THE IMPLEMENTATION OF DEMONSTRATION METHOD TO IMPROVE STUDENTS' SPEAKING SKILS IN PROCEDURE TEXT

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ARTICLE INFO	ABSTRACT
	Speaking is one of the active skills that have to be mastered by students. One of the texts that have to learn by students is procedure text. Procedure text is a text that contains information that includes instruction, procedure or steps or ways that show how something is done. Due to the characteristic the use of demonstration method is an interesting choice. This research aimed to improving students' speaking skills in procedure text at the twelfth grade students of SMA Muhammadiyah 5 Makassar using demonstration method. The researchers used pre-experimental research by quantitative method where the data gained from the oral test. The population of the research was the twelfth grade of SMA Muhammadiyah 5 Makassar in the academic year 2020/2021. The sample was taken by using purposive sampling technique there were 20 students of 151 students. The result presented that the students' pre-test mean score in form of vocabulary was 39 to be 78 in post-test with 100% improvement. Then, the mean score in form of pronunciation was 39 in the pre-test to be 77.5 in the post test with 98.72% improvement. The t-test analysis presented that by applying 0.05 level of significant with the 19 degree freedom (df=20-1), t-test in the form of vocabulary and pronunciation higher than t-table which were 22.16>2.093 and 21.43>2.093. It means that demonstration method has significant effect toward students' speaking skills in procedure text in the form of vocabulary and pronunciation. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

One of the English basic skills that have to be mastered by students is speaking. Speaking is English skill which produces the language. It is an activity used to interact and communicate with each other. When students speak, they able to convey their opinions, ideas, feelings and thoughts. Speaking also used to give and share massages or information to other. In some situations, speaking is used to give instructions in the form of prohibitions, advice, recommendations and so forth. Zulkarnain (2014) states "This skill is as the application of the knowledge of language after studying about the language". However, Ur as cited in (2015) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it.

One of the texts that have to learn by students is procedure text. Procedure text is a text that contains information that includes instruction, procedure or steps or ways in making something and doing something. This text is a text that has function to tell someone how to make something and how to do something that is an activity often people do in daily life, especially by orally or using speaking skill. For example, a student asks a bench mate how to sharpen a pencil in class. Then, her friend tells her how to do it directly. The other example is a sister tells her younger brother how to make a glass of milk so that he could make it himself another time. So, it is very important to use speaking skill in procedure text.

In this context, the use of demonstration as a method is the interesting choice. This is a method that explaining a process or telling how to do something, how to make something or how something works. In this case, demonstration method is implemented to teach speaking in procedure text because it has the same characteristics with the procedure text. This also supported by Bahri at all. (2005) he said demonstration method is more suitable for teaching learning materials that are movements, processes or routine things. In addition, Barton, et al. as cited in Siregar and Yusrina (2013) stated that the demonstration method, when properly selected and used, may be very effective. It is not a universal method; however, demonstration method is most likely to be successful (1) in teaching operative skills (2) in developing understandings, (3) in showing how to carry out new practice, and (4) in securing the acceptance of new and improved ways of doing things.

Some previous researchers applied speaking method in their research to improve students speaking skills such as Arifin (2018) applied demonstration method by provided an example to be demonstrated and demonstrated the material. The students were paying attention to the demonstration by the researcher. After that, the students tried to demonstrate that example. Husnu (2018) applied demonstration method by showing the real object, showing picture, and using the actions, facial expressions, body language activities as way to decrease anxiety. The researcher presented the material of teaching related to the real student life context. Sartikarani (2014) applied demonstration method by using mime, action, role play, or gesture. The researchers used the materials that have to be

adapted when using demonstration technique such as about verb, adjectives, or nouns. Abdul (2016) applied Broadcasting activities to improve students speaking found that the students were motivated to active in speaking activities because the method applied by the lecturer engaged them to participate actively. In addition, Abdul (2020) stated that students' participation depends on lecturer's strategies in the classroom.

Therefore, implementing teaching method in the class is required to increase students' skill. In this research, the researcher implemented Demonstration Method in teaching and learning process to improve students' speaking skill in procedure text.

RESEARCH METHOD

The researcher conducted this research by using a pre-experimental design to find out the effect of demonstration method on improvement of speaking procedure text. The subject of this research consisted of only one group or a class. This research applied pre-test before treatment and post-test after it.

The population of this research was students of SMA Muhammadiyah 5 Makassar which consisted of six classes and total of the students were 151 which were 55 tenth grade students, 60 eleventh grade students and 40 twelfth grade students. The researcher used purposive sampling technique to select the sample. This technique determines the sample based on the certain condition. This research conducted at twelfth grade students of SMA Muhammadiyah 5 Makassar. The sample of this research was XII IIS which was consisting of 20 students.

