THE EFFECT OF USING DEMONSTRATION METHOD ON STUDENTS' SPEAKING ABILITY IN LEARNING PROCEDURE TEXT AT GRADE XI SMA N 4 PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for The Degree of Graduate of Islamic Education (S.Pd.I) in English

Written by

LAINA TUSSYARIPAH
Reg No. 11 340 0061

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Term : Thesis

a.n. Laina Tussyaripah

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To:

Dean Tarbiyah and Teacher

Training Faculty

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Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Laina Tussyaripah, entitle **"The Effect of Using Demonstration Method on Students' Speaking Ability in Learning Procedure Text at Grade XI SMA N 4 Padangsidimpuan"**. We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), In English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

Wassalamu'alaikum Wr.Wb

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LEGALIZATION

Thesis : **THE EFFECT OF USING DEMONSTRATION METHOD ON STUDENTS' SPEAKING ABILITY IN LEARNING PROCEDURE TEXT AT GRADE XI SMA N 4 PADANGSIDIMPUAN**

Written By : LAINA TUSSYARIPAH

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Padangsidimpuan, 14 January 2016

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ABSTRACT

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Department : **English Education (TBI -2)**
The Title of the Thesis : **The Effect of Using Demonstration Method on Students' Speaking Ability in Learning Procedure Text at Grade XI SMA Negeri 4 Padangsidimpuan.**

This research focused on the effect of using demonstration method on students' speaking ability in learning procedure text at grade XI SMA Negeri 4 Padangsidimpuan. The problems of this research were most of the students had low in speaking ability. The students did not have many vocabularies one way understand the meaning, many students felt difficult to pronounce English, the students seldom speak English. So, the students' felt lazy to speak English. The aim of this research was to find out the effect of using demonstration method on students speaking ability in learning procedure text at grade XI SMA Negeri 4 Padangsidimpuan

This research has been done by experimental research. The population of this research was at grade XI SMA Negeri 4 Padangsidimpuan. The total of population were eight classes. Then, the sample of the research was divided into two classes, the first experimental class (XI IS 1) and the second control class (XI IS 3), they were consists of 55 students. To collect the data, the researcher used test for measuring students' speaking ability. To analysis the data, the researcher used formulation of t-test.

Based on the result of the research, the researcher showed the description of data was found that the result of experimental class was higher than control class (80.51> 75.78) and the score of t_{count} was bigger than t_{table} (4.18 > 2.00). It means that the hypothesis alternative (H_a) was accepted. So, there was significant effect of using demonstration method on students' speaking ability in learning procedure text at grade XI SMA Negeri 4 Padangsidimpuan.

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Firstly, the researcher would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. **"The Effect of Using Demonstration Method on Students' Speaking Ability in Learning Procedure Text at Grade XI SMA N 4 Padangsidimpuan"**. Secondly, the researcher do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

This thesis is presented to the English Education Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement of the Degree of Graduate of Islamic Education (S.Pd.I)

In finishing this thesis, the researcher got a lot of advices, suggestions, and aids from the following people;

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Finally, the researcher realize that there must be some weaknesses in this thesis. Therefore, the researcher welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, 12 November 2015
The Researcher,

Laina Tussyaripah
NIM. 11 340 0061

TABLE OF CONTENTS

Page

TITLE PAGE
LEGALIZATION OF ADVISOR' SHEET i
AGREEMENT OF ADVISOR' SHEET ii
DECLARATION LETTER OF WRITING OWN THESIS iii
PUBLICATION THE LAST OF TASK FOR ACADEMIC iv
SCHOLAR MUNAQOSYAH EXAMINATION SHEET v
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY vi
ABSTRACT vii
ACKNOWLEDGEMENT viii
TABLE OF CONTENTS xi
LIST OF TABLES xiii
LIST OF FIGURES xiv
LIST OF APPENDIXES xv

CHAPTER I: INTRODUCTION
A. Background of the Problem 1
B. Identification of the Problem 6
C. Limitation of the Problem 6
D. Formulation of the Problem 7
E. The Purposes of the Problem 7
F. The Significances of the Research 7
G. The Definition of the Operational Variables 8
H. The Outline of the Thesis 8

CHAPTER II: THEORETICAL DESCRIPTION
A. Theoretical Description 10
1. Demonstration Method 10
a. Definition of Demonstration Method. 10
b. The Techniques of Demonstration Method. 11
c. The Step of Demonstration Method 13
d. The Disadvantages and Advantages of Demonstration Method 15
e. Guidelines for Conducting a Demonstration Method 16
2. Speaking Ability 18
a. Definition of Speaking 18

b. Types Classroom Speaking Performance. 20
c. Testing Speaking 21
d. Ability. 24
3. Procedure Text 25
a. Definition of Procedure Text 25
b. Social Function of Procedure Text 27
c. Generic Structure of Procedure Text 26
d. Language Features of Procedure Text 27
B. Review of Related Findings 29
C. Conceptual Framework 30
D. Hypothesis 32

CHAPTER III: RESEARCH METHODOLOGY
A. Place and Time Schedule of Research 33
B. Research Design 33
C. Population and Sample 34
D. Instrument of The Research 37
E. The Instrument of Validity 40
F. The Technique of Collecting Data 41
G. The Technique of Data Analysis 42

CHAPTER IV: THE RESULT OF THE RESEARCH
A. Description of Data 46
1. Description of Data before using Demonstration Method 46
2. Description of Data after using Demonstration Method 50
B. Data Analysis 53
C. Hypothesis Test 55
D. Discussion 57
E. Threats of the Research 57

CHAPTER V: THE CONCLUSION AND SUGGESTION
A. Conclusion 58
B. Suggestion 58

REFERENCES
CURRICULUM VITAE
APPENDIXES

LIST OF TABLE

Page

Table 1 Population of the Grade XI Students 34
Table 2 The Sample of Students SMA Negeri 4 35
Table 3 Table of the Design of Instrumentation 38
Table 4 Indicator of Speaking 38
Table 5 Criteria of the Qualification Score 40
Table 6 Score of Experimental Class in Pre-Test 46
Table 7 Frequency Distribution of Students' Score 47
Table 8 Score of Control Class in Pre-Test 48
Table 9 Frequency Distribution of Students' score 49
Table 10 Score of Experimental Class in Post-Test 50
Table 11 Frequency Distribution of Students' Score 51
Table 12 Score of Control Class in Post-Test 52
Table 13 Frequency Distribution of Students' Score 52
Table 14 Normality and Homogeneity in Pre-Test 53
Table 15 Normality and Homogeneity Post-Test 54
Table 16 Result of T-test 56

LIST OF FIGURE

Page

Figure 1 The Histogram of Students' Score in Experimental Class for Pre-Test 48

Figure 2 The Histogram of Students' Score in Control Class for Pre-Test 49

Figure 3 The Histogram of Students' Score in Experimental Class for Post-Test.....51

Figure 4 The Histogram of Students' Score in Control Class for Post-Test.....53

LIST OF APPENDIXES

Appendix 1 Lesson Plan of Experimental Class

Appendix 2 Lesson Plan of Control Class

Appendix 3 The Instrumentation for Pre Test

Appendix 4 The Instrumentation for Post-Test

Appendix 5 The score of Pre-Test

Appendix 6 The Score of Post-Test

Appendix 7 Experimental Group in Pre-Test

Appendix 8 Control Group in Pre-Test

Appendix 9 Experimental Group in Post-Test

Appendix 10 Control Group in Post-Test

Appendix 11 The Normality of Experimental Class in Pre-Test

Appendix 12 The Normality of Control Class in Pre-Test

Appendix 13 The Normality of Experimental Class in Post-Test

Appendix 14 The Normality of Control Class in Pre-Test

Appendix 15 Homogeneity Pre-Test

Appendix 16 Homogeneity Post-Test

Appendix 17 T_{test} of the both averages in Pre-Test

Appendix 18 T_{test} of the both averages in Post-Test

Appendix 19 Table of Distribution

Appendix 20 Table of Liliefors

Appendix 21 Percentage Points t distribution

Appendix 22 Photos of Research

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the most important language in the world. It is an International language many people are able to understand and achieve it, English as a tool of communication many people used in some countries for establishing social relationship, also serves many people as a bridge into the world of higher education, science, international trade, tourism of many other ventures which interest them.

English is also important foreign language in Indonesia and the only compulsory foreign language subject in school. English is one of the three subjects to test in the state examinations before students leave junior and senior high schools. In addition, English is a very important subject for entry to prestigious senior high schools and universities. It is also a selection criterion for higher studies and job vacancies.

In English, there are four skills that should be mastered. The first, listening is the ability to make sense of what hear and connect it to other information already to know. The second, speaking is the ability to communicate orally to express idea and feeling. The third, reading is the ability to make the message or information that comes from the author can be understood and comprehend easily by the reader. The fourth, writing is the

ability to inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to reader.

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions and feeling they want other people to understand. Speaking is integrated with other skills. It means speaking cannot stand alone and should be taught together with other skill such as writing, reading and listening

Curriculum of Education Level (KTSP), SMA, the teaching of speaking is based on genre. It means that there are several texts that should be learnt such as narrative, procedure, descriptive, report, and recount. By learning this genre, the students are expected to explain or making something and describe something orally. In speaking procedure text the students should use it with correct pronunciation, grammar vocabulary, and fluency orally. [1] In English syllabus for Grade X Senior High School, the procedure text is one of the genres in speaking that must be well-mastered by the students. The students must be able to use procedure text in their daily life communication.

[1]Siti Aulia, Procedure Text in Speaking, (*http://Jurnal of English language teaching.pdf.* accessed at May 23, 2015 retrieved on 08.00 pm).

Demonstration method is one of the classifications of educational method, a method of teaching that relies heavily upon a showing the learner a model performance that he should match or pass after has seen a presentation that is live. This method elaborated procedure of doing something.

However, Based on the interview between the researcher and one of the English Teacher in SMA Negeri 4 Padangsidimpuan said that there are many students considered that learning procedure text used speaking skills was difficult. Because, the students did not have many vocabularies, grammar, and pronunciation is not clear, so that the students felt difficult in learning speaking. When the students practiced speak English in front of class, the tools is not complete and the students did not know the meaning, so the students felt lazy and do not interest to study it.[2] The teacher said based on their result of test, their complete criterion of minimum or called KKM's score of English subject is 75 and only few students found it, the other students still low in speaking.

Then, Researcher asked the students in SMA Negeri 4 Padangsidimpuan, Beby Yolanda said she studied about procedure text, sometimes she did not know the meaning of vocabulary when her friends practiced in front of class. Her pronunciation is bad in speaking.[3]

---

[2]Nurainun Waruhu, One of the English Teacher in SMA Negeri 4 Padangsidimpuan, *Personal Interview*, 10 January 2015.

[3]Beby Yolanda, *The Students of class X* [1] in SMA Negeri 4 Padangsidimpuan, 24 March 2015.

Additionally, in teaching speaking, the teachers usually applied many various methods. But the teacher in SMA Negeri 4 use method in teaching speaking is direct method speak English and students direct practice in front of class, the teacher give attention to students. [4]

In this case, to reach success in teaching Procedure Text, the teacher must use teaching English methods in the class or outside the class, without them the English learning is not perfect. The methods can be; Demonstration method is a teaching method that used by teacher in which the teacher demonstrate the subject or material in front of class and this learner a modal performance and that discussed in learning process. Experiment method is a teaching method presented trough an oral or written report which describes the steps and material necessary to reproduce the experiment. so, demonstration method and experiment method is same because this method to describe the steps of material and showing performance. The success of using a method is success of teaching learning process that function is to determine quality of education.

The Researcher also finds many problems to comprehend of procedure text. First, the students do not have many vocabularies, the students have many vocabularies one way understand the meaning, but in reality, from the teacher explanation about the students ability, the students do not have many

[4]Nurainun Waruwu, *Op.Cit.*

vocabularies. The students practice to show something in front of class, the students do not know the meaning what the speaker says.

Second, most of students say English is difficult, can be seen from daily life. The students never speak English only when they are study English. They are lazy and they are not confidence to practice speak English, because their friends laugh to them and they are afraid of making mistakes.

Third, the students fell difficult to pronounce English, because they seldom to practice and use English language. Fourth, when the students practice in front of class the tools is not complete whereas study procedure text very important to prepare tools, the tools must complete because in procedure text students practice make something in front of class, this subject make students active in the class. Fifth, the teacher practice make something in learning procedure text in front of class, the students sit back and they are not attention to teacher. So, students do not know what the teacher said.

The researcher thinks by using demonstration method will help to raise students' interest and reinforce memory retention. The students will can practice and action in front of class. From the using demonstration method, the teacher demonstrated about subject. The students feel easy to speak English in learning procedure text, because, the students will look direct about process how to make something.

Based on the above explanation, this case supports the researcher to do research with title **"The Effect of Using Demonstration Method on Students' Speaking Ability in Learning Procedure Text at grade XI SMA N 4 Padangsidimpuan".**

B. Identification of the Problem

Based on the above background, the research has identified the problems of the research are the students at grade XI SMA N 4 Padangsidimpuan:

1. The students do not have many vocabularies. The students have many vocabularies one way understand the meaning.
2. The students feel difficult to speak English because they never speak English only when they study English, they are lazy to speak English and they are not confidence to speak English because their friends laugh at them and they are afraid of making mistakes
3. The students feel difficult to pronounce English.
4. When the students practice in front of class the tools is not complete
5. When the teacher practice about how to make something students' sit back they are not attention to teacher.

