IMPROVING STUDENTS' SPEAKING SKILLS THROUGH DEMONSTRATION METHOD OF THE CLASS XI IPS 1 STUDENTS OF SMA MUHAMMADIYAH 1 PALEMBANG

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Abstract

Improving Students' English Speaking Skills Through Demonstration Method of The class XI IPS 1 students of SMA Muhammadiyah 1 Palembang. This study aims to improve the students' speaking skills of class XI IPS 1 at SMA Muhammadiyah 1 Palembang by using the demonstration method. The subject of this research is all the students of class XI IPS1 of SMA Muhammadiyah Palembang consisting of 32 students. This study used descriptive qualitative and quantitative methods in which the data contained in this study are numbers, percentages and depictions used to determine the success or failure of a study. The research instrument was in the form of daily tests and interview. The data obtained from the instrument that shows students who reached the KKM on: (1) Pre-test are 3 students (9.37%), (2) the result of Cycle I is 7 students (21.87%), (3) the result of cycle II is 17 students (53.12%), and (4) the result of Cycle III is 25 students (78.12%). From the data can be concluded that the application of the demonstration method can improve students' speaking skills of class XI IPS 1 studens of SMA Muhammadiyah 1 Palembang.

Keywords: Improving, Speaking Ski, Demonstration Method.

Introduction

Education is a conscious and planned effort to create an atmosphere of learning so that students actively develop their potential to have religious spiritual strength, self-control, intelligence personality, social attitudes, and skills needed. The education process is held formally in school, starting from the most basic formal education to university can not be separated from learning activities which is one of the main activities for the teacher as the main role.

Based on Permen No. 22 of 2016 concerning the standard process of primary and secondary education that the learning process in education units is organized interactively, inspiratively, fun, challenging, and to motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests and physical and psychological development of students. For this reason, each education unit conducts learning plan, implementing the learning process and evaluating the learning process to improve the efficiency and effectiveness of the students'achievement.

From the permen above, it is clear that education should be carried out in a fun way to achieve the desired learning goals. As we know, in learning English there are 4 skills that must be mastered by students, namely: (1) speaking, (2) listening, (3) reading, (4) writing. But in this case, the element of skills in the English language lesson is not something that is easy for students,

because generally students have limitation in related to lack of words, lack of confidence, and also shame. According to Juhana (2012), there are four factors that cause students to experience difficulties in developing speaking skills, namely: (1) students are afraid of being wrong, meaning students are afraid of making mistakes in expressing their opinions or ideas, (2) feeling of shame, meaning the emotional nature that arises when students are asked to speak, (3) anxiety, is a feeling of tension, fear and anxiety that arises when students are asked to express their opinions, and (4) lack of confidence, is a feeling that often arises when students express their ideas and ideas are not understood by friends her friend. Gudu (2015) states that students' speaking skills can be developed through three stages. First, develop motivation, it means that a good student must be able to develop motivation for himself and to be able to develop his speaking skills. Second, the teacher's role is the duty of teacher to have the right and effective method in developing speaking skills for his/her students. Based on the explanations above, it is necessary to have a new learning strategy that is more empowering of students.

The mastery of a person's foreign language is generally seen from his language appearance, especially his ability to speak. The following opinion of Ur (1996) supports this statement. "Speaking seems intuitively the most important of all four language skills namely: listening, speaking, reading, and writing, since people who know what language is referred to as a speaker of that language, as if speaking all other skills of knowing that language ". He argues that speaking seems intuitively to be the most important skill of all four language skills (listening, speaking, reading and writing), because people who know language are called 'speakers'

of the language, and speaking involves all other skills in know the language.

In reality that learning in speaking skills can not run properly. Chuang (2009: 1) states that "However, speaking skill is a crucial part of the language learning process, and it is also the one skill, which has often been neglected in EFL classroom". This statement implies that even though speaking skills are a crucial part of the learning process of a language, this skill is the most often overlooked skill in the EFL class.

Ability Applying social functions, text structures, and linguistic elements of the text of oral and written transactional interactions that involve the act of giving and asking for information related to suggestions and offers, in accordance with the context of their use is one of the basic competencies that must be mastered by Class XI SMA Muhammadiyah 1 Palembang. In learning and teaching process that took place usually dominated by the teacher without providing wide opportunities for students to be actively involved in the learning process. This process tends to be monotonous and less meaningful, because it is dominated by teachers and students tend to only respond to commands or assignments of teachers without being given the opportunity to express meaning in accordance with the objectives of the basic competencies to be achieved.

Based on observations between researchers and students, it was found that during teaching learning process students were very passive and complained a lot because of a lack of confidence, in addition to a lack of mastery of words , pronunciation of words, and mastery of the grammar that they have, the opportunities given were doing not to give them the space to be able to explore their abilities, so that in the end they experience many difficulties

in carrying out their tasks . This can be seen from the results of the student's performance every time the teacher assigns them in the form of practice , generally students are not smart to respond directly , or ask directly without text .

