

THE INFLUENCE OF DEMONSTRATION METHOD TOWARDS ENGLISH FOREIGN LEARNERS' SPEAKING SKILL

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Abstract

This research was to investigate whether there is influence of demonstration method towards students speaking skills in taking simple phone message. Demonstration method gave students the opportunity to be an active student and helped other students in teaching and learning process. It is to make them good at speaking subject. Experimental research was the research type in which a quasi experimental design used. In the demonstration method, the researcher was as a teacher who taught English directly in the classroom. Furthermore, the procedures of quasi experimental research consisted of two classes, experimental class (OTKP class) and control class (TKJ class). Then, the result of research was analyzed by using t-test formula where the value of t_{count} was 7.46 between students who taught by using demonstration method and student who taught by using discovery learning method. Then, the mean score of students post-test in experimental class is higher than in control class. It was concluded that there found the influence of demonstration method in teaching and learning towards students' speaking skill in taking simple phone message.

Keywords: *speaking, simple phone message, demonstration method*

INTRODUCTION

As a foreign language, English has been used and learned by many people around the world. Most of them argues that English should be mastered because it takes some advantages when use it. The English foreign Learner (EFL) believes that when they are learning English, they can create a good communication with foreigner, enrich their knowledge about other foreign language and get easy to find a job. In the country in which English as the foreign language (one of them is Indonesia), speaking skill is very important because it is a key of communication. Speaking is classified as productive skill since it requires the learner to produce the language. Learning to speak need practice, EFL students have to practice a lot to achieve maximum potential without process of eliminating errors and inconsistencies.

In learning process of English, there are so many reasons why students may find difficulties in speaking. Barriers to learning can occur if the students knowingly or unknowingly the cultural rules from their mother tongue to speaking English. Students may fear causing offence by what the learner say in English and

it causes them unwillingly to speak. Moreover, students' ability to learn new language and succeed in language learning also depends on the type of learner. Some learners are naturally happy to try something new and not afraid in making mistakes, while others are afraid of new situations.

Unfortunately, there are many students who do not have the competency speaking skill. To accomplish this speaking skill, they need to become a successful learner by taking charge and managing their own learning. Simply learning a new skill does not mean that someone will use it unless they are motivated to do so. Therefore in order to master it, it is important to make an interesting method in teaching so the learner can enjoy in learning. One of the strategy can be applied by a teacher is demonstration method.

Demonstration method is explaining process or telling how to do something, how to make something or how something works (Rudolph & Kathleen in Sulastri, 2015: 2). By using demonstration method, the learner should participate in communication process that involves responsibilities and action. In this research, demonstration method applied in teaching taking simple phone message. Reported speech should be used by the learner and they are asked to receive information and pass a message to other people by phone.

Related to the problems above, the researcher entitles this research as the influence of demonstration method towards EFL's speaking skills in taking simple phone message. According to Nunan (1991:39) Speaking is the most important aspects of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language. However Bygate says (as cited in Sabat & Purwanto, 2015:20) Speaking is a skill when students are frequently judge. Speaking is also like vehicle excellent of social solidarity, of social ranking and business. Based on some definitions from expert above speaking is an interactive skill that has to carry out to the conversation and speaking is important to society and all over the world to communicate each other.

Whereas, taking simple phone message as the material of this study. According to Lande and Astuti (2017) taking simple phone message is something important and useful in every language at home or at work. It means that taking simple phone message is essential for work and home when the message was

received and need to leave a message. Some characteristics of taking simple phone message are when using reported speech, simple present tense, and simple future tense.

Demonstration method is process in which the teacher shows or illustrates a skill or a principle (Kramer in Motshoane, 2006: 78). In this method, the teacher plans to manipulate the material and equipment until the students are able to observe some more scientific skills. Moreover, there are two types of demonstration method (Chikuni in Iline, 2013):

1. The whole process demonstration, the teacher demonstrates the entire process from the beginning until the end of the learning process without being interrupted by the learners' participation
2. The step by step demonstration, it takes place when the process is presented in stages that are inter-spaced by learners' participation.

Additionally, the steps of teaching by using demonstration method are the activity that needs the teacher to: determine procedures and device related to the material being studied, ask the student to watch the teacher demonstrate the activity, ask the students to practice doing the skills what the teacher demonstrate before, do exercise step-by-step, and make conclusion about the material (Helmiati, 2016: 71-72).

METHODOLOGY

In this research, the researcher used quantitative method. According to Creswell (2003) experimental design is to test the impact of a treatment on an outcome, controlling for all other factors that might influence that outcome. A quantitative strategy involves complex experiments with some variables and treatment. The experimental belongs to quasi-experimental design, Creswell (2003:15) stated that quasi experimental design is the experimental class and control class are selected without random assignment, both groups take a pre-test and post-test. Only the experimental class receives the treatment. There were two classes in this experimental research: specifically, experimental class and control class. The researcher used demonstration method (experimental class) and discovery learning (control class). There were 48 students which becomes sample,

the samples was students of TKJ and OTKP class. The technique sampling that the researcher used was total sampling technique.

