

THE IMPLEMENTATION OF DEMONSTRATION TECHNIQUE TO TEACH SPEAKING PROCEDURE TEXT TO THE ELEVENTH GRADERS OF JASA BOGA MAJOR

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Hilda Lussi Indriani

English Education, Languages and Arts Faculty, State University of Surabaya

11020084063.hilda@gmail.com

Him'mawan Adi Nugroho, S.Pd, M.Pd

English Education, Language and Arts Faculty, State University of Surabaya

Abstrak

Salah satu keterampilan yang paling penting dalam pengajaran bahasa berdasarkan kurikulum 2013 untuk sekolah kejuruan adalah keterampilan berbicara. Oleh karena itu, keterampilan berbicara adalah obyek penting dari penilaian (Luoma, 2004). Selain keterampilan berbicara, pembelajar bahasa terikat untuk menguasai mendengar, membaca, dan keterampilan menulis sebagai keterampilan yang mendukung untuk pembelajar bahasa sebagai alat komunikasi. Bentuk yang diucapkan telah dianggap sebagai bentuk utama dari bahasa (Vachek 1973 di Hughes, 2002). Hal ini dapat didefinisikan bahwa berbicara merupakan interaksi antara dua orang atau lebih dalam mengubah ide-ide dan berdebat sesuatu yang berhubungan dengan kehidupan manusia dan gerakan dunia. Selain itu, berbicara adalah proses interaktif membangun makna yang melibatkan memproduksi, menerima, dan mengolah informasi (brown, 1994; membakar & joyce, 1997). Guru harus dapat mendorong siswa untuk berbahasa Inggris sebanyak mungkin. Oleh karena itu, guru perlu membuat suasana kelas menjadi menyenangkan dan membuat siswa tertarik untuk belajar tentang bahasa Inggris. Kemudian, untuk mengatasi masalah pengajaran bahasa Inggris di sekolah kejuruan, penggunaan teknik demonstrasi adalah pilihan yang cocok.

Demonstrasi adalah teknik yang menjelaskan proses atau memberitahu bagaimana melakukan sesuatu, bagaimana membuat sesuatu atau bagaimana sesuatu bekerja (Rudolph dan Katleen, 2003: 232). Hal ini juga didukung oleh Brown et al (1983: 307) yang mengatakan bahwa meskipun siswa itu sendiri tidak dapat secara langsung memanipulasi item ditampilkan dalam demonstrasi, mereka mungkin terlibat dengan subjek karena mereka melihat hal-hal tertentu yang menarik perhatian mereka. Penelitian ini dilakukan untuk menggambarkan pelaksanaan teknik demonstrasi dalam mengajar berbicara teks prosedur, tanggapan siswa terhadap penerapan teknik demonstrasi dalam pengajaran prosedur. Peneliti menggunakan penelitian deskriptif kualitatif dalam penelitiannya. Siswa kelas XI jurusan jasa boga di SMKN 6 SURABAYA adalah subyek pengamatan nya. Selain itu, peneliti menggunakan observasi dengan menggunakan catatan lapangan sebagai teknik pengumpulan data untuk menggambarkan teknik pelaksanaan mengajar berbicara teks prosedur. Kemudian untuk mengetahui siswa tanggapan dari pelaksanaan teknik demonstrasi untuk mengajar berbicara teks prosedur, peneliti menggunakan kuesioner.

Setelah mengumpulkan data, maka peneliti menganalisis mereka. Berdasarkan pengamatan, ia menemukan bahwa teknik demonstrasi pelaksanaan guru tepat. Karena teknik itu, siswa bisa melakukan berbicara nyata. Sementara itu, mereka bisa mengatur bahan berbicara dan disesuaikan dengan penonton dengan cara yang tepat. Hal itu membuat siswa lebih percaya diri untuk berbicara bahasa Inggris di kelas. Oleh karena itu, berdasarkan hasil kuesioner, banyak siswa yang termotivasi dalam belajar berbicara teks prosedur dengan menggunakan teknik demonstrasi karena membuat lebih menarik untuk belajar.

Berdasarkan penjelasan di atas, peneliti membuat kesimpulan bahwa pelaksanaan teknik demonstrasi untuk mengajar berbicara teks prosedur adalah teknik yang tepat. Karena berdasarkan hasil kuesioner, banyak siswa berpendapat bahwa teknik demonstrasi adalah teknik yang tepat untuk belajar berbicara teks prosedur. Hal ini karena teknik demonstrasi mendorong mereka untuk

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berbicara secara spontan daripada menghafal berbicara mereka. Akhirnya, diharapkan bahwa penelitian ini akan berguna untuk guru bahasa Inggris dan peneliti lainnya.

