



IMPROVING STUDENTS' SPEAKING SKILL
BY USING DEMONSTRATION METHOD AT GRADE X
SMA NEGERI 1 BATANG ANGKOLA

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
A Partial Fulfillment of the Requirements for degree of
Islamic Education Subalar (SPd.I) in English*

By:

HENI SYAMFITRI HANIHUAN
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ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPUNAN
2014



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By:

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**ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014**



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Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to HeniSyahfitriHasibuan, entitle **"IMPROVING STUDENTS' SPEAKING SKILL BY USING DEMONSTRATION METHOD AT GRADE X SMA N 1 BATANG ANGKOLA"**.We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

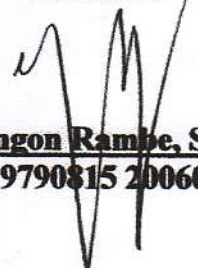
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Had written this thesis with consultative aids of advisors, devoid plagiarism and others' un-registered advice based on Students' Code case 14 verses 2.

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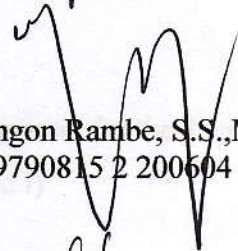


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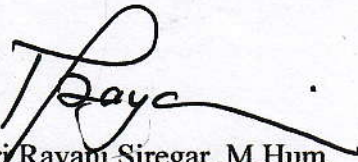


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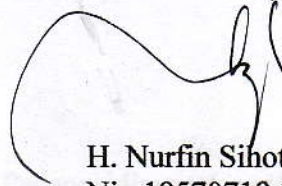
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IPK : 3.08
Predicate : Very Good



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Demonstration Method at Grade X SMA N 1
Batang Angkola**

Written by : **Heni Syahfitri Hasibuan**

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Padangsidempuan, 15 AGUSTUS 2014



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This thesis is presented to the English Study Program of Institute for Islamic Studies (IAIN) Padangsidempuan as partial fulfillment of the requirement for degree of strata I (S1).

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2. Mrs. Hj. Zulhimma, S.Ag, M.Pd, as the Dean of Department.
3. Mrs. Rayendriani Fahmei Lubis, M.Ag, as the Chief of English Study departement IAIN Padangsidempuan.
4. All lecturers and staff in English Study department who had given their valuable, advice, and cooperative.

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May Allah, The almighty bless them all, Amin.

Padangsidempuan, 17 Februari 2014
The researcher



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BY USING DEMONSTRATION METHOD AT GRADE X
SMA NEGERI 1 BATANG ANGKOLA

ABSTRACT

The thesis was originated by the important background which was needed to improve students' speaking skill in the English learning at SMA N 1 Batang Angkola. Students' achievement is low, the lack of students' self-confidents and the using of un-appropriate method. Solving those problems, researcher conducted classroom action research by using demonstration method to improve students' speaking skill.

This research used qualitative approach to describe the improvement of speaking skill and to explain the influencing factors of students' speaking skill. The research used two cycles within English learning. The research purposed to describe the students' speaking skill and influencing factors by collecting data through testing, observation, and interview.

Based on the result, showed the students' speaking skill mean score was improved. The mean score in first cycle was 12 and the percentage was 48%. In the assessment criteria accent 1.82, grammar 2.41, vocabulary 2.14, fluency 2.61, and comprehension 3. The mean score in second cycles was 19 and the percentage was 76%. In the assessment criteria accent 3.47, grammar 3.76, vocabulary 3.70, fluency 3.85, and comprehension 4.20. Therefore, the mean score and percentage in the second cycles was higher than first cycle. The internal factors are Pronunciation on difficult of word; teacher motivates the students to do good pronunciation, difficult to build sentence; teacher teaches about grammar, Students' limited adequacies vocabulary; students seeking the meaning of difficult words, students' use Batakness; teacher clarifies that it is reflected on their bad attitude, Interacting by using simple utterances to be more understandable; students' use longer suitable word. The external factors seat formation helping students to watch the demonstration, and the real material helping students to be fully interactive. It can be concluded that using demonstration method in the English learning improved students' speaking skill and there factors influencing the speaking skill.

Appendix

Students' Speaking Skill Score in the First Meeting*

No	Name	Speaking score					Total
		accent	grammar	vocabulary	Fluency	comprehension	
1	AR	1	2	2	2	2	9
2	AH	2	2	2	1	1	8
3	AS	2	1	1	2	2	8
4	AW	1	1	1	1	1	5
5	AA	2	2	2	2	2	10
6	CM	2	1	1	1	1	6
7	FA	1	1	1	1	1	5
8	FS	2	2	2	1	1	8
9	FK	1	1	2	2	1	7
10	FA	1	1	1	2	2	7
11	GP	2	1	3	1	2	9
12	HS	1	2	2	2	1	8
13	HH	2	2	2	1	1	8
14	HK	1	1	2	2	2	8
15	KH	1	2	2	2	1	8
16	LS	1	1	1	1	1	5
17	MD	2	2	2	2	1	9
18	MS	1	2	3	1	2	9
19	MND	1	2	2	1	1	7
20	MW	2	2	2	1	1	8
21	MI	2	2	2	2	1	9
22	MS	2	2	1	1	1	7
23	NN	3	1	1	1	1	7
24	NH	1	1	1	1	2	6
25	NMS	1	1	2	2	2	8
26	NS	1	2	1	2	1	7
27	PP	2	2	1	1	2	8
28	RF	2	2	1	1	2	8
29	RJ	2	2	2	2	1	9
30	RH	2	1	1	1	1	6
31	RE	2	2	2	2	2	10
32	SD	2	1	1	1	1	6
33	SS	1	1	1	1	2	6
34	YK	1	2	1	2	1	7
Total		53	53	54	49	47	256
Mean score		1.55	1.55	1.58	1.44	1.38	7.52

Appendix

Students' Speaking Skill Score in Cycle 1*

No	Name	Speaking score					Total
		accent	grammar	vocabulary	Fluency	comprehension	
1	AR	1	3	2	3	2	11
2	AH	2	3	2	3	2	12
3	AS	1	2	2	2	2	9
4	AW	2	2	2	3	3	12
5	AA	2	3	2	3	2	12
6	CM	2	3	3	3	3	14
7	FA	2	2	2	3	3	12
8	FS	3	3	3	3	3	15
9	FK	3	3	2	3	3	14
10	FA	1	3	2	3	3	12
11	GP	3	3	3	3	4	16
12	HS	2	3	2	3	4	14
13	HH	3	3	3	3	3	15
14	HK	2	2	1	2	2	9
15	KH	1	2	2	2	3	10
16	LS	1	2	2	3	3	11
17	MD	2	2	2	2	2	10
18	MS	2	2	2	2	3	11
19	MND	2	2	3	3	4	14
20	MW	2	3	2	3	4	14
21	MI	1	2	1	3	3	10
22	MS	1	2	2	2	2	9
23	NN	2	2	3	3	4	14
24	NH	1	2	1	2	3	9
25	NMS	2	3	2	2	3	12
26	NS	1	2	2	3	4	12
27	PP	1	2	2	2	3	10
28	RF	2	1	2	2	3	10
29	RJ	2	3	2	2	3	12
30	RH	2	2	3	2	3	13
31	RE	3	3	3	4	4	17
32	SD	1	2	2	2	3	10
33	SS	2	2	2	3	4	12
34	YK	2	3	2	2	3	12
Total		62	82	73	89	102	408
Mean score		1.82	2.41	2.14	2.61	3	12

Appendix

Students' Speaking Skill Score in Cycle 2*

No	Name	Speaking score					Total
		accent	grammar	vocabulary	Fluency	comprehension	
1	AR	3	4	3	4	5	19
2	AH	4	4	3	4	4	19
3	AS	3	4	3	4	4	18
4	AW	4	4	5	4	5	22
5	AA	4	4	4	4	4	20
6	CM	3	4	4	4	4	19
7	FA	3	3	4	4	4	18
8	FS	3	3	3	3	3	15
9	FK	3	4	3	4	3	17
10	FA	3	3	4	4	5	19
11	GP	3	3	3	3	3	15
12	HS	3	4	4	5	5	21
13	HH	4	3	3	3	4	17
14	HK	5	4	4	3	3	19
15	KH	3	4	3	4	3	17
16	LS	4	3	4	5	5	21
17	MD	4	5	5	4	4	22
18	MS	3	4	3	4	3	22
19	MND	4	5	4	5	4	22
20	MW	3	4	4	5	4	20
21	MI	4	4	4	3	3	18
22	MS	4	4	4	4	5	21
23	NN	3	4	4	3	5	19
24	NH	4	4	4	3	4	19
25	NMS	3	3	3	3	4	16
26	NS	3	3	4	4	5	19
27	PP	3	3	3	3	4	16
28	RF	4	4	4	5	5	22
29	RJ	4	5	5	5	5	24
30	RH	4	4	4	4	4	20
31	RE	3	3	4	4	4	18
32	SD	3	4	3	4	4	18
33	SS	4	3	3	4	5	18
34	YK	3	4	4	4	5	20
Total		118	128	126	131	143	646
Mean score		3.47	3.76	3.70	3.85	4.20	19

Appendix C

Students' Speaking Skill Score in the Third Meeting*

No	Name	Speaking score					Total
		accent	grammar	vocabulary	Fluency	comprehension	
1	AR	3	3	3	3	3	15
2	AH	2	3	3	2	2	12
3	AS	3	3	4	4	4	18
4	AW	3	4	4	4	4	20
5	AA	3	3	3	3	3	15
6	CM	2	3	4	3	3	15
7	FA	2	2	2	3	3	12
8	FS	3	4	3	4	4	18
9	FK	3	3	4	4	5	19
10	FA	2	2	3	3	3	13
11	GP	3	3	3	3	4	16
12	HS	4	4	4	4	5	21
13	HH	4	4	4	4	4	20
14	HK	3	3	3	4	4	17
15	KH	2	3	3	4	4	16
16	LS	3	3	4	3	4	17
17	MD	4	4	4	5	5	22
18	MS	3	3	4	4	4	18
19	MND	4	4	4	5	5	22
20	MW	3	3	4	4	4	18
21	MI	2	3	3	4	4	16
22	MS	3	4	4	4	4	19
23	NN	3	3	3	3	4	16
24	NH	3	3	4	4	4	18
25	NMS	4	5	4	5	5	23
26	NS	4	4	5	5	5	23
27	PP	4	4	5	5	5	23
28	RF	4	4	4	4	4	20
29	RJ	3	4	3	4	5	19
30	RH	4	5	4	5	4	22
31	RE	4	4	4	5	5	22
32	SD	3	3	3	3	3	15
33	SS	3	3	3	3	3	15
34	YK	3	4	3	4	3	17
Total		106	117	122	131	136	612
Mean score							18

