



## The Effect of Demonstration Method on Students' Speaking Skill

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### ABSTRACT

The aim of this study is to assess the impact of the demonstration method on students' speaking skills. The research addresses the following questions: what is the baseline proficiency level of students' speaking skills prior to implementing the demonstration method? How does the application of the demonstration method influence the speaking skills of class X students at SMKN 6 Kota Serang? And what is the overall effect of the demonstration method on students' speaking abilities? An experimental methodology was employed, involving 57 students divided into two groups: X Akuntansi (experimental) and X TKJ (control). Data were gathered through pre-test and post-tests assessments, with subsequent analysis conducted using the t-test. The significance level was set at 5%, corresponding to a critical value ( $t_t$ ) of 1.67. The calculated t-value ( $t_o$ ) yielded a result of 7.13, indicating that  $t_o > t_t$ . Therefore, the alternative hypothesis ( $H_a$ ) was supported, suggesting a substantial effect of the demonstration method on enhancing students' speaking skills at SMKN 6 Kota Serang.

## INTRODUCTION

Speaking is one of the most crucial four key language abilities in learning a foreign or second language. In an ever-changing language field, speaking appears to be particularly challenging among these essential language skills because communicators must compose phrases spontaneously (Srinivas Rao, 2019; Yudha, 2023). Several factors contribute to the difficulty of speaking, including inhibition, where students worry about making mistakes, fear criticism, or are simply shy. Additionally, students may have nothing to say due to a lack of motivation to express themselves. Low or uneven participation is another issue, as only one participant can talk at a time in large classes, and some learners tend to dominate

while others speak very little or not at all. Furthermore, learners who share the same mother tongue often use it because it is easier and makes them feel less exposed (Destriani & Hasim, 2019).

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2004). It plays a crucial role in human communication, serving as a key indicator of a language learner's proficiency based on their ability to engage in oral communication. Widdowson (1984) defines speaking as an active, productive skill that enables an individual to communicate orally. It is widely recognized as the ability to share thoughts, ideas, and intentions using spoken language. Speaking involves using sound to convey meaning, facilitating interaction and connecting ideas between the speaker and the interlocutor with a specific purpose (Samad et al., 2017).

Interviews with the X-grade English teacher at SMKN 6 Kota Serang revealed that most X-grade students at SMKN 6 Kota Serang struggle with learning to speak. This finding aligns with Suryani et al. (2020) opinion that high school students, particularly in speaking, still face significant challenges. These challenges include a lack of vocabulary, shyness, and fear of making mistakes due to insufficient practice. Additionally, students in class X demonstrate low enthusiasm for English, influenced by their character and cultural background, leading them to perceive English as unimportant and unrelated to their happiness. These negative perspectives hinder their interest and interfere with their English language learning.

Innovative and creative approaches are essential to make the process of learning speaking skills in English active, effective, and enjoyable. The demonstration method meets this need by supporting the learning of sentence construction related to suggestions and offers meaningfully rather than through mere memorization. According to Ali (2022) demonstration method is a teaching method that uses demonstration to clarify an understanding or to show the whole class about a process or an instruction to do something. Demonstration is a very effective method

because it helps students find answers on their own based on true facts. The demonstration method is a teaching method in which an educator shows the class an original object, an imitation, or a process, for example, how to make embossed maps, how to use a camera with good results, and so on. Using this method, students must participate in a communication process involving responsibility and action. (Arief et al., 2020).

This method can make students more active when both teachers and students execute well. Research by Maribet et al. (2023) suggests that students' ability to write procedure texts can be enhanced through demonstration approaches, as it helps improve vocabulary, inventive ideas, grammar, and spelling, fostering a positive learning environment. Similarly, Wadi et al. (2018) found that students' reading comprehension of procedure texts improved using the demonstration method, with average student scores increasing significantly through successive research cycles.

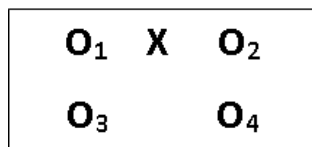
While there is evidence that the demonstration method improves writing and reading comprehension, there is limited research on its effectiveness in enhancing speaking skills. The existing studies focus on procedural text writing and reading comprehension rather than spontaneous speaking abilities. Based on these gaps, the author is motivated to employ the demonstration method in teaching speaking to enhance students' speaking skills. The demonstration method offers opportunities for students to actively explore their ideas and face challenges in building their creations from the information they gather and express. Teaching speaking through the demonstration method is expected to motivate students and improve their speaking abilities.

