THE IMPLEMENTATION OF DEMONSTRATION TECHNIQUE TO TEACH SPEAKING
IN PROCEDURE TEXT OF THE X GRADERS OF SMAN 1 MAGETAN IN THE
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Abstract

Learning to speak is not easy especially for the learners. The teacher always finds that the students or
the learners are often reluctant because they are shy and difficult to express themselves in front of
other people, especially when they are being asked to give personal information or opinions. Besides
they are rarely given a chance to practice their speaking. Because of less in practicing to speak
English or even never, students are finally afraid of speaking. They are afraid of making mistakes,
especially in grammar and pronunciation. To make the students have motivation in speaking, the
teacher should be able to facilitate and encourage the students in order to speak English as much as
possible. Therefore the teacher needs to create an atmosphere where the students will feel free to use
language they learning, so the learners will not get bored in learning English.

There were three steps in the implementation of demonstration technique, pre activity, while activity
and post activity. In pre activity, the teacher always opened the lesson through greeting, asking the
student’ condition and checking the attendance list. The teacher also prepared the materials every
meeting. Then the started to introduce the material and explained the demonstration technique. In
whilst activity, the teacher always asked the students to bring things that they would present in the
following day. Then the teacher asked the students to discuss the steps with their friends how to
make something before they started to demonstrate their properties. After discussing, the students
began to demonstrate their properties while practicing it directly in front of the class. After
demonstrating, other students began to respond their friend’s presentation. In post activity, the
teacher observed the students activity and controlled their interaction during teaching learning
process. She always gave reward to the best performance students, and corrected the students
mistakes.

After the students had the implementation of demonstration technique, their speaking ability showed
that 75 % scores were increasing. So demonstration technique gave positive effect to the students’
speaking ability. And it can be said that demonstration technique was interesting for the students in
learning speaking.

The student’ response toward the implementation of demonstration technique in the process of
teaching speaking were good. It can be showed that most of them stated that the use of this technique
were really interesting and made the students more active in class. They also agreed that it could help
them practice speaking English bravely. It was because the teacher chose appropriate topics selected
which was related to the students’ interest and daily lives.

Keyword : demonstration technique, teaching speaking, procedure text.
INTRODUCTION

The objective of teaching of English, which is stated in the newest local curriculum SI (Standar Isi) of elementary school until senior high school, that the students are expected to master the four skill; those are listening, speaking, reading and writing. It means that the students have to acquire them in the process of learning. They need to develop reading and writing skill to improve oral communication as well as listening and speaking to improve oral communication. The learners and the teacher still have difficulties what they have done in the process of teaching and learning especially in speaking. This skill is more complicated than others.

Being able to speak well and fluently is the key of successful interaction. By speaking well, the listener would understand the message we are talking. It is supported by Halley and Austin (2004: 191) that being able to communicate orally in another language means that we have opportunities to express our ideas and support for making our intentions clearer. So an English teacher has a task to motivate the students to participate actively in their speaking class activity and to practise their speaking ability very often. It is important for the students in order to be accustomed to speaking English. And of course, it would be more useful if they make it as a habit.

Learning to speak is not easy especially for the learners. The teacher always finds that the students or the learners are often reluctant because they are shy and difficult to express themselves in front of other people, especially when they are being asked to give personal information or opinions. Besides they are rarely given a chance to practice their speaking. Because of less in practicing to speak English or even never, students are finally afraid of speaking. They are afraid of making mistakes, especially in grammar and pronunciation. In this case, the teacher must give motivation to them as what Harmer state (2001 : 51). He states that motivation is accepted for most fields of learning that motivation is essential to success. Without such motivation we will almost certainly fail to make the necessary effort. To make the students have motivation in speaking, the teacher should be able to facilitate and encourage the students in order to speak English as much as possible.

