

Improving Students' Reading Comprehension of Procedure Text By Using Demonstration Method at Grade X IPA 1 Sman 1 Canduang

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Abstract :

The purpose of this study was to find out if the use of demonstration method was capable of increased students learning result of grade X IPA 1 procedure text material for students. The research was a collaborative classroom action research. This class action research was divided into 2 cycles that refer to the class action research procedures was planning, implementation, observing and reflecting. The research acts an instructor in cycle I, while the researcher acts as an observer. The research data were collected through observation checklist and tests given to students. The test gives to students in the form of a post-test as the end of learning. The subject of the study was the students of grade X IPA 1 SMAN 1 Canduang. In the class, the total number of students was 21 students.

The results of study showed that the demonstration method could improve students' learning result in reading comprehension of procedure text. The students' learning result that had been obtained in this study showed improvement. On the initial ability of students (pre-test) the results obtained by students the average score of the class is 74,47. The results obtained by students in students the cycle I (post-test) the average score of the class was 75,95. In the second cycle the results obtained by students the average score of the class 77,14. From the results obtained by students in cycle I to cycle II an increase in student learning results and has reached the completeness criteria. The completeness criterion (KKM) was 75. To prove the *truth of a significant improvement in student learning results in cycle I and cycle II using t-test*. The results obtained in the t-test that is the count was 4,74. The t-table in db 20 $\alpha = 0,05$ is 1,72. So it can be concluded that the use of demonstration method could improve students' learning result.

Keywords : multimodalities, speaking class, and distance learning

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Introduction

Reading is one of the four language skills taught in the English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Snow (1998: 1) stated that "reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement. Of course, most children learn to read fairly well. Furthermore, according to Komiyana (2009: 32) "reading also facilitates the growth of general skills and provides access to important knowledge at work and in school." Therefore, it can be inferred that the everyday life and reading practices of people are closely linked because reading is useful not only in world education, but also in social and working life.

Reading is an activity when the learners read the text. It is also a process of combining information that is gotten from the text and the student's own background knowledge in order to build the meaning. It means that through reading the students can construct the meaning based on the information that they got from the text and combine with their own background knowledge. Besides, the students also get some benefits that can improve their skill in many aspects. There are benefits that the students can get by reading something such genre of the texts, articles, books, journals, magazines, reports, newspapers, etc. First, reading is one way that helps the students to be better in writing skill. For example, when they read a lot of books, they get the new ideas so that they will not have difficulties to write something. Second, it can open their mind to new things. Third, reading also helps the students to improve their vocabularies. Students will get academic performance when they read a lot. So, if they read a lot, they will get the benefits of it. Students are categorized as successful reader if they can comprehend the reading material. In reading something, student's reading comprehension is one of the important things in order to catch the meaning based on what they have read. Reading comprehension consists of two terms : reading and comprehension.

Reading is known as the skill and comprehension. So, the combination of them as reading comprehension constitutes that comprehension is the crucial thing in reading. To understand the text, the readers must take some process to get the comprehension. According to Snow (2002: 11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. It means that reading comprehension is the act of understanding the text increasing the student's ability in reading the text. In reading skills, the students learn some types of text such as: descriptive text, recount text, narrative text, report text, and procedure text. That type of reading text often find in student's daily life. One of them is procedure text. According to Anderson in Aswadi Jaya, et al (2018: 161) said that procedure text is a text that give us directions to do something.

According to Bachtiar and Yuniarti in Moureen Sherly said that procedure text is text tells how to make something through a sequence of actions or steps (2018: 10). It usually uses imperative sentences such as out, place, use, etc. The generic structure of procedure text into there parts such as goal, ingredients or material and method or steps (It can conclude that procedure text is the text how to make something through a sequence of instructions or steps the procedure text

have generic structure and language feature. The procedure text can be found in the magazines food recipe, on the pack of noodles and other food, manual or electronic product instructions, etc. Demonstration is a type of teaching that is used when we teach a text of the process. According to Suaedy in Andriyanto (2018: 12) said "demonstration method is a way of delivering material by demonstrating a process or activity. Demonstration often occurs when learners have a hard time relating to real practice or when the implementation of ideas cannot be grasped. Text learners can be more and more distinct from what is normally in their class by using demonstration as a teaching procedure text. Based on preliminary observation on July 9th 2019 by using interview the researcher found that students' problem in comprehending the text. The first, students low motivation because the students' lazy to study in the class.