C. Limitation of the Problem

Based on identification the above problems, the problems of speaking are very large and the method used in teaching speaking is very much, the

researcher was limited the problem on using demonstration method to know students' speaking ability in learning procedure text.

D. Formulation of the Problem

Based on the above problems, the researcher was described the formulation of the problem: "Is there significant effect of using demonstration method on students' speaking ability in learning procedure text at grade XI SMA Negeri 4 Padangsidimpuan?"

E. The Purpose of Research

Based on the above formulation, the purpose of this research was to find out significant effect of using demonstration method on students' speaking ability in learning procedure text at grade XI SMA Negeri 4 Padangsidimpuan**.**

F. The Significances of the Research

The result of the research expected to be useful for:

1. Headmaster of SMA Negeri 4 Padangsidimpuan, to give direction to English teacher about the English teaching method that is suitable to students' situation and materials of the learning so that can improve the students interest in learning English.
2. English teachers of SMA Negeri 4 Padangsidimpuan, to increase the teaching especially in teaching speaking ability in learning procedure text.

3. Other researchers, to help the other researchers who will conduct further research in the same topic or method. It can give them information about teaching method especially demonstration method.

G. The Definition of Operation Variables

To avoid ambiguity, there are two variables to identify or to explore:

1. Demonstration Method is a method of teaching that relies heaving upon a showing the learner a model performance that he should match or pass after he has seen a presentation that is live, filmed or electronically operate.[5]
2. Speaking Ability is speaking ability as the ability in face to face communication.[6]

H. The Out Line of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter I, consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of research, significances of the research, and definition of operational variables.

Chapter II, consists of the theoretical description, review of related finding, conceptual framework and hypothesis.

---

[5] Manuel Buenconsejo Garcia, *Op.Cit,* p. 109

[6] Henry Guntur Tarigan. *Menyimak Sebagai Keterampilan Berbahasa*, (Bandung; Angkasa, 1980).p.3

Chapter III, consists of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis.

Chapter IV, the result of the research talking about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research.

Finally, chapter V consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Demonstration Method

a. Definition of Demonstration Method

Demonstration is a teaching method based predominantly on the modeling of knowledge and skill, a form of presentation whereby the teacher or learners show how something works or operates, or how something is done.[1]

> Kenneth D. Moore Says,
> "The demonstration method is this method is especially advisable when there is danger involved in students' use of equipment or materials. The teacher or another designated individual stands before the class, use objects or displays to share information, shows something and tells what is happening or what has happened or asks the students to discuss what has happened".[2]

In additional, according to Chikuni, Demonstration Method should be prepared thoroughly to avoid any kind of error, as it may be difficult to correct.[3] Then, according to Cambourne and Mooney, Demonstration is

[1]Stephen Petrina, Curriculum and Instruction for Technology Teachers, (in press), p.130

[2]Kenneth D. Moore, *Effective Instructional Strategies from Theory to Practice*, (USA: Sage Publications, 2015), p. 227

[3] Chingombe Shamiso Iline journal, *Impacts of the Demonstration Method in the writing and learning of Hearing impaired children*, (Great ZimbabweUniversity, IOSR Journal Humanities and Sosial Science, 2013), p.50

an essential teaching approach in supporting the learning of a skill at any level or grade and is the most supportive of all the teaching approaches.[4]

> Finally, according Good, Demonstration Method is a method of teaching that relies heavily upon showing the learner a modal performance that he should match or pass after he has seen a presentation that is live, filmed or electronically operated, teacher elaborated it, to doing something.[5]

Based on the above explanation, the researcher conclude Demonstration method is a teaching method that used by a teacher in which the teacher demonstrate the subject or material in front of class and this learner a modal performance and that discussed in learning process.

b. The Techniques of Demonstration Method

There are techniques of demonstration method According Manuel The teacher must do in the classroom. Before teacher used of demonstration method, The Teacher must know the techniques of demonstration method to success in teaching by using demonstration method. Teaching by demonstration comes in different forms namely:

1) Teacher directed technique

> Teacher directed technique this technique, in the classroom, the teacher commonly presents the demonstration lesson particularly in two special considerations. First, when there is only one set of materials available for instructional purposes that makes it impossible for students to work even in group. And second, when the activity requires the handling of harmful materials and delicate, fragile equipment.

[4]Richard C. Owen, The Role of Demonstration (*http:// www. RCOwen.com*), accessed at July 24, 2015 retrieved on 11 am).

[5]Manuel Buenconsejo Garcia, *Op. Cit.* p. 110

2) Students directed technique

   In this Technique, Students particularly the more capable ones culd be taught how to show a demonstration although it could be done with joint teacher students participation. Example: after Teacher directly tells or shows or demonstrates what is to be taught. The students demonstrate to show in front of make about something.

3) Teacher student directed technique

   The teacher in this particular case can give the instructions while the selected students follow them. In a more limited sense, the teacher performs the demonstration with the students giving a helping hand. Handing in the materials over to the teacher as he needs them during the demonstration.

4) Resource speaker directed technique.
   Resource speaker direct technique, First resource speaker is teacher. Teacher use demonstration method, Second resource speaker is Media Teacher can use video. [6]

The other explain about Technique of demonstration method, There are certain techniques of demonstration method that you should use to make this method effective.

1) To get maximum benefit from the demonstration, use the actual equipment whenever it is practical. The trainees get to see the process performed on the actual equipment they will be using. Check your equipment prior to demonstration to discover that you do not have everything you need or that your equipment does not function properly. The greatest impact, however, is on the learning environment of the trainees.

2) Use the whole-part-whole concept. That is, show them what the finished product looks like then break it down into small parts, thus giving a step-by-step detailed explanation of how to achieve the task

[6] *Ibid*, p.109

in logical sequence. Now put it all back together and, again, let them see the finished product.

3) Evaluate procedures. While the trainees are performing, evaluate their procedures as well as the end product. The trainees must use the procedures and steps you taught in the demonstration. This is the standard you have set for attainment, so evaluate the performance in terms of time, quantity, and quality.

4) Provide instruction and guidance only as required. Trainees should be allowed to work on their own as much as possible without unnecessary interruption, interference or assistance. Interrupting the trainee while he or she is working or standing too close can cause a loss in concentration. Even if the trainee is hesitant or pauses, leave him or her alone as long as the performance is correct. Proficiency comes with time. Do not hesitate, however, to interrupt if you see mistakes being made.

5) Consider using trainee assistance. The need for a higher instructor/trainee ratio during the performance may be met by designating advanced trainees as instructor assistants. This technique serves several purposes. It challenges the better trainees and provides additional assistance for trainees who require more help. Exercise caution when using this technique, since it is essential that the trainee assistant be completely knowledgeable and capable.

6) Remember this, it is still your responsibility to critique each trainee's performance. Constructively critique the trainee's performance to point out problem areas as well as items being completed satisfactorily. [7]

c. The Steps of Demonstration Method

Sometimes called as the imitative method, the demonstration method aims at learning skills faster and more effective when the students are shown how the job is done by using the actual tools, machines, and materials they are expected to work with on the job. All the steps

[7] Williamson, Method of Instruction, (*http.www.drillpad.net/DP IRL MOI.html* accessed May 7, 2015 retrieved on 11.00 am).

involved in the project method are adopted in the demonstration method although there is an additional of one very important step. All in all it has four steps which are as follows:

1) Explanation Phase

   Explanations must be clear, pertinent to the objectives of the particular lesson to be presented, and based on the known experience and knowledge of the students. In teaching a skill, the instructor must convey to the students the precise actions they are to perform. In addition to the necessary steps, the instructor should describe the end result of these efforts. Before leaving this phase, the instructor should encourage students to ask questions about any step of the procedure that they do not understand.

2) Demonstration Phase

   The instructor must show students the actions necessary to perform a skill. As little extraneous activity as possible should be included in the demonstration if students are to clearly understand that the instructor is accurately performing the actions previously explained. If, due to some unanticipated circumstances the demonstration does not closely conform to the explanation, this deviation should be immediately acknowledged and explained.

3) Student Performance and Instructor Supervision Phases

   These two phases, which involve separate actions, are performed concurrently, they are discussed here under a single heading. The first of these phases is the student's performance of the physical or mental skills that have been explained and demonstrated. The second activity is the instructor's supervision.

   Student performance requires students to act and do. To learn skills, students must practice. The instructor must, therefore, allot enough time for meaningful student activity. Through doing, students learn to follow correct procedures and to reach established standards. It is important that students be given an opportunity to perform the skill as soon as possible after a demonstration. In flight training, the instructor may allow the student to follow along on the controls during the demonstration of a maneuver. Immediately thereafter, the instructor should have the student attempt to perform the maneuver, coaching as necessary. In another example, students have been performing a task,

such as a weight and balance computation, as a group. Prior to terminating the performance phase, they should be allowed to independently complete the task at least once, with supervision and coaching as necessary.

4) Evaluation Phase

In this phase, the instructor judges student performance. The student display whatever competence has been attained, and the instructor discovers just how well the skill has been learned. To test each student's ability to perform, the instructor requires students to work independently throughout this phase and makes some comment as to how each performed the skill relative to the way it was taught. From this measurement of student achievement, the instructor determines the effectiveness of the instruction.[8]

d. The Disadvantages and Advantages of Demonstration Method

The Advantages of Demonstration Method According Ivor k. Davies says "as a method of instruction the Demonstration method has a number of advantages and disadvantages.

The disadvantages of demonstration method are:

1) The demonstration method demands very careful preparation and organization. If things go wrong the effect is lost
2) Values care is taken, some trains may not be able to see or hear what is said
3) Considerable expense and time are often involved in presenting an effective demonstration
4) Most demonstration unless close circuit television is imployed must be limited to small groups of trainees. [9]

The advantages of demonstration method are:

1) The demonstration method when properly managed, is an arresting and attention getting form of instruction

[8] Max Walter, Teaching Demonstration Method, (*http.www.dynamicflight.com, accessed at July 1, 2015 retrieved on 6 pm).*

[9] Ivor Kevin Davies, *Op.Cit*, p. 40

2) The demonstration method relates principles taught in the classroom to real world situation
3) The demonstration method is challenging and taught provoking
4) The pace is flexible and can easily be altered to fit the needs of trainees. Both demonstration and practice can be repeated as many times as necessary.[10]

e. Guidelines for Conducting a Demonstration Lesson

These are the guidelines for conducting a Demonstration method. Teacher should prepare when teacher creates the material for students. Popham and Baker suggested the following point to help effect good demonstrations: teacher should consider when the teacher creates the material for students who haven.

1) The Teacher must be sure he can do what he is supposed to demonstrate, he must try out the demonstration before it is actually presented. The purpose is two-fold: one is to master the demonstration process and second is to handle materials competency. Besides the teacher can have a better control of the situation as he has certain alternatives ready on hand in case some unavoidable problems related to it may crop up.
2) Plan the demonstration so that everyone can see it-classroom physical arrangement must be so set to enable all students to see in full view their teacher's demonstration.

[10]*Ibid*, p. 42

3) Visual stimuli printed on the chalkboard or on charts should be lange enough to be seen easily – This means that even those students seated at the farthest part of the room should be able to read the writings located in front of the class
4) Be sure that appropriate safety precautions are taken – use of dangerous chemicals, fire, and even electricity must be dealt with great cautions and with protective measures.
5) Try to plan the demonstration to precede a practice session – Demonstration should go beyoud the level of observation; students should have the chance to match or imitate what has been shown to them
6) During the demonstration it may be useful for the students to ask specific questions to be sure that they understand what is happening-asking such question has an evaluative function, whether students could follow up or they lag behind during the procedural presentation.
7) Demonstrating a procedure of some sort requires though instruction in a single method before introducing shortcuts or other variations – Simple and uncomplicated demonstration ensures easy and smooth learning. A complex demonstration may be hard for students to duplicate..
8) It may be a good idea to ask the students to do some sort of post-demonstration write-up or statement to promote their attention and

responsiveness. Such suggestion will make a good follow-up on the part of the students.[11]

So, it can be concluded that the Demonstration Method especially in teaching method that used by a teacher in which the teacher demonstrate the subject or material in front of class and this learner a modal performance and that discussed in learning process. So, the students can be more understand to show subjects or material but also deepen.

2. Speaking Ability

a. Definition of Speaking

Speaking is a tool of communication to give information, knowledge, feeling, idea, opinion and experience, The people can share the information with the other by using their language.

Brown says,

> "Speaking is a productive skill that can be directly and empirically observed, those observations are invariable colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".[12]

Henry Guntur Tarigan says, "Speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, felling or sense, as a large or these limitation we can say in speaking.

[11]Manuel Buenconsejo Garcia, *Op. Cit.* p. 111

[12]H. Doughlas Brown. *Language Assesment: Principles and Classroom Practices,* (San Fransisco: Longman, 2004), p. 140

Houghton Miffhin Company Says, “Speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound for auditory commutation, speech is also the exchange words they were perfectly comfortable together without speech”.[13] Then, Nurhady says, “Berbicara adalah menyampaikan ide atau pesan verbal secara aktif .”[14] (Speaking is conveying our idea and verbal message actively).

