

CHAPTER IV

RESEARCH FINDING AND CONCLUSION

A. Research Result

1. The Speaking Skill of Ninth Grade Students at One Islamic Junior School in Demak

The Speaking skills at ninth grade can be seen from the teaching and learning process and learning outcomes in class. The learning process which is seen from the enthusiasm of students participating in learning and learning outcomes is one of the important points in the learning process. In accordance with the results of observations by research when participating in learning activities that the condition of the students' speaking skills at One Islamic Junior School in Demak is that students can speak English but still word by word, because students tend to feel insecure when speaking English. When learning is done in a fun way, students will also be happy and enthusiastic when participating in learning. As a result, students will no longer be ashamed to communicate in English.¹ One of the methods used by teacher at One Islamic Junior School in Demak is the demonstration method and has been proven to improve students' speaking skills. It can included teaching procedure text using the demonstration method is appropriate for use by students in improving students' speaking skills.

The speaking ability of class 9A at One Islamic Junior School in Demak is also known by the principal. According to an interview with Mr. HS as the Principal of One Islamic Junior School in Demak :

I can confirm that the children at One Islamic Junior School in Demak can speak English, even though it's simple. Because before they graduated we did practice speaking English.²

In accordance with the results of the interview by the principal when the writer participated in learning activities, it is true that students' speaking skills can be sure to speak English, but it is indeed quite simple because it suits their age group.

¹ Observation, August 09, 2022, at One Islamic Junior High School in Demak.

² Participant HS, Interviewed by Researcher, May 23, 2023, Interview 2, Transcript, Appendix 2.

Because of that, before they graduated from One Islamic Junior School in Demak, an English speaking ability test was held, to find out how good their English speaking ability was, the result was that indeed the students could speak English even though it was not perfect.

Likewise the interview with Mr. AR as Assistant Principal of Academic Affair at One Islamic Junior School in Demak :

In my opinion, the children at One Islamic Junior School in Demak, God willing, can speak English a little bit, because there are professional teachers here.³

With the influence of teacher who are able to control students, they are also enthusiastic about participating in learning and helping students develop their interest in learning English speaking skills. Because speaking skills are very important to be mastered by students now as a support for the future for the current era, most of which use international languages. The students must continue to study in order to get better in their English speaking skills.

While the results of the interview with Mr. FR as an English teacher at One Islamic Junior School in Demak :

Basically, children can speak English, maybe word for word, because they lack the habit of interacting with conversations in English.⁴

According to Mr. HS as the Principal of One Islamic Junior School in Demak, it is certain that the condition of English speaking skills at One Islamic Junior School in Demak can speak English, but in a simple manner, then according to Mr. AR as Assistant Principal of Academic Affair at One Islamic Junior School in Demak That God willing, the children at One Islamic Junior School in Demak can speak English word by word. Meanwhile, according to Mr. FR as an English teacher at One Islamic Junior School in Demak, basically students can speak English word for word, because they are not used to having dialogue in English, but they are already good.

³ Participant AR, Interviewed by Researcher, May 23, 2023, Interview 1, Transcript, Appendix 2.

⁴ Participant FR, Interviewed by Researcher, May 23, 2023, Interview 1, Transcript, Appendix 2.

According to the results of interviews with students at One Islamic Junior School in Demak regarding the conditions of speaking skills, the researchers obtained some pretty good results regarding the conditions of speaking skills at One Islamic Junior School in Demak, there were some students who liked learning English, there were also those who didn't like English learning. According to student MF at One Islamic Junior School in Demak :

I really like it when there's no grammar and I've been interested in English since I was a child.⁵

Student FS also thinks that :

I don't like English, Sometimes like sometimes not, if the lesson is fun I like.⁶

Student MD also expressed :

I like English, especially speaking English, because English is very eas to understand, it's very important to learn English.⁷

According to student AA :

Don't like English, because speaking is difficult and learning English is difficult to understand.⁸

In accordance with the results of interviews with students at One Islamic Junior School in Demak that there are those who think English is an easy subject to understand and there are also those who find it difficult to understand learning English. Therefore, the existence of professional teacher will be able to make students follow the learning well and will affect the level of students' speaking ability.

⁵ Participant MF, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

⁶ Participant FS, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

⁷ Participant MD, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

⁸ Participant AA, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.



Figure 4.1 learning process



Figure 4.2 Group Division

2. The Implementation of Demonstration Method Procedure Text at One Islamic Junior School in Demak

The influence of professional teacher in an educational institution is very important who are able to master several learning methods and educators are able to condition the class and then make learning fun and enjoyable, students will feel enthusiastic when participating in learning. Of the many methods used at One Islamic Junior School in Demak, one of them is the demonstration method, but it is necessary to see whether the material is feasible for using demonstrations or not. For example, English subjects with procedural text material are considered

appropriate using the demonstration method, so students are encouraged to speak English. Then does the curriculum in the school use the appropriate curriculum and can use the demonstration method at One Islamic Junior School in Demak itself the demonstration method is very suitable using the demonstration method on Procedure Text material.