Furthermore, technique collecting data in this research was use pre-test and post-test. The researcher gave the pre-test before the treatment and gave the post-test after the treatment. The researcher used rubric scoring of speaking skill by Brown (2004:172-173) to asses the test, they are: grammar, vocabulary, comprehension, fluency, and pronunciation. T-test formula was used to test the hypotheses.

RESULT AND DISCUSSION

In this part, the researcher began calculating the result of the post-test question. The result of post-test in both classes can be seen below:

Table 1. The Result of Post-Test in Experimental Class and Control Class

Class	Mean Score	Median	High Score	Lowest Score
Experimental	78.16	80	84	68
Control	67.82	68	80	60

The data above was gotten after the treatment. The data showed that the score of experimental class was higher than control class. It was one of the evidence that demonstration method was effective to students speaking skills in taking simple phone message.

After the researcher gotten the post-test score of both class, the researcher was analyzed the data by doing three tests, namely: normality test, homogeneity test, and t-test. The normality test was done at the first test.

Table 2. The Result of Normality Test

Class	Pre-test	Post-test	X_{observe}	X_{table}	Note
Experiment	$X_0 < X_t$		7.88	11.070	Normal
Control	$X_0 < X_t$		6.29	11.070	Normal
Experiment		$X_0 < X_t$	10.11	11.070	Normal

Control	$X_0 < X_t$	7	11.070	Normal
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In normality test, if the $X_{observed}$ was lower than X_{table} . It can be said the data had normal distribution. The data showed above that $X_{observed}$ was lower than X_{table} . It means that the data of both classes had normal distribution.

After the researcher analyzed the post-test with normality test, the second test was homogeneity test. The formulation of the homogeneity test is if F_{tcount} was lower than F_{table} . It can be said, the data were homogeneous.

Table 3. The Result of Homogeneity Test

No	Variable	F_{tcount}	F_{table}	Illation
1	Pre-test	1.194	2.003	Homogeneous
2	Post-test	0.834	2.003	Homogeneous

The result of the homogeneity above showed that the F_{tcount} was lower than F_{table} . It means that, the pre-test and post-test of both classes were homogeny because F_{tcount} was lower than F_{table} .

After doing the normality and homogeneity test, the researcher did hypotheses testing. T-test was done to know the significant difference between both classes. After calculating the data with t-test, the result of t-test was 7.46.the value of degree of freedom was 46 at degrees of significance 5% (0.05). It means that the value of t_{table} was 2.013. Furthermore, the hypothesis was tested based on the statistical hypothesis and categorized as follows:

$$H_a: t_{count} > t_{table}$$

$$H_a: 7.46 > 2.01$$

From the result of the t-test calculation, the researcher concluded that the alternative hypothesis was accepted. It means that demonstration method had influence in teaching speaking. The result of calculating the data is 7.46 (t_{count}) and 2.01 (t_{table}). It can be said, t_{count} was higher than t_{table} in significant level 5%. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

In demonstration method, the teacher demonstrated the example of taking simple phone message and the grammatical forms such as, reported speech, simple present tense, and simple past tense so that the students are easy to understand the material. After that, the teacher asked the students to demonstrate the example as simulated by the teacher done. Then, the teacher explained how to demonstrate it. The teacher gave the students a speaking test (clue/situation) and the students practiced using the clue/situation with their partner in front of class and finally. The teacher and students made conclusion about the material. It made the students get some advantages, such as; they can participate in a process of communication that involves responsibilities and action. The students also agreed that the use of demonstration method could help them to practice speaking English bravely because the teacher chose a clue/situation that was related to the students' interest and daily life because it was familiar for them. This condition made the students become active in class.

In control class, teacher used discovery learning method. In this class, the teacher gave a chance to the students to discover the material about taking simple phone message by themselves. They did it in a group and made discussion by their group members. The students were given chance to the question and answer session. The difficult thing in teaching was questioning. More students were not comfortable in asking questions. It can be hard for them to give the questions because they prefer to choose to be passive in the classroom. It was very important the teacher stimulus to invite them to give questions. In this step, it was also very essential an active teacher in order to attract the students also became active. It will not be easy to implement if the teacher felt that they can not do it.

CONCLUSION

After doing the quasi-experiment, the researcher concluded that the use of demonstration method gave a better influence to students' speaking skills in taking simple phone message. The researcher got the result of students speaking achievement between student speaking in experiment by using demonstration method and student speaking in control class without using demonstration method by opposing the post-test result of both classes. It can be seen from the data with

the level of significance 5%. It showed that the mean score of experimental class after using demonstration method was 78.16. it was higher than the mean score before using demonstration method, 60.08. The data analysis showed the value of 7.46 (t_{count}) and 2.01 (t_{table}). It can be concluded that null hypothesis was rejected and alternative hypothesis was accepted. It means that demonstration method influenced the students speaking skills in taking simple phone message at eleventh grade students of SMK Kolese Tiara Bangsa. Based on conclusion above, the implication of this research was expected to be useful for coming researcher, and English teacher. It is implicated to carry out further studies about using demonstration method in developing students speaking skills. Based on the conclusion and implication above, the researcher also gave some suggestions for the teacher. They should be creative to find relevant method to the students and the students have to be more confident speak in front of other people. One of the methods is demonstration method. The method is flexible and it can be conducted both in individual and group.

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