



THE EFFECTIVENESS OF DEMONSTRATION TECHNIQUE IN THE STUDENT'S SPEAKING ABILITY: A CASE STUDY OF THE EIGHTH GRADE AT MADRASAH TSANAWIYAH NW DAMES IN THE SCHOOL YEAR 2018-2019

Azhar¹

¹Fakultas Ilmu pendidikan, Universitas Hamzanwadi, Lombok, Indonesia.

E-mail: azhard.scramper@gmail.com

Article	Abstract
<p>Keywords: Demonstration technique, speaking ability.</p> <p>History of Article Received: Apr 18, 2022; Reviewed:, May 23, 2022; Accepted: July 21, 2022; Published: July 26, 2022</p>	<p>This study aimed to investigate the effective of Demonstration Technique in teaching speaking skill for the students of the Eighth Grade of Madrasah Tsanawiyah NW Dames. This research used pre-experimental research with pre-test and post-test design. It was conducted at the Eighth Grade of Madrasah Tsanawiyah NW Dames in the school year 2018-2019. The sample consisted of 29 students selected by using random sampling. The data collected by using T- test. In descriptive statistic, the data analyzed by using paired sample T-test. The mean score of post-test (81.52) was higher than pre-test (34.07). The result of paired sample T-test indicated that there was a significant difference in the mean scores between pre-test and post-test, $t(df=16) = 47.45$ at $p = 0.00$. Based on the finding, it can be concluded that Demonstration Technique was significantly effective in teaching speaking at the Eighth Grades of Madrasah Tsanawiyah NW Dames.</p>

1. INTRODUCTION

English is an international language that is used to communicate around the world. Graddol as cited in Phaiboonnugulkij (2014, p. 1) states that "many countries agree to use English as a global language". According to Abousenna as cited in Tourky (2006, p. 13) in the age of "globalism" we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English. Richard (2008, p. 2) says that "the nation of English as international language has also prompted a revision of the nation of the communicative competence to include the nation of intercultural competence". Thus, it means that English is important to learn because it is used to communicate by majority countries around the world.

Speaking is one of language skills that issued for communication orally. Fulcher as cited in Tridinanti (2018, p. 36) defines speaking as "the verbal use of language to communicate with others. "Speaking is a productive oral skill usually performed by two

or more people. It is one of the skills that should be mastered by the students in learning English. Richard (2008: p. 21) says that "the mastery of speaking skill in English is a priority for many second languages of foreign language learners". The teacher should give students opportunity to practice their speaking skill by giving some more examples or activities that put them into the real practice to communicate.

Teaching speaking skill is the key to encourage students to be able to speak English. It is also taught in Indonesia from elementary school, junior high school, senior high school and university level, as a compulsory subject. Most of students, English is assumed as difficult subject.

Based on the researcher's observation in Madrasah Tsanawiyah NW Dames where there were 29 students in the eighth grades, the researcher found that there were some difficulties which were faced students in learning English such as difficult in pronounce of words, grammatical function and lack of vocabulary. These conditions were caused by some factors including from the students and English teacher.

The problems which students faced when teaching and learning English were most of the students had low motivation in learning English, some students think that English vocabulary was difficult or complicated to pronounce it and some students were lazy and confused because English vocabulary has a lot of meaning in one word.

Moreover, the teacher used the teaching technique which made the students got bored and had low motivation in learning English because of teaching technique which used by the English teacher was not interesting. Exactly, there were some teaching techniques which were used by English teacher, such as discussion, speech method, etc. Although there were many techniques that the teacher used, but those were un appropriate methods or techniques that the teacher applies in improving students English language skill.

Speaking English is not an easy thing to be mastered, so the teacher needs an alternative way to help students to increase their English and motivate them to learn better, and then make the students interest in teaching and learning English process. In this case, the researcher tried to give alternative ways to overcome the problem in teaching and learning English, by using one of teaching technique that is Demonstration Technique. Petty as cited in Sartikarani (2014, p. 28) states that "a demonstration is showing something ("how") by example and the teacher also can use in any subjects". It means that the activity of demonstration technique is through role-play and it can be used to identify or to illustrate the words in many situations based on the materials.