In accordance with the interview with Mr. HS as the Principal of One Islamic Junior School in Demak :

Giving freedom of innovation to teachers regarding the learning system, the demonstration method cannot be separated from the existing learning system at One Islamic Junior School in Demak.⁹

The demonstration method is a method in which the teacher conducts demonstrations, both demonstrations related to objects, people and innovations that other. So the method of demonstrating the learning model already has a demonstration scenario where the teacher can demonstrate whether it is an activity or an event with a certain tool. In accordance with the interview with the principal that the demonstration method cannot be separated from the existing learning system at One Islamic Junior School in Demak. The demonstration method is considered to have a strategic position in a learning process and as a support for the success of teaching at One Islamic Junior School in Demak. So the role of the teacher is professional and has a good understanding of learning methods. By using the demonstration method of English subjects, especially procedure text material, it can be conveyed efficiently and effectively so that the teaching process can be carried out properly and correctly and can improve students' speaking skills. One of the indicators that can be seen is to find out how effective and efficient the learning method is. The English learning method can be said to be effective if the English material can be understood and influences the level of understanding of students. With the results of field research showing that the process of learning activities using the demonstration method has been running effectively so that it can be seen from the students who actively participate in learning activities.

Likewise the interview with Mr. AR :

⁹ Participant HS, Interviewed by Researcher, May 11, 2023, Interview 1, Transcript, Appendix 2.

The demonstration method is when the child pours out, the child conveys ideas with his role. For example, when he is a poet, he shows poetry skills, not just sitting and being looked at. When the subject of fiqh is slaughtering, students practice slaughtering according to the Shari'a. In conclusion, the demonstration method is very important according to the KD that must be achieved.¹⁰

While the results of the interview with Mr. FR :

Teaching methods by demonstrating events, rules, items, and sequences of carrying out activities either directly or with other media via online. The demonstration method used in the procedure text material is considered to be in accordance with speaking and listening competence because in the demonstration the student demonstrate their speaking through material ingredients and imperative sentences. And it is in accordance with the basic competence if the basic competence is speaking and listening then what is used is the demonstration method.¹¹

Thus, based on interviews conducted, the use of the demonstration method in learning is assessed as having to be applied to certain subjects because the demonstration method is a method in which teachers carry out demonstrations and students are required to practice directly on what has been explained. The demonstration method is one of the methods used in English subjects, especially procedure text material which is considered to be able to improve the speaking skills of One Islamic Junior School in Demak students. Because it is in accordance with speaking and listening competence where students in procedure text material they have to recite their speaking demonstration through material ingredients and imperative sentences.

As for the implementation of the implementation of the demonstration method at One Islamic Junior School in Demak, there are several stages, namely preparation, implementation, and evaluation.

¹⁰ Participant AR, Interviewed by Researcher, May 6, 2023, Interview 1, Transcript, Appendix 2.

¹¹ Participant FR, Interviewed by Researcher, May 6, 2023, Interview 1, Transcript, Appendix 2.

a. Preparation

Based on the results of an interview with Mr. FR :

Children listen first or see examples given by the teacher then after that try offline or online. Online it can be taken from YouTube which is related to the sample text procedure because it is a step that needs to be conveyed. Therefore, it is also possible that the teacher can explain the method first. That the procedure text is like what is explained, and you have to understand the sequence, the material, then the purpose and step by step.¹²

From the results of interviews with the English teacher that the implementation of the demonstration method on text procedure material, the teacher explained first what procedure text was like, which would then be given a direct demonstration that students would see directly. In addition, there are steps or processes before the demonstration method is implemented.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sarung Pendidikan : MTs Al Iqoyah Gajah Demak
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX / Ganjil
 Materi Pokok : Procedure Text
 Alokasi Waktu : 2 x 45 menit (Pertemuan ke 2)

A. Tujuan Pembelajaran
 Siswa mampu kegiatan pembelajaran menggunakan model pembelajaran discovery Learning, dengan metode literasi, eksperimen, praktikum, dan presentasi dengan menambahkan sikap menyudai kebaruan Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, serta dapat:

- Menuliskan informasi dan membuat label tentang obat-obatan/ minuman
- Media, Alat/Bahan : Smartphone, Laptop, Kertas, dan A4/Tulis
- Metode : Literasi, Eksperimen, praktikum dan presentasi
- Sumber Belajar : Buku Guru dan Buku Siswa kelas IX, Bright English Erlangga, modul, media online