Appendix

Lesson Plan in Cycle 1

Lesson Plan 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institute : SMA Negeri 1 Batang Angkola
Subject : Bahasa Inggris
Class/semester : X
Meeting : 1 & 2
Duration : 2 x 45 minutes

A. Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: **Explain of opinion, Expressing different of kinds intention**
2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: **Explain of opinion, Expressing different of kinds intention**

C. Indikator

1. Mengidentifikasi makna tindak tutur Explain of opinion, Expressing different of kinds intention
2. Menggunakan tindak tutur Explain of opinion, Expressing different of kinds intention

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon dengan benar terhadap tindak tutur: Explain of opinion, Expressing different of kinds intention

2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal / transaksional: explain of opinion, Expressing different of kinds intention

F. Metode Pembelajaran/strategi:

Demonstration method

G. Materi Pembelajaran

How to make instant coffee

H. Langkah-langkah Kegiatan Pembelajaran

Langkah-langkah pembelajaran demonstrasi

1. Tahap persiapan

- Merumuskan tujuan yang harus dicapai oleh siswa setelah proses demonstrasi berakhir
- Mempersiapkan garis besar langkah-langkah demonstrasi
- Melakukan uji coba demonstrasi

2. Tahap pelaksanaan

a) Langkah pembukaan

- Mengucapkan salam dengan ramah kepada siswa
- Membentuk kelompok dan mengatur tempat duduk agar semua siswa dapat memperhatikan dengan jelas apa yg didemonstrasikan
- Mengemukakan tujuan yang harus dicapai oleh siswa
- Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari pelaksanaan demonstrasi

b) Langkah pelaksanaan demonstrasi

- Merangsang siswa untuk berfikir agar tertarik untuk memperhatikan demonstrasi
- Menciptakan suasana yang menyenangkan dengan menghindari suasana yang menegangkan
- Guru mulai mendemonstrasikan bagaimana cara membuat kopi dengan dengan memperagakannya didepan kelas

- Setelah demonstrasi selesai guru meminta siswa untuk melakukan demonstrasi dengan kelompoknya
 - Guru mengobserpasi kemampuan berbicara siswa melalui demonstrasi dan memberikan penilaian
- c) Langkah mengakhiri demonstrasi
- Siswa di minta untuk membuat rangkuman tentang materi yang di pelajari
 - Siswa diberikan tugas yang terkait dengan materi yang dipelajari
 - Menyampaikan rencana pembelajaran pada pertemuan berikutnya

IX. Learning Sources: Headlight 1 Penerbit Erlangga, Lks Bahasa Inggris Penerbit Eksis

X. Learning Evaluation

Technique : individual performance
 Form : oral presentation
 Instrument : rubric of evaluation

Validator

Padangsidempuan, May , 2013
The teacher

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Appendix

Lesson Plan in Cycle 2

Lesson Plan 2 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institute : SMA Negeri 1 Batang Angkola
Subject : Bahasa Inggris
Class/semester : X
Meeting : 3 & 4
Duration : 2 x 45 minutes

A. Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: **Explain of opinion, Expressing different of kinds intention**
2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: **Explain of opinion, Expressing different of kinds intention**

C. Indikator

1. Mengidentifikasi makna tindak tutur Explain of opinion, Expressing different of kinds intention
2. Menggunakan tindak tutur Explain of opinion, Expressing different of kinds intention

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon dengan benar terhadap tindak tutur: Explain of opinion, Expressing different of kinds intention
2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal / transaksional: explain of opinion, Expressing different of kinds intention

F. Metode Pembelajaran/strategi:

Demonstration plus method

Problems solving

1. Teacher and students mutually designed demonstration together
2. Teacher gave the roles before the day of execution so that students had preparation
3. Teacher explained clearly as in the first cycle
4. Teacher advised students to be interactive by not thinking about right and wrong
5. Teacher solved students' worry-ness by having close approach (face to face conversation)
6. Teacher holds motivating students.

G. Materi pembelajaran

How to make fried noodle

H. Langkah-langkah Kegiatan Pembelajaran

Langkah-langkah pembelajaran demonstrasi

1. Tahap persiapan
 - Merumuskan tujuan yang harus dicapai oleh siswa setelah proses demonstrasi berakhir
 - Mempersiapkan garis besar langkah-langkah demonstrasi
 - Melakukan uji coba demonstrasi
2. Tahap pelaksanaan
 - a) Langkah pembukaan
 - Mengucap kan salam dengan ramah kepada siswa
 - Membentuk kelompok dan mengatur tempat duduk agar semua siswa dapat memperhatikan dengan jelas apa yg didemonstrasikan
 - Mengemukakan tujuan yang harus dicapai oleh siswa

- Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari pelaksanaan demonstrasi

b) Langkah pelaksanaan demonstrasi

- Merangsang siswa untuk berfikir agar tertarik untuk memperhatikan demonstrasi
- Menciptakan suasana yang menyejukkan dengan menghindari suasana yang menegangkan
- Guru mulai mendemonstrasikan bagaimana cara membuat mie goreng dengan dengan memperagakannya didepan kelas
- Setelah demonstrasi selesai guru meminta siswa untuk melakukan demonstrasi dengan kelompoknya
- Guru mengobserpasi kemampuan berbicara siswa melalui demonstrasi dan memberikan penilaian

c) Langkah mengakhiri demonstrasi

- Siswa di minta untuk membuat rangkuman tentang materi yang di pelajari
- Siswa diberikan tugas yang terkait dengan materi yang dipelajari
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

IX. Learning Sources: Headlight 1 Penerbit Erlangga, Lks Bahasa Inggris Penerbit Eksis

X. Learning Evaluation

Technique : individual performance
 Form : oral presentation
 Instrument : rubric of evaluation

Validator

Padangsidimpuan, May , 2013
The teacher

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Appendix

The Test First Cycle

The Research Instrument of Speaking Skill

HOW TO MAKE INSTANT COFFEE

1. Hot water
2. Instant coffee
3. Milk
4. Sugar/sweeteners (optimal)

1. Put a teaspoon of instant coffee into the mug.



2. Boil some water in the electric kettle, and then wait for the water to stop simmering. Water above 90°C will scorch the coffee and destroy its flavor, so it's important to wait for the boiling sound to stop.



3. Fill $\frac{3}{4}$ of the cup with the boiled water, and then stir with the teaspoon until all the instant coffee is dissolved.



4. Fill the remaining $\frac{1}{4}$ of the mug. With milk or cream, then stir with the teaspoon again.



- If the coffee is too bitter for your tastes, either add less instant coffee or add some sugar. You can also add more milk.

Appendix
The Test Second Cycle
The Research Instrument of Speaking Skill

HOW TO MAKE FRIED NOODLE

Bahan-bahan

1. Noodle instant
2. Hot Water

Cooking instructions / cara memasak:

1. Boil 400ml (2 glasses) of water in a pan. Add noodle, stir slowly for 3 minutes.
(masakan mie dalam 400cc (2 gelas) air mendidih, aduk selama 3 menit).
2. While the noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl.
(siapkan bumbu, minyak bumbu, kecap dan saos cabe dipiring, sambil menunggu mie masak)
3. Take the cooked noodle from the boiling water and drain it.
(keluarkan mie dari air dan tiriskan)
4. Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce mix well.
(campurkan mie dengan bumbu, kecap dan saos cabe, aduk hingga rata)
5. Sprinkle fried crispy onion, Mie sedap is ready to be served.
(taburkan bawang goreng renyah dan mie sedap is ready to be served)

Appendix D

Indicators List of Teacher Classroom Procedures in Cycle 1*

Physic appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energetic and enthusiastic		
Writing and explaining integrated		
Writing is nice and readable		
Having certain sequence system		
Procedures		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
Material		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
Reinforcement and interaction with students		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
Sound and classroom management		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		

Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Siti syahrani, S.Pd

Appendix H

Indicators List of Teacher Classroom Procedures in Cycle 2*

Physic Appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energetic and enthusiastic		
Writing and explaining integrated		
Writing is nice and readable		
Having certain sequence system		
Procedures		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
Material		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
Reinforcement and interaction with students		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
Sound and classroom management		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		

Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Siti syahrani, S.Pd

Table of Rubric Speaking Score

No	Aspect	Criteria	Score
1	Accent	✓ Pronunciation frequently unintelligible	1
		✓ Frequent gross errors and a very heavy accent make understanding difficult	2
		✓ “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
		✓ Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.	4
		✓ No conspicuous mispronunciations, but would not be taken for a native speaker	5
2	Grammar	✓ Grammar almost entirely inaccurate phrases.	1
		✓ Constant errors showing of very few major patterns and frequently preventing communication	2
		✓ Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
		✓ Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.	4
		✓ Few errors, with no pattern of failure.	5
3	Vocabulary	✓ Vocabulary inadequate for even the simplest conversation	1
		✓ Vocabulary limited to basic personal and survival areas (time, food, transportation, family).	2
		✓ Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics	3
		✓ Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution	4
		✓ Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	5

4	Fluency	<ul style="list-style-type: none"> ✓ Speech is no halting and fragmentary that conversation is virtually impossible ✓ Speech is very slow and uneven except for short or routine sentences ✓ Speech is frequently hesitant and jerky: sentence may be left uncompleted ✓ Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. ✓ Speech is effortless and smooth, but perceptibly non-native in speed and evenness. 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">5</p>
5	Comprehension	<ul style="list-style-type: none"> ✓ Understands too little for the simplest types of conversation ✓ Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing. ✓ Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing ✓ Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing. ✓ Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech 	<p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">5</p>

Students' interview

1	Kenapa	Accent Grammar Vocabulary Fluency comprehension	Kamurendah, apamasalahnya ?
2	Kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamutinggi, apaalasannya ?
3	Kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamumenurun, apamasalahnya ?
4	Kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamumeningkat, apaalasannya ?