To apply this research, as a researcher conducted a research, it was an experimental design. Kothari (2004, p. 5) states that "an experimental is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables". To prove the use of demonstration technique was effective in teaching English, the present researcher did hypothesis testing to know whether the alternative hypothesis is accepted or not.

From the previous explanations, the present researcher believed that the demonstration technique is significantly effective to the students' speaking ability. By this

technique would help the teacher to make English lesson more interesting and then it would build up the new atmosphere for students in learning English. In this study, the researcher intended to investigate the Effectiveness of Demonstration Technique to the Students' Speaking ability.

2. METHODS

2.1 Participant

In this research, the researcher used pre-experimental design. The target population of this study was the eighth grade of Madrasah Tsanawiyah NW Dames which consisted of one class. The number of the population of this study was 29 students. In this study, the researcher took all the population as a sample in one class.

2.2 Data Collection

2.2.1 Identification of Variables

The dependent variable was teaching speaking and independent variable was demonstration technique. This research consisted an investigated of variable. The investigated variable of this research was speaking throughout demonstration technique. This research was investigated how the dependent variable influenced by independent variable which is to know students' speaking ability in teaching speaking after the treatment.

2.2.2 Definition of Variables

Speaking is an interactive process of constructing meaning that involves producing and receiving information. When someone is speaking, he or she has to be able to make meaning depends on the context of the information occur and consider some circumstances (Brown, 2004, p. 140). Furthermore, According to Petty that a demonstration is showing something ("how") by example and the teacher also can use in any subjects. In other words, demonstration technique belong an action concept by showing something.

2.2.3 Instrument of the Study

In this research, the present researcher used oral test to measure the students' speaking ability of the eighth grade at Madrasah Tsanawiyah NW Dames in the school year 2018-2019. After the students did the instruction which is to describe a picture, the researcher marked the scheme of students' score, which consisted of accuracy of, grammar, vocabulary, fluency, pronunciation and comprehension.

2.2.4 Technique of Collecting Data

In collecting the data in this study, the researcher used a test. The researcher administered some steps. (1) Pre-test: Pre-test was a test which was given to students before the treatment. It was intended to measure the teaching and learning speaking of the students before using the technique

of demonstration technique in teaching and learning process. In this research, the present researcher used an oral test that instructed the students to describe the pictures. There were 29 learners followed the pre-test. (2) Treatment: After giving the pre-test, the students were taught about speaking by applying demonstrating technique. The treatment took place within 4 meetings. (3) Post-test: Post-test was a test after conducting the treatment. An instrument was designed to measure the result of the treatment to find out whether there was significant difference between the pre-test and the post-test. The test was similar with the pre-test, in the form of oral test which was instructed the learners to describe the pictures.

2.3 Analyzing Data

2.3.1 Descriptive Statistics

In this study, the researcher used descriptive statistics to analyze the data. The researcher found the mean score (M) and standard deviation (SD) of students' score. To get the mean score of pre-test and post-test, the researcher used SPSS Statistic 22 for windows (Moedjito, 2016)..

2.3.2 Testing Hypothesis

The result of data was shown after the present researcher compared the result of the pre-test and the post-test. Furthermore, to analyze the hypothesis testing which aimed at knowing whether the alternative hypothesis accepted or not, the present researcher was used Paired-Samples T-Test in SPSS 22 for windows (Moedjito, 2016).