Abstract

One of the most important skills in language teaching based on the curriculum 2013 for vocational school is speaking skills. Therefore, speaking skill is an important object of assessment (Luoma, 2004). Besides speaking skill, language learners are bound to master listening, reading, and writing skills as supportive skills to the language learners as means of communication. The spoken form has been regarded as the primary form of language (Vachek, 1973 in Hughes, 2002). It can be defined that speaking is an interaction between two or more people in changing ideas and arguing something related to the human life and movement of the world. Besides, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burn & Joyce, 1997). The teacher should be able to encourage the students in order to speak English as much as possible. Therefore, the teacher needs to make an atmosphere of the class become enjoyable and make the students interesting to learn about English. Later on, to overcome the problem of teaching English in vocational school, the use of demonstration technique is a suitable choice.

Demonstration is explaining a process or telling how to do something, how to make something or how something works (Rudolph and Katleen, 2003:232). It is also supported by Brown et al (1983: 307) who says that even though students themselves may not directly manipulate items shown in demonstration, they may become involved with the subject because they are looking at specific things which hold their attention. This study is conducted to describe the implementation of demonstration technique in teaching speaking procedure text, the students' responses toward the implementation of demonstration technique in teaching speaking procedure text.

The researcher uses descriptive qualitative research in her study. The eleventh graders of jasa boga majors in SMKN 6 SURABAYA are the subjects of her observation. Moreover, the researcher used observation by using field notes as data collection technique to describe the implementation technique to teach speaking procedure text. Then to know students' responses of the implementation of demonstration technique to teach speaking procedure text, the researcher used a questionnaire.

After collecting the data, then the researcher analyzed them. Based on the observation, she found that the teacher implemented the demonstration technique appropriately. Due to that technique, the students could do the real speaking. Meanwhile, they could organize their speaking materials and adapt it to the audience in an appropriate way. It made the students more confident to speak English in the class. Therefore, based on the questionnaire result, many students are motivated in learning speaking procedure text by using the demonstration technique because it is more interesting to learn.

Based on the explanation above, the researcher makes a conclusion that the implementation of the demonstration technique to teach speaking procedure text was an appropriate technique. Because based on the questionnaire result, many students argue that the demonstration technique is the appropriate technique to learn speaking procedure text. It is because the demonstration technique encourages them to speak spontaneously rather than memorize their speaking. Finally, it is expected that this study will be useful for English teachers and other researchers.

Keywords: Speaking, Procedure Text, Demonstration

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INTRODUCTION

There is a statement saying “*Globalization era forces people to compete in everything, moreover in technology and knowledge*”. Later on, a big question arises, *how can people build up interaction and compete to each other?* The answer is by using English as a communication tool to state meaning what the people aim. Thus, in order to face the globalization era, people can learn English through educational institutions, and one of them is vocational school. Seeing that condition, the teaching and learning English becomes important in vocational schools.

Being able to speak well and fluently is the key of successful interaction, yet learning to speak is not easy, especially for the learners. The teacher always finds that the students are often reluctant because they are shy and difficult to express themselves in front of other students. Besides, they are rarely given a chance to practice to speak. They are required to be able to speak well, but the condition of noisy of the class does not support it. They need to speak individually and ideally, they need someone to listen to them while speaking and to respond them. In fact, the students speak together at the same time when they get the opportunity to demonstrate their ability. In brief, those are the problems that always occur in the class, when the teacher asks them to speak. In this case, the teacher has to remind the students the importance of speaking ability. The teacher should be able to encourage the students in order to speak English as much as possible. Therefore, the teacher needs to make an atmosphere of the class become enjoyable and make the students interesting to learn about English. Later on, to overcome the problem of teaching English in vocational school, the use of demonstration technique is a suitable choice.

Demonstration is explaining a process or telling how to do something, how to make something or how something works (Rudolph and Katleen, 2003:232). It is also supported by Brown et al (1983: 307) who says that even though students themselves may not directly manipulate items shown in demonstration, they may become involved with the subject because they are looking at specific things which hold their attention. Demonstration technique can be implemented to teach speaking procedure text because in vocational

school teacher have to use ESP for teaching learning process, and demonstration has the same characteristic with the procedure text. The students have to explain the tools, ingredients, and the steps how to make food. They have to think and pay attention to their vocabulary, fluency, and grammar.