Appendix

Students' Mean Score Analysis

- ✓ The first meeting score:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{256}{34} \times 100\% = 7.52\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the first meeting

- ✓ The first cycle score:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{408}{34} \times 100\% = 12\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the first cycle

- ✓ The second cycle score:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{614}{34} \times 100\% = 19\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the second cycle

Students' speaking skill percentage in all cycles

Cycle 1:

$$p = \frac{x}{y} \times 100\% = \frac{12}{25} \times 100\% = 48\%$$

Cycle 2:

$$p = \frac{x}{y} \times 100\% = \frac{19}{25} \times 100\% = 76\%$$

p : percentage

x : mean score

y : ideal mean score

Students' Speaking Skill Mean Score Analysis

Cycle 1

1. Accent :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{62}{34} \times 100\% = 1.82$$

2. Grammar :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{82}{34} \times 100\% = 2.41$$

3. Vocabulary :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{73}{34} \times 100\% = 2.14$$

4. Fluency :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{89}{34} \times 100\% = 2.61$$

5. Comprehension :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{102}{34} \times 100\% = 3$$

\bar{x} : the mean of the students

$\sum \bar{x}$: the total score

N : the number of the students

Cycle 2

1. Accent :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{118}{34} \times 100\% = 3.47$$

2. Grammar :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{128}{34} \times 100\% = 3.76$$

3. Vocabulary :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{126}{34} \times 100\% = 3.70$$

4. Fluency :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{131}{34} \times 100\% = 3.85$$

5. Comprehension :

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\% = \frac{143}{34} \times 100\% = 4.20$$

\bar{x} : the mean of the students

$\sum \bar{x}$: the total score

N : the number of the students

Appendix

Students' Speaking Skill Percentage

Cycle 1

1. Accent :

$$p = \frac{x}{y} \times 100\% = \frac{1.82}{5} \times 100\% = 36\%$$

2. Grammar :

$$p = \frac{x}{y} \times 100\% = \frac{2.41}{5} \times 100\% = 48\%$$

3. Vocabulary :

$$p = \frac{x}{y} \times 100\% = \frac{2.14}{5} \times 100\% = 43\%$$

4. Fluency :

$$p = \frac{x}{y} \times 100\% = \frac{2.61}{5} \times 100\% = 52\%$$

5. Comprehension :

$$p = \frac{x}{y} \times 100\% = \frac{60}{5} \times 100\% = 60\%$$

p : percentage

x : mean score

y : ideal mean score

Cycle 2

1. Accent :

$$p = \frac{x}{y} \times 100\% = \frac{3.47}{5} \times 100\% = 69\%$$

2. Grammar :

$$p = \frac{x}{y} \times 100\% = \frac{3.76}{5} \times 100\% = 75\%$$

3. Vocabulary :

$$p = \frac{x}{y} \times 100\% = \frac{3.70}{5} \times 100\% = 74\%$$

4. Fluency :

$$p = \frac{x}{y} \times 100\% = \frac{3.85}{5} \times 100\% = 77\%$$

5. Comprehension :

$$p = \frac{x}{y} \times 100\% = \frac{4.20}{5} \times 100\% = 84\%$$

p : percentage

x : mean score

y : ideal mean score

PHOTO DOCUMENTATION HOW TO MAKE INSTANT COFFEE







PHOTO DUCUMENTATION HOW TO MAKE FRIED NOODLE



CURRICULUM VITAE

Student

Name : Heni Syahfitri Hasibuan
Student's ID : 08 340 0057
Home/ Birth : Sibolga/ 22 April 1989
Address : Palopat Pijorkoling Padangsidimpuan

Student's Parents

Father : Paringgonan Hasibuan
Mother : Masra Dewi Lubis

Education

Playgroup : TK Aisyiyah Bustanul Athfal Sibolga, (1994)
Elementary School : SDN 152992 Sibolga, (1996)
Junior High School : SMPN 1 Tapian Nauli, (2002)
Senior High School : MAS Darur Rachmad Sibolga, (2005)
College : IAIN Padangsidimpuan, (2008)

CHAPTER I

INTRODUCTION

A. Background of the Problems

Speaking is an important language skill both academic purpose and daily life demand. Every country in all over the world makes English as fundamental subject in their curriculum. Therefore, it is made as second language and foreign language. The significances of speaking will be present on the following illustration.

First, people can interact with another through speaking. People in every country have their own language through the ability in speaking English they can communicate each other. English is used as medium or tool of communication among different language in the world. English is the first language in many aspects in life, such as in everyday life, business, technology, education especially senior high school and university education, and many other aspects.

Second, speaking skill is important to be learned and mastered, because it is the basic skill to develop conventional skill in English. Speaking ability is very fundamental for students to express their thoughts or ideas in words using their voice to build a conversation with another person. Therefore, Practicing English as often as possible is very necessary to improve speaking capability.

Finally, since it is realized by the government as important skill to be mastered, the government and some enterprise had tried to make it as one of the standard in giving job vacancy for the workers. They make a policy to their staffs

or worker that speaking in English is a must. Moreover, in some Indonesian school (International School Standard) all subjects will be taught by using English. It indicates that all of the students should be able in speaking English.

Based on the illustration previously, speaking is the most important skills in English. There are many problems commonly faces in teaching speaking English. It also faced in SMA Negeri 1 BatangAngkola is closely in all aspect which influences speaking ability, namely; achievement, self-confidence, teaching method, and so forth.

Students speaking achievement is low. Majority (> 70%) of grade X students of SMA Negeri 1 BatangAngkola in 2012/2013 academic year has mark 60 in English subject, while their minimal target is 75.¹ By paying attention to the quotation the researcher sees that their subject achievement as well as English achievements is far from the expectation.

The students' self-confidence is lack. Self-confidence is core in making speaking or conversation, without self-confidence someone cannot do anything. Therefore, someone has large number of vocabulary, fluent pronunciation, and great motivation but if he/she does not own self-confidence, he/she cannot speak well. Practice makes perfect but without self-confidence practicing is nothing.

In addition, teaching method un-appropriate. Teacher usually uses a method which forces on students dependent to the teacher. Teaching speaking needs a method which forces students to study independently. In other words, in teaching

¹SMA Negeri 1 BatangAngkola, *DKN SMANegeri 1 BatangAngkolaTahunPelajaran 2012/2013*.

speaking students need to be free in expressing their feeling, thought and opinion without any intervention from the teacher. It means that the teaching method which reflects students centered is very appropriate in this condition.

Due to the problems above, the teacher as who takes the responsibility of successfulness of teaching and learning process should solve the problem in order to minimize the students who cannot speak English well. There are method that can apply in this situation such as; demonstration which students are served the material and teacher tries to explain the material through demonstration, simulation which students are asked to join in understanding and comprehending the material, they can express their ideas and thought freely, and role playing which students are asked to role and express the ideas in material through taking the role. These methods can be applied in teaching speaking because they focus on the students.

From the alternative which has been served above, the researcher choose demonstration method in research class at SMA Negeri 1 BatangAngkola to overcome the speaking problems in the classroom. It was due to demonstration method is a communicative than an others method, accountability and the role of teachers.

Firstly, demonstration is used to teaching oral skill because it develops students' communicative competence. The teacher in which the teacher demonstrates the subjects or materials that discussed in learning process. So, the students can be more understand to their subjects or materials but also deeply, in demonstration the teachers are teaching not only the subjects or materials but

also they shows the things and telling what is happening or what has happened that involved within it.

Secondly, demonstration focuses on independent teaching methods. Nowadays, teaching should prepare on students independence in learning process. Independence can guarantee the successfulness achieving teaching and learning goals. Independence force the students understand and comprehend all material because they will feel that it was their need.

Finally, demonstration can be in handling the teaching and learning process. Demonstration dominantly is handled by the teacher. The teacher tries to demonstrate and elaborate the material before giving the class to the student. The students will be free in expressing their feeling and though. This condition will make a strong motivation and self-confidence. This condition is assumed will increase students speaking ability.

Based on the background of problems above, the researcher will conducted a classroom action research in language class on titled **“IMPROVING STUDENTS’ SPEAKING SKILL BY USING DEMONSTRATION METHOD AT GRADE X SMA NEGERI 1 BATANG ANGKOLA”**.

B. Identification of the Problems

Problems of the research based on the background of problem above, were needed to be identified in order to be characterized as they should be. They were:

1) Students speaking achievement is low, 2) They lack of students’ self-confidence, 3) They using of un-appropriate method.

C. Limitation of the Problems

Based on the above identification of the problems above, the research was limited to describe the improvement of speaking skill by using demonstration method. This research was conducted by classroom action research. In order to be more direct, this research focused on exploring improvement of speaking in the case of accent, grammar, vocabulary, fluent, communication at Grade X SMA Negeri 1 BatangAngkola.

D. Formulation of the problems

Based on limitation of problem mentioned above, the formulation of the problem of the research was students' speaking skill at grade X SMA Negeri 1 BatangAngkola can be improved by using demonstration method and there were factors which influenced the students' speaking skill.

E. Research Question

Based on formulation of problem, the research questions:

1. How does demonstration method improve the students' speaking skill at grade X SMA Negeri 1 BatangAngkola?
2. What factors influence students' speaking skill at grade X SMA Negeri 1 BatangAngkola?

F. Purpose of The Research

Based on the questions above, researcher answered the question as purpose of the research. I had been specified that the research was done to object these.

1. Describe how demonstration method improved the students' speaking skill at grade X Negeri 1 BatangAngkola.

2. Explain the influencing factors of students' speaking skill at grade X SMA Negeri 1 BatangAngkola.

G. Significances of The Research

Research significances are large in contributions depending on whatever and whoever a result of the research being useful in terms of education. Significances of this research are in the following.

Firstly, being one of research contribution on study for developing the English language teaching focus.

Second, being consideration for teacher to achieve the English learning to improve the process and result of students' reading comprehension.

Finally, being one of the research literatures that can be a source to get information about the research focus for other researcher who will be interesting in conducting research relates to this research.

H. Definition of Key Terms

Avoiding vagueness and misunderstanding in assuming the title of the research, then it was clarified the definition of the focuses as the key terms in title The Effect Demonstration Method in Teaching Speaking at grade X SMA Negeri 1 BatangAngkolaas in following:

a. Improving

According to the Oxford Paperback Dictionary and Thesaurus improving is a verb that has made something or become better.² So, improving is going through better work to reach something.

Improving consists of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. Crossing these in a step by step process is called improving.

b. Speaking Skill

According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.³

Further, speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.⁴

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reality and validity of an oral production test.⁵

² Maurice Waite. *Oxford Paperback Dictionary and Thesaurus*, (Great Britain: Oxford University Press, 2009), p.480.

³ Victoria Neufeldt. *Webster New World College Dictionary-3rd*, (New York: Simon & Schuster Inc, 1995) p. 1217.

⁴ Jeremy Harmer. *The Practice of English Language Teaching*, (London : Longman, 2001) p. 269.

⁵ J. Michael Omalley. *Authentic Assessment for English Language Learners*, (USA: Addison

c. Demonstration Method

Demonstration method is a method that tells what is happening and shows something. It is a method that demonstrates something that relates to the material. Kenneth D. Moore says “The demonstration method is the method in which the teacher or another designated individual stands before the class, shows something and tells what is happening or what has happened or asks the students to discuss what has happened”.⁶

Wesley Publishing Company, 1996), p. 140.

⁶Kenneth D. Moore, *Effective Instructional Strategies from Theory to Practice*, (USA: Sage Publications, 2005), p. 259

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problems. This research reviewed the theories of speaking, teaching speaking, and teaching method demonstration and simulation as in the following.