To overcome this problem, the use of demonstration as a technique is the interesting choice technique. Demonstration is explaining a process or telling how to do something, how to make something or how something works (Rudolph and Katleen, 2003:232). It’s also supported by Brown et al (1953: 307) who says that even though students themselves may not directly manipulate items shown in demonstrations, they may become involved with the subject because they are looking at specific things which hold their attention. In this case, demonstration technique is
implemented to teach speaking procedure text because it has the same characteristics with the procedure text.

The student have to bring the thing which deal with the topic, then explain and demonstrate how the thing works or how to do it. They must explain it step by step and carefully. Besides they have to think and pay attention with their word, while they are speaking. It’s to avoid the confusedness of the listeners. By using demonstration, it is hoped that the students will be more skilful, more competence, ang more knowledgeable in speaking. Referring to this matter, it is beneficial to conduct a study about “The implementation of demonstration technique to teach speaking procedure text to the tenth graders”.

Based on the background of the study above, there are 3 problems should be taken into consideration:

1. How is the implementation of demonstration technique to teach speaking procedure text to the tenth graders of SMA Negeri 1 Magetan.
2. How is the students’ speaking ability after the implementation of demonstration technique?
3. How are the students’ responses toward the implementation of demonstration technique to teach speaking procedure text to the tenth graders of SMA Negeri 1 Magetan?

While Herbert who is quoted by Elok (2008: 10) says that speaking is a basic human activity through which communication with language is carried out. In speaking people put ideas into word talking about perception, feelings and intention they want other people to grasp. It means that having a speaking skill, people will be able to communicate and interact with others. They could send ideas, opinions, feelings and intention to each other.

Furthermore, speaking is about how to produce the oral text that has meaning and been understood by the speaker and the hearer. At the process of producing oral text, there are several elements which build up the construction of speech, as vocabulary, grammar, pronunciation, fluency and accuracy. The use and usage of each component above are various based on the context, environment and background in which the person gets involved in communication. It is supported by Harris (1969: 81) says that speaking is a complex skill requires the simultaneous use of number of different abilities which often develop at different rates. Either five components are generally recognized in analysis of the speech process such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Some teachers find out that showing up in front of the class and asking the students to speak up will never be enough to make them speak. The teachers should also realize that they must do more and the best way out to handle this problem. Some different strategies are applied in order to make the students
Implementing various strategies in speaking class is helpful for the teacher and the students in creating situation for the teaching and learning activity to get well.

The teacher uses the speaking assessment to evaluate the students’ speaking ability. Assessment is important in the process of evaluation of the efficiency and effectiveness of teaching and learning. The assessment of the students, processes, activities and criteria to be used as tools for determining how well and how learning is taking place (Halley and Austin: 117).

In this study, the teacher used progress assessment to know the progress of the students in speaking skill. The teacher took their activities from their pronunciation, grammar, vocabulary, fluency, comprehension.

Teaching speaking in Senior High School should refer to competence based curriculum. The students are expected to be able to access the accumulated knowledge because they are expected to communicate for academic purposes too (Helena, 2004: 7). There are two competencies that must be achieved by students of Senior High School. Those competences are standard competence and basic competence. The standard competence expect students to be able to communicate both in oral and written language by using appropriate language fluently and accurately in transactional and interpersonal or in monologue in the form of recount, narrative, and procedure (BSNP, 2006: 127). The students of senior high school are also expected to learn daily expression such as expressing happiness, showing pay attention, showing sympathies and giving direction etc (BSNP, 2006: 127).

The writer only focuses on procedure text, (Depsiknas 2004: 33) mentions that procedure text tells how something is accomplished through a sequence of action or steps. It includes set of instruction how to do something and how something works or directions to get to a certain place and rules through a set of actions or steps.

A procedure text usually has three sections. These sections are also called generic structure. There are:
1. An introductory statement or title that gives the aim or goal
   * This may be the title of the text
   * This may be an introductory paragraph
2. Materials needed for completing the procedure
   * This may be list
   * This may be paragraph
   * This step may be left out in some procedure
3. A sequence of steps in the correct order
   * Numbers can be used to show first, second, third and so on
   * The order is usually important
   * Words such as now, next, and after this can be used
The steps usually begin with a command such as *add, stir, or push*.

