

Improving the X4 Grade Students' Reading Procedure Texts Comprehension Achievement by Using Demonstration Technique with Real Things at SMA Negeri Rambipuji Jember

Rudy Prasetyo, Wiwiek Istianah, Sudarsono,
Language and Arts Education Program, The Faculty of Teacher Training and Education,
Jember University
Jln. Kalimantan 37, Jember 68121
Email: rudyprasetyo@outlook.com

ABSTRACT

Reading is one of the language skills that plays an important role in the second or foreign language acquisition. It should be mastered by the students in Indonesia, especially for the Senior High School Students. This was Classroom Action Research that was intended to solve the problems related to the students' active participation and reading comprehension of procedure texts achievement. The research area and the research participants were chosen by using purposive method. The research area was SMA Negeri Rambipuji Jember, while the research participants were the students of the X4 grade. The primary data of this research were collected from observation and reading comprehension test, while the supporting data were collected from interview, documentation, and diagnostic test. The results of the research that was conducted in one cycle showed improvement. Based on the result of observation in meeting 1, as many as 22 (68%) out of 32 students were active during the teaching learning activity. In meeting 2, there were as many as 24 (80%) out of 30 students were actively involved in the teaching learning process. In addition, as many as 24 (77%) out of 31 students obtained the passing grade that was required by the school. It indicated that the use of demonstration technique with real things could improve the X4 grade students' active participation and their reading procedure texts comprehension achievement.

Keywords: *Active Participation, Reading Procedure Texts Comprehension Achievement, Demonstration Technique, Real Things, Classroom Action Research*

INTRODUCTION

English is a global language that cannot be separated from our daily life. It becomes an important language since most of the people use English as their daily communication tool. In Indonesia, English is the compulsory subjects that should be taught to senior high school students. The aim of teaching English to senior high school students is to develop communication ability both in oral and written forms. The students must be able to understand four language skills, such as listening, speaking, reading, and writing to master the communication ability (*Badan Standar Nasional Pendidikan/BSNP* 2006:308). Besides, the students needs to study three language components, namely vocabulary, grammar, and pronunciation. The senior high school students have to master those skills through the text in the genre of narrative text, recount text, procedure text, news item text, and descriptive text.

Reading is one of the important skills in English besides listening, speaking, and writing (Carrel 1988:1). In line with this, Harmer (1998:68) states that reading texts can be

used as good models for English writing. From those statements, it can be assumed that reading skill is important because we can use reading text as the guidelines to produce good written text.

The students often had some problems when they learning reading. This case also happened to the X4 grade students of SMA Negeri Rambipuji Jember. A preliminary study had conducted at SMA Negeri Rambipuji Jember on October 3rd, 2013. The result showed that the X4 grade students had the lowest mean reading score from the other classes. The English teacher informed that X4 students had problems in reading skill. Based on her information, the students' problem was they did not understand the content of the reading text. It happened because they don't know the meaning of the word. The students were hesitated when the teacher asked them to read the text. As the result, they difficult to get the information from the text. That information was strengthened with the result of diagnostic test that only 52% out of 31 students achieved the target score of English, while the 48% had not.

In addition, the English teacher informed that the

students' active participation was ranging from 53% - 62% in every meeting. Based on classroom observation in preliminary study, it was known that students' motivation were low. It can be seen when the teacher asked the students to read the text and to do the exercise, they seemed reluctant to do the teacher's instruction. They talked each other when the teacher taught them. They did not do the exercise because they were confuse to understand the content of the text. There were only few students could answer the question in the exercise. That condition made the students' active participation low during the teaching learning process, consequently, their reading comprehension achievement failed. Thus, it can be assumed that there were problems on students' active participation and their reading comprehension achievement.

To overcome the problems as stated above, the researcher and the English teacher agreed to use demonstration technique with real things to teach reading procedure text. Kahler *et al.* (1985:139) state that, demonstration technique is the most appropriate technique in teaching manipulative or operative technique, in developing understanding, in showing how to carry out new practice. Further, Barry and King (1990:120) state that, the main purpose of demonstration technique is to improve the acquisition of new skills/content/behaviour by observation and imitation. The use of demonstration technique with real things can make the students understand easily the material because the teaching learning process will be in real situation. In summary, students' comprehension of the text had obtained as clear as possible with the help of demonstrative the real situation to see how the things were done.

