Improving Students' Speaking Ability Through Demonstration Method (A Case Study of Junior High School Students)

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ABSTRACT

This study is a case study for Class IX-1 Students of SMP Negeri 12 Lhokseumawe". Through learning procedure text, students can improve their ability in speaking English by demonstrating how to do something. This study uses a qualitative approach to obtain data and analysis through reflective and participatory studies. Program development is based on data and information from students and teachers through two stages of the classroom action research cycle. In the first cycle, students were seen to be quite active in learning. From the observation, it was found that student activity reached 77%. Furthermore, in the second cycle, student activity continued to increase until it reached 86% so that it increased by 9%. The increase in student activity was followed by an increase in learning outcomes, namely in the first cycle the average value was only 69, increasing to an average of 75 in the second cycle. From the implementation of CAR in cycles I and II, it can be concluded that through the application of the demonstration method, it can improve student achievement in learning English in class IX-1 of SMP Negeri 12 Lhokseumawe.

INTRODUCTION

Based on the author's observations and experiences in teaching English so far, students still have many difficulties in learning English, especially in the speaking aspect. This can be seen from the daily English learning process where students are still not able to speak in English so that the daily test results obtained by students at the end of the subject are not satisfactory. Teachers should think of ways to make students able to speak English fluently (Sari, 2021). Symptoms that appear in the learning process, students tend to be passive and do not want to speak in English. They generally have difficulty in applying the concepts that have been learned. Students are shy and hesitant to start talking. They seem afraid of making mistakes when they speak. This may be because they are accustomed to using their mother tongue or regional language in their daily communication (Rahman, 2020) so that it looks awkward and strange when they have to speak in a foreign language or English.

Based on the results of discussions with colleagues, the authors consider that the learning that has taken place so far is still completely teacher-centered and still does not use aids or teaching aids and the methods used to support students' speaking abilities have not been varied. To improve the quality of learning in the classroom, a teacher must try to innovate learning (Hamidy et al., 2016). Therefore, the authors try to innovate learning in the classroom through research activities using the demonstration method, which later is expected to improve the results of learning English, especially students' speaking skills.

Theoretical Framework

In order for the implementation of learning to run well and the results to be reliable, the improvement of teaching is directed at managing the learning process (Nuraini, 2020). Thus, the role of a teacher is very important in packaging a learning process so that it becomes a fun activity not only for students but also for the teacher himself. Teaching and learning activities that give birth to the interaction of human elements are a process in order to achieve teaching goals. The teacher tries to regulate the learning environment so that it is

passionate for students (Hamidy et al., 2016). With a set of theories and experiences, teachers use them to prepare teaching programs well and systematically.

One of the efforts that teachers never leave is how to understand the position of the method as one of the components that take part in the success of teaching and learning activities (Candrasari et al., 2021). Such a frame of mind is not a strange thing, but it is real and is really thought by a teacher. Creative teachers must be skilled in managing, especially managing a learning environment that respects inquiry and creative expression. Students are given the widest opportunity to develop their ideas and thinking skills so that creative people will be born and do not hesitate to show their skills in public (Farahdiba & Asrifan, 2016). As one component of teaching, the method occupies a role that is no less important than other components in teaching and learning activities. Teachers must understand correctly the position of the method as a tool of extrinsic motivation. As we already know, the method is the method used to implement the plans that have been prepared in real activities so that the goals that have been arranged are achieved optimally.

The selection and determination of the method must have elements and strategic value of the method, the effectiveness of the use of the method, the importance of choosing and determining the method to the factors that influence the selection of learning methods. Each method has its own advantages and disadvantages. And each method has its own characteristics. Teachers must be smart and observant in determining what methods are suitable to support the achievement of the goals that have been formulated.

Demonstration Method

The demonstration method is a method of presenting subject matter by demonstrating and showing students about a process, situation or certain object being studied, either actual or imitation which is often accompanied by an oral explanation by the teacher (Laben, 2017; Siregar & Eswarny, 2020). With the demonstration method, the student acceptance process forms a good and perfect understanding. Students can also observe and pay attention to what is shown during the lesson. The demonstration method is good to use to get a clearer picture of things related to the process of arranging something, the process of making something, the process of working on something, the process of doing or using it and to know or see the truth of something. The demonstration method has the following advantages and disadvantages.

