
Demonstrating Technique in Teaching Speaking: Learning Opportunity and Students' Perception

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Abstract

This paper tries to reveal the influence of Demonstrating techniques on the success of learning English and the concern of students using techniques during the learning process. Quantitative data was carried out experimentally and collected using pre-test, treatment, and post-test techniques, by giving multiple choice tests before and after the application of the techniques. While qualitative data used a questionnaire by giving questionnaires to students, then conducting several interviews related to the application of the techniques. The test results before application of the techniques were only 70% of students who had the ability to speak English, but after the application of the demonstration techniques it increased to 95% of students' ability to speak English. Meanwhile, in analyzing student perceptions, the study's findings also showed that the demonstration techniques were effective in improving students' ability in English. The application of the Demonstration techniques in learning English, especially in speaking skill, is the right strategy to improve students' abilities, because these techniques can turn abstract concepts into reality in the classroom.

Keywords: *Demonstrating techniques, learning opportunity, students' perception*

1. INTRODUCTION

A demonstration is a method of presenting in learning that involves demonstrating a particular procedure, circumstance, or object that is being studied, either in its actual form or in an imitation form, as demonstrated by the teacher or other learning resources who are authorities on the subject being discussed.

The demonstration technique is a way of delivering material by demonstrating a process or activity. Demonstration is a very effective method, because it helps students with their own business answers based on correct facts or data. Demonstrations are also ways of showing or demonstrating objects to students. From the description above, it is seen that the demonstrating approach is a teaching method that uses demonstrations to clarify an understanding or to show how to do something to students, or the teacher's way of teaching by demonstrating and showing students a process, a situation, an event, the sequence of doing things. An activity or certain object that is being studied

either in actual or imitation form through the use of various kinds of media that are relevant to the subject matter to make it easier for students to be creative in understanding the material.

The learning system in Indonesia in general, there are three levels of the national education system, or it can be said as nine years of compulsory education through basic education, secondary education. Every system in Indonesia has a different concept.

The Indonesian academic system is organized into a set of categories. One of them was applied as a value-oriented system. Students will be taught how to be fair, disciplined with their time, responsible, and motivated to reach their goals. For this reason, learners will teach Civics at the secondary education level to higher education. In addition, there is also a system that adheres to the concept of open education. In this system, students need compete with their classmates to be original and creative.

From the explanation above, the education system in Indonesia has 3 levels, namely SD, SMP, SMA/college and have different concepts. In this education system, students will be taught how to be honest, disciplined with their time, responsible, and motivated to reach their goals. Therefore, in the existing educational methods in Indonesia, there must be new methods in the application of learning, one of which is the demonstration method. This method is a very effective method, because it helps students with their own business answers based on correct facts or data. Demonstrations are also ways of showing or demonstrating objects to students.

Based on the current learning conditions in Indonesia, researchers apply the demonstration technique in learning English, especially in speaking skills. The demonstration technique is used directly to demonstrate how to pronounce a word, which is then imitated directly by students. Those way students will immediately practice pronunciation of words in English, so that students' ability to speak English will increase. In addition, this method will also make learning English for students more interesting and not boring, because it involves students directly in every learning activity so that students become more challenged to be able to speak English.

There are several research questions that will be investigated in this study. they are: (1) Is there any effectiveness of Demonstrating Technique in teaching speaking? (2) to what extent is the effectiveness of Demonstrating Technique in teaching speaking? (3) How are the students' Perception on implementation of demonstrating technique in teaching speaking? The objectives to be achieved in this research are 1. To determine whether speaking demonstration technique is useful? 2. To find out the extent of the effectiveness of Demonstrating Technique in teaching speaking? and 3. to interpret the learners' Perceptions about the use of the demonstrating strategy in speaking lessons?

This study will intend to give theoretical and practical contributions to the teaching of speaking in EFL learners, they are: (i) Theoretically, the result of this study will expect to give valuable knowledge in teaching speaking through Demonstrating Technique at *Senior High School*. (ii) Practicality, the data and information that gathered in this study will expect to be useful for the teacher and the students. (a.) For the teacher, the result of this study will expect to give contribution to solve the shortcoming of teaching speaking. (b) For the student, all the participants during the process of implementing Demonstrating Technique increase their speaking through a new learning strategy that increase their motivation and improve their speaking achievement.

2. RESEARCH METHOD

The methods used by researcher when taking data were quantitative and qualitative methods. The data retrieval through this quantitative method produced data in numbers that were resulted by an assessment through an oral test to determine students' speaking skills, while qualitative data were in the form of a description of information that concluded from the findings of observations, interviews and questionnaires to students.

For the qualitative method used observation techniques by analyzing learning activities for teachers and students. For the observation, researchers used interview techniques, researchers communicated to students or researchers gave questions directly to students and students were required to answer those questions, to find out the methods applied during learning the process could improve students' speaking skills. The last technique is a questionnaire. It was run by asking the students' opinions online and offline about the methods applied during learning process. The questionnaire that are distributed to all students to know the method applied during learning process makes the learning atmosphere more comfortable and easier to understand.

