USING DEMONSTRATION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

This study is conducted to develop students' speaking ability at ninth garde of SMP Nurul Huda Porong through demonstration method in procedural text. It is a Classroom Action Research based on Kurt Lewin' design. Therefore, it done in two cycle and each cycle consist of four phases (planning, acting, observing and reflecting). The data were gathered through qualitative and quantitative, namely interview, observation, pretest, posttest and questionnaire. The finding indicated that the implementation of demonstration method in teaching procedural text was succes to improve the students' speaking skill. It showed from the students score. Where, before implementing CAR the mean score was 53.07 and only 6 students from 23 students passed the KKM. Then, after implementing CAR the mean score was betterbecame 75.21 and there are 17 students passed the KKM.

Key Words: *demonstration method, procedural text, speaking ability.*

Abstrak

Penelitian ini dilaksanakan untuk meningkatkan kemampuan berbicara siswa kelas IX SMP Nurul Huda Porong melalui metode demonstrasi dalam pelajaran teks prosedur. Ini adalah Penelitian Tindakan Kelas menurut pola dari Kurt Lewin. Maka, PTK ini dilakukan dalam 2 siklus, dimana tiap siklus terdiri dari 4 tahap (perencaan, tindakan, pengamatan, hasil). Pengumpulan data dilakukan melalui gabungan antara kualitatif dan kuantitatif, yaitu melalui interview, observasi, pretes, postes dan angket. Hasil dari penelitian tersebut menunjukkan bahwa penerapan metode demonstrasi dalam pengajaran teks prosedur berhasil meningkatkan kemampuan berbicara siswa. Itu dapat dilihat dari perubahan nilai siswa. Dimana sebelum dilakukan PTK nilai rata-rata siswa sebesar 53.07 dan hanya 6 siswa dari 23 siswa berhasil mencapai KKM. Kemudian, setelah dilakukan PTK nilai rata-rata siswa jauh lebih baik yaitu 75.21 dan yang lulus KKM ada 17 siswa.

Kata Kunci: metode demonstrasi, teks prosedur, berbicara

Introduction

English in an International language, it become the primary language of communication. It is spoken by millions of people all over the world. Furthermore, in the globalization era English is very important to be mastered because no limitation for the people in every country to make a relationship. It is a competitive era. So, people must be ready to face it.

Students usually meet some difficulties during learning English. So many aspect raised that problems are happened. Some of them are because the technical and untechnical problems. Such as the method that teacher used did not interested students, students feel unconfidents or affraid because they in their mind English is difficult lesson. So, it is need the appropriate method in teaching learning process to overcome all the barrier above.

Based on the reason above, the demonstration method in teaching procedure text is the appropriate way to improve the speaking ability the ninth grade students at SMP Nurul Huda Porong as the sample and population of the research. Because it is students center learning where the students skill is more discovered.

In learning language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and writing are regarded as receptive skills while speaking and writing skills are consider to be productive skills (Harmer, 1989). To communicate to each other is needed to master the speaking and listening skill. Especially for speaking skill, it use to send what is became our thought. Tarigan stated that: speaking is a skill to pronounce the articullation sound or words to expressing, telling or send a thought, idea and felling. Speaking is a tool to communicate ideas that arrenged and developed apprropriate with the need of audience or listener (Tarigan, 2008:16-17).

Bygate says, " Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business (Bygate, 1997:viii). It indicates that as one of the language skills, speaking should

get the attention from teachers and learners because it plays the important role in our society.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

Harmer stated that there are three main reasons for getting students to speak in the classroom:

a. Speaking activities provide rehearsel opportunities changes to practice real life speaking in the safety of the classroom.

b. Speaking task in which students try to use any or all of language they know provide feedback for both teachers and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.

c. In speaking, students have opportunities to activate thge various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they wiil be able to use words and phrases fluency without very much concious thought(Harmer,2007:123).

Demonstration is included into public speaking which has purpose giving an information to the others. According Tarigan (2008:24-25), kinds of speaking skill basicly devided into two section, there are public speaking and speak at conference.

a. Public Speaking

Public speaking consist of four part:

1) Speaking in general situation which characteristic to announce or report or informative speaking.

2) Fellowship speaking, speaking at condition as in family atmosphere.

3) Persuasive speaking.

4) Delliberative speaking.

b. Conference Speaking

Conference speaking consist of three parts, there are:

1) Group discussion.

2) Parliamentary procedure.

3) Debate.

According to Syaiful Bahri Dzamarah and Aswan Zain, Demonstration method is a way in teaching learning with exhibit or show to the students a process, situation or something that is learned, neither real condition nor imitation by oral explaination (Djamarah&Aswan,2010:90). So, demonstration method is teaching learning method through demonstrate a certain process in directly manner or using teaching realia that relevant with the material is learned.

As others method, demonstration method also have some advantages and disadvantages (Wina Sanjaya, 2010:152). Here the advantages and disadvantages based on Sanjaya.

a. Advantages of Demonstration Method:

1. Through demonstration method verbalism will be avoid, because students ordered directly pay attention to the learning material that is explained.