The advantages of the demonstration method: (1) Can make teaching clearer and more concrete, (2) Students more easily understand what is being learned, (3) The process of teaching and learning activities is more interesting, (4) Students are stimulated to actively observe, adjust between theories with reality and try to do it yourself (Waliyani & Yuliani, 2018); Lestari, 2019). In a contrary, there are disadvantages of the demonstration method: (1) This method requires special teacher skills, because without it being supported, the demonstration will be ineffective, (2) Facilities such as equipment and adequate costs are not always available properly, (3) Demonstrations require preparation and careful planning in addition to requiring a fairly long time, which may be forced to take other time or hours of learning.

In this Classroom Action Research (CAR), the researcher takes the subject of monologue speaking in procedure text which is an elaboration of KD 3.4 whose contents are to compare social functions, text structures and linguistic elements of several oral and written procedure texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of its use (Sabat & Purwanto, 2015; Scanlon, 2018). Indicators of success can be seen from: first, the majority of students are active in learning, second, the majority of students are skilled in speaking in English and third, the value of English for speaking aspects increases (Parveen, 2016; Yuzar & Rejeki, 2020).

METHODS

Research Setting and Subject

The settings in this study include: the place of research, the time of the study, and the CAR cycle as follows: (1) Place of Research; This classroom action research was conducted at SMP Negeri 12 Lhokseumawe for English subjects. The subjects in this study were class IX-1 for the 2016/2017 academic

year with a total of 24 students, consisting of 7 male students and 17 female students, (2) Research Time; This research was conducted at the beginning of the odd semester of the 2016/2017 academic year, from August to November 2016. The timing of the research refers to the school's academic calendar, because this research requires several cycles that require an effective teaching and learning process, (3) Research Cycle ; This research was carried out in two cycles to see the improvement of student learning outcomes and activities in following English subjects through the demonstration learning method. SMP Negeri 12 which is the location where this classroom action research was conducted is located in a coastal area where the economic background of the students' parents are generally fishermen. In their daily life, students are accustomed to using regional languages as the language of instruction (Rahman & Saputra, 2021). This is where the hard work of an English teacher is expected to motivate students to get used to speaking in English.

Research Preparation

Before the research was carried out, various instrumental inputs were made that would be used in giving treatment in the research, namely the learning implementation plan that would be used as classroom action research, namely basic competencies (KD): The ability to perform monologues in the form of procedures. In addition, learning tools were also made in the form of (1) teaching aids in the form of equipment for making tea; (2) evaluation sheet; (3) assessment sheet. In preparation, a list of the names of groups of students who were selected heterogeneously was also compiled.

Data source

Sources of data in this study consisted of several sources, namely students, teachers and colleagues or collaborators; (1) Students, to obtain data on learning outcomes and student activities in the teaching and learning process. (2) Teachers, to see the level of success of learning implementation using demonstration methods and learning outcomes as well as student activities in the learning process, (3) Peers / Collaborators, colleagues and collaborators are intended as data sources to see the implementation of CAR comprehensively, both from the student and teacher side.

Data Collection Techniques and Tools

(1) Techniques; Data collection techniques in this study were performance tests, observation sheets, and discussions. Performance Test; Used to get data about student learning outcomes, observations; Used to collect data on student participation in PBM and implementation of demonstration methods. Discussion; Discussions between teachers, peers, and collaborators to reflect on the results of the CAR cycle.

(2) Data Collection Tool. Data collection tools in this CAR include tests, observations, interviews, questionnaires and discussions as follows: (1) Tests; Using question items/question instruments to measure student learning outcomes, (2) Observation; Using observation sheets to measure the level of student participation in the English teaching and learning process, (3) Interviews; Using an interview guide to find out the opinions or attitudes of students and colleagues about learning using the demonstration method, (4) Questionnaires; To find out the opinions or attitudes of students and colleagues about learning using the demonstration method, (5) Discussion; Using the observation sheet.