1. The Description Theory of Speaking

Communication with language is carried out through two basic human Speaking and Listening. Jo McDonough and Christopher Shaw state that “Speaking is desire and purpose driven, in order to communicate something to achieve a particular end”.¹ This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving problem; or establishing and maintaining social relationships and friendship. In listening, the people turn words into idea; trying to reconstruct the expression they want other people to understand.

From the above explanation, we can conclude that in speaking there is interaction between speaker and listener that convey the message from a speaker to listener. For example, listener may give the speaker feedback whether the

¹ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (USA: Blackwell Publishers, 1994), p. 152.

listener has understood what the speaker just said. The speaker will then need to reformulate what was just said in order to get the meaning across in different way.

a. Definition of Speaking Skill

Speaking is the use of language to talk and exchange something to somebody in conversation orally. Speaking is fundamentally an instrumental act.²Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to do things for them. And they promise, bet, warn and exclaim to affect them in still others ways. Basically, speaking is intended for two-way communication. The speaker and listener negotiate the meaning of they say.

Allah states in the Qur'an surah thaha: 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى(44)

Means: *And speak to him mildly, perhaps he may accept admonition of fear (Allah)*".³

Speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the

²Clark and Clark, *Psychology and Language*, (New York : Harcourt Brace Jovanovich Inc, 1977), p. 223.

³Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an, ttt), p. 417.

foreign language at a normal rate of delivery for native speakers of the language.⁴

Speaking is the most important language skills to be developed in the classroom. This implicitly means that the teaching/learning time should be very much developed for the student's development of this receptive skill. The aims of teaching speaking are to develop the students speaking ability, so that they can speak English fluently. To be able to speak fluently speakers should have a particular purpose in their mind before they interact with the spoken.

Henry Guntur Tarigan stated "Speaking is the ability to pronounce the articulation sounds or words to express, telling the ideas, opinions and feelings".⁵ It means that by speaking practice, we can pronounce the sounds or words and then we can express our feelings, ideas or opinions. Speaking is the signs of a system that can be audible and visible that uses some of muscles net human body for the combination of opinions or ideas. Furthermore, speaking is the human attitude that uses the psychology factors, neurologist, semantics, linguistics widely so that it can believed as the human tools that more important to the social control.

So in speaking, there is a process of communication which conveys o teach conversation. Message from a speaker to listener. A speaker has to encode the message and listener has to decide or interprets the message which

⁴Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

⁵Henry Guntur Tarigan, *BerbicaraSebagaiSuatuKeterampilanBerbahasa*, (Bandung: Angkasa, 2000), p. 15

contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

b. Evaluation of Speaking

According to Arthur Hughes there six categories to measure speaking skill such as:⁶

1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.⁷ For example a French person speaking English is described as having a French accent.

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.⁸

The Accent can be identified looks like this:

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and a very heavy accent make understanding difficult
- c) “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

⁶Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

⁷Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: DepartemenPendidikandanKebudayaan, 1988), p. 138.

⁸Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

- d) Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker

2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).⁹ Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- 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.

⁹*Ibid.*, p. 286.

3. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.¹⁰ it is used for communication or expression, in particular art, skill, etc.

Vocabulary is more than a list of target language of words.¹¹ 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 be identified looks like this:

- 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.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

¹⁰*Ibid.*, p. 1494

¹¹David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

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.¹²

“A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology”.¹³ Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be identified looks like this:

- 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 may be left uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words

¹²*Ibid.*, p. 55.

¹³H. Douglas Brown, *Teaching By Principle, Op.Cit*, p. 268-270.

- e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

5. Comprehension

Hornby states that: “Comprehension is the mind’s act or power of understanding”.¹⁴ Comprehension is the capacity for understanding ideas, fact.¹⁵ a longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

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

¹⁴A.S Hornby, *Advanced Learners Dictionary Current English*, (London: Oxford University, 1974), p. 234.

¹⁵Victoria Neufeltd, *Op.Cit*, p. 286.

2. Teaching Speaking in The Classroom

Teaching speaking in the classroom should be considered the number of essential factors which influence the learners' behavior in learning language. They are including contexts of teaching which deal with proficiency, age, and socio-cultural factors; principles of teaching, and objectives of teaching speaking.

a. Contexts of Teaching Speaking

- 1) Proficiency : ACTFL (American Council on Teaching Foreign Language) proficiency guidelines described elementary stages which are cited in Brown in term of low, mid and high as follows.¹⁶
 - a) Low: oral production consists of isolated words and perhaps a few high frequency phrases.
 - b) Mid : oral production continues to continue to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased.
 - c) High: able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombination of their elements. Students can ask questions or make statements involving learned material.
- 2) Age : Teaching across age is being considerations absolutely by practitioners' now-days. It is according to shumin that age is one of the most commonly cited determinant factors of success or failure in second language

¹⁶H. Douglas Brown, *Op.cit.*, p. 102-103

or foreign language learning.¹⁷ According to the age level, teaching between belongs to high school age children whose ages range between 12 and 18.

3) Social : Foreign language learners' categories placed students' learning in various challenges including use of language for communication. To teach speaking skill at language for EFL students at secondary school teachers' guidelines based on Brown in the following can be considered.¹⁸

- a) Using class time for optimal authentic language input and interaction
- b) Not wasting class time on work that can be done as homework
- c) Providing regular motivation-stimulating activities
- d) Helping them to see genuine uses for English in their own lives
- e) Playing down the role of tests and emphasize more intrinsic factors
- f) Providing plenty of extra class learning opportunities
- g) Encouraging the use of learning strategies outside class
- h) Forming a language club and schedule regular activities.

b. Principles for Teaching Speaking

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaraton in addition, "Oral skill classes at all levels are often structured around functional uses of language."¹⁹

¹⁷Kang shumun, "Factors to consider: developing Adult EFL, Students' Speaking Abilities", jack C.Richards& Willy A.Renandya (eds.) *Methodology in Language Teaching: An Antology of current Practice*, (Cambridge: Cambridge University Press, 2001), p. 205.

¹⁸*Ibid.*, p. 121

¹⁹Anne lazaraton. "Teaching language skill", Marianne Celce-Mercia (ed.) *Teaching English as a second or foreign language*, (USA: Heinle-Heinle Thomson Learning, 2001), p. 105.

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are the following.²⁰

- 1) Students' cognitive learning process should be engaging in plenty of repetition of a limited number of words, phrases and sentences and getting students to use practiced language for genuinely meaningful purposes.
- 2) The role of the teacher: is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off of teacher and for getting them into an interactive frame of mind.
- 3) Teacher talk: teacher input in the class is crucial. Teacher English needs to be very clearly articulated.
- 4) Authenticity of language: the language should be authentic. Utterances are limited to short, simple phrases.
- 5) Fluency and accuracy: fluency is a goal at this level. Students need to practice freely and openly without fear of being corrected. Teacher needs to give some treatment of selected grammatical and phonological errors.
- 6) Student's creativity: teacher gets students to be creative within the confines of a highly controlled repertoire of language.
- 7) Technique: group and activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
- 8) Speaking goals: speaking functions are meaningful and authentic communication tasks.

²⁰H. Douglas Brown, *op. cit.*, p. 111-113

c. Objectives of Teaching Speaking

Teaching speaking as learning centered is seen as a process in which learners use what knowledge or skills they have in order to make a sense of the flow of new information. So, Hutchinson said learning is just not a mental process: it is a process of negotiation between individuals and society.²¹ Similarly, silberman commented that when learning was active, the learner was seeking something that we called by learning as had been proposed to be conducted in teaching oral skill.²²

The objective of teaching speaking skill is communicative efficiency. The NationalCapitalLanguageResourceCenter cited that in speaking activities learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

3. Demonstration Method

Interactive learning to teach speaking seems ideal method for them who are studying English as foreign language. Davies defines “Methods offers a system, a way of going about things in an organized manner”.⁹ In relation to his statements, the method is something needed in presenting the teaching materials. Therefore,

²¹Tom Hutchinson & Alan Waters, *English for Specific Purposes: A Learning – Centered Approach*, (Cambridge: Cambridge University Press, 1986), p. 72-74.

²²Mel silberman, *Active Learning*, (Massachusetts: Allyn& Bacon, 1996), p. 4.

²³Ivor Kevin Davies, *Instructional Technique*, (USA: McGraw Hill, 2001), p. 31

it is necessary to the teachers to have the methods to get the goals in teaching especially in teaching speaking.

a. Definition of Demonstration Method

Demonstration method is a teaching method that used by a teacher in which the teacher demonstrates the subjects or materials that discussed in learning process. So, the students can be more understand to their subjects or materials but also deeply. Of course demonstration can involve much more than just simulation or games. Because, in demonstration the teachers are teaching not only the subjects or materials but also they shows the things and telling what is happening or what has happened that involved within it.

According to Kenneth D. Moore says “The demonstration method is the method in which the teacher or another designated individual stands before the class, shows something and tells what is happening or what has happened or asks the students to discuss what has happened”.²³ It means that the teacher demonstrates the process of something to the students attend the situation, whether it is true or not.

b. Procedure of Demonstration Method.

Similarly, WinaSanjaya says “Demonstration method means that the students are learning by looking to their teacher’s action of the process, situation or the several things whether it is the truth one or just the imitation.²⁴ There are many various ways to apply this basic strategy and each has its advantages and disadvantages.

²⁴Kenneth D.Moore, Op. cit, p. 234.

²⁵WinaSanjaya, StrategiPembelajaranBerorientasiStandar Proses Pendidikan , p.152.

WinaSanjaya added that, there are three steps of demonstration method, they are preparation, presentation and evaluation”.

1) Preparation

In preparation step, the activity is begun with making a good planning teaching and learning process, then formulating the target of learning, and choosing what material will be used and also making a main lines or first draft of demonstration. It would be effective if the teacher and students have understood.

2) Presentation

In this step, the teacher presents the material by showing the students how to do something related to the available materials. The more effective is if the teacher uses a real thing as media to demonstrate the materials.

3) Evaluation

In evaluation, after the demonstration process finished, teaching and learning process should be finished by giving the tasks relate toward material given. Besides that, it is better if the teacher makes evaluation to the students to know their understanding about the material.

Based on WinaSanjaya opinion, the writer can explain that:

Preparation : The teacher efforts in planning material that will be explained that is chose and decided the material that relevant with the student’s skill in understanding descriptive text.

Presentation : In teaching descriptive text, presentation is the center steps by showing the real thing and its presentation.

Evaluation : When everything is finished, the last effort is the teacher should be ended the lesson by giving evaluation.

In to know far the students' understanding of the material, the teacher should do evaluation. It has purposes to know whether the teaching and learning process is success or not.