Based on the above explanation, The researcher conclude, Speaking is a tool of communication by using sound to conveying our idea, by using speaking people know what the meaning.

Hymes says, the target of speaking ability for foreign language can be classified into three levels namely:

1) Minimal competence; speaker are characterized by a single speech habit in a single social sphere without any shifting of repertoire or code (restricted).
2) Average Competence: speaker have a command of a set speech habit which is neither large nor small, they use these in a limited range of different social spheres, and shift their verbal repertoire according (flexible).
3) Maximal Competence: speaker has versatile speech habits in many social spheres, and shift their verbal repertoire with ease (versatile).[15]

[13] Houghton Miffin Dictionar. *Dictionary of the English Language*, (American: The American Heritage, 2003), (*http:// www. Dic. Die. Net/ speaking* accessed at May, 27, 2015 retrieved on 1 pm).

[14] Tim Pengembang Ilmu Pengetahuan. *Ilmu dan Aplikasi Pendidikan*, (Jakarta : PT. Impereal Bhakti Utama,2007). p.125.

[15] Nortbert Dittma. *Sociolinguistic*, (German: University of Konstanz, 1976). p.164.

b. Types Classroom Speaking Performance

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances. The kinds of oral productions that students are expected to carry out in the classroom.

1) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a workd or phrase or possibly a sentence.
2) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture).
3) Responding, responsive assessment tasks include interaction and test comprehension but at the somewhat limited level or very short conversations, standard greetings and small talk, simple requests and comments, and the like.
4) Transactional (dialogue)
   Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
5) Interactive. The different between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
6) Extensive, extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

So, it can be concluded that the speaking performance is interaction activities whether is in interaction we can express clearly the way of our mind and deliver to the listener r audience the idea, felling and emotion is

speaking of course we expected communication and listener can understand what they talk.

c. Testing speaking

In the research, According to Arhur Hughes that there are six categories to measure speaking ability. But here just write five because to evaluate speaking of students in senior high school such as:

1) Accent

The term accent is used to refer the speech of someone who speaks language non-natively.

The accent can identify looks like these:

a) Pronunciation frequently unintelligible.
b) Frequent gross errors and a very heavy accent make understanding difficult.
c) "Foreign Accent" requires concentrated listening and mispronunciation led to occasional misunderstanding and apparent errors in grammar or vocabulary.
d) Marked "Foreign Accent" and occasional mispronunciation, which do not interfere with understanding.
e) No conspicuous mispronunciation, but would not taken for a native speaker.
f) Native pronunciation, with no trace of foreign accent. [16]

2) Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary

[16] Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics). [17]

Grammar can identify looks like these:

a) Grammar almost entirely inaccurate phrases.
b) Constant errors showing of very few major patterns and frequently preventing communication.
c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
e) Few errors, with no pattern of failure.
f) No more than two errors during the interview. [18]

3) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture.[19] A spoken word is a sound or sequence of sounds, which communicate those ”ideas” precisely, a speaker should express them with precise words rather than general words

Vocabulary can identify looks like these:

a) Vocabulary inadequate for even the simplest conversation.
b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

[17] *Ibid* ., p. 287.
[18] Arthur Hughes, *Op. Cit*., p. 286.
[19] *Ibid*., p. 1494

e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
f) Vocabulary apparently as accurate and extensice as an of the educated native speaker. [20]

4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.

Fluency can identify looks like these:

a) Speech is no halting and fragmentary that conversation is virtually impossible.
b) Speech is very slow and uneven except for short or routine sentences.
c) Speech is frequently hesitant and jerky: sentence maybe left uncompleted.
d) Speech is occasional hesitant, with some unevenness cause by rephrasing and grouping for words.
e) Speech on all professional and general topics as effortless and smooth as a native speaker. [21]

5) Comprehension

Comprehension is the capacity for understanding ideas, fact.

Comprehension can identify looks like these:

a) Understands too little for the simplest types of conversation.
b) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

[20] *ibid.*, p. 289
[21] Arthur Hughes, *Op. Cit.*, p. 55.

e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
f) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech. [22]

Based on the above statement, the researcher concludes a good speaking will make create a good communication. In this situation can talk a topic and using a simple language to teach speaking ability well. To know students' ability in speaking there are some aspects that need to measure wheatear their speaking ability categorized well. A teacher also has knows the students' language level.

d. Ability

According to Hornby that "Ability is the mental or physical capacity**,** power or skill required to do".[23] Ability is possession of the qualities required to do something; necessary skill, competence, or power.[24] So ability is competence in everyone, a modal to improve ourselves to make a creatively.

[22] *Ibid*, p.55
[23] A S Hornby, *Oxford Advanced Learner's Dictionary*, New York, oxford University Press, 1995, p.2
[24] John Dryden, Ability, (*http://dictionary.com*), Accessed at June 2, 2015 retrieved on 13.00 pm

3. Procedure Text

a. Definition of Procedure text

Procedure text is a text to describe how make something is accomplished through a sequence of actions or steps. Meanwhile, Pardiyono said that Direction about steps must be done to finish with good.[25] Then, Sanggam Siahaan defined that "Procedure text is to describe how something is accomplished thought a sequence of action or steps.[26] So, procedure text is show how to do make something and to known as directory. The keys words in procedure text is "What needs to be done?" or "What should I do?"

The function of procedure text is to explain how the tips or ways about how something must be done.[27] In addition, Sanggam Siahaan added "The function of procedure text is to describe how something is accomplished through a sequence of action or steps."[28] So, writer concludes the function of procedure text is that to give instruction of how to do or how to make something.

From the kind of procedure text above, the researcher only suggest "procedure text that explains of how to do something or manual operation." In mastering procedure text, there are some important

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[25] Pardiyono, *Pasti Bisa! Teaching Genre Based Writing,* (Yogyakarta:Andi Offset, 2007), p. 125

[26] Sanggam Siahaan *Op.cit,* , p. 81

[27] Pardiyono, *Op.cit*, p. 125

[28] Sanggam Siahaan, *Op.cit*, p. 128

elements that should be considered, they are; (1) communicative purpose, (2) rhetorical structure, (3) grammatical patents. [29]

The importance of elements of procedure text, they are; (1) Social function, (2) generic structure, and (3) Language feature of Procedure text, the researcher make some definition about it.

b. Social Function of Procedure Text

Angga Arkani said, "Social function is the title of procedure text can serve as the goal."[30] Ida Mahrani said, "Social function of procedure text is to give direction of how to do something through series of action or steps."[31] So, it can be conclude that social function of the procedure text is to describe how something through series of action or steps.

c. Generic Structure of Procedure Text

Procedure text has a structure; there are text function is to describe how something is accomplished through a sequence of actions or steps.

1) Goal is the part of generic structure which is related to the part of text which shows the purpose or what is the function of the text.
2) Materials. The material deals with the thing needed in the case being discussed.

[29] Pardiyono, *Op.Cit,* p. 126
[30] Angga Arkani, *Comparing and Constructing a Procedure Text*, (Bekasi: Andhi Aksara Abadi Indonesia, 2010), p.32
[31]Ida Maharani, *How to write Effectively*, (Yogyakarta: Citra Aji Parama, 2007), p.70

3) Steps the method concerns with a sequence of steps by which the something is accomplished to achieve the goal.

4) Reorientation; is optional[32]

By which a writer describes how something is accomplished through a sequence of action or step.

d. Language Features Procedure Text

Angga Arkani said, "The language features are where some genres share their common."[33] Pardiyono said, "Grammatical patents/ Language features are to explain description about procedure that is explained in the element of steps to accomplish.[34]

The language features of Procedure Text use the following indicator;

1) The Sentence type is imperative,

   Imperative Sentence is the easiest one to learn and use. Such as cut, don't mix, hold.

2) Action verbs such as turn, put, mix.

3) Connectives to order actions, such as then, while.

4) Adverbial to state detailed time, place, accurate ways, such as for five minutes, 2 centimetres from the top. [35]

[32] Sanggam Siahaan, *Ibid*, p.81
[33] Angga Arkani, *Op.Cit*, p. 31
[34] Pardiyono, *Op.Cit*, p. 126
[35]Dra. Malikatul Laila, *PLPG Sertifikasi Guru 2013Rayon 133 HKBP Nommensen*,p. 173

For Example of procedure text:

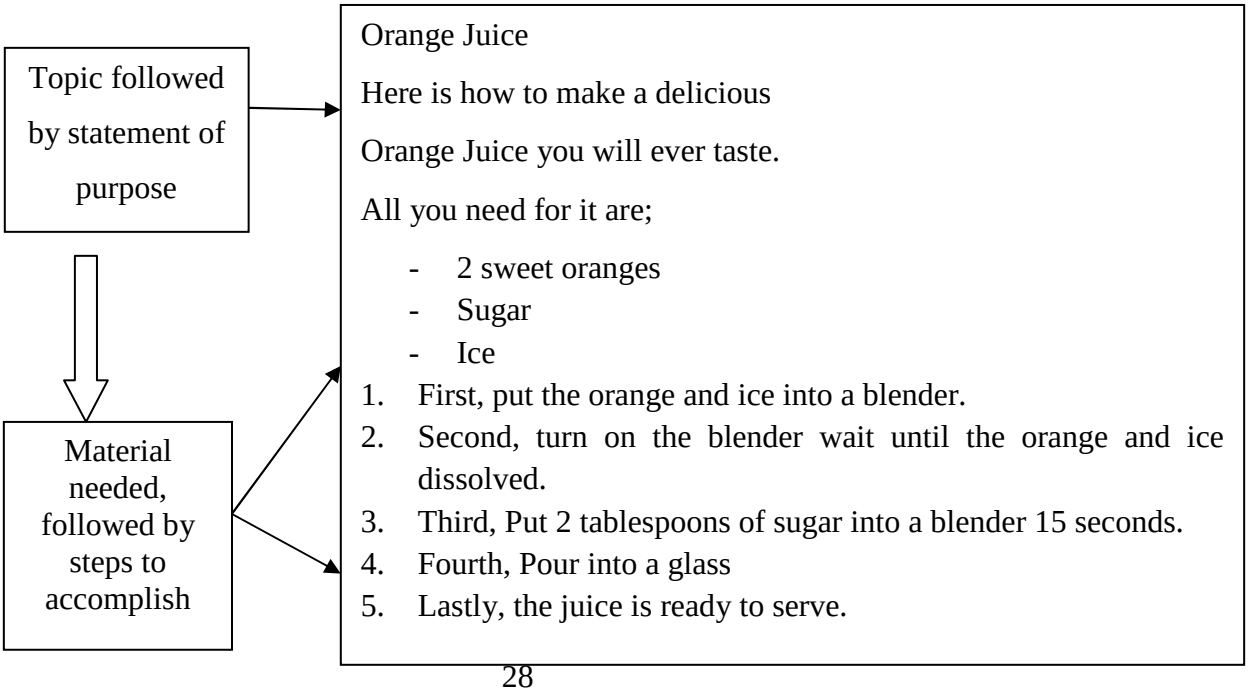
How to Make Sweet Hot Tea

Materials : Hot water, Tea, Sugar, Glass/ Cup

Steps :

1. First, prepare all the materials
2. Then, boil the water
3. Third, put the tea and sugar into the glass
4. Next, pour hot water into the glass
5. Then, stir the sugar, tea, and hot water at once until the sugar dissolves and the water becomes hard brown
6. Finally, the tea is ready to serve

How to Make Orange Juice



B. Review of Related Findings

The researcher reviewed some findings as follows:

First, Siti Handayani Pulungan in 2012 did a research in experimental quantitative method. The title is "The effect of Genre Based Language Teaching on the students achievement in writing procedure text at Mas Hutapadang Pijorkoling Padangsidimpuan Tenggara". The result of her research found that by using genre based language teaching is good enough the score is 74.[36]

Second, Heni Syahfitri Hasibuan in 2014 did a research in class action research. The title is "Improving Students skill by using Demonstration Method at Grade X SMA N 1 Batang Angkola". It was found out that the students' score increased from the first cycle to the second cycle. In the first cycle the mean of the students' score was 12. In the second cycle the score was 19. Thus, the Speaking skill had reached to the better one in the case of speaking contents.[37]

Third, Erny Rokhmawati in 2013 "The Use of Realia to Improve Students' Speaking Ability in Procedure Text (A Classroom Action Research with the Ninth Grade Students of MTs. Mathalibul Huda Mlonggo Jepara The

[36] Siti Handayani Pulungan, *The effect of Gendre Based Language Teaching on the Students' achievement in writing procedure text* (A Thesis, STAIN Padangsidimpuan, 2011). p. 34

[37] Heni Syahfitri Hasibuan, *Improving Students' Speaking Skill by using Demonstration Method* (A Thesis, IAIN Padangsidimpuan, 2014). p. 56

conclusion, she found the result score of students in the first cycle was 4.9, the second cycle was 5.2 and the third cycle was 6.8. So, Teacher can improve students' ability in speaking..[38]

From the above description, the researcher can conclude that many methods can increase the students' ability. Next, the researcher hoped that the demonstration method can increase the students' achievement in speaking ability. Therefore, the researcher interested to make the research about "The Effect of Demonstration method on students' speaking ability in learning procedure text at grade X SMA Negeri 4 Padangsidimpuan."