By looking at the background of the study above, the researcher can design two research questions to help the research administer this study. The research questions are formulated as follows:

1. How is the implementation of Demonstration technique to teach speaking procedure text to the eleventh graders of jasa boga major in SMKN 6 SURABAYA?
2. How do the students respond toward the implementation of Demonstration technique to teach speaking procedure text to the eleventh graders of jasa boga major in SMKN 6 SURABAYA?

RESEARCH METHOD

This research was conducted with descriptive qualitative research design. This research was categorized as descriptive qualitative research because researcher wanted to know the implementation of demonstration technique to teach speaking procedure text. The aim of the research was observing and collecting data as much as possible in order to answer the research questions. In line with Merriam (2009), states that qualitative research design are suitable for collecting and analyzing data. That was why researcher chose descriptive qualitative design as the research design of this study. The researcher took the data from observation checklist, field note, and questionnaire. The researcher did the observation in SMKN 6 Surabaya. Then, the researcher chose jasa boga major for the subject of the study.

The sources of data for the first research question were the researcher observation sheet and field note during teaching-learning process. The second source of data was the student's feeling during the implementation of demonstration technique. Moreover, the last source of the data is student speaking practice.

RESULT OF THE STUDY

The research was conducted in three meetings. In this research, researcher acted as a non-participant observer who only watched and observed the teaching and learning activity from the backward of the class. During the observation, researcher tried her best not to intervene the teaching and learning process. This chapter is divided into three parts by the number of the research questions. The first part described the implementation of demonstration technique, the second is giving material about procedure text using demonstration technique, and the last the students speaking practice.

The Implementation of Demonstration Technique to Teach Speaking Procedure Text.

There are three steps in the implementation of demonstration technique. They are pre activity, whilst activity, and post activity (Millroad, 2001).

In the pre activity, the teacher opened the lesson by checking the attendance list and made some conversation with the students through greetings. This condition could make the students comfortable and relaxed. After that the teacher began to explain about the lesson and the topic that were going to be learnt. The lesson was about procedure text, she explained what procedure text was. And the topics were about how to make food. At the first meeting, the topic was about how to make instant food and they had to work in group. At the second meeting, the topic about how to make food. They had to work in pair. At the third meeting, the topic was about how to make food but this time they had to work individually. The teacher asked the students to choose the title of the topic which was different from each other. After that, the teacher explained the technique; what the demonstration was and how to do the technique. To make the students understand the lesson easily; the teacher gave an example how to do it. As the example, the teacher choose thing which easy to get. The teacher explained it slowly. Then the teacher asked the students to demonstrate as what the teacher had done. Before going to the next activity, the teacher asked some questions that deal with the lesson.

Furthermore, the teacher began with whilst activity. She always asked the students to bring things that they would present in the following day. Then the teacher asked the students to discuss the steps which were about the materials and how the

way to make something before they started to demonstrate their properties. At the first meeting, they discussed the little, material and the step in their group. In a group, the leader asked his/her member to share their idea about the title. They also shared the materials and the steps which were needed. At the second meeting, the students had to work in pair, so they only shared with their pair. But at the third meeting, although they worked individually but they still shared about the title, materials and the step. After discussing, the students began to demonstrate their properties while practicing it directly in front of the class. After demonstrating, other students began to respond their friend's presentation by asking some questions. In this session, all the member of the group had to help the leader.

The last activity was post activity. In this activity, the teacher observed the students activity during teaching learning process. She observed what happened in the class. The activities were from beginning until the end of the lesson. Then she controlled the time to demonstrate for each student and controlled the students when asking question session. She always gave reward to the student's work that was the best in the presentation. And she also corrected some notes for the student's mistakes in order to make them more understand about the procedure text, so that they would get a better mark.

The Students' speaking procedure text after the Implementation of demonstration technique

Based on the students' result of questionnaire, it was found that most students were interested when the teacher used demonstration technique. The technique could help them practice speaking English bravely because the teacher chooses appropriate selected which was related to the students' interest and daily lives. This condition made the students is active in class.

The Students' Response after the Implementation of Demonstration Technique

The students were attracted to the technique during the teaching and learning process. the impact of the technique towards the student ware very good. They were also motivated to learn speaking English.

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Conclusion

Based on the result and discussion in the previous chapter, the researcher concludes that Demonstration Technique can boost students' attention during the lesson. Both students and teacher were enjoyed the teaching and learning process. Teacher seemed really helpfull to the students who needed her help toward the lesson. Demonstration Technique successfully made students enthusias and active.

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