In learning English through innovative and creative approaches, the process of learning speaking skills can be active, effective, and enjoyable (Sriwilani, 2010: 6). The demonstration method is able to meet this need. In relation to learning English speaking skills, this method is very supportive of learning to express sentences related to suggestions and offers because everything related to the material that will be described in the activity procedure is more meaningful, not just memorizing, but understanding what is being done . Finally, the demonstration will make students more active if done well by the teacher and students.

Based on the observation of the learning process of speaking English subject of class XI IPS 1 at SMA Muhammadiyah 1 Palembang found: (1) students did not pay attention to the teacher's explanation, (2) lack of learning media facilities, (3) many students were still ashamed to speak in English, and (4) student evaluation results were still low.

Based on the description of the above, the research of problem that focus on attention to the improving the teaching and learning process, especially in the field of speaking skills and the problems that would be formulated "Can the demonstration method improve the speaking skills in class XI IPS 1 of SMA Muhammadiyah 1 Palembang?". The objective of this research is to determine the the method of demonstration can improve students' speaking skill of class XI IPS 1students o SMA Muhammadiyah 1 Palembang.

Furthermore this research is expected to be useful:

1. For student
   Improvements wouldl have a positive impact on students in improving the speaking skills of class XI IPS 1 students at SMA Muhammadiyah 1 Palembang
2. For Educators
   To find out how the method applied by the English teachers at SMA Muhammadiyah 1 Palembang.
3. For Schools
   It could educate and increase students' insight, especially for teachers about the implementation of teaching in the field of English subject.

Method of the Research

In this research, the method used in this study is descriptive quantitative and qualitative methods, where the data contained in this study are numbers, percentages and depictions that used to determine the success or failure of a study.

This classroom action research was carried out at class XI IPS 1 of SMA Muhammadiyah 1 Palembang in year 2018/2019, starting on August 7, 2018 until September 10, 2018.

This research subjects were students of class XI IPS 1 of SMA Muhammadiyah 1 Palembang in year 2018/2019, consisting of 32 students with the aim of getting data about speaking skills in the process of learning speaking English.

The implementation of learning improvements is carried out with Classroom Action Research which lasted to three cycles of activities including:

1. Planning
2. Implementation
3. Observation
4. Evaluation and Reflection

This research has 3 cycles, in which all cycles are carried out based on the desired learning outcomes have not been achieved. The first cycle would be compared to the results of the pre-test scores, the second cycle would be compared to the results of the first cycle, and the third cycle would be compared to the results of the second cycle. In the end the value of the pre-test and all cycle values would be compared and analyzed for the increase in value in each cycle.

Results and Discussion
Findings and Interpretations

Based on the evaluation results at class XI IPS 1 of SMA Muhammadiyah 1 Palembang before learning improvement was evident after the detailed number of students who obtained grades in the learning result improvement. The results of observation and discussion with colleagues of learning have shown improvement.

Before improving the learning of English speaking skills, that happens in teaching and learning process is: The teacher does not do much experiment with the reason for lack of time. Then the next learning process with the demonstration method is carried out in the next cycle.

In the first cycle of learning, improvements were made using the experimental method. The result of observation and evaluation in the first cycle showed that there was an increase evaluation of students learning outcomes.
Although it has shown an increase, the evaluation of student learning outcomes has not been able to succeed completely, in other words the evaluation of student learning outcomes is still not satisfactory and the writer did the second cycle.

In the second cycle evaluation of learning outcomes has increased from the first cycle, but evaluation of learning outcomes is still not satisfactory. Therefore, the writer returned to the third cycle, and found that the evaluation of learning outcomes obtained by the author is satisfying.

Based on the results obtained in the first and second cycles, it was seen that there was an increase in students' learning outcomes. Because students are motivated by learning using the demonstration method, and the level of mastery of the material became progress. Thus, it can be said that the Learning Skills in Speaking English students of class XI IPS 1 of SMA Muhammadiyah 1 Palembang can be achieved even though the desired completeness has not been achieved overall.

Evaluation Result
1. Evaluation Result of Cycle 1

a. Interview Result 1

The interview were conducted to find out the obstacles and conveniences experienced by students in learning through demonstration method. Students belonging to a good group argued that learning speaking skills through demonstration methods is very fun because they felt that they had the confidence to present in front of the class. Whereas, students who belong to the group lack the opinion that learning through demonstration methods successfully aroused their enthusiasm, but they still experience obstacles in speaking because they have never expressed their opinion to their classmates.

b. Evaluation Result of Cycle 1

Tabel 1. Evaluation result of pre-test dan cycle 1

	Pre-test	cycle 1
The number of students that reach KKM 66 from 32 students	9.37%	21.87%
The numbers of students can not reach KKM 66 from 32 students	90.62%	78.12%

From table 1. The value of the pre-test shows that students who have not attained complete learning are 29 students or 90.62%. Whereas, the students who achieve mastery learning gained 66 points as many as 3 students or 9.37%. The value of cycle 1 shows that students who have not reached learning completeness amount to 25 students or 78.12%. Whereas, the students who achieve mastery learning gained 66 points as many as 7 students or 21.87%.