The Research that was carried out to test a theory, or method using data in the form of numbers to find out the conclusions from the research. This qualitative research used experimental design, where researchers measured the variables before and after the method was applied, there are three techniques in experimental design use. They were Pre-test, Treatment, Post-test. The Pre-test was conducted to determine students' basic abilities before applying demonstration techniques, The Treatment researchers give students learning using demonstration techniques for three weeks. Post-test was after during the therapy, the researchers conducted a test to cover out the result of the application of the demonstration technique.

3. FINDINGS AND DISCUSSION

This section would describe the findings of the observation. The measurements of the observation were made three times. The researcher participated in the lesson as both a teacher and an observer. The observation provided the necessary facts to the writer. Pre-test, treatment, and post-test

data were still available. After the procedure, the current researcher employed an interview, questionnaire, and an observation checklist.

Before the researcher carried out the observation, the researcher had requested of the learners to read some vocabularies in connected to daily activity. The subject of learning was telling a story about daily activity. The observations were carried out in three occasions and the researcher took the part as a teacher and as an observer also in the classroom.

The first observation was carried out on May 16, 2022. Before the lesson began, the teacher requested the captain to lead the class in prayer. Everyone prayed passionately. Following that, the researcher attempted to start a conversation with the learners by welcoming them.

The researchers presented the pre-test to the students that asked them the vocabulary related to daily activity, and some activity that they do since they get up. From that activity the researcher could observe the students' ability in speaking.

The observation was done by observing the learning process in the class in the term of the teacher and students. Researchers distributed the observation sheets to make notes in the classroom. During the researcher conducting observation, the researcher received negative records from students such as lack of preparations before starting the learning and got difficulties in pronunciation, grammar and vocabulary. Researcher found some students' difficulties to speak English in the classroom, they were the difficulty in pronunciation, the environment does not support and lack of vocabulary.

The researcher gave the treatment on May 23, 2022. The researcher demonstrated the material of learning to the student using a picture to make them easily memorize some vocabulary about daily activity. After memorizing the vocabulary, they started to make sentence and tell their friends about the daily activity. From that treatment the researcher could know the pronunciation, fluency, grammar and comprehension.

The researcher gave the post-test on May 30, 2022 after implementing of the demonstration technique in learning process. The speaking assessment includes components obtained from students' speaking abilities, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

The last day, the researcher interviewed students to know the perception of them on implementing the technique. Base on the interview results of the researchers could conclude that this demonstrating strategy could help learners build confidence in speaking English, due to the demonstration technique used the method that directly interacted with students and used media that easily understood students as such objects. In addition, the teacher also taught using interaction by asking and answer. It used the mimic expression and clear pronunciation so that the students did not feel boring and enjoy English speaking subject.

After gathering and analyzing the data, the researcher discovered that the mean pre-test score was 10.47, with the average score ranges from 8 to 14. The mean score on the post-test was 13.33, whereas the lowest and highest scores were 10 and 20, respectively. According to the data, the

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student's speech indicates that there was a propensity for the mean score after the therapy to be higher than it was before the treatment. In comparison to the pre-test, the post-mean test's score was greater.

Table 1. Quantitative and Qualitative Results

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test		8	14	10.47	1.642
Post-test	15	10	20	13.33	2.820
		Strongly Agree	Agree	Disagree	Strongly Disagree
Percentage	15	10.13 %	8.33%	4.86%	1.6%

Discussion

The researcher would give an explanation concerning the use of demonstrative techniques in teaching speaking during this discussion. The results of the pre-test and post-test, observation, questionnaire, and interview show that the demonstration strategy was used. The demonstration approach is implemented in three phases. They are as follows: pre-test activity, treatment activity, and post-test activity.

Based on the observations, the use of the demonstration approach may encourage students to speak English. (S. Sulastri, 2015) conducting demonstrations is a very important practice for pupils. Following the application of the demonstration approach, the learners' abilities increased.

N. Sulastri (2011) assessment is critical in determining the efficiency and effectiveness of educating and learning. The evaluation of students and their achievements entails the creation of materials, procedures, activities, and criteria that will be utilized as instruments to determine how well and how learning is taking place. As a consequence, the teacher evaluated them based on their performance in order to determine how far the outcome of a teaching learning activity proceeded.

The researcher did the research by gathering and analyzing the data to address the research problems. After gathering and analyzing the data, it was determined whether the technique for teaching speaking about daily activities had an impact on students' vocabulary development in EFL learning. As can be seen from the statistics, the pre-test mean score was 10.68, whereas the post-test mean score was 12.53. The mean score of the post-test after checking with The mean score of the standard categories after therapy was greater than the mean score of the pre-test.

It was clear that the students performed much better in the post-test than in the pre-test because the materials of the tests were presented to the pre-test and post-test by the same researcher and in the same amount of time, and the instructional activity was only distinguished by the material used. It is possible to say, tentatively, that the researcher's post-test therapy was successful.

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4. CONCLUSION

The researcher could conclude that the demonstration approach was effective in improving English speaking abilities based on the activities of students in the class who were more interested in asking questions and speaking English and the findings of the interview and questionnaire indicated that students' perceptions of the success of the demonstration technique could increase their confidence while speaking English, because this approach motivates students to practice speaking so that students are acclimated to speaking in English. Researchers recommend used this demonstration technique because it encourages students to participate in the learning process.

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