Performance Indicator

In this CAR, the performance indicators other than students will be seen as teachers, because teachers are facilitators who greatly influence student performance. (1) Students; (a) Test: Average daily test scores, (b) Observation; The activeness of students in the teaching and learning process of English, (2) Teachers; (a) Documentation; Student attendance, (b) Observation; Observation Results.

Data analysis

The data collected in each observation activity from the implementation of the research cycle was analyzed descriptively by using the percentage technique to see trends that occur in learning activities, (1) Learning Outcomes; by analyzing the average value of daily tests then categorized into high, medium and low

classifications, (2) student activities in the teaching and learning process of English; by analyzing the level of student activity in the process of learning English, then categorized into high, medium and low classifications, (3) Implementation of learning by demonstration method; by analyzing the success rate of implementation of the demonstration method then categorized into successful, less successful, and unsuccessful classifications.

Research Procedure

The research process is carried out in 2 cycles, each cycle has 4 stages, namely: (1) Action planning (planning). (2) Implementation of Action (action). (3) Observation (observation), and (4) Reflection (reflection). For more details can be made a schema:
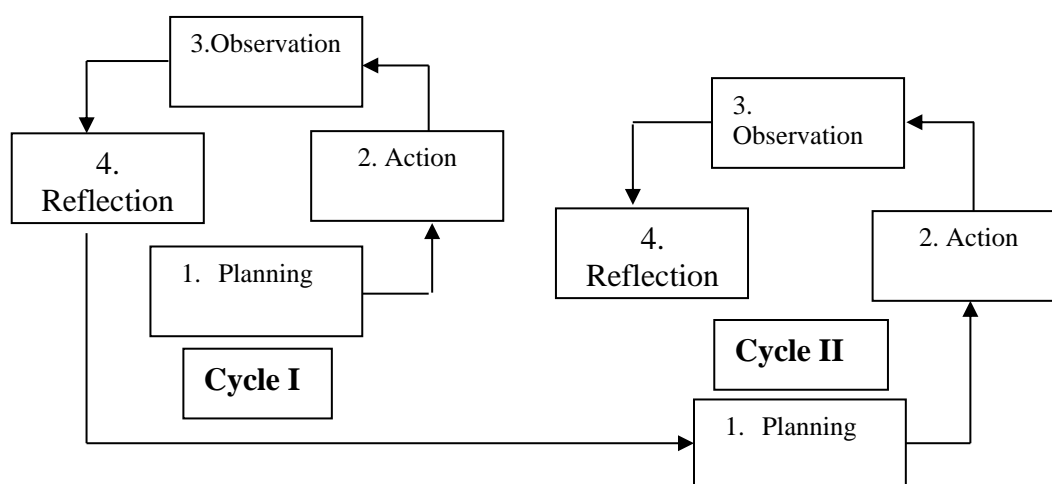
A. First Cycle.
a. Plan, which includes the following activities:
1. The research team conducted a curriculum analysis to determine the basic competencies that would be delivered to students.
2. Make a lesson plan
3. Create an instrument that will be used in the CAR cycle
4. Develop learning evaluation tools
5. Create an assessment rubric

b. Actions, which include the following activities:
1. Divide students into 6 groups
2. Presenting subject matter
3. Delivering learning objectives
4. The teacher distributes the procedure text
5. The teacher explains the contents of the procedure text, namely an explanation of how to make tea in English (how to make a cup of tea).
6. Students are given the opportunity to provide feedback
7. The teacher gives a quiz on questions
8. Students are given the opportunity to explain how to make tea in English.
9. Make observations or observations.

c. Observation, which includes the following activities:
1. The situation of teaching and learning activities
2. Student activity
3. The ability of students to present the subject matter

d. Reflection, this classroom action research is successful if it fulfills the following conditions:

1. Most (75% of students) are brave and able to answer questions from the teacher.

2. Most (70% of students) dare to speak in English.

3. More than 80% of group members are active in doing their group assignments. namely outlining the analysis procedure on the results of monitoring and reflection on the process and impact of the actions taken, as well as the criteria and action plans in the next cycle.