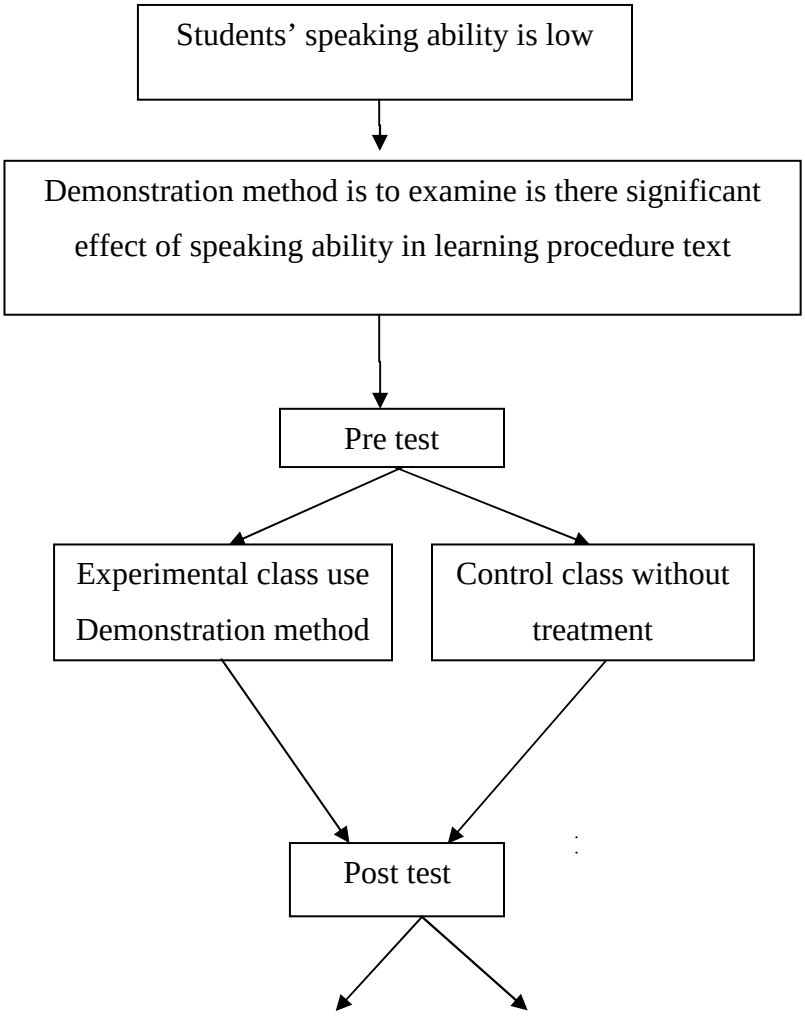
C. Conceptual Framework

Procedure text is to describe how something is accomplished through a sequence of actions or steps. The Demonstration Method is a method of teaching that relies heavily upon showing the learner a modal performance that he should match or pass after he has seen a presentation that is live, filmed or electronically operated. Therefore, to solve this problem, the teacher must use a new method which attract the students' attention on learning procedure text.

Demonstration Method able to help students mastery about procedure text, so that it will be easier for them to understand and remember it and make

[38] Erny Rokhmawati, *The use of realia to improve students' speaking ability in procedure text (A classroom action research with the ninth grade students of MTs. Mathalibul Huda Mlonggo Jepara)*, (A thesis, IAIN Walisongo Semarang, 2010) p. 40

students more active in the classroom. Method Demonstration can motivate the students to more active in the class.



D. Hypotheses

In quantitative studies, hypotheses are "prediction the researcher holds about the relationships among variables".[39] Based on the explanation above the writer formulated the hypothesis as follow:

Ha : There is significant effect of using demonstration method to students mastery in learning procedure text.

Ho : There is not significant effect of using demonstration Method to students' mastery in learning procedure text.

[39]John W, Creswell. *Research Design; Quantitative, Quantitative and Mixed Method Approaches second edition,* (United State of America; Sage Publication Inc, 2003), p. 108

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of Research

The place of the research is SMA Negeri 4 Padangsidimpuan, that is located on Jln. Sutan Sori Pada Mulia No. 38. The researcher had been from December 2014 until October 2015.

B. Research Design

The researcher used experimental research. L.R. Gay said that, Experimental Research is the only of research that can test hypothesis to establish cause and effect.[1] Next, according to John W. Creswell, Experimental research includes true experiment with the random assignment of subject to treatment condition as well as quasi experiment the use none randomized. [2]

From the quotation above, the researcher conclude that the experimental research is a kind of research which has aim to know causal effect relationship between one variable or more with other variable.

This research consisted of two classes, namely experimental group and control group. The experimental group gave the treatment by using demonstration method, while the control group gave the treatment by using conventional method (explanation method).

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[1] L.R. Gay and Peter Airasian. *Education Research*, (USA; Merril, 2000, p..367
[2] John W. Creswell, *Op.Cit*, p. 14

C. Population and Sample

1. Population

In conducting the research need the population as what Gay noted, Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalize".[3] From the definition above, it can be conclude that the population .

Population of research is the eleventh grade students of SMA Negeri 4 Padangsidimpuan which of eighth classes and the total population are 245 students. The total of the tenth grade can be considered as follow:

Table 1

The Population of the Grade XI Students

No	Class	Number of students
1	XI IPA [1]	30
2	XI IPA [2]	30
3	XI IPA [3]	30
4	XI IPA [4]	33
5	XI IPA [5]	35
6	XI IPS [1]	27
7	XI IPS [2]	32
8	XI IPS [3]	28

[3]L.R Gay, *Op.Cit.* p. 122

2. Sample

According to Gay and Airasian that, sample is a number of individuals for a study in such as a way that they represent the large group from they were selected.[4] Therefore, in this sample the analysis is not for individual but the groups or classes consist of several individuals. Sample is partial taken from the whole subject and representative of the population. If the subject less 100, it is better to take all of sample[5].

The population in this research is big enough, so it was needed to be classified into classes or groups. So, Sample is the part of population that is chosen as respondent of the research. The researcher chose two classes. So the researcher chose XI IPS 1 consist of 27 students and XI IPS 3 consist of 28 students. So, the total samples of the research are 55 students. They are experimental class and control class. So that, one class is an experimental class and the other is control class.

Table 2

The Sample of Students SMA Negeri 4 Padangsidimpuan

No	Class	Number
1	Experimental Class XI IS 1	27
2	Control Class XI IS 3	28
	Total	55

To determine appropriate sample of population is tasted with Normality and Homogeneity test.

[4] L.R gay and peter airasian. *Op.cit.* p. 121
[5] Suharsimi Arikunto, *Op. Cit.*, p.311.

a) Normality Test

Normality by using lilieffors formula, if result Lo < L_t with n the real level 0.05 and n = 5. If result F <S. So. It was could be concluded that the data was distributed by normal.

b) Homogeneity Test

Homogeneity test was used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be call homogeneous. To test it, research use formula as follow:

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1= Total of the data that bigger variant

n_2= Total of the data that smaller variant

The coefficient of F count = is compared with F table. Where F table was determined at real α = 0. 05, and the same numerator dk = N-1 and denominator dk N-1 So, by using the list of critical value at F distribution. If F count < F table. So .it can be concluded that the variant from the data of the students' speaking ability at grade XI SMA Negeri 4 padangsidimpuan was homogen.

D. Instrument of The Research

The instrument had been used in speaking test. There are some testing speaking is oral presentation, interview, interaction tasks, conversation, verbal essay, discussion. The researcher chose oral presentation as my test instrument in this research.

1. Test

To get the data in this research, the research had been used the instrument like test, the other instrument in this research is test, the test is a set of question about speaking; in this case the researcher give two items. Researcher gave test in pre-test and post-test. Researcher had been used oral test, one item in pre-test test is how to make a cup of coffee and one item in post-test test is how to make a cup of milk, test orally do for every students and performance in front of class. Test used for measuring students' speaking ability in learning procedure text. The question is "make something accomplish and perform in front of class with your own words. It is to test the students speaking ability in learning procedure text.

In this research, the researcher gave the pre test and post test to experimental and control class. It can see from the following table:

Table 3

Table of the design of instrumentation

Class	Pre test	Treatment	Post test
Experiment class	✓	✓	✓
Control class	✓	×	✓

Further, speaking ability of the students to express thought, felling, idea, and sense. So, the indicators speaking were:

Table 4

The Indicators of Speaking

NO.	The Indicators of Speaking	Score
1.	Accent : 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. 3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. 4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker.	1-5 1 2 3 4 5
	Grammar : 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 5. Few errors, with no patterns of failure.	1-5 1 2 3 4 5
3.	Vocabulary :	1-5

	1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	1 2 3 4 5
4.	Fluency : 1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very slow and uneven except for short or routine sentences. 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	1-5 1 2 3 4 5
5.	Comprehension : 1. Understands too little for the simplest type of conversation. 2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 3. Understands careful, somewhat simplified speech when enganged in a dialogue, but may require considerable repetition and rephrasing. 4. Understands quite well normal educated speech when enganged in a dialogue, but requires occasional repetition conversation or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. [6]	1-5 1 2 3 4 5
	MAXIMAL SCORE	25x100

[6] Arthur Hughes, *Op.Cit,* p. 110 – 113.

From the above indicator, the researcher gave speaking test for pre-test and post-test to the students. The experimental group and the control group gave test, which is consisted of communication aspects that taught by the teacher in different ways. The experimental group had taught by using the demonstration method and control group had taught by the conventional method (explanation method).

Table 5

The Criteria of the Qualification Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

a. The Instrument of Validity

In this research, the researcher used content validity to establish the validity of the instrument. The writer takes content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In this case researcher used speaking test as stating point of making the test.

The researcher used speaking test means to analyze the items of the comprehensively. In this case, because the test function is to measure the

students speaking ability, so the test should be test speaking itself. This process of analysis to show the content validity of the test.

b. The Technique of Collecting Data

In collecting the data, the research is conducted twice for test to experiment class and control class. They are pre-test and post-test.

1. Preparation

In preparation, the teaching material and test should be already availed before it is conduct and test materials for the experiment should be prepare by the writer before pre-test.

2. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test is to find score of the using conventional method before the writer was given treatment by using demonstration method. In this case, the writer was hoped that the whole students' speaking ability are same, or if there is a difference between those group, the difference was hopefully not significant.

3. Treatment

The experimental class and the control class were given same material, which consist of communication aspects that will be taught by the teacher in different ways. The experimental class was given treatment,

it was taught by using demonstration method and control class was taught by the conventional method.

4. Post-test

After giving treatment, the researcher conducted a post-test which the different test with the pre-test, and conducted in the previous of the research. This post test is the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post- test, the researcher analyzed the data.

c. The Technique of Data Analysis

1) Requirement test of Data Analysis Pre-test and Post-test

a) **Normality** test by using liliefforts formula, as follow: [7]

(1)calculating average and standard deviation by the formula:

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

(2)Perception x1, x2...xn made permanent number zi, z1, z2,..zn by using formula:

$$Zi = \frac{xi - \bar{x}}{S}$$

(3)To every this permanent number by using enlist of permanent normal distribution, and then calculating the opportunity.

[7] Darwyan Syah Dkk, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press), p. 29.

F (Zi) = P (Z< Zi)

(4)Counting the difference F (Zi)- S(Zi), and then determine its absolute price.

(5)Taking the biggest price among the critical value test, the lilieffors with the real level a = 0.05, hence the distribution is normal.

Based on the result of calculation, the score of experimental class Lo= 0.0431 < Lt=0.161 with n =27 and control class Lo= 0.1389 < Lt = 0.161 with n=27, real level α was 0.05. Cause Lo < Lt in the both class. So, H_o is accepted, it means that experiment class and control class were distributed normal.

b) Homogeneity test

Homogeneity test is use to find homogeneity of the variances of each. If the both of classes are same, it is can be call homogeneous. To test it, researcher use formula as follow:[8]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1= Total of the data that bigger variant

n_2= Total of the data that smaller variant

[8]Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 85

Based on the result of calculation, the coefficient of F_{count} = is compared with F_{table}. Where F table was determined at real α =0.05, and the same numerator dk=N-1= 27-1=26 and denominator dk N-1= 28–1=27 So, by using the list of critical value at F distribution is got $F_{0,05(26,27)}$= 2.13. It shows that F_{count} (1.15) < F_{table} (1.84). So, it can be concluded that the variant from the data experimental and control class was homogeny.

c) Hypotheses test

In experimental research the most suitable analysis is using the statistic process. Actually, the data will be analyzing by using the following t-test formula. To test the hypothesis, researcher used the formula as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{x_1}$ = Mean of experimental class sample

$\overline{x_2}$ = Mean of control classsample

n_1 = Total of experimental class sample

n_2 = Total of control class sample[9]

The formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)s_1^{\,2} + (n_2 - 1)s_2^{\,2}}{n_1 + n_2 - 2}}$$

[9] Sugiyono. *Statistika untuk Penelitian.*(Bandung: Alfabeta, 2011), p. 138-139.