The second, problem was students' lack of vocabulary some of the students use dictionary to trying understanding meaning from the contexts. The third, the students' problem difficulties to understand meaning from the text because lack of background knowledge about they have read. The last, the students did not interested in the learning material was explanation by the teacher because the teacher uses the lecture method in teaching. Based on the explanation above, the researcher will collaborate with the English teacher at X Grade IPA 1 to apply the demonstration method in a classroom action research (CAR) with the aim to reduce the way of learning lecture method that are often used in teaching reading comprehension on procedure text. Then, researcher under the title "Improving Students' Reading Comprehension on Procedure Text By using Demonstration Method At Grade X IPA 1 SMAN 1 Canduang 2019/ 2020 Academic year."

Method

The kind of research use in this study is collaborative classroom action research which means that researchers do not conduct their own research but in collaboration with English teacher X in SMAN 1 Candung. The subject of this study was students at grade X IPA 1 SMAN 1 Candung. The number of students consists of 21 students. It is choose based interview result with English teacher class X they have the lowest of reading test.

The observation would be done to get the information that is needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat on the back of the classroom and note down the class activities in teaching and learning process. For example, at the beginning of the lesson, the researcher observed and note down how the teacher open the lesson by giving several question and how the students respond to the teachers questions. Then she Then she explains the material. Observation is will be done when students hold discussion and work together.

The test was used to measure the level of students understanding and mastery the material that being study by students by applying the demonstration method. The test use in this study is pre- test and post-test. The pre - test would carry out in learning activity in the initial 75 minutes. The post- test would carry out in the final activity in the form of giving questions related to the material being studied. The question form is an essay test of 30 questions consist 8 parts according to the material being studied.

Procedure of the research in this research, the research would focus on the improving students reading comprehension on procedure text demonstration method. The steps to be taken in this study are:

1. Pre -Cycle

The researcher intended to learn the initial student observation in this pre-cycle. The analysis recognizes the problem that has happened to the students and their difficulty in reading comprehension based on the observation.

2. Cycle I

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

This step is where the researcher would discuss with the English teacher to discuss the observations that have been. After that, the researcher will conclude the data and information that has been collected during observation.

3. Cycle II

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

The qualitative and quantitative data should be used in this study. The qualitative data collection in this study is the observation of students in the classroom during the teaching process. The quantitative data was analyze in score while teacher teaching reading the text. Through quantitative data the researcher will there are improvement or not on the students reading comprehension on procedure text demonstration method.

To know the means of the students score in each cycle, the research use the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Then, to know the different of the test success after using demonstration method the researcher applied the following t-test formula:

$$t = \frac{Md}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Results

This research was classroom action research (CAR). The classroom action research was collaborative research. The subject of this studies were students of class X IPA 1 of SMAN 1 candung. There were 21 students. This classroom action research the researcher conducted as many as the second cycle. The researcher chose this classroom action research in order to improve the quality of the learning in the classroom and also to increase students' the learning result in reading comprehension in procedure text by using demonstration method. In the cycle I the researcher conducted two meeting with a time allocation of 2x45 minute. With different teaching about how to install a sim card handphone. While at the second meeting researcher taught material about how to create a facebook account. In teaching subject matter using the demonstration method.

Before the researcher teaches material two meeting, the researcher prepares all the planning of learning action in the form of lesson plan. The lesson plan contains the learning activities that the researcher would do later in the class. The learning activities consist of initial activities, core activities the researcher also prepared observation checklist of teacher activities, student activities and learning test in two cycles. During the cycle II which was done by the researcher, the teacher made an observation of the learning process that the researcher did.