B. Second Cycle.

a. Plan, the research team makes a lesson plan based on the results of reflection in the first cycle

b. Action, namely the teacher carries out the learning process by using the demonstration method based on the results of reflection in the first cycle

c. Observation, namely the research team (teachers and collaborators), carrying out observations on learning activities using the demonstration method.

d. Reflection, the research team reflects on the implementation of the second cycle and draws conclusions

RESULTS AND DISCUSSION

Initial Condition Description.

The learning conditions before the action was taken and after the action was taken by applying the demonstration method had increased. Previously, this student in class IX-1 was very reluctant to speak in English. When teachers ask questions in English they always answer in Indonesian and sometimes even in the regional language (Aceh). If there is a friend who wants to speak in English, the other friend laughs amused as if it looks very funny and ridiculous. When it's their turn to speak, they have reasons to refuse. The most frequently cited reason is that they cannot, and even then, it is spoken in the local language. They also often go out with the excuse of going to the restroom, even though it is to avoid their turn to speak English. This causes the value of English lessons to be low. Teachers have difficulty getting grades because students keep avoiding when it is their turn to speak in English.

Description of Cycle I

• Action Planning

The activities carried out in the first cycle were preparing several things needed in carrying out the research, namely: making a Learning Implementation Plan (RPP) which was equipped with learning using the demonstration method, compiling student activity instruments and teaching and learning process instruments (PBM) for research teachers, compiling evaluation tools learning and preparing materials and tools needed to be used in the learning process, namely glasses, tea bags, sugar and a thermos filled with hot water to make tea.

• Implementation Phase

The implementation of the actions in the first cycle was carried out according to the plan with a time allocation of 2 meetings or 4 x 40 minutes. The implementation of this action can be described as follows:

First meeting

a. Preliminary activities

1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.

2. The teacher provides motivation to raise students' enthusiasm for learning English.

3. The teacher asks questions about the English material that has been studied or has been previously known.

4. The teacher conveys about the learning objectives to be achieved.

5. The teacher conveys the scope of the material and the description of the activities according to the lesson plan.

6. The teacher conveys the assessment technique that will be used

b. Core activities

a) Students observe the picture of the cook/chef/chef on page 70 of the student book.

b) Students and teachers ask questions about the picture

c) Students watch video shows on the screen in focus about a chef who is cooking

d) Students and teachers ask questions about the video

e) Students mention some recipes they know

f) Students pay attention to the text distributed by the teacher, namely how to make tea in English.

g) Students pay attention to the teacher demonstrating the materials and tools to make a cup of tea

h) Students pay attention to the teacher demonstrating how to make tea in English.

i) Students imitate the pronunciation and intonation of these sentences

j) Students practice saying these sentences with their classmates.

k) Students copy the text into their notebooks.

c. Closing

1. Students and teachers together make a summary of the material that has been studied at this meeting.

2. The teacher asks students questions to help them reflect on the learning activities they have done.

3. The teacher provides exercises to ensure the achievement of learning objectives on that day.

4. The teacher explains the plan for future learning activities.

B. Second Meeting

a. Preliminary activities

1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.

2. The teacher provides motivation to raise students' enthusiasm for learning English.

3. The teacher asks questions about the English material that has been studied or has been previously known.

4. The teacher conveys about the learning objectives to be achieved.

5. The teacher conveys the scope of the material and the description of the activities according to the lesson plan.

6. The teacher conveys the assessment technique that will be used

b. Core activities

a) Learners in groups, each group consists of 4 people who are selected through the mention of the serial number.