Where:

s = Variant

s_1^2 = Variant of experimental class

s_2^2 = Variant of control class[10]

CHAPTER IV

THE RESULT OF THE RESEARCH

For analyzing the data. In this case, it discussed the effect of demonstration method on students speaking ability in learning procedure text. The test was divided into two aspects, they were pre-test and post-test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment, and post-test was done after conducted the treatment. Researcher applying quantitative analysis by used the formulation of T-test. It is done to know the effect of demonstration method on students speaking ability in learning procedure text. Next, Researcher described the result based on data that has been researcher as follow:

A. Description of Data

1. Description of Data Before Using Demonstration Method

a. Score of Pre-Test Experimental Class

Table 6

The score of Experimental Class in Pre-Test

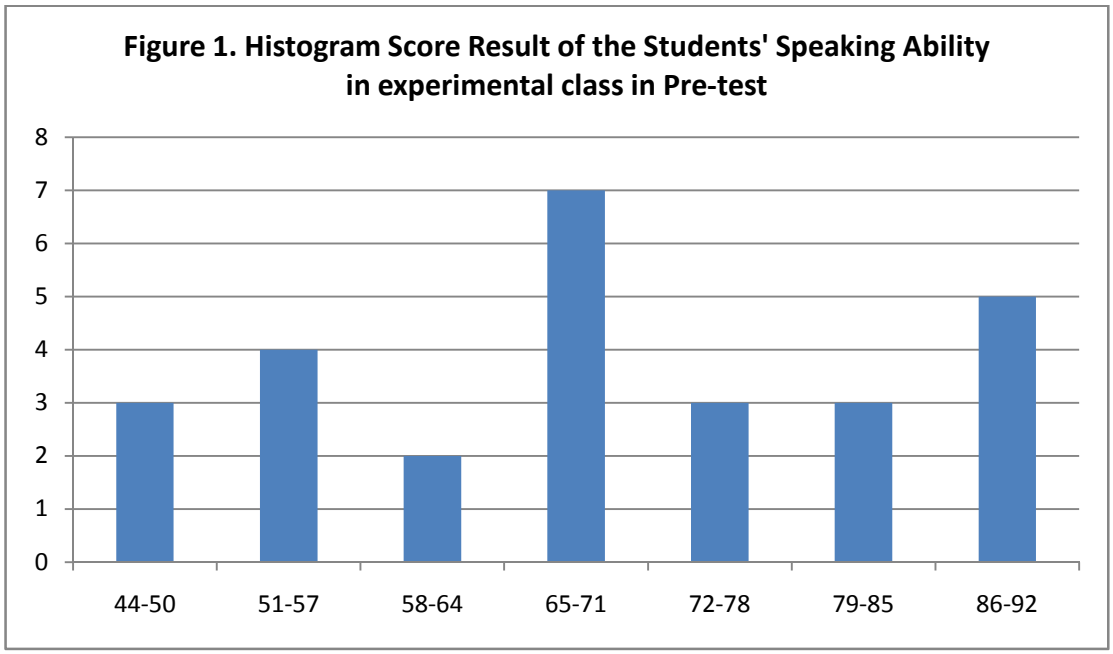
Total	1856
Highest score	88
Lowest score	44
Mean	68.74
Median	73.95
Modus	68.35
Range	44
Interval	7
Standard deviation	14.12
Variant	199.430

Based on the above table, the total score of experimental class in pre-test was 1856, mean was 68.74 standard deviation was 14.12, variant was 199.430, median was 73.95, range was 44, modus was 68.35, interval was 7. The researcher got the highest score was 88 and lowest score was 44. Next, the calculation of how to get it could be seen in appendix 7. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	44-50	3	11.1%
2	51-57	4	14.8%
3	58-64	2	7.4%
4	65-71	7	25.9%
5	72-78	3	11.1%
6	79-85	3	11.1%
7	86-92	5	18.5%
i = 7		27	100%

Based on the above table, it can be drawn at histogram as follow:



b. Score of Pre-Test Control Class

Table 8
The Score of Control Class in Pre-Test

Total	1784
Highest score	88
Lowest score	40
Mean	63.71
Median	76.78
Modus	64.78
Range	48
Interval	8
Standard deviation	15.16
Varian	229.841

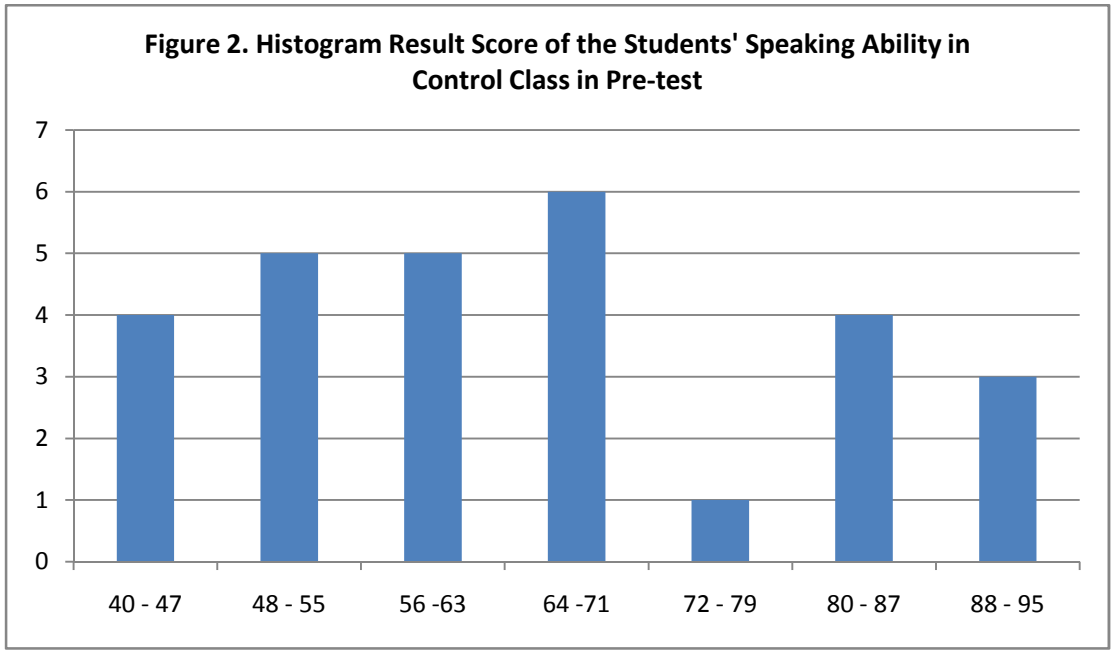
Based on the above table, the total score of control class in pre-test was 1784, mean was 63.71, median was 76.78, modus was 64.78, range was 48, interval was 8, standard deviation was 15.16, variant was 229.841. The researcher got the highest score was 88, and lowest score

was 40. Next, the calculation of how to get it could be seen in the appendix 8. Then the computed f the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' score

No	Interval	Frequency	Percentages
1	40 – 47	4	14.2 %
2	48 – 55	5	17.8 %
3	56 – 63	5	17.8 %
4	64 – 71	6	21.4 %
5	72 – 79	1	3.57 %
6	80 – 87	4	14.2 %
7	88 – 95	3	10.7 %
	i= 8	28	100 %

Based on the above table, it can be drawn at histogram as follow:



2. Description of Data After Using Demonstration Method

a. Score Post-Test Experimental Class

Table 10

The score of Experimental Class in Post-Test

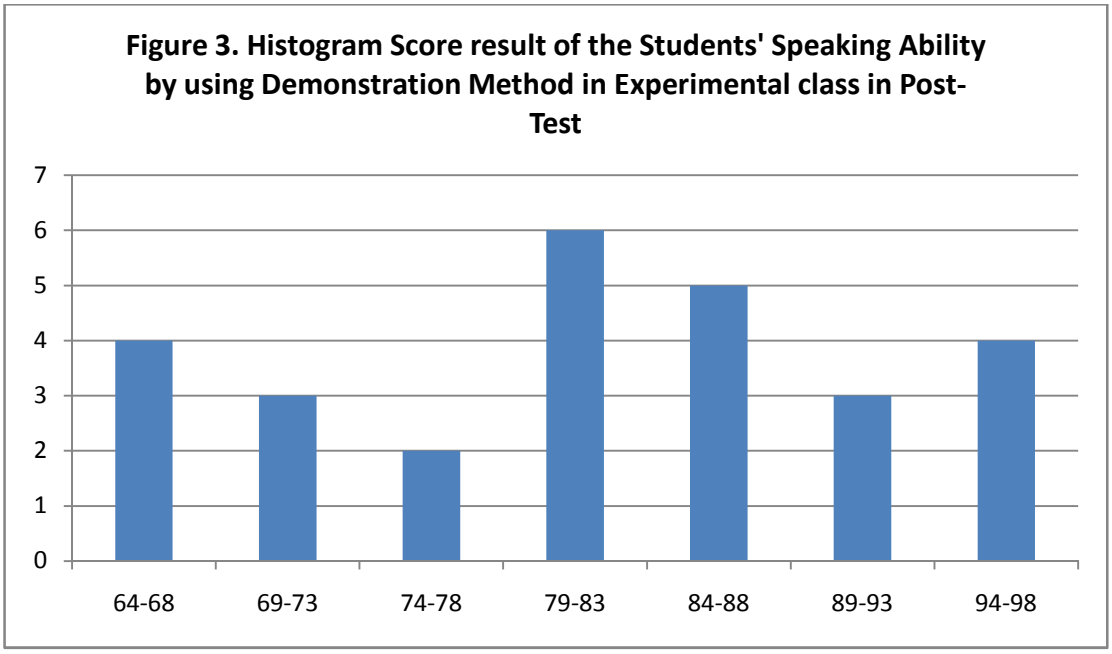
Total	2204
Highest score	96
Lowest score	64
Mean	80.51
Median	86.4
Modus	82.5
Range	32
Interval	5
Standart deviation	17.16
Varian	294.490

Based on the table above the total score of experiment class in post-test was 2204, mean was 80.51, median was 86.4, modus was 82.5, range was 32, interval was 5, standard deviation was 17.16, varian was 294.490. the researcher got the highest score was 96 and the lowest score was 64. Nest, the calculation of how to get it could be seen in the appendix 9. Then, the computed of frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 11
The Frequency Distribution of Students' Score

No	Interval Class	F	Percentages
1	64 – 68	4	14.8%
2	69 – 73	3	11.1%
3	74 – 78	2	7.40%
4	79 – 83	6	22.2%
5	84 – 88	5	18.5%
6	89 – 93	3	11.1%
7	94 – 98	4	14.8%
	i=5	27	100%

Based on the above table, it can be drawn at histogram as follow:



b. Score of Control Class in Post-Test

Table 12
The Score of Control Class in Post-Test

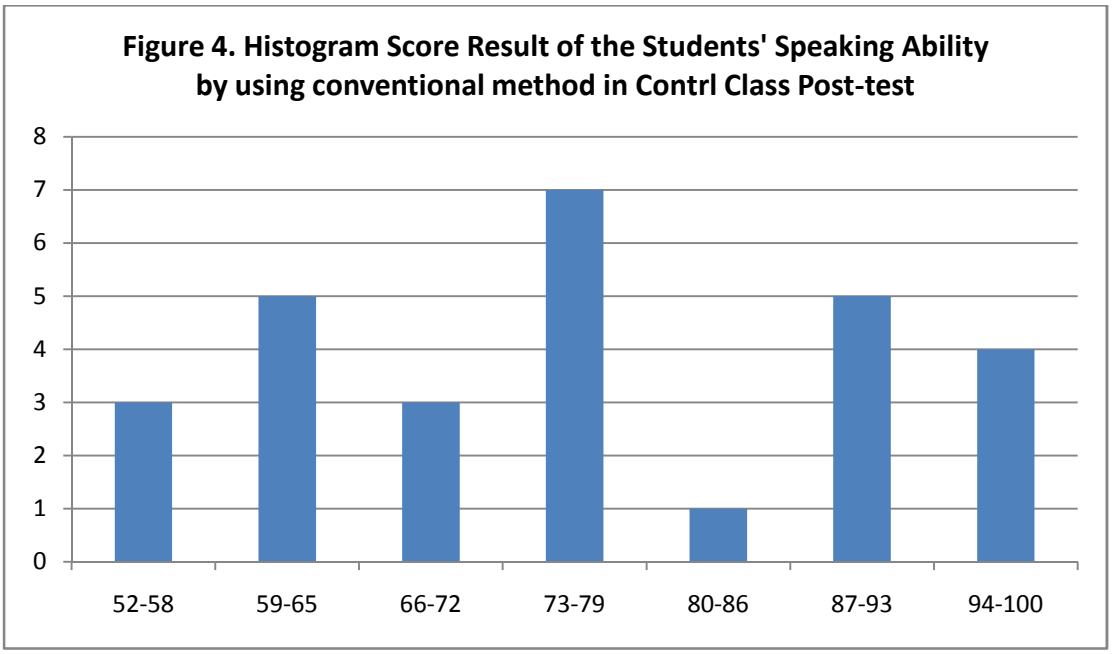
Total	2122
Highest score	96
Lowest score	52
Mean	75.78
Median	82.44
Modus	75.3
Range	44
Interval	7
Standard deviation	14.21
Varian	202.174

Based on the above table the total score of control class in post-test was 2122, mean was 75.78, standard deviation was 14.21, varian was 202.174, median was 82.44, modus was 75.3, range was 44, interval was 7. The researcher got the highest score was 96 and lowest 52 score was. Next, calculation of how to get it could be seen in the appendix 10.the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval Class	F	Percentages
1	52 – 58	3	10.7%
2	59 – 65	5	17.8%
3	66 – 72	3	10.7%
4	73 – 79	7	24.9%
5	80 – 86	1	3.57%
6	87 – 93	5	17.8%
7	94 – 100	4	14.2%
	i=7	28	100%

Based on the above table, it can be drawn at histogram as follow:



B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1)Normality of Experimental Class and Control Class in Pre-Test

Table 14

Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	0.0431	0.161	1.15<1.84	
Control Class	0.1389	0.161		

Based on the above table researcher did the calculation that, the score of experimental class Lo= 0.0431 < Lt= 0.161 with n 27 and Control class Lo= 0.1389< Lt= 0.161 with n 28, and real level α 0.05. cause Lo< Lt in the both class. So, H_o was accepted. It mean that experiment class and control class were distributed normal. (See appendix 11 and 12).