The research used oral test that consisted of pre-test and post-test. In the test students free to choose one topic among four topics that given by researcher and the students explained or tell how to make something and to do something based on the topic that already choose by them. The researcher gave pre-test to measure the students' prior knowledge of speaking skills in procedure text before treatment. While, the researcher gave post-test to measures the students' improvement on speaking skills in procedure text after treatment.

The researcher gave score for the students' answer on indicator that adopted from Harmer as cited in Arifin (2017) below:

Table 1. Vocabulary scoring

Classification	Scores	Criteria
Excellent	96-100	They speak effectively and excellent of using vocabulary.
Very good	86-95	They speak effectively and very good of using vocabulary.
Good	76-85	They speak effectively and good of using vocabulary.
Fairly good	66-75	They speak sometimes hasty and fairly good of vocabulary.
Fair	56-65	They speak sometimes hasty and fair of vocabulary.
Poor	36-55	They speak hasty and more sentences are not appropriate in vocabulary
Very poor	0-35	They speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

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Table 2. Pronunciation scoring

Classification	Scores	Criteria
Excellent	96-100	They speak effectively and excellent of using pronunciation.
Very good	86-95	They speak effectively and very good of using pronunciation.
Good	76-85	They speak effectively and good of using pronunciation.
Fairly good	66-75	They speak sometimes hasty and fairly good of pronunciation.
Fair	56-65	They speak sometimes hasty and fair of pronunciation.
Poor	36-55	They speak hasty and more sentences are not appropriate in pronunciation.
Very poor	0-35	They speak very hasty and more sentences are not appropriate using pronunciation and little or no communication.

The data obtain from pre-test and post-test analysed by using the formulas as follows:

1. To percentage of the students' achievement using formula:

$$p = \frac{F}{N} X 100$$

Where:

P= Rate of percentage

F= Frequency of the correct answer

N= Total number of students

(Sudjana: 1990)

2. Calculating the mean score of students' answer in both pre-test and post-test by this formula:

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

Note:

$\overline{X}$ = mean

$\sum x$ = the sum of all score

N = number of subject

(Gay: 2006)

3. Calculating the improvement of the student's score of te pre-test and post-test, the researcher used the following formula:

$$P = \frac{X2 - X1}{X_1} X 100$$

Where:

P= Improvement

X1= Mean score of pre-test

X2= Mean scor of post-test

(Harmer: 2007)

4. Finding out the significant between pre-test from the calculating values:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

$\bar{D}$ = The mean of differences score

$\sum D$ = The sum of scores

N= Total number of students

(Gay: 2006)

5. Finding out the significant between the pre-test and post-test by calculating the value of the test. The following formula is employed:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

Where:

t = Test of significance

D= Differences between two scores compere

$\bar{D}$ = The mean of differences score

$\sum D$ = The sum of scores

$\sum D^2$ = The square of D scores

N= Total number of students

(Gay as cited in karmadi: 2018)

6. The criteria for the hypothesis testing as follows:

Table 3. Hypothesis testing

Testing	Hypothesis	
	H_0	H_1
t-test >t-table	Rejected	Accepted
t-test <t-table	Accepted	Rejected

(Sugiyono: 2014)

RESULT AND DISCUSSION

The finding of this research is taken from the data of using demonstration method to improve students' speaking skills in term of vocabulary and pronunciation before and after the treatment.

The Improvement of Students' Speaking Skills on Pre-test and Post-test

The improvement of the students' speaking skills in the form of vocabulary and pronunciation can be see through the mean score of category in pre-test and post-test. Based on the result in pre-test and post-test that conducted in SMA Muhammadiyah 5 Makassar, it can be known that there is a significant improvement of the students' speaking skills in the form of vocabulary and pronunciation through the implementation of demonstration method. It can be seen clearly in the table below.

Table 4. The mean score and improvement of students' pre-test and post-test

No	Category	Mean Score		Improvement (%)
		Pre-test	Post-test	
1	Vocabulary	39	78	100%
2	Pronunciation	39	77.5	98.72%

Table 4 above presents that the mean score of students' vocabulary on pretest was 39 and on post-test was 78. In addition, the mean score of students in form of pronunciation on pre-test was 39 and mean score on post-test was 77.5. Meanwhile, the improvement of students speaking skill in form of vocabulary was 100%. Then, the improvement of students speaking skill in form of pronunciation was 98.72%.