b) Students again observe the procedure text "how to make a cup of tea"

c) Students pay attention to the teacher demonstrating how to make tea in English

d) Students read the text aloud with the right intonation and pronunciation in their respective groups

e) The teacher gives feedback

c. Closing

1. Students and teachers together make a summary of the material that has been studied at this meeting.

2. The teacher asks students questions to help them reflect on the learning activities they have done.

3. The teacher provides exercises to ensure the achievement of learning objectives on that day.

4. The teacher conveys the plan for the upcoming learning activities.

• Observation Stage

Observations made in the first cycle include student activities during learning, the implementation of learning by teachers and assessment of student learning outcomes. The results of the teacher's observations on student activities during the teaching and learning process using the student activity observation sheet obtained an average percentage of 77%. This shows that student activity is sufficient but still needs to be improved in the next cycle by more motivating and guiding students during group discussions. Student activity data can be seen in the following table:

Table 1. Student activity data in PBM Cycle I

No	Aspect observed	Active students		Average percentage
		1st meeting	2nd meeting	
1	Paying attention for teacher's explanation	18	20	79%
2	Active in discussion	15	18	69%
3	Asking questions	18	20	79%
4	Answer the questions	19	20	81%
5	Correcting the wrong sentence	18	20	79%
Average student's activity				**77%**

Next, the results of observations on the ability of teachers in the implementation of the teaching and learning process can be seen in the table below:

Table 2. Data on the ability of PBM teachers in Cycle I

No	Aspect observed	Score	
		1st meeting	2nd meeting
1	Delivering learning objects	2	3
2	Motivate students	2	3
3	Managing PBM using the demonstration method	2	2
4	Provide opportunities for students to be active	2	2
5	Giving feedback on student responses	3	3
6	Guiding students in making conclusions	2	2
7	Provide a final explanation of the material for reinforcement	2	3
8	Time management	2	2
9	Conducting an assessment	2	2
Total score		19	22
The average (5)		**57%**	
Category		Less	

From the data obtained, the average percentage of teachers' ability in managing PBM is 57% belonging to the less category. From the results of discussions with collaborating teachers, researchers need to improve several aspects, namely managing PBM by using the demonstration method, providing opportunities for students to be active, guiding students in making conclusions, managing time and conducting assessments. not maximal. This happens because the learning model with the demonstration method is the first time it has been implemented, so it becomes a little stiff and too careful in giving explanations because it avoids giving too

many lectures. Furthermore, the results of observations on student learning outcomes can be seen in the table below:

Table 3. Student learning outcomes in cycle I

	Learning outcomes (KKM 67)		Completeness (%)	
Cycle I	67 >	<67	Complete	Not Complete
	19 students	5 students	79%	20%

Reflection.

After the first cycle was completed along with an assessment of student learning outcomes, student activities and teacher abilities in implementing PBM, the research teacher together with the collaborator teachers held a meeting to discuss the actions that must be improved and the actions that must be maintained in the teaching and learning process in the second cycle. These actions include:
a. Manage PBM using an even better demonstration method
b. Strive for students to be more active
c. Guiding students in making conclusions
d. More effective time management
e. Make an even more accurate assessment

Description of Cycle II
• Action Planning

As in the first cycle, in the second cycle, plans are also made to be carried out. Based on the results obtained in the first cycle, in the second cycle the researchers designed the lesson plans by including cooperative learning tools using a demonstration method that is even better by using a way that is better understood by students. The researcher will also demonstrate the ingredients and how to make tea in English more slowly so that students can follow and imitate it well. Researchers will also motivate students to be more active in learning and more intensively guide groups that have difficulties and pay more attention to the use of time.

• Action implementation

The implementation in the second cycle is also allocated for 2 x meetings or 4 x 40 minutes, namely as follows:
A. First meeting
a. Preliminary activities
1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.

2) The teacher provides motivation to raise students' enthusiasm for learning English.
3) The teacher asks questions about the English material that has been studied or has been known before.
4) The teacher conveys about the learning objectives to be achieved.
5) The teacher conveys the scope of the material and the description of the activities according to the lesson plan.
6) The teacher conveys the assessment technique that will be used

b. Core activities
a. Students pay attention to the teacher demonstrating how to make tea in English
b. Students and teachers ask questions about the activity

c. Students sit in groups in the same group as the previous meeting
d. Students practice demonstrating how to make tea in English in their respective groups
e. Students help each other with group members who are having difficulties
f. Students representing their groups come to the front of the class demonstrating how to make tea in English
g. The teacher gives awards to the best group.

c. Closing
1. Students and teachers together make a summary of the material that has been studied at this meeting.
2. The teacher asks students questions to help them reflect on the learning activities they have done.
3. The teacher provides exercises to ensure the achievement of learning objectives on that day.
4. The teacher explains the plan for future learning activities.