Demonstration is explaining a process that telling how to do something or how something works (Rudolph and Katleen, 2003:232). It’s also supported by Brown (1983: 307) who says that even though students themselves may not directly manipulate items shown in demonstration, they may become involved with the subject because they are looking at specific things which hold their attention. Technique of demonstration include the uses not only of real things but also correlative materials such as picture, graphics, or handouts. In this case, the students have to bring the thing which deal with the topic, then explain and demonstrate how the thing works or how to do it. They must explain it step by step and carefully. Besides they have to think and pay attention with their word, while they are speaking.

The adventages of using demonstration based on Rudolph and Katleen (2003: 309) state that giving demonstrations is a particularly valuable activity for students. It means that when the students are given demonstration, they can participate in a process of communication that involves multiple responsibilities and actions. Besides, this technique can make the students be brave to speak in front of the class.

**RESEARCH METHOD**

The purpose of this chapter are to describe the method used to conduct the study and the subject that would be studied. This study would be done in line with rules and procedures. This chapter explains the research design, the subject of the study, setting, the sources of the data and the data of the study, research instrument, data collection technique and data analysis.

This research design is conducted to seek the answer of the research problem. This research deals with applying the use of demonstration technique to teach speaking procedure text to the tenth graders of SMA Negeri 1 Magetan. It tries to answer the question of (1) how is the implementation of demonstration technique to teach speaking procedure text to the tenth graders of SMA Negeri 1 Magetan and (2) what are the students’ responses toward the implementation of demonstration technique to teach speaking procedure text to the tenth graders of SMA Negeri 1 Magetan.

In this study the writer descriptive qualitative. Mc Millan (1992: 9) states that qualitative is focus on understanding and meaning through verbal narratives and observations rather than through number. So the writer only observed the teaching learning process in the class in a natural setting. She did not take part in the teaching and learning activity in the classroom. She came to the class in order to describe the general situation and condition of the students and classroom. During the observation, the writer tried to describe what existed and what happened.
when the teacher used the technique in the classroom and by the end of the observation or meeting, she analyzed the data (observation, questionnaire and students’ performance) in the next chapter.

The subject of this study is the tenth grader students of SMA Negeri 1 Magetan. The writer chose the tenth grade because based on the curriculum, procedure text is taught. The writer also chose this school because the teacher has ever used demonstration as one of the speaking technique in order to know the students’ speaking ability in the process of teaching learning English.

The instruments used by the writer are the observation checklist, questionnaire, field notes and students’ performance.

The observation checklist used to get any information during the teaching learning process. It is conducted in the form of “yes” and “no” answer. It consists of 38 statements. The indicators being measured in the observation checklist are: topic, technique, teaching learning process, and students’ action.

Field note is used to add some information which is not exists in the observation checklist. In the field note, the writer writes down everything that she had seen, heard and some information during the teaching learning process. The form of field note is a column which gathers with the table of Observation checklist.

The data was used to obtain any information concerning the students’ responses toward the implementation of the demonstration technique in the teaching of speaking. The form of the Questionnaire was multiple choices. It is given at the end of the teaching learning process.

In daily assessment, the data was used to assess skill, intelligence, ability or talent of the students. It was also to know their progress in speaking using a recorder. In assessing the students speaking ability, the writer used Hari’s speaking proficiency measurement. There were some components to contribute the students’ speaking proficiency, namely: grammar, vocabulary, comprehension, fluency and pronunciation.

The writer got the data from the observation checklist, questionnaire, students’ performance and field note. The observation checklist gained from what the teacher and students do in the classroom, especially in the teaching learning process. This data were also used as a guidance to observe the technique used by the English teacher in teaching speaking. Further, the writer recorded the students’ performance.

The writer also took notes on what is going on in a class especially for the subject of observation when they performed. Then, at the last meeting, the writer distributed questionnaire to each student in the class.