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
1. Guru menyapaikan salam kepada peserta didik dan mengaji berdoa sebelum memulai kegiatan pembelajaran, serta memaparkan kehadiran siswa yang tidak hadir pembelajaran.	
2. Guru memberi motivasi kepada peserta didik, tetap semangat belajar dan meraih berprestasi auri Al 'Au	
3. Mengajukan kegiatan pembelajaran yang akan dilakukan dengan pertanyaan peserta didik tentang kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat.	
4. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan/manfaat) dengan mempelajari beberapa teks prosedur <i>fish and sea</i> dan <i>sea</i> dengan <i>memberi dan meminta informasi terkait resep makanan (minuman dan manual, pondok dan sederhana</i> sesuai dengan konteks pengorganisasi Guru menjelaskan aktivitas yang akan di lakukan dan cara pengorganisasi.	
Kegiatan Inti (20 Menit)	
Kegiatan Literasi	Peserta didik menulis notes yang terkait materi <i>menyaji beberapa teks prosedur fish and sea</i> dan <i>sea</i> dengan <i>memberi dan meminta informasi terkait resep makanan (minuman dan manual, pondok dan sederhana</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual yang berkaitan dengan mempelajari beberapa teks prosedur <i>fish and sea</i> dan <i>sea</i> dengan <i>memberi dan meminta informasi terkait resep makanan (minuman dan manual, pondok dan sederhana</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan mempelajari beberapa teks prosedur <i>fish and sea</i> dan <i>sea</i> dengan <i>memberi dan meminta informasi terkait resep makanan (minuman dan manual, pondok dan sederhana</i> .
Communication	Masing-masing kelompok diberikan kesempatan untuk presentasi yang dilakukan di dan bertanya mengenai materi yang belum dipahami.
Creativity	Peserta didik beramai-ramai guru menyimpulkan materi yang telah dipelajari tentang materi pondok penting yang muncul dalam kegiatan pembelajaran online yang baru dilakukan. Terkait mempelajari beberapa teks prosedur <i>fish and sea</i> dan <i>sea</i> dengan <i>memberi dan meminta informasi terkait resep makanan (minuman dan manual, pondok dan sederhana</i> .
Kegiatan Penutup (10 Menit)	
1. Guru melakukan penilain.	
2. Guru membimbing kegiatan didik, mengaitkan untuk mempelajari yang akan di bahas di pertemuan berikutnya	
3. Guru memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan	
4. Menyaji kegiatan belajar mengajar dengan berdoa.	

C. Penilaian Hasil Pembelajaran

Penilaian Sikap : Kesediaan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan

Penilaian Pengetahuan : berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percobaan serta pengamatan

Penilaian Keterampilan : unjuk Kerja Kegiatan pembelajaran

Manghalah
Guru

Gajah, 09 Agustus 2022
Mahasiswa praktikan

AIDMAD FAIDZUR ROHMANS PAMPE
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Documentation 4.3 RPP

¹² Participant FR, Interviewed Researcher, May 6, 2023, Interview 1, Transcript, Appendix 2.

b. Implementation

This is in accordance with the results of an interview with Mr. FR :

The implementation of the demonstration method at One Islamic Junior School in Demak was carried out in groups and each group had their own tasks, as well as a presenter and someone who was ready to ask and answer questions. The situation in the class at first was that the children were afraid because so far a lot of learning English was writing and writing. But children tend to be afraid to speak and are afraid of being wrong. When I convey and give samples to children or motivate them not to be afraid and never to worry about their abilities.¹³

Based on interviews with student MF :

In the students' opinion, the steps of the demonstration method that the teacher carried out were the teacher greeting and saying hello, taking roll call, making small talk, then the teacher conducted an orientation to prepare tools and materials, and students were asked to present the results of the teacher explanation.¹⁴

The implementation of the demonstration method at One Islamic Junior School in Demak is in accordance with the procedures and rules of English education, in which the researcher made direct observations of the learning process. The situation in the class when the learning process used the demonstration method with procedure text material the students followed enthusiastically, but there were also those who felt awkward or afraid when they were asked questions and asked to give presentations, but according to the students this was normal because that was the learning process.

Learning using the demonstration method on procedure text material has helped students to improve their speaking skills.

¹³ Participant FR, Interviewed by Researcher, May 6, 2023, Interview 1, Transcript, Appendix 2.

¹⁴ Participant MF, Interviewed by Researcher, May 6, 2023, Interview 1, Transcript, Appendix 2.

And according to them the presentation of the level of interest in learning English is considered by many to like learning English, in particular the text procedure material.