## **RESEARCH METHOD**

In this study, researchers used a quasi-experimental method to obtain results because it was easy and in accordance with the research. Two classes were needed to conduct the research using the quasi-experimental method, namely X Accounting

as the experimental class and X Tkj as the control class. In the experimental class, the researcher will use the demonstration method to improve students' English speaking skills, while the control class will not use the demonstration method.

According to Fraenkel and Wallen (2007), the research design of quasi-experimental design can be described as follows:



Where:

- $O_1$  : The experimental group, before giving treatment
- $O_3$  : Control group without treatment
- $X$  : Treatments
- $O_2$  : Experimental group, after receiving treatment
- $O_4$  : Control group without receiving treatment

The research was conducted at SMKN 6 Kota Serang, located at Link. Priyayi Langgar No. 69, Mesjid Priyayi, Kec. Kasemen, Kota Serang, Banten. SMKN 6 Serang City was selected as the research setting due to its conducive research environment, adequate facilities that support the learning process, and a sufficiently large population suitable for experimental research. As per Suharsimi Arikunto (2010), the population refers to all elements possessing one or more attributes of interest. Hence, the population for this study comprised the class X students of SMKN 6 Serang City for the academic year 2021/2022. The sample was chosen to be representative of the population under investigation. In this study, two classes were selected as research samples: class X TKJ served as the control group, consisting of 30 students, while Class X Accounting served as the experimental group, comprising 27 students.

The data collection technique employed by the authors in this study was a test, comprising both pre-test and post-test phases. To ensure data accuracy, researchers utilized appropriate instruments. The pre-test was administered before the intervention to establish the students' initial speaking ability before implementing the demonstration method. Students were tasked with explaining a predetermined topic provided by the researcher, focusing on procedural text, specifically "how to perform tayammum". Each student was allotted three minutes to discuss the topic.

The collected data were analyzed using the "t" test, as Anas Sudijono (2018) outlined. The "t" test, also known as the Student's t-test, is a statistical method utilized to assess the validity of the null hypothesis, which posits no significant difference between two sample means drawn randomly from the same population.

## **FINDING AND DISCUSSION**

### ***Findings***

*How are the students' speaking skills before using the demonstration method?*

The researcher started this research by giving pre-tests to two classes, X TKJ and X Accounting. The researcher chose 2 classes to be used as control and experimental classes before the pre-test. In this activity, the researcher wanted to know the students' speaking ability before using the demonstration method. The researcher asked the students to explain the procedure text about "how to do tayammum" in front of the class according to the time given by the researcher. After giving the pre-test to both classes, the researcher gave a pre-test score based on the speaking assessment rubric.

Based on the pre-test recapitulation of the experimental class, the minimum score was 50, the highest score was 82, and the average score was 68.59. Meanwhile, based on the pre-test recapitulation of the control class, the minimum score was 50, the highest score was 81, and the average score was 59.2. After giving the pre-test to both classes and giving a score, researchers can conclude that most student scores have not reached the minimum score of 70 based on KKM.

Based on researchers' observations, students' speaking problems are caused by several factors, namely:

The first factor is vocabulary, based on the finding that most students have insufficient vocabulary knowledge so they cannot understand and have difficulty translating texts. The second factor is that students are shy and afraid of making mistakes when speaking English. The findings show that many students are embarrassed when speaking English because of a lack of speaking practice, and they are also afraid of making mistakes when speaking English with people, so students feel insecure. Therefore, students are more likely to use their native language because they feel comfortable. The last factor is the lack of students' interest in English, based on the finding that many students feel that English is less interesting to learn, especially in speaking. This is due to the character and culture attached to them so learning English becomes less attractive.