There were some previous research findings that related to the use of demonstration technique in teaching learning, the first study was conducted by Firdaus (2013:78). She conducted an experimental research at MTs Negeri Mojokerto to investigate the effectiveness of the demonstration technique for teaching reading skill. Her result showed that the use of demonstration technique could improve students' reading comprehension achievement. It could be known the improvement of the reading mean score from pre-test to post test that was 57,30 become 76,50. The second study was conducted by Shelton (2013:38). She conducted an experimental research that was intended to investigate the usefulness of demonstration technique on students understanding of chemistry concepts at senior high school. Her result showed that the use of demonstration technique could improve students' understanding on chemistry concepts. The third study was conducted by Hayah (2011:60). She conducted an experimental research at MTs Hasan Kafrawi Pancur Mayong Jepara to know the effectiveness of silent demonstration as the method of teaching to improve students' understanding on writing procedure text. The result showed that demonstration technique was an effective way of teaching writing procedure text. It was known from the the average score of experimental group that was higher than the control group. The experimental group average score was 77.56 and the average score of the control group was 70.33. Based on

those research outcomes, the demonstration technique was effective technique that could improve students' comprehension or ability and their participation.

Based on the explanation above, the researcher conducted classroom action research entitled "*Improving the X4 Grade Students' Reading Procedure Texts Comprehension Achievement by Using Demonstration Technique with Real Things as SMA Negeri Rambipuji Jember.*"

RESEARCH METHOD

The research design that was used in this study was Classroom Action Research. This research focused on the X4 grade students' reading procedure text comprehension achievement and their active participation at SMA Negeri Rambipuji Jember. This research was conducted in one cycle that consisted of planning the action, implementing the action, doing observation during implementation of the action, and doing reflection.

The area of this research was at SMA Negeri Rambipuji Jember. It was chosen because the headmaster of that school had given a permission to the researcher to conduct the research there, and the English teacher agreed to collaborate in this research because she had never applied the demonstration technique with real things for teaching reading procedure text.

The participants of this research were the students of X4 grade class. This class consisted of 34 students. This participants was chosen by using purposive method. This class was chosen because it had the lowest mean score from the other classes, which was 66. Based on diagnostic test, that were only 52% out of 31 students achieved the target score of English. In the other word, only 16 students achieved the target score, while the 15 students had not. In addition, the students active participation were ranging from 53%-62% on each meeting.

There were two kinds of data that were collected, namely primary and supporting data. Primary data were collected from observation and reading comprehension test, while supporting data were collected from interview, documentation, and diagnostic test. The observation was used to measure students' active participation during the teaching learning process of reading procedure text. Then, the reading comprehension test was used to measure the students' ability on reading procedure text comprehension achievement after the treatment was given. In addition, the interview was used to get the first hand data about the teaching learning process at that school, such as the curriculum, the problems that was faced by the teacher during the teaching learning process, and the techniques in teaching reading. Documentation was used to collect the names of the research subjects and the students' previous scores of class X-4. Besides, the diagnostic test was used to know the students ability of reading procedure text before the treatment was given.

DISCUSSION

Based on the result of observation and reading comprehension test, it was proven that the use of demonstration technique with real things could improve students' active participation in the teaching and learning process as well as their reading comprehension test. This research was conducted in one cycle. The cycle was stopped because the percentage of the students' active participation and their reading procedure text comprehension achievement had been improved. As stated by Burns (2010:145), the researcher have to stop the action if the issue has been resolved.

Based on the result of observation, the participation of the students increased from the first meeting to the second meeting. The percentage was 68% increased to 80% in the first cycle. There was as many as 12% improvement of the students. This fact proved the theory of demonstration technique from Mulyono (2012:87) that states demonstration technique can make the teaching learning process more interesting. That is why the students' participations were increasing during the teaching learning process. Ehler and Toits (2002:24) state that demonstration technique attracts and holds learners' attention better than many other teaching methods. That theory was proved by the researcher during teaching learning process. Based on the observation, the students were really curious when they were taught by using demonstration technique with real things. They showed their spirit when the teacher asked them to demonstrate the content of text that they have learnt.

From the results of reading comprehension test, it was known that most of the students could achieve the target score which was 70. There were 24 (77%) of 31 students achieved the target score; meanwhile the 23% had not achieved the target score. This finding was in line with the idea from Kahler *et al* (1985:139) theory that demonstration is the most appropriate technique in teaching manipulative or operative technique, in developing understanding. It also proved Ehler and Toits (2002:24) theory that "the use of demonstration technique can make the process and procedure taught clearer". As the result, the students can learn better when they watch and practicing the demonstration. In this way, the students were able to remember the words of the things that mentioned on reading material by seeing the real thing.

In summary, it could be concluded that the use of demonstration technique with real things for teaching reading procedure text was able to help the students to improve their active participation as well as their reading procedure text comprehension achievement. Demonstration technique with real things can be used as alternative teaching technique in reading procedure text by the English teacher.

CONCLUSION AND SUGGESTION

Based on the result of data analysis and discussion, it can be concluded that the use of demonstration technique with real things was able to improve X4 grade students' active participation as well as their reading procedure text

comprehension achievement at SMA Negeri Rambipuji Jember in 2013/2014 academic year.