3. ANALYSIS AND DISCUSSION

From this study, the researcher described the result of the study about the effectiveness of Demonstration Technique in teaching speaking to the eighth grader of Maderasah Tsanawiyah NW Dames in the school year 2018-2019. In this part, the researcher presented the description about the students' speaking for the eighth graders of Maderasah Tsanawiyah NW Dames after following pre-test, treatment, and post-test. The researcher used video recording in collecting the data. Based on the data which had been gotten in pre-test and post-test, the standard deviation of pre-test was 8.25 and post-test was 7.81. The lowest score of pre-test was 20 and the highest was 52. In which, there were 21 students got low score and there were 8 students got modest score. On the other hand, the lowest score of the post-test was 64 and the highest score was 96. In which, there were 12 students got high score and there were 17 students got the very high score based on the measurement in level of achievement. In addition, the mean score of the pre-test was 34.07 and the mean score of the post-test was 81.52. The mean score of post-test was higher than the mean score of pre-test.

Based on the result of the pre test, post test and comparing the t-test and the t-table. The present researcher found students' score in speaking before using

Demonstration Technique and student's score in speaking after using Demonstration Technique were different. The data of students' mean score for pre-test was 34,07 and mean score of post-test was 81,25. The mean score of post test was higher than pre test.

It was clear from the student's result that the score in post-test was higher than student's score in pre-test. The different values of the pre-test and post test were caused by the implementation of Demonstration Technique in teaching and learning process especially in speaking. The subjects showed a satisfactory improvement with five aspects in speaking. Those are grammar, vocabulary, comprehension, fluency and pronunciation.

The researcher found that applied Demonstration Technique was effective in teaching speaking skill. Before the students were treated by applying Demonstration Technique. The result of the students in experimental group of this research shown that the students' speaking skill was low. It was approved by the result of pre-test, there were no one student got high and very high scores only 21 students got low score and there were 8 students got modest score. Based on the data analyze there were significance improvement of the students' score in post-test in experimental class from 29 students, where 12 students got high score and there were 17 students got the very high score. None of the students got modest, low, or very low.

The classification from very low to very high with had been proposed by Moedjito (2016, p. 57) in previous chapter is the way to determine students' achievements in speaking. The data had been showed that in pre-test no one of the students got very high or high scores just got low and modest. It was so different in post-test that showed higher than pre-test.

D. CONCLUSION

The concluded of the result of this study was the mean score of post-test was higher than the re-test, and the result of T-test by using Paired-Samples showed that significance value level was lower than 0.05. It means demonstration technique was significantly effective in teaching speaking for the eighth grade of madrasah tsanawiyah NW Dames in the school year 2018-2019.

REFERENCES

- Brown, H. D. *Language assessment: principle and classroom practice*. San Francisco State University. 2004.
- Kothari, C. R. *Research methodology method and technique*. (Second Revised Edition) 4835/24, Ansari Road, Daryaganj, New Delhi - 110002. *New Age International (P) Limited Published*. 2004.
- Moedjito. *Basic statistic for research in language education*. Surakarta: Yuma Pustaka. 2016.
- Petty, G. *Teaching Today*, United Kingdom: Nelson Thornes Ltd. 2004.
- Phaiboonnugulkij, M. *The use of retelling stories technique in developing English speaking ability of grade 9 students*. English Program, Faculty of Humanities and Social Sciences NakhonRatchasimaRajabhat University 340 Suranarai Rd. , Muang District, NakhonRatchasima 30000, Thailand. 2014.

- Richard J. C. Teaching listening and speaking from theory to practice. *Cambridge university press 32 avenu of the American*. New York. 2008.
- Sartikarani, A. The effectiveness of demonstration technique toward the students' vocabulary. Unpublished undergraduatethesis, UIN, Jakarta, Indonesia. 2014.
- Torky, A. E. F. Shiana. The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skill of Secondary Stage Students. Thesis. *Egypt: Ain Shams University*. Retrieved on 15th February 2019. From <https://eric.ed.gov/?id=ED523922>. 2006.
- Tridinanti, G. The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education & Literacy Studies ISSN: 2202-9478*. Published by Australian International Academic Centre PTY. LTD. 2018.