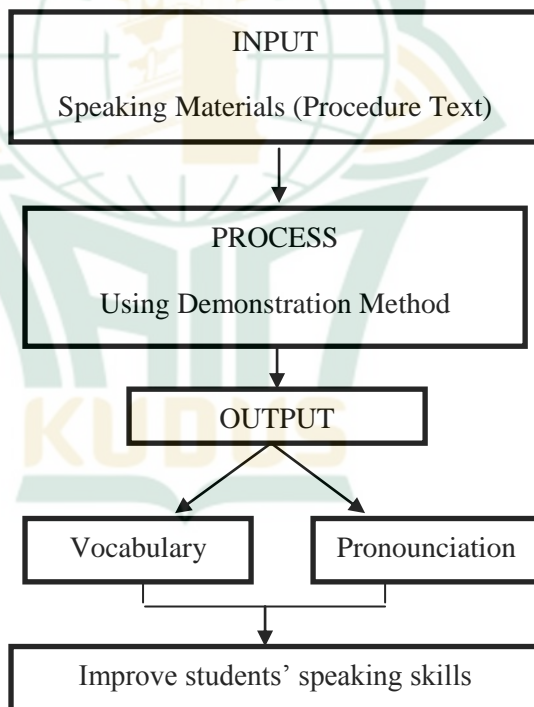
5) Students must actively participate in learning, if they are not active then they are not effective.

d. **According to Muhammad Efendi<sup>20</sup>, several things must be considered in the application of the demonstration method, including:**

- 1) The teacher prepares the basic competence of learning.
- 2) Think carefully about what techniques will be used with the basic competency objectives that have been formulated.
- 3) See the class that will be used for the demonstration method, is it possible to use it.
- 4) Prepare and check the tools to be used.

## B. Theoretical Framework

**Figure 2.1 Theoretical Framework**



<sup>20</sup> Muhammad Afandi, *Model Dan Metode Pembelajaran Di Sekolah*, (Semarang: Unissula Press, 2013), 70-71.



Within this conceptual framework, The author uses teaching materials speaking in procedure text. In teaching in class the author uses the demonstration method. The results obtained that using the demonstration method can improve students' speaking skills including pronunciation and vocabulary.

### C. Review of Previous Study

In conducting this research, the authors found three studies that were used for comparison, the first was taken from Miftahul Jannah (2020) who conducted a study entitled "The Implementation of Demonstration Method to Improve Students' Speaking Skill in Procedure Text (Pre-Experimental Research at The Twelfth Grade) of SMA Muhammadiyah 5 Makassar".<sup>21</sup> According to this study the application of the demonstration method with procedure text material proved effective in improving speaking skills. The difference between the research and the author's research is that the method in this study used quantitative methods while the writer used qualitative methods. The similarities are that both use the demonstration method in improving speaking skills with procedure text material by means of a vocabulary test and pronunciation.

Furthermore, the second research is from Renda Lestari Et All (2022) with the title "The Effectiveness of Learning Procedure Text in Speaking Practice by Using Video Vlog at SMPN 7 Muara Bungo". In this paper the researcher uses the practice of making videos in carrying out the steps to make something or procedure text which is carried out for grade 7 junior high school students, using this method students can take advantage of technology and can attract students in participating in learning because it is not monotonous, that way proven effective in improving speaking skills.<sup>22</sup> The similarity of this research with the author's research is that the learning material used is procedure text. The difference is that the class used for research is in grade 7 and the one studied by the author is in grade 9, the method used also uses video vlog practices in the research process, while in the research the author uses the demonstration method.

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<sup>21</sup> Miftahul Jannah, *The Implementation of Demonstration Method to Improve Students' Speaking Skills in Procedure Text*, Thesis, (Makassar: Universitas Muhammadiyah Makassar, 2020), 5-40.

<sup>22</sup> Renda Lestari, Winda Trisnawati, Umul Fatihatun Nisa, *The Effectiveness of Learning Procedure Text in Speaking Practice by Using Video Vlog at SMPN 7 Muara Bungo*, Journal, Jurnal Muara Pendidikan, Vol. 7 No.2, 2022, 313-115.

The third research is from Siti Rohemah Et All (2022) "Increasing Students' Speaking Ability in Procedure Text by Using Cooperative Learning". In this study it was found that students were afraid of speaking in front of the class and were afraid of making mistakes, so the teacher's learning strategy was an attempt by students to improve speaking, and in this study it was concluded that it was considered successful in improving speaking skills.<sup>23</sup> In this paper that the writer uses the cooperative learning method which is intended for students to act directly in the teaching and learning process, in contrast to the author's research the method used is the demonstration method. The similarities between this research and the author's research are that the material used is procedure text and aims to improve speaking skills, and with this method researchers are successful and able to improve speaking skills.

The research above is used as a reference for further research and as a comparison of several studies with the intention that further research can be used as learning in order to be able to conduct research properly and effectively. Various methods are used to improve speaking skills, and whatever method is used the main aim and objective is to improve students' speaking skills.

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<sup>23</sup> Siti Rohemah, Fabiola D. Kurnia, Eka Fadilah, *Increasing Students' Speaking Ability in Procedure Text by Using Cooperative Learning*, Budapest International Research And Critics Institute, Journal, Vol. 5 No 1, 2022, 5618-5624.