According to Mr. FR as an English teacher at One Islamic Junior School in Demak :

Students' interest in the application of the demonstration method is considered to be very enthusiastic about participating in learning because when children are given samples through media such as YouTube they have a desire to reflect, both how it is at home and in preparation for the presentation of the next meeting.¹⁵

According to one student HS :

I'm happy with the demonstration, because learning using that method I can easily understand.¹⁶

According to student KM :

Learning using the demonstration method in my opinion Pretty good and fun.¹⁷

Student HS also had an opinion :

Interest, because I can understand learning easily because the teacher explain directly what we have to do.¹⁸

According to Student N :

I am very interested in the demonstration method.¹⁹

Based on the results of the interviews that the demonstration method attracted the students' interest because they thought that the method was carried out by direct practice,

¹⁵ Participant FR, Interviewed by Researcher, May 23, 2023, Interview 2, Transcript, Appendix 2.

¹⁶ Participant HS, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

¹⁷ Participant KM, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

¹⁸ Participant HS, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

¹⁹ Participant N, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

not just by theory, and according to them, by using the demonstration method, lessons could be easily understood.



Figure 4.4 Presentation



Figure 4.5 Proses Of Doing The Task

c. Evaluation

According to an interview with Mr. FR :

Evaluate the text contextually, on tape, so later the child will present in front of them and there will be a special assignment, so later there will be an assessment rubric, for example when the child's pronunciation is at the level with point 8, this child has a pronunciation like this, so there is a special rubric.²⁰

Based on the results of the interviews that the evaluation was carried out when the learning was finished by means of the students being given special assignments and an assessment rubric.

According to student KM :

There is an evaluation such as the division of tasks.²¹

After evaluating after learning, then later the teacher can understand as the students are able to understand what has been explained then the teacher will look for solutions when there are children who do not understand what has been explained by the teacher.

According to Mr. FR :

The solution is for children whose groups I think are good at demonstration methods and good speaking, then I will combine them with children who have good writing. Then for children who have not mastered the demonstration method they learn from children who have mastered it or as drafters for children who have not been able to master it.²²

Student AZ thinks that:

Reading is a solution to improve mastery of learning by reading, asking subject teachers,

²⁰ Participant FR, Interviewed by Researcher, May 11, 2023, Interview 1, Transcript, Appendix 2.

²¹ Participant KM, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

²² Participant FR, Interviewed by Researcher, May 11, 2023, Interview 2, Transcript, Appendix 2.

asking friends and searching for information on the internet.²³

When you have done an evaluation, a solution will appear when there are children who are unable to understand the lesson. And the solution is done by grouping randomly.

LEMBAR KERJA PESERTA DIDIK (LKPD) 2

NAME / GROUP CLASS / NUMBER : *Amel, Ruzmah, Hafiqun, Yessira Agustin, Laila, Alvin, dan Zahra, Gaudia Wati*

GIVE A NAME FOR EACH PART!

HOW TO MAKE MEATBALLS

title

ingredients

steps

HOW TO MAKE BAKSO (MEATBALLS) COFFEE

title

ingredients

steps

LEMBAR KERJA PESERTA DIDIK (LKPD) 3

NAME / GROUP CLASS / NUMBER : *Amel, Ruzmah, Hafiqun, Yessira Agustin, Laila, Alvin, Gaudia Wati, Nurulhaqqa*

OBSERVE THE TWO PROCEDURES TO COMPLETE THE TABLE!

NO	TITLE OF TEXT	SOCIAL FUNCTION	GENERIC STRUCTURE	LANGUAGE FEATURES
1.	How to make meatball's	How to make something	1. How to mix the ingredients 2. How to cook the meatball 3. How to eat the meatball	imperative sentence 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person
2.	How to make Bakso coffee	How to make something	1. How to mix the ingredients 2. How to cook the bakso 3. How to eat the bakso	imperative sentence 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person

Handwritten notes and signatures are present on this page.

LEMBAR KERJA PESERTA DIDIK (LKPD) 2

NAME / GROUP CLASS / NUMBER : *Amel, Ruzmah, Hafiqun, Yessira Agustin, Laila, Alvin, dan Zahra, Gaudia Wati*

GIVE A NAME FOR EACH PART!

HOW TO MAKE MEATBALLS

title

ingredients

steps

HOW TO MAKE BAKSO (MEATBALLS) COFFEE

title

ingredients

steps

LEMBAR KERJA PESERTA DIDIK (LKPD) 3

NAME / GROUP CLASS / NUMBER : *Amel, Ruzmah, Hafiqun, Yessira Agustin, Laila, Alvin, Gaudia Wati, Nurulhaqqa*

OBSERVE THE TWO PROCEDURES TO COMPLETE THE TABLE!