In conclusion, based on the explanations above, the writer concluded to get the best result of teaching and learning process the teacher should be able to use the relevant method toward the material if the method has disadvantages the teacher should follow the three steps they are preparation, presentation and evaluation.

c. The Advantages and Disadvantages of Demonstration Method

Based on the quotations above, Ivor K. Davies says “As a method of instruction, the demonstration method has a number of advantages and disadvantages. The disadvantages of demonstration method: 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 employed must be limited to small groups of trainees”.²⁵

While, the advantages of demonstrations method are: 1) the demonstration method when properly managed, is an arresting and attention-getting form of instruction, 2) the demonstration method relates principles taught in the

²⁶Ivor Kevin Davies, *Instructional Technique*, (USA: McGraw Hill, 2001), p. 40

classroom to real world situations, 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”.²⁶

A clearer comparison of the advantages and disadvantages of demonstration method is shown through the following table:

Table 1
The Advantages and Disadvantages of Demonstration method

Demonstration method	
Advantages	Disadvantages
<ol style="list-style-type: none"> 1. The demonstration method when properly managed, is an arresting and attention-getting form of instruction 2. The demonstration method relates principles taught in the classroom to real world situations 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 	<ol style="list-style-type: none"> 1. The demonstration method demands very careful preparation and organization. If things go wrong, the effect is lost 2. Values care is taken, some trainees 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 employed must be limited to small groups of trainees

In conclusion, by doing demonstration method especially in teaching expressing different of kinds intention, the teacher finds out one way how to develop student’s ability in understanding their subjects or materials that relates to the expressing different of kinds intention.

²⁷Ivor Kevin Davies, *ibid*, p. 42

By doing so, demonstration method is a teaching method that used by a teacher in which the teacher demonstrates the subjects or materials that discussed in learning process. So, the students can be more understand to their subjects or materials but also deeply.

B. Review of Related Findings

Researchers that has done a research same with the writer. The first research was done in English Educational Department in STAIN Padangsimpuan. The researcher's name is Ida RoyaniHsb²⁷ with the title "Improving Students' Speaking Skill by using Simulation Technique." The result was the students' score of speaking taught by using simulation technique is better. The second was done in English Educational Department of STAIN Padangsidimpuan. The researcher' name is Rica Umrina²⁸ with the title "Improving Students' Speaking Skill Thought Debate". The result was the students'score of speaking taught by using role play is better. This result has answered the research question that the use of debate in teaching speaking is quiteeffective. The third was done in English Education Department of UMTS Padangsidimpuan. The researcher' name is Hanifah.²⁹With the title "The Effect of Demonstrative Method on The Students' Ability in Speaking English". This result has answered the research question that the use demonstration in teaching speaking is enough.

²⁸Ida Royani, Improving Students' Speaking Skill by using Simulation Technique (STAIN Padangsidimpuan, 2012), p. 36.

²⁹Rica Umrina, Improving Students' speaking skill thought debate (STAIN Padangsidimpuan, 2012), p. 41.

³⁰Hanifah, The Effect of Demonstration Method on The Students' Ability in Speaking (UMTS Padangsidimpuan. 2011), p. 40,

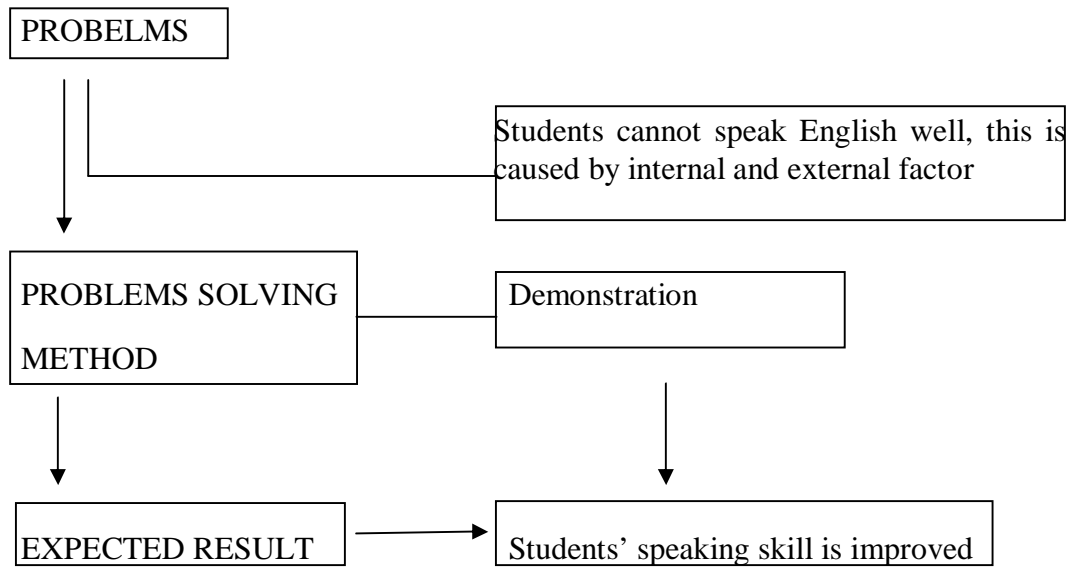
C. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Have well fluently in speaking make students and teacher work together in the class. So, the purpose of teaching English can be reached.

Indicator of students' speaking skill they are accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. Grammar is the part of the study of language which deals with the forms and structure of words, phrase and sentence, language sound, and word meanings. Vocabulary is an interrelated group of nonverbal system, symbols, signs, and gesture. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. Comprehension is the capacity for understanding ideas and fact.

By paying attention to the above discussions particularly on theoretical description the researcher comes to his own conclusions or concepts. By using demonstration the process of teaching speaking will be reached because in teaching by using demonstration the teacher demonstrates or shows the objects or things that relates to the materials. So that, the students can be more understand to their lessons especially in learning speaking practice.

So, the writer plans to do research based on the framework bellows:



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, classroom action research was applied. Wallace states that classroom action research is different from more conventional types of research. It was focused on individual or small group professional practice and it is not concern with making general statement. ¹ Action research is aimed to improve students' learning experience. In other word, it can be said that a classroom action research functions as a tool for the teachers toward an improvement in their teachings.

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved. ²

¹ Michael J. Wallace. *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), p.18.

² Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall,2000), p. 6.

In addition, action research is used to refer to ways of investigating professional experience which link practice and the analysis of practice into a single productive and continuously developing sequence and which link researchers and research participants into a single community of interested colleagues.³ It means that action research was done to improve aspect of teaching or to decide appropriates of certain activities or procedures.

Classroom action research concerned to four steps, namely, planning, action, observation and reflection. Planning means the reflection of the action had done. In this step, the researcher planed detail about the activities would be done.

Action means the activities that would be done. The researcher will make the teaching program, lesson plan and also media that use to teach speaking to the students, in the end of the action that they are learned. This action would be done continuously until the teacher get satisfying result.

Observation is the result of action that was done. And reflection is the evaluation of actions that had been done. It recalls action as it had been recorded in observation. The reflection would be done to recover the problem happen in the previous cycle.

In this research, the writer collaborated with teacher to become a team work who work together to solve the students' problem in increasing speaking skill by using demonstration method.

³OrtrunZuber-Skerrit. *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

B. Place and Time of The Research

1. Place of the Research

The place of the research was at SMA Negeri 1 BatangAngkola. It was located in JL. Mandailing Km 18 KelurahanPintupadang.

2. Time of the research

This research was conducted in academic year 2012/2013. The research will be done from March until finish.

C. Participants

The participants of this research were the X grade students of SMA Negeri 1 BatangAngkola It consist of 34 students. The reason of choose this class because the researcher found the problems of speaking skill in this class.

Another participant in this research was an English teacher of SMA Negeri 1 BatangAngkola. The researcher observed the activities in the class while the teacher was doing an action in this class. Then, teacher also helped the researcher analyzed the data from the observation and made

D. Research Cycles

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

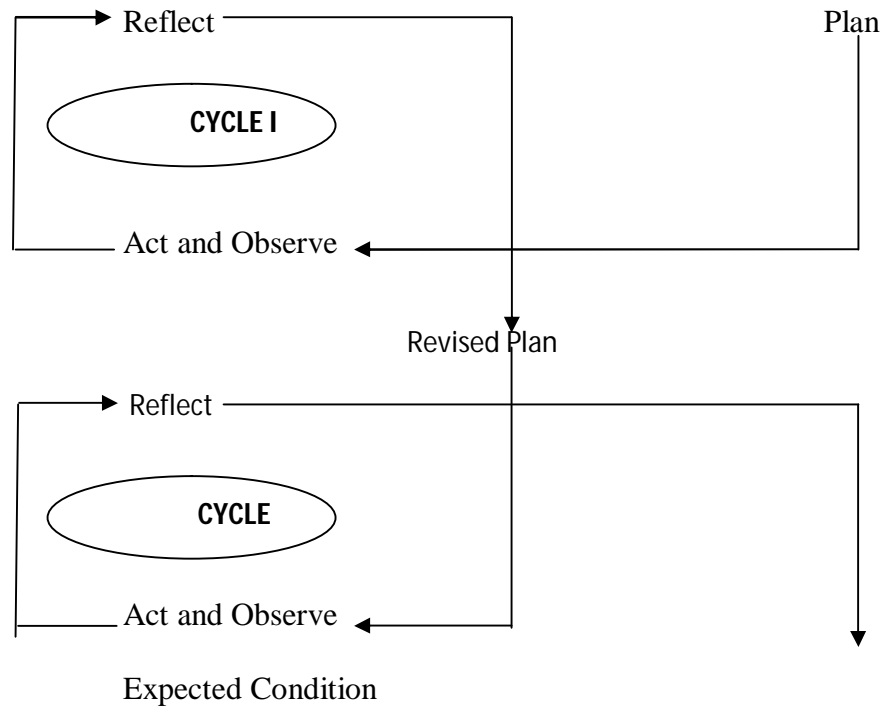


Figure 3: Action Research Spiral⁴

E. The Instrumentations

This qualitative research used researcher as the main instrument to collect data in the field well known as human instrument. While objective instrument used to gathering data about the topic of the research problems (speaking skill). Research used speaking test type oral presentation. Brown defined a test as a method of measuring a person's ability: knowledge, or performance in a given domain.⁵ And oral presentation based on weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of

⁴Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

⁵H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

shortly before the test.⁶ Because the test was orally, researcher observed speaking in six criteria. Each criterion then was rated into four scales of rating scores; it was based on assessment criteria for the Oral Test of The Associated Examining Board Test in English for Educational Purpose as found in Weir.

The influencing factors which influenced on the speaking skill were also the research data. Those gathered by observation type field notes and interview guide for reflection. Gay and Airasian pointed out field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation session.⁷ Holly similarly said field notes are also direct observations of what was being said and done as well as impressions or hunches of the observer.⁸

What making field notes, a simple protocol for observation included these topics as Gay and Airasian suggested.⁹

- 1) Who was being observed? How many people were involved, who they are, and what individual roles and mannerisms are evident?
- 2) What is going on? What is the nature of conversation? What are people seated, and where? How do the participants interact with each other?