The data from the questionnaires were used to know whether or not the
demonstration could help the students to practice their speaking ability and also to know their responses about the use of demonstration technique in the teaching speaking.

In analyzing the data, the writer presents the result of the observation checklist, the questionnaire, students’ performance and field note during the four meetings. The result of observation checklist were analyzed according to the class condition and based on the responses of the students. The result of the students’ performance is analyzed to the subjects’ performance. Furthermore, the result of the field note is used to support and explore the data from the observation checklist, questionnaires, and the students’ performance. The result of the questionnaire was analyzed using percentage.

**RESEARCH FINDING AND DISCUSSION**

In this part will be described the result of the observation done. The observations were done four times. The writer attended in the classroom not as a teacher but she only took part in the classroom as an observer. The writer got the data needed from the observation. The data were still on the form of observation checklist, questionnaires, students' performance and field notes.

**Research Finding**

Before the writer conducted the first observation, the teacher had asked the students to bring the material related to the topic. The topic was how to make instant food. The observations were done in four times and she only took part as an observer in the classroom.

The first observation was conducted on October 5, 2009. Before the class began, the teacher asked the captain of the class to lead to pray. Everyone prayed faithfully. After that the teacher tried to have some talk with the students through greetings.

After greeting, the teacher checked students' attendance list and made some short dialogues with the students. Next, the teacher told the students that they would learn about procedure text. Then she explained what procedure text was, she also gave them an example of procedure in their daily life. For example: how to charge hand phone. Then she continued to explain the generic structure and language feature of procedure text.

The writerI is going to demonstrate about how to charge handphone. You will need hand phone and charger. For the steps are; First, connect the charger to a main socket, and insert the charging plug into the jack of the phone. Second, at this time phone starts charging. The battery symbol will be gradually lengthened from right to left. Then, you may choose to charge the battery under power-off or stand by state. If the phone is charged under power-off state with UIM card inserted, it will be started and display the text of 'charging'. Next, when the battery is fully
charged, charging operation stops automatically. The battery symbol on the screen will maintain full-grid. The last, please unplug the charging plug.

After that the teacher explained that this activity was called demonstration technique. She would use this technique in teaching speaking class. Then the teacher asked the students to try as what the teacher had done. At that time only a student who performed in front of the class. She demonstrated with her own language.

Although the students made many mistakes in their demonstration such as missing pronunciations, grammatical errors, and misplaced vocabulary, but she was brave to speak in front of the class. Then the teacher said "good" to her as a reward. It motivated the students to be active in the class.

From the second observation, it can be concluded that the use of demonstration technique could help the students in speaking. As in the first meeting, after they demonstrated their work, other students asked some questions.

The third observation was done at October 12. 2009. As the previous meeting, the teacher did the same activities such as saying greeting and recalling the students' memory. It was done as the way to know their understanding about the material.

The fourth observation was done at October 15. 2009. As usual, the teacher did the same activities such as saying greeting. In this meeting, the teacher continued the rest of the presentation. There were 17 students who did not present yet. To manage the time, the teacher called the students who will be the first. This activity was exactly similar to the previous meeting.

The result of the questionnaire was used to know the students' responses during the implementation of demonstration technique in the teaching speaking. The questionnaire was consisted of twenty questions which were given in the multiple choice form.

The students’ opinion about demonstration technique that it is implemented in the teaching learning process 16% students stated that demonstration were really interested in technique to practice their English speaking, and 72% students that was really interested. But there are 6% students said that they were not interested to the use of demonstration technique to practice. For the application of the technique generally, most of the students, 31% and 69%, agreed and support the use demonstration technique in teaching English.

Basically most of the students were interested to the use of demonstration technique in teaching English.

From the students' opinion about the topics, 66% and 31% stated that the topics were interesting and only 3% of the students thought that the topics were less interesting. In addition, most of- then thought that those
topics helped them to participate in speaking class actively. Moreover, 91% (72% + 19%) of the students stated that their friends were enthusiastic in participating the speaking activity and only 6% of the students stated that their friends were not enthusiastic.