NO	TITLE OF TEXT	SOCIAL FUNCTION	GENERIC STRUCTURE	LANGUAGE FEATURES
1.	How to make Meatball's	How to make something	1. How to mix the ingredients 2. How to cook the meatball 3. How to eat the meatball	imperative sentence 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person
2.	How to make Bakso coffee	How to make something	1. How to mix the ingredients 2. How to cook the bakso 3. How to eat the bakso	imperative sentence 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person 1st, 2nd, 3rd person

Handwritten notes and signatures are present on this page.

Documentation 4.6 Student work results

²³ Participant AZ, Interviewed by Researcher, May 10, 2023, Interview 1, Transcript, Appendix 2.

3. The Obstacles Faced by Students at One Islamic Junior School in Demak

In accordance with the observations and interviews conducted, the situation at One Islamic Junior School in Demak has a very good learning process, but besides that it also encounters several obstacles experienced by the teacher and the students. In the learning process of the demonstration method on procedure text material the teacher revealed that there were problems when learning procedure text material.

According to an interview with Mr. FR :

There were various obstacles that I experienced, namely there were several children who could not all demonstrate, in terms of speaking and pronunciation.²⁴

According to a student AR :

Yes, not all students can understand the material explained.²⁵

But there are also those who think that they have no problems because the Procedure Text material is easy to understand.

In accordance interviews with students FZ :

There are no obstacles, because the procedure text material is easy to understand.²⁶

One of the students AF also said :

There are no obstacles Mr, I am very happy with the demonstration method because it is very easy to understand.²⁷

²⁴ Participant FR, Interviewed by Researcher, May 11, 2023, Interview 2, Transcript, Appendix 2.

²⁵ Participant AR, Interviewed by Researcher, May 10, 2023, Interview 2, Transcript, Appendix 2.

²⁶ Participant AZ, Interviewed by Researcher, May 10, 2023, Interview 2, Transcript, Appendix 2.

²⁷ Participant FS, Interviewed by Researcher, May 10, 2023, Interview 2, Transcript, Appendix 2.

In addition to the obstacles in the learning process of procedure text material, the students also revealed that there were obstacles when the learning process used the demonstration method. The students at One Islamic Junior School in Demak also thought that there were few obstacles, but there were also those who thought they had no problems.

As the results of interviews with English Teacher Mr. FR

:

The problem is when the children's demonstration wastes too much time. Psychologically, MTs children when they speak English are afraid of being wrong.²⁸

According to the response of one student MF :

There are obstacles such as students who keep talking to themselves and joking so that it interferes with concentration.²⁹

One of the students NA also said :

Yes, because not all students like this method so they choose to sleep.³⁰

According to other students DP :

Nothing, because already understand it.³¹

According to the results of the interview above, it can be seen that the use of the demonstration method in text procedure material also encountered several obstacles, but there were also those who thought that there were no obstacles encountered. In the obstacles faced, of course, a teacher will provide a learning evaluation related to the obstacles faced by the students, so that students can follow or understand what has been conveyed by the teacher, and the teacher also has a solution when students cannot understand what is being taught already explained.

²⁸ Participant FR, Interviewed by Researcher, May 11, 2023, Interview 2, Transcript, Appendix 2.

²⁹ Participant MF, Interviewed by Researcher, May 10, 2023, Interview 2, Transcript, Appendix 2.

³⁰ Participant NA, Interviewed by Researcher, May 10, 2023, Interview 2, Transcript, Appendix 2.

³¹ Participant DP, Interviewed by Researcher, May 10, 2023, Interview 2, Transcript, Appendix 2.

B. Discussion

1. The Speaking Skill of Ninth Grade Students at One Islamic Junior School in Demak

One of the language skills that must be mastered by English students is speaking skills, speaking is a means of oral communication which involves several elements, namely giving messages and listening, productive skills must involve communication. When we talk to other people, we have to think of them as listeners so that what we are talking about is precise and correct, so that listeners can understand what we are talking about, we must use an effective method because speaking does not only produce sound but by using the right way we can well received by the listener.³² In the process of learning a foreign language or a second language, there are four types of skills, namely listening, reading, writing and speaking. These skills must be mastered in order to be able to communicate well, either orally or in writing. Speaking must also use phonetics, vocabulary and idioms.³³

The results of observations made by research while participating in learning activities that the condition of the students' speaking skills at One Islamic Junior School in Demak is that students can already speak English but still word by word. Students tend not to dare to speak English much for fear of being wrong. They prefer to write rather than speak English. According to Mr. S as the Principal of One Islamic Junior School in Demak, it is certain that the condition of speaking English skills at One Islamic Junior School in Demak can speak English, but simply, then according to Mr R as Assistant Principal of Academic Affair at One Islamic Junior School in Demak That God willing the students at One Islamic Junior School in Demak can speak English little by little. Meanwhile, according to Mr. F as an English teacher at One Islamic Junior School in Demak, basically students can speak English word by word, because they are not used to having dialogue in English, but they are already good.