The Percentage and Frequency of Students' Vocabulary in Speaking

Rate percentage and frequency of student's vocabulary in speaking on the pre-test and post-test of twelfth grade students at SMA Muhammadiyah 5 Makassar, can be seen clearly in the table below:

Table 5. Rate percentage of students' vocabulary in speaking

Classification	Score	Pre-test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	0	0%		0%
Very Good	86-95	0	0%	2	10%
Good	76-85	0	0%	6	30%
Fairly Good	66-75	0	0%	9	45%
Fair	56-65	0	0%	2	10%
Poor	36-55	4	20%	1	5%
Very Poor	0-35	16	80%	0	0%

Table 5 above presents the percentage and frequency of students' speaking skills in the form of vocabulary both in pre-test and post-test. The table presents that in the pre-test from 20 students, there were no students got excellent, very good, fairly good, and fair in form of vocabulary of speaking skill. Based on vocabulary, there were 16 (80%) of students classified as very poor and 4 (20%) of students were classified as poor. Meanwhile, in the post-test from 20 students, there were no students got excellent and very poor in form of vocabulary of speaking skill. Based on vocabulary, there were 2 (10%) of students classified as very good, 6 (30%) of students were classified as good, 9 (45%) of students were classified as fairly good, 2 (10%) of students were classified as fair and 1 (5%) of students were classified as poor.

The Percentage and Frequency of Students' Pronunciation in Speaking

Rate percentage and frequency of students' vocabulary in speaking on the pre-test and post-test of twelfth grade students at SMA Muhammadiyah 5 Makassar, can be seen clearly in the table below:

Table 6. Rate percentage of students' pronunciation in speaking

Classification	Score	Pre-test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	0	0%		0%
Very Good	86-95	0	0%	1	5%
Good	76-85	0	0%	7	35%
Fairly Good	66-75	0	0%	9	45%
Fair	56-65	0	0%	2	10%
Poor	36-55	4	20%	1	5%
Very Poor	0-35	16	80%	0	0%

Table 6 above presents the frequency and percentage of students' speaking skills in the form of vocabulary both in pre-test and post-test. The table presents that in the pre-test from 20 students, there were no students got excellent, very good, fairly good, and fair in form of pronunciation of speaking skill. Based on pronunciation, there were 16 (80%) of students classified as very poor and 4 (20%) of students were classified as poor. Meanwhile, in the post-test, table above presents that from 20 students, there were no students got excellent and very poor in form of pronunciation of speaking skill. Based on pronunciation, there were 1 (5%) of students classified as very good, 7 (35%) of students classified as good, 9 (45%) of students classified as fairly good, 2 (10%) of students classified as fair and 1 (5%) of students classified as poor.

The Significant of Vocabulary and Pronunciation

To know the level of significant value of pre-test and post-test, the researcher used *t*-test analysis on the level of significant (p)= 0.05 with the degree of freedom (df)= N-1, where N = number of subject (20 students), then the value of t-table is 2.093. The statistical analysis for the independent sample was applied.

Table 7. T-test of the students' speaking skills

Component	T-test Value	T-table Value	Test Significant
Vocabulary	22.16	2.093	Significant
Pronunciation	21.43	2.093	Significant

Table 4.4 above presents that *t*-test value for the vocabulary form higher that t-table (22.16>2.093). In addition, *t*-test value for pronunciation form was higher than t-table (21.43>2.093). It means that there was significant difference between the students' speaking skills in the form of vocabulary and pronunciation before and after using demonstration

method. It is also null hypothesis (Ho) was rejected and the alternative hypothesis (Hi) was accepted.

Based on the result of the data analysis, it is proven that the students' speaking skills in procedure text in the form of vocabulary and pronunciation that taught by using demonstration method is improved. In addition, based on the students' responses, most of students found that learning English could be more fun by learning using a demonstrate activity which were completed an interesting way by movement and tell about what they are doing and far from being monotonous. It is similar to Abdul (2016) who found that the students dislike the monotonous activity. They need an interesting speaking technique, creative technique, integrated activity, and the activity that involved all them and give them the same chance. Waliyani & Yuliani (2018) also states that learning speaking skills by using demonstration method can improve students' speaking skills. The students' score showed significant improvement after they learnt using that method. Demonstration method can get students' attention and antusiasm because they felt more relaxed and happy. In addition, Laben (2017) states that using demonstration method effective to improve students' vocabulary. By using this method, students can get more opportunity to explore their ideas, give reinforcements, know about their errors and the activity was make students feel enjoyable in learning.

CONCLUSION

Based on the result of the discussion of the finding previously, the researcher concludes the demonstration method was effective to improve the students' speaking skills in procedure text, especially in the form of vocabulary and pronunciation. The data proven that teacher should use the demonstration method as a method to teach speaking in procedure text. The demonstration method made the process of teaching and learning more interesting and conductive. It could be showed from the students' enthusiastic to study. The demonstration method could help the students to more relax and more easily understand.

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