*How is the implementation of demonstration method on the speaking skills of class X students of SMKN 6 Kota Serang?*

After doing the pre-test, the researcher will focus on students' research on how this method will be used. In this study, the authors treated class X students of SMKN 6 Kota Serang by using a demonstration method to improve students' speaking skills. In applying this method, the researcher first explained the material about the procedure text to the students and gave an example of the procedure text to be demonstrated, namely "how to make a hand sanitizer". Then, the researcher prepared the tools and materials to be used. After that, the researcher began to demonstrate, and the students were asked to pay attention to the demonstration. In this case, the researcher familiarizes the students with the keywords or verbs used in the procedure text to help them speak. The researcher demonstrated step by step to the students and the students followed the demonstration and continued until it was finished. Students practice making hand sanitizers with the demonstration method together using the media, while the researcher controls student activities. After completing the demonstration activity, the researcher asked the students to

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demonstrate the whole procedure orally and ask what they did not understand about the procedure text. The students were active, interested, and happy during the observation activities using the demonstration method in the procedure text. They were also very enthusiastic when carrying out demonstration activities.

*What is the effect of the demonstration method on students' speaking skills?*

The Score of the Post-Test of the experimental class and Control Class

After treating the experimental group, the researcher gave two post-tests for both groups. The results of the students' post-test scores in the experimental class were shown based on the data; the highest score was 99, and the lowest score was 65.

The average of the post-test:

$$\underline{X} = \frac{\sum F \cdot X}{\sum F}$$
$$\underline{X} = \frac{2340}{27} = 86.66$$

So, the average post-test score at the experimental class is 86.66. According to the description above, the post-test result of the experimental class indicated a considerable improvement after treatment, as evidenced by the fact that the average post-test score was better than the average pre-test score, which was 68.59 to 86.66 points. Based on the t-test results, after using the demonstration method in the experimental class, the average score exceeded the Minimum Completeness Criteria (KKM), which was 70.

The average of the post-test:

$$\underline{X} = \frac{\sum F \cdot X}{\sum F}$$
$$\underline{X} = \frac{1971}{30} = 65.7$$

So, the average post-test score in the control class is 65.7. The results of the students' post-test scores in the control class showed that the highest score was 82 and the lowest was 50. According to the data, the results of the control class have increased,

but they were not too significant; it can be seen that the result of the average post-test score and the average pre-test score are 59,2 to 65,7 points. The control class also increased, but it was lower than the experimental class.

### T-Test

After learning the post-test calculation results of the experimental class and the control class, the researcher then calculated them using the t-test formula as follows:

Determine the average score of X1

$$\underline{X} = \frac{\sum FX}{\sum F}$$

$$\underline{X} = \frac{2340}{27} = 86.66$$

Determine the average score of X2.

$$\underline{X} = \frac{\sum FX}{\sum F}$$

$$\underline{X} = \frac{1971}{30} = 65.7$$

#### 1. Determine t-test

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

$$t_0 = \frac{86.66 - 65.7}{\sqrt{\left\{ \frac{3763.85 + 3238.3}{30 + 30 - 2} \right\} \left\{ \frac{27 + 30}{27 \cdot 30} \right\}}}$$

$$t_0 = \frac{20.69}{\sqrt{\{120.72\}\{0.07\}}}$$

$$t_0 = \frac{20.69}{\sqrt{8.45}}$$

$$t_0 = \frac{20.69}{2.90} = 7.13$$



## 2. Degree of Freedom

$$\begin{aligned}df &= N_1 + N_2 - 2 \\&= 27 + 30 - 2 \\&= 55\end{aligned}$$

Based on the t-test formula above, the value of  $t_o$  or  $t_{observation}$  was 7.13, and the degree of freedom was 55.

From the previous results, it is obtained that the value of the degree of freedom = 55, the value of  $t_o = 7.13$ , in the degree of significance 1% = 2,39, and in the degree of significance 5% = 1,67. After that, the researcher compared the data with both in the degree of significance 1% and 5%. Therefore,  $t_o : t_t = 7.13 > 2,39$  in the degree of significance 1% and  $t_o : t_t = 7.13 > 1,67$  in the degree of significance 5%.