⁶Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.

⁷L.R.Gay& Pater Airasian, *Op. Cit.*, p. 213.

⁸Mary Louise Holly, Joanne M. Arhar, & Wendy C. Kasten, *Action Research for Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 144.

⁹L.R.Gay&Airasian, *Op. cit.*, p. 213-214

- 3) What is the status or rules of people: who lead, who follow, who is decisive, and who is not? What is the tone of the session? What beliefs, attitudes, values, etc. seem to emerge?
- 4) How did the meeting end? Was the group divided, united, upset, bored, or relieved?
- 5) What activities or intersections seemed unusual or significant?
- 6) What was the researcher doing during the session?

These questions had guided researcher to collect the required data from the field. In the process of observing, writing, reflecting on field notes, qualitative researcher engaged in a process of evolving data analysis.

The interview was done to support the observation sheet findings by observers. It was used to explore related data about students' attitude, opinion and perception. Based on Hopkins in Kunandar interview is one of the ways to perceive certain situation in the classroom based on point of view.¹⁰

F. Technique of Data Collection

1. Qualitative Data

The data had been collected by observing, testing and interviewing. The main data had been observed by field notes as the qualitative data. It was used to describing data which were not amenable to being counted or measured in an objectively, and were therefore subjective. The data were also used to describing the situation in the classroom during the learning

¹⁰Kunandar, *Langkah Mudah Penelitian Tindakan Kelas: Sebagai Pengembangan Profesi Guru*, (Jakarta: Rajawali Pres, 2011), p. 157.

process by demonstration in the term of students, teacher and influencing factors. It was supported by interviewed data that had been gathered from interviewees.

Observation in classroom action research had been done comprehensively to figure out the process of the action. Observing the classroom was made for documenting and recording the influence of the action for the research focus. The researcher observed the students' speaking skill improvement by using demonstration method. The action was established only for improvement students' speaking skill improvement with all the factors which influenced students' speaking skill.

It is supported by wray in which commented that data is consisting of recordings, transcriptions and notes relating to the subjects' behavior and language.¹¹ This finding had been supported by researcher interviewee. They were students as the research participants.

2. Quantitative Data

The quantitative data was collected by testing directly in the presentation. The data was used to presenting what had been measured and it was considered as the objective data. This data was formed sort of the student's speaking skill data to help teacher assessed how the demonstration improved students' speaking skill.

¹¹Alison wray, Kate Trott and Aileen Bloomer, *Projects in linguistics: A Practical Guide to researching Language*, (London: Arnold, 1998), p. 187.

G. Research Procedures

The research used two cycles to improve students' speaking skill by using demonstration method. There had been planning, acting, observation and reflecting step in the research procedures.

CYCLE 1: in the cycle 1, the research procedures are:

a) Planning

- (1) Arranging the lesson plan
- (2) Determining the lesson material is about how to make coffee.
- (3) Designing a procedure teaching speaking through demonstration method.
- (4) Preparing the test each cycle.
- (5) Preparing instruments to be used by students
- (6) Preparing instruments for teacher and observers' observation.

b) Action

- (1) Arranging seat formation
- (2) Telling the purposes of learning.
- (3) Grouping the students' into five groups.
- (4) Giving the topic for the students.
- (5) Introducing the activity performers.
- (6) Giving students function to be acted.
- (7) Having preparation time for groups.
- (8) Tasking students to execute the activity to test the students' speaking skill.
- (9) Encouraging and concluding learning
- (10) Observing the classroom.

c) Observation

- (1) Observing the execution of the demonstration method.
- (2) Observing students' speaking skill and influencing factors students speaking skill.
- (3) Evaluating students' by taking the score of students' speaking skill based on the indicator

d) Reflection

- (1) Discussing with co-teacher about the action
- (2) Making any decision for the next cycle
- (3) Developing another environment to be simulated
- (4) Analyzing the found data
- (5) Clarifying the found problems in the activity whether in the case of students or teacher

CYCLE 2: in the cycle 2, the research procedures are:

a) Planning: Researcher arranges the lesson plan based on the reflection in the cycle1.

Those are :

- (1) Arranging lesson plan.
- (2) Determining the lesson material is about how to make fried noodle.
- (3) Designing procedures of teaching.
- (4) Preparing the instrument for students, teacher and observer.

b) Action: Researcher applied demonstration based on the lesson plan that is the result of reflection in cycle 2.

- (1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - (2) Rearranging the classroom arrangement.
 - (3) Grouping into three groups.
 - (4) Celebrating the achievement together.
 - (5) Helping students to keep practicing in activity.
 - (6) Evaluating speaking skill directly in presentation.
- c) Observation: both teacher and observer observe students' speaking skill and influencing factors activity of the learning by using demonstration method.
- (1) Observing the procedure that had been arranged whether worked.
 - (2) Observing the influencing factors students speaking skill.
 - (3) Observing students speaking skill by using the instrument.
- d) Reflection: Research reflects the all cycles and analyzes to have conclusion of the using demonstration method in improving students' speaking skill and influencing factors in English learning.

H. Technique of Data Analysis

The collected data must be summarized and be interpreted to help teacher made decisions about the practice. The process of data analysis making sense out of text According to Creswell, it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.¹²

¹²Jhon W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. (USA: Sage Publication, 2003), p. 190.

1. Quantitative Data

Primarily, researcher analyzed quantitative data by computing the score of students' speaking skill which were found by test. The formula is the following:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

Where: \bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students

The percentage of students' improvement in speaking skill was analyzed by the following formula:

$$P = \frac{x}{y} \times 100\%$$

Where: P : percentage

X : mean score

Y : ideal mean score

2. Qualitative Data

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following.¹³

Step 1: organized and prepared the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Step 2: read through all the data. This was done by obtaining a general sense of the information, and reflecting on its overall meaning.

¹³Ibid., p. 191-194

Step 3: began detailed analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: used the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identify the themes during the coding. Research built additional layers of complex analysis.

Step 5: advanced how the description and themes were represented in the qualitative narrative. This might be discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: made interpretation or meaning of the data. It was researcher’s personal interpretation, meaning derived from a comparison of the finding with information gleaned from the literature.

These steps actually supported by Kracauer in Denzin who depicted that the main ask of a researcher are to discover hidden meaning beyond text a unity totally.¹⁴

¹⁴Norman K. Denzin and Yvonna S. Lincoln, *A Handbook of Qualitative Research*, translated by Dariyatno and friends, (Yogyakarta: PuatakaPelajar, 2009), p. 499.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the description of students' speaking skill improvement, explanation of factors that influenced the students' speaking skill from first cycle to the second cycle and discussion of the results.

A. The Data Description

The research data are presented in the case of improvement of students' speaking skill and influencing factors of students' speaking skill in cycle 1 and cycle 2. Below are the descriptions.

1. Students' Achievement

a. Cycle 1

The first meeting was done by introduction to the students and the research importance. There researcher did free oral interview to get prior score of students' speaking skill.

Researcher invited students to have a speaking practice by asking her how her day was yesterday. Some students had dominated speaking between their classmates. So, researcher motivated other students to take a conversation but some of them were reluctant to speak even though there were students responded by using simple utterances.

They also found other students came pleasantly in front of researcher with smiling and offering researcher to ask them who had nice conversation despite having problem in building up sentences. Surprisingly, some of latest

students came with speaking bilingually to the researcher. Researcher responded the Indonesia with English to touch her, and finally she spoke English with some pronunciation problems. The students' score in the first meeting is presented in Appendix A.

1) Process of Learning

The first demonstration was available for them whether for real-life. When the teacher came, students' stayed on their own chair calmly. The teacher began the learning with opening and continuously introduced the planned demonstration. Teacher explained the purpose of the demonstration was to improve their speaking skill. Students paid full attention and seemed thinking what would happen in the classroom. Students had explanation that demonstration is the real life situation into the classroom.

After giving explanation about the importance of the research, the researcher divided class into five groups. In a class of 34 students, create seven for each group. Then, the teacher explained how to do demonstration. The teacher gave the topic for students. The topic was "How to make instant coffee".

In this cycle the students' speaking skill kept improving started, although most of them still low in accent, grammar, vocabulary, fluency and comprehension.

Demonstration was done with noisy in the classroom. It was due to the second performers, remained students trying to understand themselves by

practicing with friends. The teacher passed them and suggested them to be quiet in discussion. Finally, they were in manageable.

Teacher came to the demonstration participants in front moving around students. The personally were motivated to speak even there had found some in unusual case. Loyalty to help friend as in the real office to have the job well done had also been observed and felt by students.

Generally, students speaking skill in the demonstration were found having problems in pronunciation, building sentences, using limited phrases, halting speaking because of searching adequate word, low speed of speaking, smooth voice, and difficulty to utter word even it was a familiar word.

The demonstration for the first cycle had been executed for forty five minutes. Then, teacher asked them to go back to their own seat and re-form of the demonstration office to the previous form. For a moment classroom was so crowded, then, it was fine after re-arranging.

The teacher discussed about their problem in demonstration. Students seemed wanted to express some trouble, so teacher pleased them to say what their obstacle in demonstration. They answered fully dissatisfaction because of having un-compatible partner. Thus, teacher explained all students generally to keep on their own speaking interaction even their respondent not wish. Helping each other to speak in their activity was not of demonstration advantages to be used in English classroom. The explanation seemed make them understood. Then, teacher promised to

design the next demonstration with their speaking skill level to make a connection between speakers.

2) General Achievement

Learning in the first cycle was based on the planning, thus in was found the improvement of students' speaking skill and the influencing factors of the students' speaking skill. The result of the students' speaking skill improvement is presented in the following table.

Table 2. Students' speaking skill improvement in cycle 1

No	Criteria	Score	Mean	%
1	Accent	62	1.82	36
2	Grammar	82	2.41	48
3	Vocabulary	73	2.14	43
4	Fluency	89	2.61	52
5	Comprehension	102	3	60

According to students' scores, there had been found mean score 12 of 25 as the ideal mean score. RE was as the was speaker of all students whose weakness in accent, grammar and vocabulary beside of good in the case of fluency and comprehension. She has seventeen of twenty five scores. It was a great skill of hers. The lowest score were AS, HK, and MS. They were poor in the same cases of most of students; accent and vocabulary.

Table 3. Students' Speaking Skill Score in Cycle 1

No	Name	Total
1	AR	11
2	AH	12
3	AS	9
4	AW	12
5	AA	12
6	CM	14
7	FA	12
8	FS	15
9	FK	14
10	FA	12
11	GP	16
12	HS	14
13	HH	15
14	HK	9
15	KH	10
16	LS	11
17	MD	10
18	MS	11
19	MND	14
20	MW	14
21	MI	10
22	MS	9
23	NN	14
24	NH	9
25	NMS	12
26	NS	12
27	PP	10
28	RF	10
29	RJ	12
30	RH	13
31	RE	17
32	SD	10
33	SS	12
34	YK	12
Mean score		408/34=12

At last, based on the test, observation of field notes, and interview findings on students' speaking skill generally had been problem as follows.