During the teachers' role in the use of demonstration technique most of students (75%) stated that the teacher didn't dominate the activity, while 13% students stated that the teacher less dominated. 9% of them stated that the teacher was dominated and only 3% students stated that the teacher was most dominated in the teaching learning process.

Whereas for the students' mistakes, most of them stated that the teacher often corrected their mistakes (66% very often and 19% often) and about 16% students said that the correction was never corrected. Based on the students' opinions of the implementation of demonstration technique, most of students (38% and 63%) stated that it was important to practice their speaking. There were not students who stated that the technique were not important to practice their speaking.

Based on the students' opinions of the applications of demonstration technique, it motivated the students to communicate actively in English (47% very motivating and 31% motivating), 16% students stated that it less motivated and 6% students said it was unmotivated. Although most of them were motivated, but there were 19% students who stated that speaking by using demonstration technique was very difficult, however 9% of them stated that speaking by using demonstration technique was rather difficult. Then 69% students said that it was easy and only 3% students who said that speaking by using demonstration technique was very easy.

In addition, the majorities of the students (97%) stated that they had got an improvement in their speaking abilities and they also believed that demonstration technique should be continued in teaching speaking. And only 3% students that they hadn't got improvement in their speaking abilities and believed that demonstration technique should be continued in teaching speaking.

The result of students' performance after implementing demonstration technique In this part, the writer would discuss the result of students' performance after the implementation of demonstration technique.

The speaking measurement contains components elaborated from students' speaking proficiency including their pronunciation, grammar, vocabulary, fluency, and comprehension.

It can be concluded that 75% scores of the students' speaking ability were increasing when the teacher used demonstration technique in teaching speaking.

Discussions
In this discussion, the writer will answer the first question which is about the
implementation of demonstration technique in teaching speaking procedure text. The implementation of demonstration technique can be seen from the result of observation checklist and field notes. There are three steps in the implementation of demonstration technique. They are pre activity, whilst activity and post activity.

In the pre activity, the teacher opened the lesson by checking the attendance list and made some conversations with the students through greeting. This condition could make the students comfortable and relaxed. After that the teacher began to explain about the lesson and the topic that were going to be learnt. The lesson was about procedure text, she explained what procedure text was, what the generic structure and what the language feature was. And the topics were about how to make instant food, drink and origami. At the first meeting, the topic was about how to make instant food and they had to work in group. At the second meeting, the topic was about how to make drink. They had to work in pair. At the third meeting, the topic was about how to make a model from origami paper but this time they had to work individually. The teacher asked the students to choose the title which was different from each other. After that, the teacher explained the technique; what the demonstration was and how to do the technique. To make the students understand the lesson easily; the teacher gave an example how to do it.

Further more the teacher began with whilst activity. She always asked the students to bring things that they would present in the following day. Then the teacher asked the students to discuss the steps which were about the materials and how the way to make something before they started to demonstrate their properties. At the first meeting, they discussed the title, material and the step in their group. In a group, the leader asked his/her member to share their idea about the title. They also shared the materials and the steps which were needed. At the second meeting, the students had to work in pair, so they only shared with their pair. But at the third meeting, although they worked individually but they still shared about the title, the material and the step.

After discussing, the students began to demonstrate their properties while practicing it directly in front of the class. At the first meeting, only the leader of the group who was came forward to demonstrate. But, at the second and the third meeting, all of the students had to demonstrate in front of the class. After demonstrating, other students began to respond their friend's presentation by asking some questions. In this session, all the member of the group had to help the leader.

The last activity was post activity. In this activity, the teacher observed the students activity during teaching learning process. She observed what happened in the class. The activities were from the beginning until the
end of the lesson. Then she controlled their interaction during teaching learning process. She controlled the time to demonstrate for each student and controlled the students when asking question session.

From the whole result of observation, the implementation of demonstration technique could encourage the students to speak English. As supported by Rudolph and Kathleen (2003: 309) who stated that giving demonstrations is a particularly valuable activity for the students.