The demonstration method has an effect on students' speaking skills because the statistical hypothesis showed that  $t_o$  is higher than  $t_t$ . So, it is possible to state that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

Effect Size:

$$\begin{aligned}r^2 &= \frac{t^2}{t^2 + df} \\&= \frac{(7.13)^2}{(7.13)^2 + 55} \\&= \frac{50.8}{50.8 + 55} \\&= \frac{50.8}{105.8} \\&= 0,48\end{aligned}$$

Based on the result above, it can be seen that the effect of the demonstration method in improving students' speaking ability is 48%. The percentage obtained from the effect size results of the demonstration method in improving

students' speaking ability has a large effect criteria according to Cohen cited in Gravetter:

$r^2 > 0,01 =$  small effect

$r^2 > 0,09 =$  medium effect

$r^2 > 0,25 =$  large effect

### *Discussion*

Based on the data findings, the researcher analyzed and described all the data obtained from the students' pre-test and post-test. The study aimed to determine the effect of the demonstration method on improving students' speaking skills. The average pre-test score obtained by students in class X Accounting, the experimental group, was 68.9, higher than the average score of 59.2 for class X TKJ, the control group. Similarly, the average post-test score for the experimental class was 86.66, surpassing the average score of 65.7 for the control class. Consequently, the distribution of post-test scores in the experimental class was notably higher than in the control class, indicating the superiority of the experimental class over the control class.

The researcher identified a significant effect of the demonstration method on enhancing students' speaking skills based on the average scores of the experimental and control classes, t-test observations, and comparisons with t-table values. Students instructed through the demonstration method exhibited improved vocabulary and grammar, displaying high levels of activity, happiness, and interest in learning English. Notably, students demonstrated enthusiasm during the demonstrations. Furthermore, it was observed that up to 48% of students achieved good or better scores with the demonstration method.

In this study, the researcher compared the t-test statistic ( $t_0$ ) with the critical t-value ( $t_t$ ) at a significance level of 5% (1.67). The analysis indicated that  $t_0 > t_t$  ( $7.13 > 1.67$ ), suggesting that applying the demonstration method to procedural text

effectively enhanced the speaking skills of class X students at SMKN 6 Kota Serang. Through the demonstration method, students comprehended general concepts and language features of procedural texts more rapidly, exhibited openness to feedback, and increased confidence in speaking English. This approach motivated students to engage in speaking practice, facilitating the development of English speaking skills.

The findings of this study corroborate with those of Waliyani (2018), who demonstrated that the application of the demonstration method led to notable improvements in the speaking skills of class XI IPS 1 students at SMA Muhammadiyah 1 Palembang. Similarly, Yulianto Sabat and Heru Purwanto (2015) found success in enhancing students' speaking skills by applying the demonstration method in teaching procedural texts. Their study showed a significant increase in students' average scores from 53.07 before the intervention to 75.21 after the intervention, surpassing the minimum passing grade.

These findings collectively underscore the effectiveness of the demonstration method in improving students' speaking skills, as evidenced by various studies, including the present research.

## **CONCLUSION**

In conclusion, this study examined the effectiveness of the demonstration method in enhancing the speaking skills of class X students at SMKN 6 Kota Serang. The pre-test results revealed that neither the experimental nor control class met the Minimum Completeness Criteria (KKM) of 73. Subsequently, the researcher implemented the demonstration method in the experimental class, focusing on procedural text, exemplified by "how to make hand sanitizer." The method involved step-by-step demonstration, student observation, and guided practice to familiarize students with the language used in procedural texts.

Analysis of pre-test and post-test scores showed significant improvement in the experimental class. The average pre-test score increased from 68.59 to 86.66, 144|English Education: Jurnal Tadris Bahasa Inggris Vol. 17 (01): 134-147 (2024)

surpassing the KKM. Conversely, the control class exhibited minimal improvement, with average scores rising marginally from 59.2 to 65.7. Statistical analysis using the t-test confirmed the effectiveness of the demonstration method, as evidenced by a significant difference between the experimental and control groups, with  $t_0 > t_t$  ( $7.13 > 1.67$ ). Therefore, the alternative hypothesis ( $H_a$ ) was accepted, indicating a significant positive impact of the demonstration method on the speaking skills of class X students at SMKN 6 Kota Serang.

These findings underscore the potential of the demonstration method as a valuable instructional approach for improving speaking proficiency among language learners. Educators can effectively facilitate language acquisition and promote confidence in oral communication by actively engaging students in practical demonstrations and guided practice. Thus, the study contributes to the pedagogical literature by providing empirical evidence supporting the efficacy of the demonstration method in language teaching contexts. Further research exploring this method's long-term effects and potential adaptations in diverse educational settings would be valuable for enhancing language instruction practices and maximizing student learning outcomes.

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