Accent of students' speaking skill was bad. The students' mean score was 1.82 in percentage 36%. Accent problem had been understandable pronunciation because the difficult word was in front to students' hand had directed to the object as demonstration instrument. It was observed by their rhythm, intonation and pronunciation un-usual word made sounds were not good. Students' sound not audible which helped their receiver understands carefully. The last had been interview students' were difficult speak English because of mother tongue.

Grammatical of students' speaking skill was bad. The students' mean score was 2.41 in percentage 48%. It was observed by most of students were unable to function in spoken language, almost grammatical patterns inaccurate except some logical words formed by phrases. However, conversation which was built between peer become understandable among them. The last had been found by interview students' were difficult to build sentences because of pattern confusion and tenses rules.

Vocabulary of students' speaking skill was bad. The students' mean score was 2.14 in percentage 43%. It was observed by their limited adequacies of vocabulary. They used the necessary word to express simple elementary needed. The most lexical words were uttered in which students build adequate phrases. The last had been found by interview there had

students; difficulty in searching adequate word even some of them confessed demonstration prompts and document helped.

Fluency of students speaking skill was good. The students' mean score was 2.61 in percentage 52%. It was observed most of students had jointed sentences and restricted in length, slower caused by word searching. The students presumed it happened caused by avoiding pattern of the sentences produced. The students fluently to say word in English as their goal to be able to speak English well.

Comprehension of student speaking skill was good. Students' mean score was 3 in percentage 60%. It was found most of students responded for the most part relevant to the task set, though there might be some gaps or redundancy. Over all, students used adequate sentence to the task. Students argued their produced speaking had switched and possibly understood by teacher's explanation about the function to be demonstration.

In the next learning, it was needed to overcome motivation of students to have high speaking skill. Re-planning of the demonstration in the first cycle, which resolved in the second demonstration, clearly will be figured in the following table.

Table 2. The First Cycle Problems and Solution

No	Criteria	Problem	Solution
1	Accent	Pronunciation on difficult of word	Teacher motivates students to use optimal the tool to help vocabulary enrichment including how to pronounce the word
2	Grammar	They were difficult on building sentence because of grammar confusion even they were learning mostly about grammar	Teacher teaching mostly about grammar to student to build good sentences
3	Vocabulary	Students' limited adequacies vocabulary	Students' practice speaking English and seeking of meaning difficult word
4	Fluency	Students' dominance use Batakness	Teacher clarifies objectively having Batakness reflected their bad attitude
5	Comprehension	Interacting by using simple utterances to be more understandable	Teacher motivates them to used suitable word longer by using some conjunction or clause

b. Cycle 2

The second demonstration had begun briefing stage. This stage had students talked about the demonstration design. Teacher opened the learning by asking their condition, mood and any other causes to get their focus on the talked topic.

Students were setting on their own chair and teacher gave a piece of paper of demonstration to everyone. Teacher advised students to be interactive

in demonstration without thinking about right and wrong. They only needed to spend the given time to talk and to inter-act each other free as on the way to get the stated goal of function of the taken roles.

Interestingly, in the briefing stage students were accustomed to using English while asking teacher for clarification. This actually is evidence their fluency in English. Even using students' mother tongue is still admitted in this stage, by presuming that was the English learning, the language that had to be used in students' mind was only English. This perception had changed their usual learning in English class since using demonstration in the classroom.

1) Process of Learning

The classroom had been a demonstrated how to make fried noodle the performers performed the demonstration. It began from the first the continued by the second performance. The teacher explains to students to demonstrate how to make fried noodle and the all students seeing the teacher performance. After teacher finish, the students practice and the group in front of class and all audience play attention perform the friend. As a result, those creativities, fluency, and attitude had depicted teachers about the merits of demonstration.

The workable by holding on the second demonstration for being better the students' learning by holding on the successful action and eliminating the problems occurred in the first cycle or even directly solved within demonstration are in the following.

- (a) Teacher and students mutually designed demonstration together
- (b) Teacher gave the roles before the day of execution so that students had preparation
- (c) Teacher explained clearly as in the first cycle
- (d) Teacher advised students to be interactive by not thinking about right and wrong
- (e) Teacher solved students' worry-ness by having close approach (face to face conversation)
- (f) Teacher holds motivating students.

Teacher and co-teachers comprehensively discussed the found problems to be solved and cooperatively handled teaching problems as soon as possible while learning was running. The students' improvement originated from the students' desire themselves, teacher comprehensive explanation, and reflective design of the learning. Thus, it derived researcher to have a conclusion to finish the cycles of the research on second cycle.

2) General Achievement

Learning in the second cycle was based the re-planning, thus it was found the improvement of students' speaking skill and the influencing factors of the students' speaking skill. The result of the students' speaking skill improvement is presented in the following table.

Table 6. Students' Speaking Skill Improvement in Cycle 2

No	Criteria	Score	Mean	%
1	Accent	118	3.47	69
2	Grammar	128	3.76	75
3	Vocabulary	126	3.70	74
4	Fluency	131	3.85	77
5	Comprehension	143	4.20	84

The table above we can shows the students' speaking skill score in the second demonstration which had been improvement in the case of the five criteria of speaking assessment. The improvement of students' speaking skill was shown by their score that highly increased in each criterion.

According to the students' speaking skill scores, there have been found students got 19 mean score of 25 as the ideal mean of students' speaking skill score. It meant students had improved from 12 to 19 than previous score in the first cycle mean score. The improvement of students' speaking score is interestingly based on the students' participation in demonstration while they were interacted each other. The highest score was achieved by RJ. The detail score is presented in the following table.

Table 7. Students' Speaking Skill Score in Cycle 2

No	Name	Total
1	AR	19
2	AH	19
3	AS	18
4	AW	22
5	AA	20
6	CM	19
7	FA	18
8	FS	15
9	FK	17
10	FA	19
11	GP	15
12	HS	21
13	HH	17
14	HK	19
15	KH	17
16	LS	21
17	MD	22
18	MS	22
19	MND	22
20	MW	20
21	MI	18
22	MS	21
23	NN	19
24	NH	19
25	NMS	16
26	NS	19
27	PP	16
28	RF	22
29	RJ	24
30	RH	20
31	RE	18
32	SD	18
33	SS	18
34	YK	20
Mean score		646/34=19

Based on test, observation, and interview of students' speaking skill and influencing factors of speaking skill, those are generally described as in the following.

Accent of students' speaking skill was good. It was observed by their score totally in the classroom had gotten 3.47 in percentage 69%. This had been attempted by motivated students moreover to have understanding with the social attitude in the demonstrated environment. Based on students' view, the given task had brought them to the real situation even it was only demonstrated environment. As a result, their speaking almost was not misconnected the given social behavior of the real life such language use and politeness.

Grammatical of students' speaking skill was also good. It was score totally shown 3.76 in percentage 75%. The improvement was teacher's control while students executed the demonstration. Eventually it was hard; the improvement in the second demonstration is really countable. Students regarded building sentence had the solved of their problem. However, teacher's help while moving around had decreased difficulty to construct utterances grammatical for several serious inaccuracies.

Vocabulary of students' speaking skill was found highly increased to become 3.70 in percentage 74%. It had been searched that this improvement originated from their prior knowledge as secretary department who well prepared to face such demonstrated situation. Based on students' view, the used instrument also helped those expanded

adequate word. As a result, their speaking skill produced adequate vocabulary of the used word for the task.

Fluency of students; speaking skill was good. Its score totally shown 3.85 in percentage 77%. It was been interesting to find out that the improvement original from peer help and necessary instrument. Cooperation which was built in the second demonstration had been more applicable than before. Even there had been found hesitance to produce sound, students though that the instrument in demonstration room offering direct pointed toward the intended object. As a result, students speaking were directed to success in their age level.

Comprehension of students' speaking skill was really improved which shown the 4.20 in percentage 84%. Their speaking was interestingly relevant and mostly adequate to the task set. Teacher pointed out it was proven by their taking a part in planning and designing the lesson mutually with teacher. They knew what they needed and what to express thing as their idea in the real-life environment which derived in demonstration. As a result, the speaking skill had reached to the better one in the case of speaking contents.

c. Comparison of Students Achievement from Cycle 1 to Cycle 2

According to the students' speaking skill scores, there have been found students got 19 mean score of 25 as the ideal mean of students' speaking skill score. It mean students had improved from 12 to 19 than previous score is interestingly based on the students' participation in

demonstration while they were interacted each other. The highest score was achieved by RJ. The comparison of students' speaking skill in each based on their gotten score is shown in the following table.

Table 3. Comparison of Students' Achievement Cycle 1 and Cycle 2

No	Name	Cycle 1	Cycle 2
1	AR	11	19
2	AH	12	19
3	AS	9	18
4	AW	12	22
5	AA	12	20
6	CM	14	19
7	FA	12	18
8	FS	15	15
9	FK	14	17
10	FA	12	19
11	GP	16	15
12	HS	14	21
13	HH	15	17
14	HK	9	19
15	KH	10	17
16	LS	11	21
17	MD	10	22
18	MS	11	22
19	MND	14	22
20	MW	14	20
21	MI	10	18
22	MS	9	21
23	NN	14	19
24	NH	9	19
25	NMS	12	16
26	NS	12	19
27	PP	10	16
28	RF	10	22
29	RJ	12	24
30	RH	13	20
31	RE	17	18
32	SD	10	18
33	SS	12	18
34	YK	12	20
Mean score		408/34=12	646/34=19

Based on the first and the second observations of students speaking skill, there have been conclusion that students' speaking skill had improved by using demonstration method. In addition, there have also found what factors influence their speaking skill, the following table firstly presents the students' speaking skill improvement based on the first and second percentage.

Table 4. Students Speaking Skill Improvement in Percentage

Cycles	Speaking Criteria (%)									
	1		2		3		4		5	
1	1.82	36%	2.41	48%	2.14	43%	2.61	52%	3	60%
2	3.47	69%	3.76	75%	3.70	74%	3.85	77%	4.20	84%

Students' speaking skill in the accent shows 33% improvement, grammar 27%, vocabulary 31%, fluency 25%, and finally comprehension 24%. Whether it is low, has been found students' improvement than previous skill in speaking.

In addition, improvement of students' mean score is also figured out in the following table.