The students’ ability after the implementation of demonstration technique was increasing. According to Halley and Austin (2004: 117) assessment is important in the process of evaluation of the efficiency and effectiveness of teaching and learning. The assessment of the students and their achievements involves developments of materials, processes, activities and criteria to be used as a tools for determining how well and how learning is taking place. So, the teacher assess them through their performance in ordered to know how far the result of a teaching learning activity.

Based on the result of the students' speaking ability (see appendix 8), at the first meeting, the highest score was eighteen and there were eight students out of thirty two who got it. Besides, the lowest score was fifteen and there were sixteen students who got it.

In the second meeting, the students' speaking ability was increasing. The highest score was twenty two and there were two students who got it. The lowest score was eighteen and only for students who got it.

In the third meeting, the students' speaking ability was more increasing. The highest score was twenty four and there were two students who got it. The lowest score was still eighteen but only three students who got the lowest score.

From the result of students' ability, it shows that demonstration technique 75% score of the students' speaking ability were increasing. It means that demonstration technique give positive effect to the students' speaking ability. Finally it can be concluded that demonstration technique could improve the students' speaking ability.

The students' responses toward the use of demonstration technique in teaching speaking was discussed based on the result of questionnaire and the result of the students' speaking performance. From the result of questionnaire, it was found that most of the students were really interested when the teacher used demonstration technique (72%) because demonstration technique is a particular 'valuable activity for the students, (Rudolp and Kathleen, 2003: 309). It means that when the students give the demonstration; they can participate in a process of communication that involves multiple responsibilities and actions. The students also agreed that the used of demonstration technique could help them practice speaking
English bravely because the teacher chose appropriate selected which was related to the students interests’ and daily lives. This condition made the students be active in class.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In this part, there are three conclusions. First is about the implementation of demonstration technique. Second is about the students' speaking ability after implementation of demonstration technique. The last is about the students' responses toward the implementation technique in teaching speaking procedure text.

The implementation of demonstration technique in teaching speaking procedure text, there were three steps in the implementation of demonstration technique, pre activity, whilst activity and post activity. In pre activity, the teacher always opened the lesson through greeting, asking the student condition and checking the attendance list.

The teacher also prepared the materials every meeting. Then she started to introduce the material and explained the demonstration technique. In whilst activity, the teacher always asked the students to bring things that they would present in the following day. Then the teacher asked the students to discuss the steps with their friends how to make something before they started to demonstrate their properties.

After discussing, the students began to demonstrate their properties while practicing it directly in front of the class. After demonstrating, other students began to respond their friend's presentation. In post activity, the teacher observed the students activity and controlled their interaction during teaching learning process. She always gave reward to the students who get the best performance. And she also corrected the students' mistakes in order to make them more understand about the procedure text, so that they would get a better mark.

The students' speaking ability after the implementation of demonstration technique gives positive effect. From the result of students' performance showed that 75% scores of the students’ speaking ability were increasing so demonstration technique gives positive effect to the students' speaking ability. Finally, it can be concluded that demonstration technique was interesting for the students in learning speaking and could improve their speaking ability.

The students' responses toward the implementation of demonstration technique in the process of teaching speaking were good. It can be showed from the result of the questionnaire that most of the students stated that the use of demonstration technique were really interesting and made the students more active in the class. They also agreed that it
could help them practice speaking English bravely. It was because the teacher chose appropriate topics selected which was related to the students' interest and daily lives.

**Suggestions**

For the teacher, a) As the English teacher, teaching English speaking by using demonstration technique is one of the teachers' efforts to make the class more alive, b) The teacher must controlling the allocated time in order the students can practice and understand to make steps or sequences of procedure text using demonstration technique and they can use it effectively.

For the next researchers, They should conduct another research which is more motivated and interesting for the students and also improving all their skills. They can also make another research which is only concentrating on one or some specifics criteria to score the students' speaking.

**REFERENCE**