2)Homogeneity of Experimental Class and Control Class in Pre-Test

The coefficient of F_{count} = 1.15 was compared with F table. Where F table was determined at real α = 0.05 and the numerator dk=N-1= 27-1=26 and denominator dk N-1=28-1=27. So, by using the list of critical value at F distribution is got $F_{0.05(26,27)}$ = 1.84 so, it could be concluded that the variant the data of the students' Speaking Ability at SMA N 4 Padangsidimpuan by experimental and control class was homogeneity. The calculation can be seen on the appendix 15.

b. Normality and Homogeneity Post-Test

1)Normality of experimental class and control class in Post-Test

Table 15
Normality and Homogeneity Post-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	t_{count}	t_{table}
Experiment Class	0.0076	0.161	1.45<1.84	
Control Class	0.0895	0.161		

Based on the above table researcher did the calculation that, the score of experimental class Lo= 0.0076 < Lt= 0.161 with n = 27 and control class Lo= 0.0895< Lt= 0.161 with n= 28, real level α was 0.05, cause Lo< Lt in the both class. So, H_a was accepted, it mean that experiment class and control class were distributed normal. The calculation could be seen on the appendix 13 and 14.

2) Homogeneity of Experimental Class and Control Class in Post Test

Then, the coefficient of F_{count} = 1.45 was compared with F table. Where F table was determined at real α = 0.05, and the numerator dk= N-1= 27-1= 26 and denominator dk= N-1=28 -1= 29. So, by using the list of critical value at F distribution was got $F_{0.05(26,27)}$ = 1.84. it showed that F_{count} (1.45) < F_{table} (1.84). So, it could be concluded that the varians from the data of the students speaking ability at SMA N 4 Padangsidimpuan by experimental and control class was homogenous. Researcher Calculation, it could be seen on the appendix 16.

C. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of t-test. Hypothesis alternative (Ha) of research was “There is the effect of Demonstration method on students’ speaking ability in learning procedure text. The result of the researcher calculation could be seem as follow:

Table 16
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.20	2.00	4.18	2.00

$H_a: \mu_1 > \mu_2$

$H_o: \mu_1 \leq \mu_2$

Where:

Ha : There is significant effect of Using Demonstration Method to students speaking ability in Learning Procedure Text.

Ho : There is not significant effect of Using Demonstration Method to students speaking ability in learning Procedure Text.

Based on researcher calculation, researcher found that t_{count} 4.18 while t_{table} 2.00. with opportunity (1-α) = 1-5%= 95% and dt = ($n_1 + n_2 - 2$)= (27+28- 2 = 53, $t_{count} > t_{table}$ (4.18 > 2.00). it meant that hypothesis (Ha) was accepted. So, there is significant effect of demonstration method on students' speaking ability. It described the mean score of experiment class by using Demonstration Method was 80.51, and mean score of control class in using Conventional teaching(without method) was 75.78

D. Discussion

Based on the principles of demonstration method in chapter II. Demonstration method is a teaching method based predominantly on the modeling of knowledge and skill, a form of presentation whereby the teacher or learners show how something works or operates, or how something is done. So, from the calculation above, the researcher appropriated that all the result of researcher has related with previous theory. This fact can be seen from the score of experiment is bigger than control class (80.51> 75.78).

The results and hypotheses testing showed that both these variables have the effect and hypotheses alternative (Ha) was accepted. This meant that students' speaking ability by using Demonstration Method is better than conventional teaching *($\mu_1 > \mu_2$).* Hypotheses zero (Ho) was rejected. Finally, the researcher concluded that Demonstration Method was effective in speaking ability.

E. Threats of the Research

In this research, the researcher found threats of this research as follows:

1. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
2. The students needed more time for working pre-test and post-test. They were shy to do instruction from the researcher.
3. The researcher was lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the researcher took the conclusion as follow:

1. The using demonstration method has the effect on students' speaking ability at grade XI SMA Negeri 4 Padangsidimpuan. So, that from the calculation in previous chapter, the researcher concluded the hypothesis alternative (Ha) was accepted because $t_{count} > t_{table}$ (4.18 > 2.00). Meanwhile, zero hypothesis (H_0) was rejected. It can be seen from the result of calculating in hypothesis , $t_{count} < t_{table}$ (1.20 < 2.00)

B. Suggestion

Based on above conclusion and implication of thus researcher that has mentioned before, the researcher wants to give some suggestion as below:

1. For headmaster, to make students get the goal of learning, the teacher make a good preparation.
2. For the teacher, to increase the students' ability in learning English, especially to increase the students' ability in speaking ability. One of the efficiency and effective method that can increase speaking ability was through demonstration method.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENT CLASS

Nama Sekolah **:** SMA N 4 Padangsidimpuan

Mata Pelajaran **:** Bahasa Inggris

Kelas/ Semester **:** XI/ I

Alokasi Waktu **:** 4 x 45

Jenis Teks **:** Procedure Text

Aspek/Skill **:** Speaking

Standar Kompetensi **:**Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item*

Kompetensi Dasar **:**Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam koteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item.*

Indikator **:**

1. Mengidentifikasi makna dalam teks procedure
2. Memahami vocabulary dalam teks procedure
3. Menampilkan dan berbicara dalam teks procedure

Tujuan Pembelajaran:

1. Siswa mampu mengidentifikasi makna dalam teks procedure
2. Memahami vocabulary dalam teks procedure
3. Siswa mampu menampilkan dan berbicara dalam teks procedure

Materi Pelajaran **:** Procedure Text

Metode Pembelajaran **:** Demonstration Method

Langkah – Langkah Pembelajaran

Pertemuan Pertama

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pendahuluan a. Greeting/salam b. Absensi c. Berdo'a d. Menjelaskan indikator dan memberi motivasi	10 Minutes
2	Kegiatan Inti - Eksplorasi: Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain. a. Explanation phase guru menjelaskan tentang procedure text kepada siswa. b. Demonstration phase guru mendemonstrasikan cara membuat secangkir kopi instant siswa memperhatikan guru - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, dan lain-lain. c. Student Performance yaitu siswa menampilkan cara membuat secangkir kopi instant di depan kelas sedangkan guru mengawasi dan memperhatikan siswa. d. Evaluation Phase guru menilai kemampuan siswa berbicara dan mempraktekkan dan menampilkan cara membuat secangkir kopi instant di depan kelas - Konfirmasi: Guru dan siswa melakukan Tanya jawab seputar materi yang belum dipahami, guru bertanya dan siswa menjawabnya dan sebaliknya.	65 Minutes
3	Kegiatan Penutup: membuat rangkuman/simpulan pelajaran Salam	10 Minutes

Pertemuan Kedua

No	Kegiatan Pembelajaran	Waktu
1	Pendahuluan a. Greeting/salam b. Absensi c. Berdo'a Menjelaskan indikator dan memberi motivasi	10 Minutes
2	Kegiatan Inti - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, dan lain-lain.	65 Minutes

	a. Student Performance yaitu siswa menampilkan cara membuat secangkir susu di depan kelas sedangkan guru mengawas dan memperhatikan siswa. Konfirmasi: Guru dan siswa melakukan Tanya jawab seputar materi yang belum dipahami, guru bertanya dan siswa menjawabnya dan sebaliknya.	
3	Kegiatan Penutup: membuat rangkuman/simpulan pelajaran Salam	10 Minutes

Sumber Belajar

- Relevan Book The Bridge English Competence for senior high school
- Internet
- Dictionary

Evaluasi

- Siswa menampilkan cara membuat secangkir kopi instant.

Penilaian

- Oral Test

Indikator

No	Indikator	Score
1	Accent	5
2	Grammar	5
3	Vocabulary	5
4	Fluency	5
5	Comprehension	5
	Total	25

Materi Ajar

Procedure Text

1. The Definition about Procedure Text

   Procedure text is Procedure text is to describe how something is accomplished thought a sequence of action or steps.
2. Language Feature Procedure Text
   a. The Sentence type is imperative, such as cut, don't mix, hold.
   b. Action verbs such as turn, put, mix.
   c. Connectives to order actions, such as then, while.
   d. Adverbial to state detailed time, place, accurate ways, such as for five minutes, 2 centimetres from the top.

e. Example of Procedure Text

How to Make Sweet Hot Tea

Goal : To ask someone to make something

Materials : Hot water, Tea, Sugar, Glass/ Cup

Steps :

1. First, prepare all the materials
2. Then, boil the water
3. Third, put the tea and sugar into the glass
4. Next, pour hot water into the glass
5. Then, stir the sugar, tea, and hot water at once until the sugar dissolves and the water becomes hard brown
6. Finally, the tea is ready to serve

Mengetahui

English Teacher **Researcher**

Dr. Hj. Siti Masito Sinaga, M.Pd **Laina Tussyaripah**
NIP. 19680808 200212 2 001 **NIM. 11 340 0061**

Kepala Sekolah
SMAN 4 Padangsidimpuan

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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah **:** SMA N 4 Padangsidimpuan

Mata Pelajaran **:** Bahasa Inggris

Kelas/ Semester **:** XI/ I

Alokasi Waktu **:** 4 x 45

Jenis Teks **:** Procedure Text

Aspek/Skill **:** Speaking

Standar Kompetensi **:**Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item*

Kompetensi Dasar **:**Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam koteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive, dan news item.*

Indikator **:**

1. Mengidentifikasi makna dalam teks procedure
2. Memahami vocabulary dalam teks procedure
3. Menampilkan dan berbicara dalam teks procedure

Tujuan Pembelajaran **:**

1. Siswa mampu mengidentifikasi makna dalam teks procedure
2. Memahami vocabulary dalam teks procedure
3. Siswa mampu menampilkan dan berbicara dalam teks procedure

Materi Pelajaran **:** Procedure Text

Metode Pembelajaran **:** Conventional Method (Explanation)

Langkah – Langkah Pembelajaran

Pertemuan Pertama

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pendahuluan a. Greeting/salam b. Absensi c. Berdo'a d. Menjelaskan indikator dan memberi motivasi	10 minutes
2	Kegiatan Inti - Eksplorasi :Guru mengaktifkan siswa sehingga terjadinya interaksi antar peserta didik, antara peserta didik dengan guru,lingkungan dan sumber belajar lain a. Guru menyajikan pelajaran. - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, b. Siswa menjelaskan cara membuat secangkir kopi instant di depan kelas . - Konfirmasi : Guru dan siswa melakukan Tanya jawab seputar materi yang belum dipahami, guru bertanya dan siswa menjawabnya dan sebaliknya.	65 Minutes
3	Penutup a. Salah satu siswa memberi kesimpulan b. Siswa lain merespon	10 minutes

Pertemuan Kedua

No	Kegiatan Pembelajaran	Waktu
1	Pendahuluan a. Greeting/salam b. Absensi c. Berdo'a Menjelaskan indikator dan memberi motivasi	10 minutes
2	Kegiatan Inti - Eksplorasi :Guru mengaktifkan siswa sehingga terjadinya interaksi antar peserta didik, antara peserta didik dengan guru,lingkungan dan sumber belajar lain a. Guru menyajikan pelajaran. - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, b. Siswa menjelaskan cara membuat secangkir susu di depan kelas . - Konfirmasi : Guru dan siswa melakukan Tanya jawab seputar materi yang belum dipahami, guru bertanya dan siswa menjawabnya dan sebaliknya.	65 minutes
3	Penutup	10 minutes

	a. Salah satu siswa memberi kesimpulan b. Siswa lain merespon	

Sumber Belajar

- Relevan Book The Bridge English Competence for senior high school
- Internet
- Dictionary

Evaluasi

- Siswa menampilkan cara membuat secangkir kopi instant.

Penilaian

- Oral Test

Indikator

No	Indikator	Score
1	Accent	5
2	Grammar	5
3	Vocabulary	5
4	Fluency	5
5	Comprehension	5
	Total	25

Mengetahui

English Teacher	Researcher
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Appendix 3

THE INTRUMENTATION FOR PRE-TEST

Every student will present to show about the topic how to make a cup of instant coffee in front of class.