From the result of observation, the use of demonstration technique with real things proved that this technique could improve the X4 grade students' active participation during the teaching learning process of reading procedure text at SMA Negeri Rambipuji Jember. The students' involvement during the teaching learning process of reading procedure text increased their motivation to follow the lesson. The good collaboration between the researcher and the English teacher in building students' understanding of procedure text make their active participation improved. The improvement could be seen from the percentage of students' active participation from the first meeting as many as 68% to 80% in the second meeting. There was as many as 12% improvement on that meeting.

The use of demonstration technique with real things also improved the X4 grade students' reading procedure text comprehension achievement at SMA Negeri Rambipuji Jember. The improvement could be seen from the percentage of the students who obtained the passing grade of reading from the score of diagnostic test to reading comprehension test, which was 52% to 77% in the end of cycle one. It means that demonstration technique with real things in teaching learning process was useful to improve students reading comprehension achievement. The use of demonstration technique makes the students retain their memory about what they have learnt, so it can improve their reading comprehension achievement.

Considering the results of this research, some suggestions are given in order that they are expected to be useful and gave some contributions to these following people:

a. The English Teacher

Based on the research results, it has been revealed that teaching reading by using demonstration technique with real things can reduce verbalism of the students and make them understand clearly the content of reading text. Thus, it is suggested to the English teacher to use demonstration technique with real things as the alternative technique in teaching reading comprehension. It can be applied to improve students' active participation and their reading comprehension achievement.

b. The Students

The students are suggested to be quiet and pay attention to the teacher when demonstration technique with real things performed during teaching learning process of reading comprehension. The demonstration can help the students to get the information based on the content of the text. It will be meaningless if the students do not pay attention to the teacher. They will be missed the information.

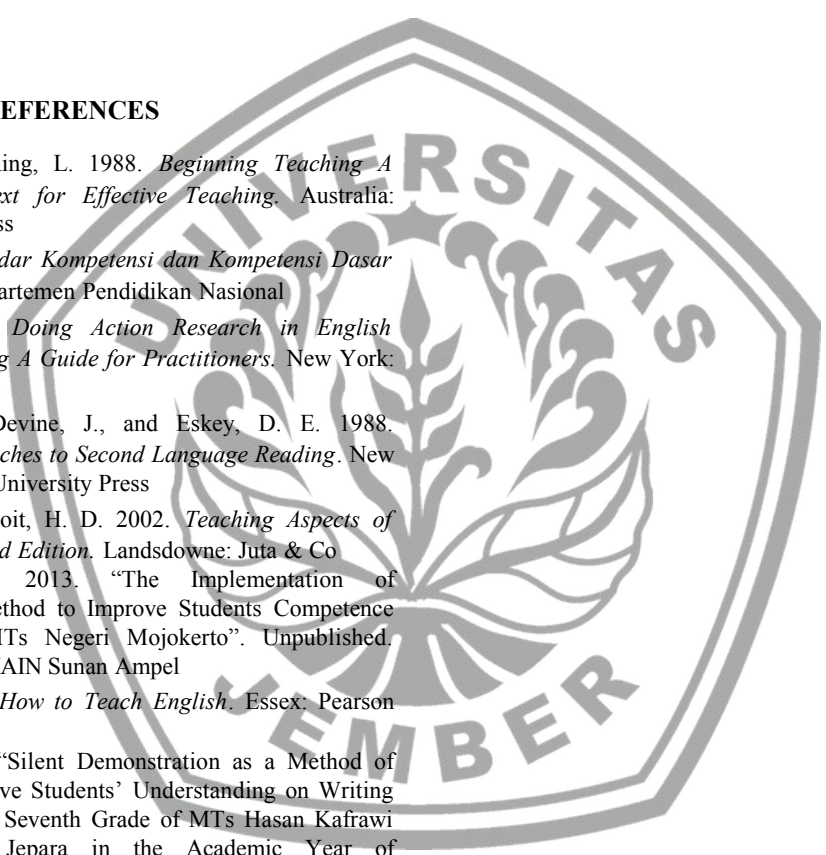
c. The Future Researchers

The future researchers are suggested to conduct further research by using demonstration technique in teaching reading comprehension based on the recent study. It can be

done by conducting the research with the same topic to establish the result consistency of demonstration technique with real things for teaching reading comprehension. Besides, it is suggested that the future researcher be doing a new classroom action research on different skill and different schools.

The future researcher can use one of the four language skills such as listening, speaking, writing, and three language components such as vocabulary, grammar or pronunciation. For example, the demonstration technique with real things can be applied in listening skill to build students understanding based on the recording materials that they are listen. In addition, it is suggested to the future researcher to conduct the research in different schools because each school has the different character of the students, so that the problems that faced by the students also different.

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