³² Nur Qorirah Arifin, *Using Demonstration Method to Improve Students' Speaking Ability (A Quasi-Experimental of SMP Unggulan Darussalam Maros)*, Thesis, (Makassar: University Muhammadiyah Makassar, 2018), 27.

³³ Nur Istiqomah, *Improving The Students' Speaking Skill Through Fishbowl Strategy At The Second Grade Of SMAN 3 Gowa*, Thesis, (English Education Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare, 2020), 8.

However, with the existence of professional teacher who are able to master several methods, learning English will be well followed by students. When the method is used in the learning class, the students will also be happy and enthusiastic when participating in learning and as a result the educators will get the results that have been planned. With the results of interviews with researchers that the condition of the students' speaking skills at One Islamic Junior School in Demak is sufficient to master English speaking skills well.

One of the methods used by the teacher at One Islamic Junior School in Demak is the demonstration method and has been proven to improve students' speaking skills. And in the text procedure material using the demonstration method is appropriate for use by the students in improving students' speaking skills. When the method is used appropriately in the learning class, the students will also be happy and enthusiastic when participating in learning and as a result the teacher will get the results that have been planned. Because you have speaking skills, it will be easier to communicate with other people or strangers.

The factor for development in English skills is when you master speaking skills, when learning to write various types of vocabulary you are not wrong, when we attend an event we can immediately understand what the speaker is saying or when we are a speaker and read a text. of course we have no trouble reading it. The component that must be considered in speaking skills is as a communication tool for conveying ideas, thoughts, and ideas. If they can't speak then they can't convey the opinion expressed. If only by writing, they also cannot convey the ideas, thoughts and ideas that will be stated.³⁴

Furthermore, the method used in learning must also be appropriate because it will affect the learning outcomes of students. Teacher must have the ability so that students are able to take part in learning well and enjoy it at One Islamic Junior School in Demak. One of the methods used at One Islamic Junior School in Demak is the demonstration method, which method is suitable for use and according to the curriculum standards that

³⁴ Azlina Kurniati, Eliwarti, Novitri, *A study On The Speaking Ability Of The Second Year Students Of SMK Telkom Pekanbaru*, Jurnal, (Student Of English Study Program Language And Art Department Faculty Of Teachers Training And Education Riau University),5.

exist at One Islamic Junior School in Demak. According to the principal of One Islamic Junior School in Demak, teacher are given freedom in using learning methods. The use of the demonstration method in learning is considered to have to be applied to certain subjects because the demonstration method is a method in which teachers carry out demonstrations and students are required to practice directly on what has been explained. Then according to the English teacher, the demonstration method is one of the methods used in English subjects, especially procedure text material which is considered to be able to improve the speaking skills of One Islamic Junior School in Demak students. Because it is in accordance with speaking and listening competence where students in procedure text material they have to recite their speaking demonstration through material ingredients and imperative sentences. In the results of observations and interviews that have been carried out, it is in accordance with the existing components of speaking skills, namely: understanding, fluency, vocabulary, and pronunciation.

2. The Implementation of Demonstrating Procedure Text at One Islamic Junior School in Demak

The demonstration method explains a process, explains how to do something, and how to run something. By using the demonstration method students participate directly in carrying out a lesson, the demonstration method is usually used by students how to practice directly on students or illustrate something directly.³⁵

The students will more easily understand what is explained because it is practiced directly by and can be done by the students themselves. In this explanation that the demonstration method can be concluded that the demonstration method is a method that is practiced by students directly to students how to make something, explaining a process of something happening. The method will work as expected, so there must be direct practice in the learning process, as was done at One Islamic Junior School in Demak where the English teacher at One Islamic Junior School in Demak used the demonstration method in procedure text material. Likewise the interview with Mr. R as Assistant Principal of Academic Affair at

³⁵ Eka Wilany, *The Influence Of Demonstration Method Towards English Foreign Learners' Speaking Skill*, Jurnal (English Education Study Program, Universitas Riau Kepulauan), Vol. 10, No.02, 187.

One Islamic Junior School in Demak The demonstration method is when the child devotes, the child conveys ideas with his role. For example, when he is a poet, he shows poetry skills, not just sitting and being looked at. When the subject of fiqh is slaughtering, students practice slaughtering according to the Shari'a. In conclusion, the demonstration method is very important according to the KD that must be achieved.