Appendix 4

THE INSTRUMENTATION FOR POST-TEST

Every student will present to show about the topic how to make a cup of milk in front of class

Appendix 5

THE SCORE OF EXPERIMENT CLASS IN PRE-TEST

1. XI IS 1

No	Students Initial Name	Xi	Xi^2
1	ABH	68	4624
2	AMD	88	7744
3	AYS	64	4096
4	ADS	68	4624
5	AXK	52	2704
6	BRD	84	7056
7	BBY	68	4624
8	CDY	44	1936
9	CAN	56	3136
10	DFR	88	7744
11	DBO	72	5184
12	DTW	88	7744
13	DNM	80	6400
14	EMM	88	7744
15	GRA	88	7744
16	KMH	80	6400
17	LFT	68	4624
18	MHR	68	4624
19	MRY	76	5776
20	MHF	52	2704
21	MKS	64	4096
22	MOW	56	3136
23	NVS	44	1936
24	RSD	68	4624
25	SHL	44	1936
26	TWD	68	4624
27	YDA	72	5184
Total		1856	132768

THE SCORE OF CONTROL CLASS IN PRE-TEST

1. **XI IS 3**

No	Students Initial Name	Xi	Xi^2
1	AMS	68	4624
2	ADL	48	2304
3	ALW	84	7056
4	AMR	84	7056
5	ASR	52	2704
6	BLS	60	2704
7	BRY	44	1936
8	HDH	80	6400
9	EDN	88	7744
10	FKI	40	1600
11	FTH	40	1600
12	INA	72	5184
13	MRA	56	3136
14	MGN	56	3136
15	MRN	52	2704
16	MTA	88	7744
17	MLI	52	2704
18	DRG	52	2704
19	NRM	60	3600
20	PRD	88	3600
21	PSP	56	3136
22	PTI	68	4624
23	RHT	44	1936
24	RTH	68	4624
25	ROM	80	6400
26	RKA	68	4624
27	SRN	68	4624
28	WHI	68	4624
		1784	119872

Appendix 6

THE SCORE OF EXPERIMENT CLASS IN POST-TEST

No	Students Initial Name	Xi	Xi^2
1	ABH	72	5184
2	AMD	96	9216
3	AYS	76	5776
4	ADS	88	7744
5	AXK	64	4096
6	BRD	96	9216
7	BBY	80	6400
8	CDY	80	6400
9	CAN	80	6400
10	DFR	92	8464
11	DBO	88	7744
12	DTW	96	9216
13	DNM	88	7744
14	EMM	96	9216
15	GRA	96	9216
16	KMH	76	5776
17	LFT	84	7056
18	MHR	72	5184
19	MRY	80	6400
20	MHF	64	4096
21	MKS	80	6400
22	MOW	80	6400
23	NVS	68	4624
24	RSD	72	5184
25	SHL	64	4096
26	TWD	84	7056
27	YDA	92	8464
Total		2204	182704

THE SCORE OF CONTROL CLASS IN POST-TEST

No	Students Initial Name	Xi	Xi^2
1	AMS	76	5776
2	ADL	76	5776
3	ALW	88	7744
4	AMR	96	9216
5	ASR	68	4624
6	BLS	76	5776
7	BRY	60	3600
8	HDH	92	8464
9	EDN	92	8464
10	FKI	56	3136
11	FTH	52	2704
12	INA	96	9216
13	MRA	60	3600
14	MGN	64	4096
15	MRN	68	4624
16	MTA	96	9216
17	MLI	68	4624
18	DRG	80	6400
19	NRM	56	3136
20	PRD	92	8464
21	PSP	60	3600
22	PTI	90	8100
23	RHT	60	3600
24	RTH	76	5776
25	ROM	96	9216
26	RKA	76	5776
27	SRN	76	5776
28	WHI	76	5776
		2122	166276

Appendix 7

EXPERIMENTAL GROUP IN PRE-TEST

1. The score of experiment class in pre-test from low score to high score:

44	56	68	68	80	88
44	56	68	72	84	88
44	64	68	72	88	
52	64	68	76	88	
52	68	68	80	88	

2. High = 88
   Low = 44
   Range = High-Low
   = 88 – 44
   = 44
3. Total of Classes = 1 + 3.3 log (n)
   = 1 + 3.3 log (27)
   = 1 + 3.3 (1.43)
   = 1 + 4.71
   = 5.71
   = 6
4. Interval = $\frac{range}{total\ of\ class} = \frac{44}{6} = 7$

Interval Class	Fi
44 – 50	3
51 – 57	4
58 – 64	2
65 – 71	7
72 – 78	3
79 – 85	3
86 – 92	5
i=7	27

5. Median

No	Interval of Class	F	Fk
1	44 – 50	3	3
2	51 – 57	4	7
3	58 – 64	2	9
4	65 – 71	7	16
5	72 – 78	3	19
6	79 – 85	3	22
7	86 – 92	5	27

Position of Me in the interval of classes in number 4 that:

Bb = 64.5
F = 4
fm = 7
i = 7
n = 27
1/2n = 13.5

So:

$$Me = Bb + i\left(\frac{\frac{1}{2}n - F}{fm}\right)$$
$$= 64.5 + 7\left(\frac{13.5-4}{7}\right)$$
$$= 64.5 + 7\ (1.35)$$
$$= 64.5 + 9.45$$
$$= 73.95$$

6. Modus

No	Interval of Class	F	Fk
1	44 – 50	3	3
2	51 – 57	4	7
3	58 – 64	2	9
4	65 – 71	7	16
5	72 – 78	3	19
6	79 – 85	3	22
7	86 – 92	5	27

$M_o = L + \frac{d1}{d1+d2} i$

L = 64.5
d_1 = 5
d_2 = 4
i = 7

$M_o = 64.5 + \frac{5}{5.+4} 7$
$= 64.5 + 0.55\ (7)$
$= 64.5 + 3.85$
$= 68.35$

Table for Finding Mean, Variants and Standard Deviation of Experimental Class in Pre-Test

No	**Xi**	**Fi**	**Fixi**	**Xi^2**	**$Fixi^2$**
1	44	3	132	1936	5808
2	52	2	104	2704	5408
3	56	2	112	3136	6272
4	64	2	128	4096	8192
5	68	7	476	4624	32368
6	72	2	144	5184	10368
7	76	1	76	5776	5776
8	80	2	160	6400	12800
9	84	1	84	7056	7056
10	88	5	440	7744	38720
	Total	27	1856	-	132768

7. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{1856}{27} = 68.74$$

8. Varian

The variant is:

$$(S^2) = \frac{Nx\sum FiXi^2 - (\sum FiXi)^2}{N\ (N-1)}$$

$$(S^2) = \frac{27x132768 - (1856)^2}{27\ (27-1)}$$

$$(S^2) = \frac{3584736-3444736}{27(26)}$$

$$(S^2) = \frac{140000}{702}$$

$$(S^2) = 199.430$$

9. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{199.430}$$

$$S = 14.12$$

Appendix 8

CONTROL GROUP IN PRE-TEST

1. The score of control class in pre-test from low score to high score:

40	52	56	68	72	88
40	52	56	68	80	88
44	52	60	68	80	88
44	52	60	68	84	
48	56	68	68	84	

2. High = 88
   Low = 40
   Range = High-Low
   = 88 – 40
   = 48
3. Total of Classes = 1 + 3.3 log (n)
   = 1 + 3.3 log (28)
   = 1 + 3.3 (1.44)
   = 1 + 4.75
   = 5.75
   = 6
4. Interval = $\frac{range}{total\ of\ class} = \frac{48}{6} = 8$

Interval Class	F
40 – 47	4
48 – 55	5
56 – 63	5
64 – 71	6
72 – 79	1
80 – 87	4
88 – 95	3
i=8	28

5. Median

No	Interval of Class	F	Fk
1	40 – 47	4	4
2	48 – 55	5	9
3	56 – 63	5	14

4	64 – 71	6	20
5	72 – 79	1	21
6	80 – 87	4	25
7	88 – 95	3	28

Position of Me in the interval of classes in number 4 that:

Bb = 63.5
F = 4
fm = 6
i = 8
n = 28
1/2n = 14

So:

$$Me = Bb + i\left(\frac{\frac{1}{2}n - F}{fm}\right)$$
$$= 63.5 + 8\left(\frac{14-4}{6}\right)$$
$$= 63.5 + 8\ (1.66)$$
$$= 63.5 + 13.28$$
$$= 76.78$$

6. Modus

No	Interval of Class	F	Fk
1	40 – 47	4	5
2	48 – 55	5	9
3	56 – 63	5	14
4	64 – 71	6	20
5	72 – 79	1	21
6	80 – 87	4	25
7	88 – 95	3	28

$$M_o = L + \frac{d1}{d1+d2}\, i$$

L = 63.5
d_1 = 1
d_2 = 5
i = 8

M_o $= 63.5 + \frac{1}{1+5} 8$
$= 63.5 + 0.16\ (8)$
$= 63.5 + 1.28$
$= 64.78$

Table for Finding Mean, Variants and Standard Deviation of Control Class in Pre-Test

No	**Xi**	**Fi**	**Fixi**	**Xi^2**	**$Fixi^2$**
1	40	4	80	1600	3200
2	44	5	88	1936	3872
3	48	5	48	2304	2304
4	52	6	208	2704	10816
5	56	1	168	3136	9408
6	60	4	120	3600	7200
7	68	3	408	4624	27744
8	72	1	72	5184	5184
9	80	2	160	6400	12800
10	84	2	168	7056	14112
11	88	3	264	7744	23232
	Total	28	1784	-	119872

7. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{1784}{28} = 63.71$$

8. Varian

The variant is:

$$(S^2) = \frac{Nx\sum FiXi^2 - (\sum FiXi)^2}{N\ (N-1)}$$

$$(S^2) = \frac{28x119872 - (1784)^2}{28\ (28-1)}$$

$$(S^2) = \frac{3356416-3182656}{28(27)}$$

$$(S^2) = \frac{173760}{756}$$

$(S^2) = 229.841$

9. Standart deviation

$S = \sqrt{S^2}$

$S = \sqrt{229.841}$

$S = 15.16$

Appendix 9

EXPERIMENTAL GROUP IN POST-TEST

1. The score of experiment class in post-test from low score to high score:

64	72	80	84	92	96
64	72	80	88	92	96
64	76	80	88	92	
68	76	80	88	96	
72	80	80	88	96	

2. High = 96
   Low = 64
   Range = High-Low
   = 96 – 64
   = 32
3. Total of Classes = 1 + 3.3 log (n)
   = 1 + 3.3 log (27)
   = 1 + 3.3 (1.43)
   = 1 + 4.71
   = 5.71
   = 6
4. Interval = $\frac{range}{total\ of\ class} = \frac{32}{6} = 5.3 = 5$

Interval Class	F
64 – 68	4
69 – 73	3
74 – 78	2
79 – 83	6
84 – 88	5
89 – 93	3
94 – 98	4
i= 5	27

5. Median

No	Interval of Class	F	Fk
1	64 – 68	4	4
2	69 – 73	3	7
3	74 – 78	2	9
4	79 – 83	6	15
5	84 – 88	5	20

6	89 – 93	3	23
7	94 – 98	4	27

Position of Me in the interval of classes in number 4 that:

Bb = 78.5
F = 4
fm = 6
i = 5
n = 27
1/2n = 13.5

So:

$$Me = Bb + i\left(\frac{\frac{1}{2}n-F}{fm}\right)$$
$$= 78.5 + 5\left(\frac{13.5-4}{6}\right)$$
$$= 78.5 + 5\ (1.58)$$
$$= 78.5 + 7.9$$
$$= 86.4$$

6. Modus

No	Interval of Class	F	Fk
1	64 – 68	4	4
2	69 – 73	3	7
3	74 – 78	2	9
4	79 – 83	6	15
5	84 – 88	5	20
6	89 – 93	3	23
7	94 – 98	4	27

$$M_o = L + \frac{d1}{d1+d2}\ i$$

L = 78.5
d_1 = 4
d_2 = 1
i = 5

$$M_o = 78.5 + \frac{4}{4.+1}\ 5$$
$$= 78.5 + 0.8\ (5)$$
$$= 78.5 + 4$$
$$= 82.5$$

Table for Finding Mean, Variants and Standard Deviation of Experimental Class in Post-Test

No	**Xi**	**Fi**	**Fixi**	**Xi^2**	**$Fixi^2$**
1	64	3	192	4096	12288

2	68	1	68	4624	4624
3	72	3	216	5184	15552
4	76	2	152	5776	11552
5	80	6	480	6400	38400
6	84	1	84	7056	7056
7	88	4	352	7744	30976
8	92	3	276	8464	25392
9	96	4	384	9216	36864
	Total	27	2174	-	182704

10. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{2174}{27} = 80.51$$

11. Varian

The variant is:

$$(S^2) = \frac{Nx\sum FiXi^2 - (\sum FiXi)^2}{N\,(N-1)}$$

$$(S^2) = \frac{27x182704 - (2174)^2}{27\,(27-1)}$$

$$(S^2) = \frac{4933008-4726276}{27(26)}$$

$$(S^2) = \frac{206732}{702}$$

$$(S^2) = 294.490$$

12. Standart deviation

$S = \sqrt{S^2}$

$S = \sqrt{294.490}$ S = 17.16

Appendix 10

CONTROL CLASS IN POST-TEST

1. The score of control class in post-test from low score to high score:

52	60	68	76	90	96
56	60	76	76	92	96
56	64	76	76	92	96
60	68	76	80	92	
60	68	76	88	96	

2. High = 96
   Low = 52
   Range = High-Low
   = 96 – 52
   = 44
3. Total of Classes = 1 + 3.3 log (n)
   = 1 + 3.3 log (28)
   = 1 + 3.3 (1.44)
   = 1 + 4.75
   = 5.75
   = 6
4. Interval = $\frac{range}{total\ of\ class} = \frac{44}{6} = 7.3 = 7$

Interval Class	F
52 – 58	3
59 – 65	5
66 – 72	3
73 – 79	7
80 – 86	1
87 – 93	5
94 – 100	4
i= 7	28

5. Median

No	Interval of Class	F	Fk
1	52 – 58	3	3
2	59 – 65	5	8

3	66 – 72	3	11
4	73 – 79	7	18
5	80 – 86	1	19
6	87 – 93	5	24
7	94 – 100	4	28

Position of Me in the interval of classes in number 4 that:

Bb = 72.5
F = 4
fm = 7
i = 7
n = 28
1/2n = 14

So:

$$Me = Bb + i\left(\frac{\frac{1}{2}n - F}{fm}\right)$$
$$= 72.5 + 7\left(\frac{14-4}{7}\right)$$
$$= 72.5 + 7\,(1.42)$$
$$= 72.5 + 9.94$$
$$= 82.44$$

6. Modus

No	Interval of Class	F	Fk
1	52 – 58	3	3
2	59 – 65	5	8
3	66 – 72	3	11
4	73 – 79	7	18
5	80 – 86	1	19
6	87 – 93	5	24
7	94 – 100	4	28

$$M_o = L + \frac{d1}{d1+d2}\,i$$

L = 72.5
d_1 = 4
d_2 = 6
i = 7

$$M_o = 72.5 + \frac{4}{4.+6}\,7$$
$$= 72.5 + 0.4\,(7)$$
$$= 72.5 + 2.8$$
$$= 75.3$$

Table for Finding Mean, Variants and Standard Deviation of Control Class in Post-Test

No	Xi	Fi	Fixi	Xi^2	$Fixi^2$
1	52	1	52	2704	2704
2	56	2	112	3136	6272
3	60	4	240	3600	14400
4	64	1	64	4096	4096
5	88	3	204	4624	13872
6	76	7	532	5776	40432
7	80	1	80	6400	6400
8	88	1	88	7744	7744
9	90	1	90	8100	8100
10	92	3	276	8464	25392
11	96	4	384	9216	36864
	Total	28	2122	-	166276

7. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$\bar{X} = \frac{\sum FiXi}{Fi} = \frac{2122}{28} = 75.78$$

8. Varian

The variant is:

$$(S^2) = \frac{Nx\sum FiXi^2 - (\sum FiXi)^2}{N\,(N-1)}$$

$$(S^2) = \frac{28x166276 - (2122)^2}{28\,(28-1)}$$

$$(S^2) = \frac{4655728-4502884}{28(27)}$$

$$(S^2) = \frac{152844}{756}$$

$$(S^2) = 202.174$$

9. Standard deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{202.174}$$

$$S = 14.21$$

Appendix 11

THE NORMALITY OF EXPERIMENTAL CLASS IN PRE-TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	44	3	3	-1.80	0.0359	0.11	-0.0741
2	52	2	5	-1.23	0.1093	0.18	-0.0707
3	56	2	7	-0.94	0.1736	0.25	-0.0764
4	64	2	9	-0.37	0.3556	0.33	0.0256
5	68	7	16	-0.09	0.4641	0.59	-0.1259
6	72	2	18	-0.19	0.4246	0.66	-0.2354
7	76	1	19	0.47	0.6808	0.70	-0.0192
8	80	2	21	0.76	0.7763	0.77	0.0063
9	84	1	22	1.05	0.8531	0.81	**0.0431**
10	88	5	27	1.33	0.9082	1	-0.0981

To find Z score by using this formula

$$Zi = \frac{xi - \bar{x}}{S}$$

To find S(Zi) score by using this formula:

$$S(Zi) = \frac{F.kum}{N}$$

Based on the table above, researcher calculate that score of control class in post test L0 = 0.0431 < Lt = 0.161 with n = 27 and real level α 0.05. it means that the score of control class in pre test is distributed normal.

Appendix 12

THE NORMALITY OF CONTROL CLASS IN PRE-TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	40	2	2	-0.81	0.2089	0.07	**0.1389**
2	44	2	4	-0.68	0.2482	0.14	0.1082
3	48	1	5	-0.55	0.2911	0.17	0.1211
4	52	4	9	-0.42	0.3372	0.32	0.0172
5	56	3	12	-0.29	0.3859	0.42	-0.0341
6	60	2	14	-0.16	0.4364	0.5	-0.0636
7	68	6	20	0.10	0.5398	0.71	-0.1702
8	72	1	21	0.23	0.5909	0.75	-0.1591
9	80	2	23	0.49	0.6879	0.82	-0.1321
10	84	2	25	0.62	0.7323	0.89	-0.1577
11	88	3	28	0.75	0.7733	1	-0.2267

To find Z score by using this formula

$$Zi = \frac{xi - \bar{x}}{S}$$

To find S(Zi) score by using this formula:

$$S(Zi) = \frac{F.kum}{N}$$

Based on the table above, researcher calculate that score of control class in post test L0 = 0.1389 < Lt = 0.161 with n = 28 and real level α 0.05. it means that the score of control class in pre test is distributed normal.

Appendix 13

THE NORMALITY OF EXPERIMENTAL CLASS IN POST TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	64	3	3	-1.88	0.0300	0.11	-0.08
2	68	1	4	-1.46	0.0721	0.14	-0.0679
3	72	3	7	-1.04	0.1491	0.25	-0.1009
4	76	2	9	-0.61	0.2709	0.33	-0.0591
5	80	6	15	-0.19	0.4246	0.55	-0.1254
6	84	1	16	0.22	0.5870	0.59	-0.003
7	88	4	20	0.65	0.7421	0.74	0.0021
8	92	3	23	1.07	0.8576	0.85	**0.0076**
9	94	4	27	1.49	0.9318	1	-0.0682

To find Z score by using this formula

$$Zi = \frac{xi - \bar{x}}{S}$$

To find S(Zi) score by using this formula:

$$S(Zi) = \frac{F.kum}{N}$$

Based on the above table, researcher calculate that the score of experimental class in post test L0= 0.0076 < Lt= 0.161 with n = 27 and real level α 0.05. it means that experimental class in post test is distributed normal.

Appendix 14

THE NORMALITY OF CONTROL CLASS IN POST TEST

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	52	1	1	-1.74	0.0409	0.03	0.0109
2	56	2	3	-1.45	0.0735	0.10	-0.0265
3	60	4	7	-1.16	0.1230	0.25	-0.127
4	64	1	8	-0.87	0.1921	0.28	-0.0879
5	68	3	11	-0.59	0.2775	0.39	-0.1125
6	76	7	18	-0.01	0.4960	0.64	-0.144
7	80	1	19	0.26	0.6025	0.67	-0.0675
8	88	1	20	0.84	0.7995	0.71	**0.0895**
9	90	1	21	0.98	0.8364	0.75	0.0864
10	92	3	24	1.13	0.8707	0.85	0.0207
11	96	4	28	1.41	0.9207	1	-0.0793

To find Z score by using this formula

$$Zi = \frac{xi - \bar{x}}{S}$$

To find S(Zi) score by using this formula:

$$S(Zi) = \frac{F.kum}{N}$$

Based on the above table, researcher calculate that the score of control class in post-test L0= 0.0895 < Lt= 0.161 with n = 28 and real level α 0.05. it means that control class in post-test is distributed normal.

Appendix 15

HOMOGENEITY PRE-TEST

To calculate homogenity in pre-test can be used the formula below:

$$\frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$\frac{229.841}{199.430} = 1.15$$

Based on the above calculation, the coefficient of F_{count} is compared with $F_{table.}$ Where F_{table} was determined at real $\alpha = 0.05$, and the same numerator dk = N-1 = 27-1 = 26 and denomirator dk N-1= 28-1= 27. It shows that F_{count} (1.15) < F_{table} (1.84).So, by using the list of critical value at F distribution is got F 0.05 (26,27) = 1.84. So, it can be concluded that the variant from the data expeimental and control class was homogeny.

Appendix 16

HOMOGENEITY POST-TEST

To calculate homogenity in pre-test can be used the formula below:

$$\frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$\frac{294.490}{202.174} = 1.45$$

Based on the above calculation, the coefficient of F_{count} is compared with $F_{table.}$ Where F_{table} was determined at real $\alpha = 0.05$, and the same numerator dk = N-1 = 27-1 = 26 and denomirator dk N-1= 28-1= 27. It shows that F_{count} (1.45)< F_{table} (1.84).So, by using the list of critical value at F distribution is got F 0.05 (26,27) = 1.84. So, it can be concluded that the variant from the data expeimental and control class was homogeny.

Appendix 17

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

Experimental Group

X = 68.29

S = 199.430

S_1 = 14.12

Control Group

X = 63.71

S = 229.841

S_1 = 15.16

The formula was used to analysis homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \frac{\sqrt{n1-1)\, S^2_{1+\ (n2-1)S^2_2}}}{n1 + n2 = 2}$$

So: $S = \frac{\sqrt{(27-1)199.430+(28-1)229.841}}{27+28-2}$

$= \frac{\sqrt{26\ (199.430)+\ 27\ (229.841)}}{53}$

$= \frac{\sqrt{5185.18+-6205.707}}{53}$

$= \frac{\sqrt{11390.88}}{53}$

$= \sqrt{214.922} = 14.66$

So = $t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$

$t = \frac{68.29 - 63.71}{14.66\sqrt{\frac{1}{27} + \frac{1}{28}}}$

$= \frac{4.58}{14.66\sqrt{0.037 + 0.035}}$

$= \frac{4.58}{14.66(0.26)}$

$= \frac{4.58}{3.81} = 1.20$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{count} = 1.57$ with opportunity (1-α)= 1- 5% = 95% and dk = $n_1 + n_2 - 2 = 27 + 28 - 2 = 53$, researcher found that $t_{table} = 2.004$, cause $t_{count} > t_{table}$ (1.20 < 2.004). So, H_0 was accepted, it means that there is no effect of using Demonstration Method on speaking ability.

Appendix 18

T_{test} OF THE BOTH AVERAGES IN POST-TEST

Experimental Group

X = 80.51

S = 294.490

S_1 = 17.16

Control Group

X = 75.78

S = 202.174

S_1 = 14.21

The formula was used to analysis homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with S} = \frac{\sqrt{n1-1)\, S^2_{1+\ (n2-1)S_2^2}}}{n1+n2=2}$$

So: $S = \frac{\sqrt{(27-1)294.490+(28-1)202.174}}{27+28-2}$

$= \frac{\sqrt{26\ (294.490)+\ 27\ (202.174)}}{53}$

$= \frac{\sqrt{7656.74+5458.698}}{53}$

$= \frac{\sqrt{13115.43}}{53}$

$= \sqrt{247.460}$

= 15.73

So = $t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$

$t = \frac{80.51 - 75.78}{15.73\sqrt{\frac{1}{27} + \frac{1}{28}}}$

$= \frac{4.73}{15.73\sqrt{0.037 + 0.035}}$

$= \frac{4.73}{15.73\ (0.072)}$

$= \frac{4.73}{1.13}$

= 4.18

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = 4.18 with opportunity (1-α)= 1- 5% = 95% and dk = n_1 + n_2 – 2 = 27 + 28 -2 = 53, researcher found that t_{table} = 2.004, cause $t_{count} > t_{table}$ (4.18 > 2.004). So, H_a was accepted, it that there is effect of using demonstration method on speaking ability.

Appendix 19

Table Liliefors

Ukuran Sampel	**Taraf Nyata ($\propto$)**				
	0.01	**0.05**	**0.10**	**0.15**	**0.20**
n= 4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.200	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
n>30	1.031	0.886	0.85	0.768	0.736
	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$	$\sqrt{n}$

Appendix 20

PERCENTAGE POINTS OF THE T DISTRIBUTION

Tail probabilities									
One	Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
two	Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
E	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
G	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
R	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
E	5	1.476	2.015	2.571	3.375	4.032	5.893	6.869	5
E	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
S	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
O	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
F	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
F	12	1.356	1.782	2.279	2.682	3.055	3.930	4.318	12
R	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
E	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
E	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
D	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
O	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
M	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.719	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40
	42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
	44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
	46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46

	48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
	50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
	55	1.297	1.673	**2.004**	2.396	2.668	3.245	3.476	**55**
	60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
	65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
	70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
	80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
	100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
	150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
	200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two	Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One	Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
Tail probabilities									

Appendix 22

Photos of Research