2. The learning process is more interesting, because role of the students not only listen but also watch the process that happened.

3. By doing directly observation, the students will have a chance to compare the theory with the reality.

b. Disadvantages of Demonstration Method:

1. Demonstration method needs more preparation, because without a good preparation the demonstration process can failed, so can make this method uneffective anymore. Moreover, to make a certain demonstration, sometimes the teacher must doing a test first, so it needs a more time.

2. Demonstration process needs some equipments, ingredients and needs a proper place, its means using this method need more expensive fee if compare with communicative method.

3. Demonstration needs a skill and certain ability, so, teacher and students is demanded work more professional.beside that, demonstration method also need skill and good teacher motivation for successness students learning process.

In this study, reseacher use Classroom Action Research (CAR). According Arikunto, CAR is the accuracy of the learning process in action form, that is deliberatly emerged and happened altogether in a class (Arikunto, 2009:3).

The Classroom Action Research procedure used in this research is Kurt Lewin's design. It consist of two cycles in which each cycle contains four phases; planning, acting, observing and reflecting. As stated by Arikunto that " Classroom Action Research should be implemented two cycles continously " (Arikunto, 2009:23). This means that a CAR should be conducted at least in two cycles. If the result are less satisfactory, researcher can perform the cycle one again in order to achieve the criteria that have been determined.

Technique of collecting data in this research using quantitative and qualitative data. The qualitative data consist of observation and interview. Meanwhile, the quantitative data uses questionaire, pre test and post test (Arikunto, 2009: 127-132).

In analyzing the numerical data, first the researcher tries to get the average of student's speaking skill per action within one cycle. It is used to know how well student's score as a whole on speaking skill. It is uses the formula (Sudjana, 2002:67):

$$\overline{X} = \sum \frac{x}{n}$$

$\overline{X}$ = Mean

x = individual score

n = numbers of students

Then, to get the score from class percantage pass from 65 KKM. The researcher uses the formula (Sudijono, 2008:43):

$$P = \frac{F}{N} \text{ X } 100\%$$

P = the class percentage

F = total percentage score

N = number of students

Next, after find out mean of students' score per action, the researcher identifies wether or not there might have students' improvement score on speaking skill from pre test and post test score in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula (Meltzer, 2008:3):

$$P = \frac{y1 - y}{y} \text{ X } 100\%$$

P = percentage of students' improvement

y = pre test result

y1 = post test 1

$$P = \frac{y1 - y}{y} \text{ X } 100\%$$

P = percentage of students' improvement

y = pre test result

y2 = post test 2

The Classroom Action Research is success if the criteria of success is reached. And the criteria of succes of this study is given on the following table (1)

Table 1 The Criteria of Success

Criteria of Success	Instrument
Process: 65% of students are active in speaking class activity	Observation Checklist
Produck: 70% of students could achieve the target score of KKM 70 of speaking test	test

Findings and Discussion

In this research will describe the result from the improvement of students speaking ability by using demonstration method in procedure text of the ninth grade at SMP Nurul Huda Porong. This chapter describe all research process, namely : before the implementation of Classroom Action Research, during the implementation of Classroom Action Research, after the implementation of Classroom Action Research and the interpretation of the data.

Pre observation was conducted to learn the condition of ninth grade students of SMP Nurul Huda Porong during the process of teaching learning in speaking activity before implementing the action. The writer conducted pre observation on 25th August 2014. Based on the pre observation result showed that the class are passive only one or two students that concern in speaking, most student did not participate in learning activity such as conversation, discussion, and shy in giving oral presentations. They were not courage to involve in the speaking learning process. They were encountered with the hesitance of practicing the material as well as the drilling conducted by the teacher in the learning process. It can said, the students have problems with their confidence. Therefore, they need a method to improve their speaking skill that can overcome the barrier in teaching learning and make the English speaking lesson become interactive and exciting.

The pre test is conducted on 1st September 2014. The pre test had done before the Classroom Action Research in an interview form. Then, the score were taken in five criteria as stated by heaton, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension (Heaton in Longman, 1990: 70 - 71).

From the result of pre test, it showed that mean score of pre test was 53.47. It is indicated that students speaking ability was very low. Only 6 students who pass the KKM from 23 students in a class.

Here the writer inputted the result of data including the pretest, posttest 1 and posttest 2 into a table as following (2):

Table 2 the students speaking score of pretest, posttest 1 and posttest 2

Students Number	Pretest	Posttest 1	Posttest 2
Mean:	53.47	63.91	75.21

*): Students who passed the KKM 70 (seventy)

To compare the test result between pretest and posttest of each cycle, the writer used some steps. Those are calculating the students mean score of the test, calculating the class percentage and calculating the students improvement score from pretest to posttest 1 and 2 into percentage:

In analyzing the data of pretest, the first step was to get the mean score of the class. It is calculated as following:

$$\overline{X} = \frac{\Sigma X}{n}$$

$$\overline{X} = \frac{1230}{23}$$

$$\overline{X} = 53.47$$

Based on the result of pretest, the data showed that the mean score of pretest was 53.07. It means that the students speaking score before implementing demonstration method is 53.47.