The method used in learning must also be appropriate because it will affect learning outcomes by students. Teacher must have the ability so that students are able to take part in learning well and enjoy it at One Islamic Junior School in Demak. One of the methods used at One Islamic Junior School in Demak is the demonstration method, which method is suitable for use and according to the curriculum standards that exist at One Islamic Junior School in Demak. According to Mr. S as the principal of One Islamic Junior School in Demak, teacher are given freedom in using learning methods. The use of the demonstration method in learning is assessed as having to be applied to certain subjects because the demonstration method is a method in which teachers carry out demonstrations and students are required to practice directly on what has been explained. Then according to Mr. F as an English teacher, the demonstration method is one of the methods used in English subjects, especially procedure text material which is considered to be able to improve the speaking skills of One Islamic Junior School in Demak students. Because it is in accordance with speaking and listening competence where students in procedure text material they have to recite their speaking demonstration through material ingredients and imperative sentences.

In interviews and observations that have been conducted by researcher that of the many methods used at One Islamic Junior School in Demak, one of them is the demonstration method, but it is necessary to see whether the material is feasible to use demonstrations or not. For example, English subjects with procedural text material are considered appropriate using the demonstration method, so students are encouraged to speak English. Because it makes students can have an increase in the ability to speak English. Knowing this, in the process of implementing the demonstration method in procedure text material, it has been carried out according to the results of interviews with the English teacher, namely the child listens first or sees the examples given by the teacher then after that tries

offline or online. Online it can be taken from YouTube which is related to the sample text procedure because it is a step that needs to be conveyed. Therefore, it is also possible that the teacher can explain the method first. That the procedure text is like what is explained, and you have to understand the sequence, the material, then the purpose and step by step. In the learning process there are three processes, namely the preparation, implementation, and evaluation stages.

a. Preparation

From the results of interviews with the English teacher that the implementation of the demonstration method on text procedure material, the teacher explained first what procedure text was like, which would then be given a direct demonstration that students would see directly. In the process of implementing the demonstration, the procedure text material is in accordance with the characteristics of the demonstration method, namely:

According to Rohmat Umara³⁶, The demonstration method has several characteristics, namely:

- 1) Teacher can be more skilled at using varied learning.
- 2) Adding experience and knowledge in making learning model strategies.
- 3) Helping teachers develop professionally.
- 4) Can improve students understanding in mastering sciences subject.
- 5) The learning process is not passive.

b. Implementation

After preparing for the demonstration in the procedure text in the learning class, then there are steps in the learning process, namely the implementation of the demonstration method at One Islamic Junior School in Demak is carried out in groups and in groups there are individual assignments, and there are presenters and writers then there are those who ready to ask and answer. The situation in the class at first was that the students were afraid because so far a lot of learning English was writing and writing, but the students tend to be afraid to speak and are

³⁶ Rohmat Umara, *The effectiveness of the demonstration method to improve students learning outcomes*, (EAJMR 2022), 1999.

afraid of being wrong. When I convey and give samples to children or give motivation so that they are not afraid and never worry about their abilities. When learning speaking material, it is hoped that you will not be afraid of being wrong because it can be a learning and experience for the students.

According to Ana Juliana Zefania da Silva³⁷, the advantages of the demonstration method are as follows:

- 1) The teacher focuses students' attention the most important explanation.
- 2) Student focus on the demonstration process .
- 3) Can feed the students' desire to be more active.
- 4) Increase student experience.
- 5) Minimizes misunderstanding.
- 6) To remember in the long run.

The implementation of the demonstration method at One Islamic Junior School in Demak is in accordance with the procedures and rules of English education, in which the researcher made direct observations of the learning process. The situation in the class when the learning process used the demonstration method with procedure text material the students followed enthusiastically, but there were also those who felt awkward or afraid when they were asked questions and asked to give presentations, but according to the students this was normal because that was the learning process. Learning using the demonstration method on procedure text material has helped students to improve their speaking skills. And according to them the presentation of the level of interest in learning english is considered by many to like learning english, in particular the text procedure material. According to Mr. F as an English teacher at One Islamic Junior School in Demak, students' interest in implementing the demonstration method is considered very enthusiastic in participating in learning because when the students are given samples through media such as YouTube they have a desire to reflect, both at home and in preparation for the presentation of the next meeting. Based on the results of the

³⁷ Ana Juliana Zefania da Silva. *The Effectiveness Methods Demonstration of using Media Image To Increase Student Academic Result of chemistry Material in Secondary General private School Cristal*. (Journal ISCE Vol 5, 2021).99

interviews that the demonstration method attracted students' interest because they thought that the method was carried out by direct practice, not just by theory, and according to them, by using the demonstration method, lessons could be easily understood. Learning using the demonstration method on procedure text material has helped students to improve their speaking skills. And according to them the presentation of the level of interest in learning English is considered by many to like learning English, in particular the text procedure material.