Thus, from the standpoint of learning completeness, it has increased from 9.37% to 21.87%.

2. Evaluation Result of Cycle 2

a. Interview Result 2

The results of interviews in cycle 2 of high-ability students showed an increase in their enthusiasm because they were happy to follow the learning process using this method. Whereas, from students with less ability show their enthusiasm because they felt more relaxed and happy in learning speaking by using demonstration method.

b. Evaluation Result of Cycle 2

Tabel 2. The evaluation of cycle 1 and cycle 2

	cycle 1	cycle 2
The number of students that reach KKM 66 from 32 students	21.87%	53.12%
The number of students can not reach KKM 66 from 32 students	78.12%	46.87%

From table 2. The value of cycle 1 shows that the students who have not reached the total mastery of learning are 25 students or 78.12%. Whereas, the students who achieved mastery learning gained 66 points as many as 7 students or 21.87%. Value of cycle 2 shows that students who have not achieved learning completeness amount to 15 students or 46.87%. Whereas, the students who achieved mastery learning gained 66 points as many as 17 students or 53.12%.

Thus, from the standpoint of learning completeness, it has increased from 21.87% to 53.12%

3. Evaluation Result of Cycle 3

a. Interview Result 3

The results of interview in cycle 3 of students who achieved mastery learning showed that a happy attitude and satisfied with the learning outcomes using the demonstration method. Whereas, from the students who have not attained mastery learning show enthusiasm that is more than the previous cycle even though they have not achieved complete learning.

b. Evaluation Result of Cycle 3

Tabel 3. The Evaluation result of cycle 2 and cycle 3

	cycle 2	cycle 3
The number of students that reach KKM 66 from 32 students	53.12%	78.12%
The number of students can not be reached KKM 66 fromi 32 students	46.87%	21.87%

From table 3. The value of cycle 2 shows that the students who have not reached the completeness of learning amounted to 15 students or 46.87%. Whereas, students who achieved mastery learning gained 66 points as many as 17 students or 53.12%. The value of cycle 3 shows that students who have not achieved learning completeness are 7 students or 21.87%. Whereas, the students who achieved mastery learning gained 66 points as many as 25 students or 78.12%.

Thus, from the standpoint of learning completeness, it has increased from 53.12% to 78.12%.

4. Evaluation Result Comparison of Each Cycle

Evaluation Result Comparison of Each Cycle could be seen on the table below:

Tabel 4. Evaluation Result a cycle

	Pretest	Cycle 1	Cycle 2	cycle 3
The number of students that reach KKM 66 from 32 students	9.37%	21.87%	53.12%	78.12%
The numbers of students can not reach KKM 66 from 32 students	90.62%	78.12%	46.87%	21.87%

Based on the table, it can be seen that student learning outcomes in learning English speaking skills show that an increase from one cycle to the next. The situation before learning improvement, the number of students who achieved mastery learning or obtained KKM 66 scores only reached by 3 students (9.37%), then increased to 7 students (21.87%), then 17 students (53.12%), and increased to 25 students (78.12%). Increasing the completeness of the evaluation of student learning outcomes from the state before making up learning into each learning cycle more clearly can be seen in diagram 1.

Conclusion

Based on the results of improvement in learning carried out through Classroom Action Research (CAR), the following results can be obtained:

1. In the first cycle, there are 7 students who had achieved mastery learning (21.87%). This shows that an increase when compared with the results of the pre-test.

2. In cycle II, there are 17 students who had achieved mastery learning (53.12%). This shows that there are a significant increase from cycle I to cycle II.

3. In the third cycle, there are 25 students who had achieved mastery learning there are 25 students (78.12%). This shows an increase when compared to the results of cycle III.

Based on the data above, learning speaking skills class XI IPS 1of SMA Muhammadiyah 1 Palembang by using demonstration method can improve students' English speaking skills.

From these conclusion, there are several suggestions to improve the quality of learning, especially in increasing the activeness of students in the learning activities as follows:

1. To the Teacher
   a. Teachers need to increase motivation in learning speaking skills.
   b. Teachers should provide opportunities for students to try the learning process.

c. Researchers hold discussions with peers and principals regarding difficulties or problems and things that faced in learning activities.

2. To the Schools
In order for the results of learning improvements to be beneficial for the school, the principal needs to facilitate the discussion group among fellow students always motivated in learning.

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