Table 5. Students' Mean Score in All Cycles

Cycle	Total score	Mean score	Ideal mean score	%
1	408	12	25	48
Students' size	34			
2	646	19	25	76
Students' size	34			

The first cycle shown, after conducting demonstration students' speaking skill improved becoming 48%. It had found that interactive speaking in demonstration had created students' adequate response to the task and confidently expressed ideas based on their background knowledge of the demonstration environment. Continuously, to get evidential of the demonstration to improve speaking skill, researcher designed another demonstration based on the students' agreement to execute. There had found students' speaking skill had been improved higher than before to become 76%. There had 28% improvement for mean score of students' speaking skill. Thus, researcher depicted that demonstration had improved students' speaking skill.

2. Influencing Factor on Students' Speaking Skill Achievement

Speaking skill is influences mostly by teacher learning method. In choosing an appropriate task, teacher should handle the students' speaking problem which is using habitually their mother tongue. English teacher persuasively invited and created students English spoken class becoming expected class. Moreover, giving them a free way of talking by limiting teacher talk encouraged students' to have English speaking practice.

The principles of English teaching in the case of spoken class are needed to re-consider for classroom environment. Designing classroom as active as possible absolutely obligates students speak. The learning is students 'centered in which students' have to interact each other from one side to other sides. Teacher

on this situation becomes as initiator of learning to have creatively develop students' speaking by arranging them in matched position and formation.

Learning English in the used method had influence on students' speaking skill. Influential factors of students' speaking skill can be originated by teacher, students, and classroom environment. Whether these are beneficial or harmful backwash, positively they helped students' interaction meaningful.

The influencing factors of students' speaking skill are presented in the following table.

No	Categories	Influencing
1	Teacher	<ol style="list-style-type: none"> 1. Understandability of teacher's explanation 2. Teacher movement 3. Surprised coming
2	Students	<ol style="list-style-type: none"> 1. Receiving matched partner 2. Peer applause 3. Peer's over enthusiasms 4. Students' condition
3	Environment	<ol style="list-style-type: none"> 1. Seat formation 2. Instrument 3. Co-teachers appeared 4. Absence checking 5. Bell ringing

Students actively improved their skill by cooperating each other in the interaction. Peer aids while having conversation face to face in the certain position makes students being confidence to speaking. Speaking skill also becomes more valuable when teacher does not become an error or mistakes corrector. The English well known as foreign language in students' society, so what makes teacher being overacting asking students' as well as native speaker the decision to help students building utterances will be sound good for both, teacher and students.

However, several unpredictable things occurred while well preparation had done. Other uncontrolled sound outside of classroom such as bell ringing and absence checking in the school rule would be understandable. If it is possible, these should be omitted while having spoken class.

Demonstration had known to develop changes in attitude, to change specific behaviors, to prepare participants to assume new roles in the future, and to help individuals to understand their current roles. These were found holistically integrated within students' speaking skill practice. Students' attitude were changed were reflected by their attitude to help other go speaking. Understanding others weakness made them being tolerant to persuade for the purpose of having good interaction.

Further, students had changed to be quite and manageable where there was a demonstrated challenge. When curiosity of the second demonstration was

highly contracted by their perception on difficulties, at the same time students behaved without commanded. While demonstrated situations were based on their experience and future need in their section, students paid mostly attention to the given role professionally done. There had been evidence to depict demonstration directed to students' need more effective for improving students' speaking skill either social behavior.

Based on interview, students who had problem and difficulties in speaking had informed the following considerations. They had distinctive problem to be solved.

- a) Students' were difficult to speak because of mother tongue
- b) Students' were difficult to build sentence because of grammar confusing even they were learning mostly about grammar
- c) Students' fluencies were directed to un-expanded vocabulary
- d) To pronunciation un-usual made sound were not good
- e) Students did not have a skill to open the conversation in interaction
- f) Assuming the speaking in English class was not a habit because they don't understand when the teacher explains material.

Moreover; there also had some problem that needed considerations to be solved in the second cycle. These following were collected from field notes.

- a) Seat formation did not influence classroom condition but for the demonstration execution, it really influenced speaking skill harmfully. It was due to the seat were too narrow.

- b) Students got hurry to act the role they received and what document they could use while interacting. It was caused by their abundant curiosity.
- c) Some of students were interacting by saying the point of the problem without pre-conversation as opening or other form of it such as greeting.
- d) Unusual interaction and becoming significant influence on speaking skill was the peer friendship.

B. Discussion of the Research Findings

It is discussed about students' score and the factor teaching achievement. It can be seen in the following explanation:

1. Student Achievement

The research finding had shown students' speaking skill well improved. It can be proven by students' mean score percentage increased from 48% to 76%. Further, in each criterion, students speaking skill also indicated the improvement.

Based on result, it had been found the improvement of students' speaker that is significant and evidential. The highest improvement is found in the case or students' vocabulary of students' speaking skill in which students improved 31%. It reflects their own total speech content to respond any utterances while interacting in one of real-life experience.

The second rage of the improvement percentage had found in the case of vocabulary for purpose in which there had been 30%. This had been observed and had been found that the used tools, and demonstrated instruments had enriched students' vocabulary. Students expanded utterances

with their helps. Students had been found using intonation, and pronunciation to the task set.

The improvement percentage had also dealt with students' grammatical in which had been improved by 27%. This had shown their skill using English sentence in the way of structures and patterns. Students were able to have longer utterances even in slow speed. The important thing must be sounded is their actual improvement to have speech coherence.

Fluency also had been found in the 25% improvement. Students' fluency had shown their speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

The lowest improvement is found in the comprehension students' speaking skill. Nonetheless, becoming improved better than before need students' effort before and while demonstration. Comprehension improved 24% which dealt with students' hesitance to use utterances even they had good devices to make conjunction as fillers, thus utterances become longer.

Those improvement had been directed to the students' proficiency which characterized by ability to communicate minimally with learned material. The improvement also had reached the goal of teacher in teaching speaking, communicative efficiency. Students were able to understand themselves, to try avoiding confusion of accent, to observe the social rules in the given activity.

2. Influencing Factors Teaching Achievement

Based on the result, the students' factor teaching achievement had been found the improvement. In each criterion, students' speaking skill also indicated the improvement. The highest improvement is found in the case on students' accent of students' speaking skill. It was interesting to find out that the improvement originated from peer help and necessary instrument.

The second range of the improvement had found in the case of vocabulary. This had been observed and had been found that the used tool, and learning instruments had enriched students' vocabulary. Students expanded utterances with their helps.

The next improvement is the grammar. Students' grammatical accuracy had shown their skill using English sentence in the way of structures and patterns. Students were able to have longer utterances even in slow speed. The improvement thing that must be sounded is their actual improvement to have speech coherence.

Fluency also had been improvement. Students had been found Fluency of students speaking skill were good. It was been interesting to find out that the improvement original from peer help and necessary instrument. Cooperation which was built in the second demonstration had been more applicable than before.

The lowest improvement is found in the comprehensions of students' speaking skill. Their speaking was interestingly relevant and mostly adequate to the task set. Teacher pointed out it was proven by their taking a part in

planning and designing the lesson mutually with teacher. They knew what they needed and what to express thing as their idea in the real-life environment which derived in demonstration.

Table 7. Comparison score of cycle 1 and cycle 2

Criteria	Percentage in the cycle 1	Problem	Resolution	Percentage in the cycle 2
Accent	36%	Pronunciation on difficult of word, pronunciation frequently unintelligible	Teacher motivates students to use optimal the tool to help vocabulary enrichment including how to pronunciation the word, teacher give students relax and enjoy for study.	69%
Grammar	48%	They unable to function grammatical in the spoken language, They were difficult to build sentence because of grammar confusion even they were learning mostly about grammar	The students always practice to using function grammatical in the spoken language, teacher teaching mostly about grammar to student to build good sentence	75%
		Students' limited	Students' practice	

Vocabulary	43%	adequacies vocabulary, the searching word difficulties	speaking English and seeking of meaning difficult word, students study to looking for the word difficulties	74%
Fluency	52%	Students' dominance use Batakness, utterances halting because of very low pronunciation	Teacher clarifies obligatively having Batakness reflected their bad attitude, teacher had motivated them to practice in the speaking English	77%
Comprehension	60%	Interacting by using simple utterances to be more understandable, understand only slow to speak English even trough very simple speech	Teacher motivates them to used suitable word longer by using some conjunction or clause, teacher tell to student always to practice speaking English every day	84%

C. Limitation of the Research

This research used human instrument in the English learning. Observation of research and students' speaking skill were done by researcher herself and two co-teachers. While speaking skill was taken by oral presentation with any subjective in assessment. Entire classroom was observed holistically including the teaching procedures. The monitored activities of students in the classroom are presented as the real situation at the researcher time.

Students' invisible extrinsic motivation inside the classroom and prior knowledge of students were not controlled sort of self-preparation, self-learning at home, discussion outside of the classroom, school graduation and their own passion in English. It may cause by students' living diversities. Hopefully, by this restrictiveness researcher expected other researcher to continue the invention expansively hence forward.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzing the data, it can be concluded that demonstration method improved students' speaking skill at grade X SMA N 1 BatangAngkola with 28 %. It based on the mean score in which students' speaking skill in cycle 1 was 48 % and became 76% in cycle2.

Improvement of students' speaking skill in the criteria is significantly countable. In cycle 1, accent is 36%, grammar is 48%, vocabulary is 43%, fluency is 52%, and comprehension is 60%. In cycle 2, accent is 69%, grammar is 75%, vocabulary is 74%, fluency is 77%, and comprehension is 84%.

Based on the above result, it is concluded that there are many problems in the speaking skill. The problems could finish by researchers' resolution. Accent; Teacher motivates students to use optimal the tool to help vocabulary enrichment including how to pronunciation the word, teacher give students relax and enjoy for study. Grammar; the students always practice to using function grammatical in the spoken language, teacher teaching mostly about grammar to student to build good sentences. Vocabulary; students' practice speaking English and seeking of meaning difficult word, students' study to looking for the word difficulties. Fluency; teacher clarifies objectively having Batakness reflected their bad attitude; teacher had motivated them to practice in the speaking English. Comprehension; Teacher motivates them to used

suitable word longer by using some conjunction or clause, teacher tell to student always to practice speaking English every day.

B. The Suggestion

Had been proven demonstration method in English learning improved students' speaking skill, and implication of the result goes to English teachers of High School. The English teachers can apply the demonstration method in teaching and learning process. By demonstration, students will feel like in real situation and contextual learning. Demonstration with all its structures creates students' confidence to speak fluently and appropriately understanding and being relevance with social environment.

Based on research findings, the following suggestions are directed to teacher, students, and other researcher.

- a) For the teacher, it is to use demonstration method in English learning. Because language not only need learning structures or patterns but also needs use for communication. Demonstration method offers way to get a real learning of English language.
- b) For the students, it is expected to be more interactive in the learning especially in speaking. Activity in English learning by using demonstration provides free time to waste. Forward, communicative efficiency can be achieved.
- c) For other researcher, it is needed to expand the findings for literature the sours. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in the other related research.

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