The second step is to know the percentage of students score who passed the KKM (70). It is calculated by using as follow:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{6}{23} \text{ X } 100\%$$

$$P = 26.08\%$$

From that computation, the students score percentage in the pretest is 26.08%. It means that there are 6 students who passed the KKM and there are 17 students are still bellow the KKM.

Next, in the cycle 1 of CAR, the writer calculate the result of posttest 1 to know the students score improvement from the pretest to posttest 1 result. There are three step to get this improvement. Those are calculating the students mean

score of the class, calculating the students improvement score into percentage and calculating the class percentage.

In analyzing the data of posttest 1, the first step is to get the mean score of the class. It is calculated as following:

$$\overline{X} = \frac{\Sigma X}{n}$$

$$\overline{X} = \frac{1470}{23}$$

$$\overline{X} = 63.91$$

Based on the result of posttest 1 , the mean score of the class derived 63.91 in which there were 11 students who passed the KKM (70). It showed that there are some improvement from the pretest mean score. It can be seen from the pretest mean score (53.07) to the mean score of posttest 1 (63.91). It improve 10.84

The second step is the calculation to get the percentage of students improvement score from pretest to posttest 1. It is used computation as follow:

$$P = \frac{y1 - y}{y} X 100\%$$

$$P = \frac{63.91 - 53.07}{53.07} X 100\%$$

$$P = \frac{10.84}{53.07} X 100\%$$

$$P = 20.42\%$$

The third step is to know the percentage of students score who passed the KKM (70) in posttest 1. It is calculated by using as follow:

$$P = \frac{F}{N} X 100\%$$

$$P = \frac{11}{23} X 100\%$$

$$P = 47.82\%$$

From that calculation, the class percentage which passed the KKM is 47.82%. It means that in the cycle 1 of CAR, there are 11 students who passed the KKM and there are 12 students whose score are bellow the KKM. The students improvement which passed the KKM is 21.82%. Eventhough it is still needed more improvement because it could not achieve yet 75% as the target of success CAR.

Furthermore, in cycle 2 of CAR the writer also calculate the result of posttest 2 to know further the score improvement either from the result of pretest or posttest 1. There are three steps to know this improvement. Those are to calculate the mean score of the class, to percentage of the students improvement score, and to calculate the class percentage which pass the KKM (70).

Firstly is to calculate the mean score of the class in posttest 2. The calculation using as follows:

$$\overline{X} = \frac{\Sigma X}{n}$$

$$\underline{X} = \frac{1730}{23}$$

$$\underline{X} = 75.21$$

From the calculation, the mean score of posttest 2 is 75.21. It means, there are some some students improvement scores (11.3) from the mean of posttest 1.

The second step is to know the calculation of percentage of students improvement score. Here, the writer computes by using the formula:

$$P = \frac{y2 - y}{y} X\ 100\%$$

$$P = \frac{75.21 - 53.07}{53.07} X\ 100\%$$

$$P = \frac{22.14}{53.07} X\ 100\%$$

$$P = 41.71\%$$

Based on that computation, it could be seen that the posttest 2 improve 41.71% from the pretest or 21.29% from the posttest 1.

The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as the following:

$$P = \frac{F}{N} X\ 100\%$$

$$P = \frac{17}{23} X\ 100\%$$

$$P = 73.91\%$$

From that calculation, the class percentage is 73.91%. It means that in the cycle 2 there are only 6 students bellow the KKM and seventeen students are pass the KKM. The class percentage of posttest 2 showed some improvement from the

previous test; the improvement is 47.83% from the pretest (26.08%) or 26.09% from the class percentage of posttest 1 (47.82%).

Conclusion

The conclusion by using demonstration method to improve the ninth grade students' speaking ability in procedural text at SMP Nurul Huda Porong has significant improvement at students speaking score. In the pretest, the mean score of students on speaking test before implementing CAR is 53.04. It is students speaking score before they used demonstration method. Meanwhile, the class percentage which pass the KKM is 26.08%. It means that there are only 6 students who are pass the KKM (70) and there are 17 students out of target.

Next, the mean score in the posttest of cycle 1 is 63.91. It means that there are improvement in some students score from the previous test (pretest), there is 10.87 or 47%. Meanwhile, the class percentage which pass the KKM in posttest 1 is 47.82%. It shows there are 11 students who pass the KKM. However, it is still needed the improvement because it could not achieve the target yet of success CAR. That is why the writer and the teacher continue the to the second cycle.

Furthermore, the mean score of the second cycle is 75.21. It shows the students improvement score 11.3 from the posttest 1 or 49%. Meanwhile, the class percentage which pass KKM is 73.91%. It means there are 17 students whose score pass the KKM and there are 6 students are bellow the KKM. This class percentage shows some improvement 47.83% from the pretest (26.08%). The posttest of cycle 2 has fulfilled the target of CAR success, that is above 70% students could pass the KKM. It can be said that CAR is success and the cycle of CAR is stop.

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