Second meeting
a. Preliminary activities
1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.
2. The teacher provides motivation to raise students' enthusiasm for learning English.
3. The teacher asks questions about the English material that has been studied or has been previously known.
4. The teacher conveys about the learning objectives to be achieved.
5. The teacher conveys the scope of the material and the description of the activities according to the lesson plan.
6. The teacher conveys the assessment technique that will be used

b. Core activities
a. Students sit back in groups as in the previous meeting.
b. a student from the best group in the previous meeting came to the front of the class demonstrating how to make tea in English
c. Each student in their respective groups demonstrates how to make tea in English in turn
d. The teacher takes the assessment by going around the group one by one
e. teacher gives feedback

c. Closing
1. Students and teachers together make a summary of the material that has been studied at this meeting.
2. The teacher asks students questions to help them reflect on the learning activities they have done.
3. The teacher provides exercises to ensure the achievement of learning objectives on that day.
4. The teacher conveys the plan for the upcoming learning activities

Observation.
　　The results of observing the level of student activity in the second cycle can be seen in the table below:

Table 4. Student activity in PBM cycle II

No	Aspect observed	Active students		Average percentage
		1st meeting	2nd meeting	
1	Paying attention for teacher's explanation	22	22	92%
2	Active in discussion	19	20	81%

3	Asking questions	20	20	83%
4	Answer the questions	21	21	88%
5	Correcting the wrong sentence	21	22	90%
The average student's activeness				**86%**

Data from observations on student activities increased from 77% in the first cycle to 86% in the second cycle. The increase in the percentage of student activity was due to actions taken by the teacher, namely guiding students to be more active in practicing in groups, asking questions about words that were still difficult to pronounce or correcting friends who were still wrong. However, even so, there are also students who are not active as listed in the table, but this is overcome by giving assignments to do at home, namely demonstrating how to make tea in front of the family at home.

Next, the results of observations made by collaborating teachers on PBM conducted by research teachers also experienced an increase because they had corrected the deficiencies found in the previous cycle. Observations have also been made by collaborating teachers and the results can be seen in the table below:

Table 5. Data on the ability of PBM teachers in Cycle II

No	Aspect observed	score	
		1st meeting	2nd meeting
1	Delivering learning objects	3	3
2	Motivate students	3	3
3	Managing PBM using the demonstration method	3	3
4	Provide opportunities for students to be active	2	3
5	Giving feedback on student responses	3	3
6	Guiding students in making conclusions	2	3
7	Provide a final explanation of the material for reinforcement	3	3
8	Time management	2	3
9	Conducting an assessment	3	3
Total Score		24	27
The average (%)		**71%**	
Category		Good	

From the table above, it can be seen that there has been an increase in the ability of teachers to manage PBM in cycle II. The deficiencies in the first cycle have been improved quite well. From the data above, it can be seen that in the first cycle the average score was 57%, but in the second cycle it increased to an average of 71%. Next, the results of observations on student learning outcomes in the second cycle can be seen in the table below:

Table 6. Student learning outcomes in cycle II

	Learning outcomes (KKM 66)		Completeness (%)	
Cycle I	>67	<67	Complete	Not complete
	22 students	2 students	92%	8%

• Reflection
The successes obtained in the second cycle are as follows:
1. Student activities in PBM have progressed towards a better direction. On average, students actively discuss in their groups. Most of the students are willing to ask and answer questions to the teacher and their group

friends. Although there are still some students who are not yet active, the research teachers try to continue to motivate them to become active.

2. Increased student activity in PBM is supported by increased teacher activity in maintaining and improving an effective, creative and fun learning atmosphere by applying the demonstration method. Intensive teachers guide students and the results can be seen from the observations that teacher activities in PBM have increased quite well.