c. Evaluation

After the preparation and implementation stages, the last thing to do is the evaluation stage, where the English teacher conducts the way students are given special assignments and an assessment rubric. After evaluating after learning, then later the teacher can understand as students are able to understand what has been explained then the teacher will look for solutions when there are students who do not understand what has been explained by the teacher. The solution for students whose groups are considered to have good abilities in demonstration methods and good speaking is to combine them with the students who have good writing. Then for students who have not mastered the demonstration method they learn from children who have mastered it or as drafters for students who have not been able to master it. Other solutions to improve mastery of learning are by reading, asking subject teachers, asking friends and searching for information on the internet.

3. The Obstacles Faced by Students at One Islamic Junior School in Demak

In the learning process using any method, it is inseparable from the obstacles that must be faced by the teacher, but all obstacles will be overcome if the application of the method is carried out properly. In accordance with the references used by researcher. Some of the weaknesses or obstacles that are related according to experts, namely Faturrahman³⁸, are:

- a. The time used in learning is quite long.
- b. Students must actively participate in learning, if they are not active then they are not effective.

³⁸ Faturrahman. *Metode-metode pembelajaran*. (Jakarta: Universitas Terbuka, 2008),3.

This is in accordance with the learning carried out at One Islamic Junior School in Demak. The use of the demonstration method in the procedure text material at One Islamic Junior School in Demak also encountered several obstacles in the learning process. The obstacles found not only from the students but also the teacher.

According to the results of interviews and observations made, the obstacles faced by the teacher include :

- a. There are some students who still do not all understand the demonstration method.

There are some students who understand the demonstration method, but there are also some children who do not understand the demonstration method, because of that the learning process using the demonstration method is a little constrained by having to provide an understanding of the demonstration method.

- b. The students pronounciation mastery is still low.

The imperfect condition of students' speaking skills at One Islamic Junior School in Demak affects learning with the demonstration method, because the use of the demonstration method requires good pronounciation.

- c. The demonstration method presented by students waste too much time.

The use of the demonstration method takes a long time, if the class conditions are not conducive and waste too much time then the demonstration method will not be effective.

In addition to the various obstacles faced by educators, there are also obstacles faced by students at One Islamic Junior School in Demak, namely :

- a. Several students talked to themselves and joked

There are obstacles such as students who keep talking to themselves and joking so that it disturbs the concentration of other students. Basically the demonstration method requires a high enough concentration to understand it.

- b. Students are not interested in the demonstration method

Of the many students, there were also students who had problems, namely students who were not interested in using the demonstration method.

According to them the demonstration method was boring and chose to sleep. Some of the obstacles faced by teachers and students are in accordance with the theory used by the author, that is, if students are not active and do not master the

demonstration method, it will not be effective. Because there are some students who choose to sleep, talk to themselves and joke with their friends when learning is carried out. When the method is used, a lot of time is used, this is in accordance with the constraints faced by the English teacher at One Islamic Junior School in Demak that the obstacle faced is that students waste too much time.

But there are also those who don't have any problems, that is, some are happy with the demonstration method. According to Mr. F as an English teacher, the obstacles faced by educators can be resolved by means of evaluation after learning takes place and will look for solutions when educators find obstacles that arise. conveyed by students, such as a lack of understanding of the learning that has taken place, as conveyed by the English teacher that Evaluate text contextually, by recording, so later the child will present it in front, so there will be a rubric for the assessment, for example when the child has a pronunciation at the level with point 8, this child pronounces like this, so there is a special rubric, then after evaluating after learning, then later the teacher can understand as students are able to understand what has been explained then the teacher will look for solutions when there are children who do not understand what which has been explained by the teacher. After doing the evaluation, the teacher will look for solutions that will be applied when the next lesson takes place, some students also argue about solutions so that students can understand what the teacher has taught. One of the students argued that reading was a solution to improve mastery of learning by reading, asking subject teacher, asking friends and searching for information on the internet. Meanwhile, according to the English teacher, the solution when the students do not understand the learning that is already taking place is the solution for children whose groups I think have good abilities in demonstration methods and good speaking, then I will combine them with students who have good writing. Then for students who have not mastered the demonstration method they learn from children who have mastered it or as drafters for students who have not been able to master it.

In the explanation above that the teacher has a solution to the obstacles encountered in the learning process, and according to the teacher this solution has proven to be appropriate for efforts to understand students who do not understand the learning that has been completed.