Observation made on the activities of teacher and student activities. In the cycle II the teaching material is how to make paper airplane origami with an allocated of 2x45 minute. The one teaching the material is an english teacher. The researcher prepares all the action plan in the form of lesson plan contains the process of learning activities. The learning activities carried out by the teacher will be in accordance with the lesson plan that research have prepared beforehand. The implementation of action will be devided into three namely is initial activities, core activities, and closing activities.

The initial activity begin with the teacher taking student absences then the teacher convey and explain the objective of learning that must be achieved by students about the material described. In the core activities later the teacher explains the teaching material using the demonstration method. At the closing of the activity the teacher gave an assessment of the learning activities that have been carried out to students in the mastery of teaching material. During the process of learning activities cycle II, an observation was made. Observation were made on student activities and learning activities carried out by the english teacher in cycle II. Based on the observations of teacher in the cycle I and cycle II that has been obtained. Based on the observations of teacher in the cycle I and the cycle II that had been present on the teacher observation checklist show that the teacher performance is very good. The teacher is able to explain the learning material well using the demonstration method it shows from the behavior of students while learning. Where students understand the lesson and understand the explained by the teacher.

The teacher is able to manage every learning activity very well. It is shown from the behavior of students when learning. Where students participate in a whole series of learning activities to completion. Based on the observation of students in the two cycles show that students are more active during learning activities, students are more active during learning activities, students are more enthusiasm joined to joined learning, the students are more brave to come forward to demonstrate teaching material about procedure text when the teacher ask students come forward. It is evidenced from the behavior of students when learning. Which students now when learning no chat, no longer play more seriously in learning. The students understand in the learning. When the teacher asks about the material being studied about the procedure text students are able to answer each question. Based on the result of students learning test results for cycle I and cycle II is very satisfying and has reached the completeness criteria (KKM). The completeness criteria (KKM) was 75,00. The result obtained by students in the cycle I in the pre-test was 74,47. In the post-test that was 75,95. From the learning result it shows that student learning result`

Discussion

According to the research finding that students reading comprehesnsion on procedure text by using demonstration method was very successful. It shown from the teacher observation checklist, the students' observation checklist and the students learning result in the cycle I and the cycle II that has been obtained. Based on the observations of teacher in the cycle I and the cycle II that had been present on the teacher observation checklist show that the performance is very good. The teacher is able to eplain the learning material well using the demonstration method it shows from the behavior of students while learning. Where students understand the lesson and understand the explained by the teacher. The teacher is able to manage every learning activity very well. It is shown from the behavior of students when learning. where students participate in a whole series of learning activities to completion. Therefore researcher will not continue to cycle III. As the conclusion that using the demonstration method in teaching reading could improve in reading comprehension of procedure text.

Conclusion

Based on the research question about students' reading comprehension on procedure text by using demonstration method, it can be concluded that the demonstration method by two cycles can improve teacher and the students activities and improve the students learning result in reading comprehension on procedure text. It was proven from the observation checklist and the learning result. Based on observations of the activities of the teacher cycle I to cycle II the result obtained are the teacher is able to carried out learning activities well, the teacher is able to manage the class well, the teacher is able to explain and deliver learning material very well, the teacher is able to make students more active in the process learning activities and capable teachers make students more courageous going forward For example the students dare to answer questions given by the teacher and students dare to demonstrate going forward about the lesson being learned about procedure text. Based on observation of the activities of students in cycle I and cycle II are very good in participating in learning activities. The students are more acyive in learning, the students are more seriously in learning, the students concentrated in learning, The students are bolder in answering questions from the teacher. Not only answering questions from teacher students also dare to move forward when the teacher ask without refusing. For example while the teacher ask students to demonstrate about the material procedure being studied. Changes in the way students learn have increased with the use of demonstration method.

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