3. Increased student activity also increases learning outcomes. The average daily test value from 60 before using the demonstration method became an average of 69 in the first cycle and 75 in the second cycle after using the demonstration method.

Discussion of Each Cycle and Between Cycles

Based on the results obtained from the implementation of cycles I and II, it can be said that there has been an increase in student activity in the material contained in KD. 3.4. especially about procedure text. We can see this from the data obtained on student activities, student learning outcomes after learning is carried out and the teacher's ability to manage PBM. After the analysis, this happens because of the teacher's influence in applying the demonstration method. Students are passionate about learning because students do not only have to memorize sentences in English but are assisted with tools and materials and directly demonstrate them so that students are greatly helped. In addition, by studying in groups, students are motivated to help their friends who are having difficulties because if all group members get good grades, the group will automatically get an award as well. The acquisition of student learning outcomes in the first cycle is still unsatisfactory, namely an average of 69 and 5 students who have not completed. Researchers feel challenged to improve the quality of learning in cycle II so that student scores increase and the number of incompleteness can decrease.

Table 7. Inter-Cycle Student Learning Results Data

Activity	Learning outcomes (KKM 67)		Completeness (%)	
	>67	<67	Complete	Not Complete
Cycle I	19 students	5 students	79%	20%
Cycle II	22 students	2 students	92%	8%

Observations were made on student activities in the first cycle as many as 77% of students were active in PBM activities. The percentage of student activity obtained has not been maximized because from the observations there are still many students who are not working or not active in their groups. This happened because of the lack of guidance from the teacher to groups that had difficulties, but after improvements were made in the second cycle there was an increase in student activity to 86%. Student activity data between cycles can be seen in the table below:

Table 8. Student activity data between cycles

No	Aspect Observed	Cycle I		Cycle II	
		Number of active students	Percentage	Number of active students	Percentage
1	Paying attention for teacher's explanation	19	79%	22	92%
2	Active in discussion	17	70%	20	83%
3	Asking questions	19	79%	20	83%
4	Answer the questions	19	79%	21	88%
5	Correcting the wrong sentence	19	79%	21	88%
	Average Active Students (%)		77%		86%

The percentage of teachers' ability in managing PBM between cycles has also increased. The teacher's ability to manage PBM in the first cycle was 57% in the less category and in the second cycle it increased to 71% in the good category. This increase occurred because the teacher had corrected all the shortcomings contained in the first cycle based on the observations made by the collaborating teacher. Data on the ability of teachers when carrying out PBM between cycles can be seen in the table below:

Table 9. Data on the ability of PBM teachers between cycles

No	Aspect Observed	Cycle I	Cycle II
		Score	Score
1	Delivering learning objects	2,5	3
2	Motivate students	2,5	3
3	Managing PBM using the demonstration method	2	3
4	Provide opportunities for students to be active	2	2,5
5	Giving feedback on student responses	3	3
6	Guiding students in making conclusions	2	2,5
7	Provide a final explanation of the material for reinforcement	2,5	3
8	Time management	2	2,5
9	Conducting an assessment	2	3
	Score	20,5	25,5
	Average (%)	57%	71%
	Category	less	enough

Based on all the results of the actions carried out by the research teacher in cycle I and cycle II, it has shown an increase in both learning outcomes and student activities as well as the teacher's ability to manage the teaching and learning process so it can be concluded that the application of the demonstration method can be used to teach procedural text material in subjects English in class IX-1 SMP Negeri 12 Lhokseumawe.

CONCLUSIONS

Based on the results of classroom action research, it can be concluded as follows: (1) The use of demonstration methods in learning English can improve students' speaking activities and skills. (2) From the results of observations showed that there was an increase in student activity in the first cycle, namely an average of 77% to 86% in the second cycle. (3) Students' mastery of learning materials shows an increase. This can be shown by the average daily speaking test results in the first cycle without the demonstration method 60 to 69 (II daily test) and 75 (III daily test) after using the demonstration method. (4) The demonstration method is relevant to contextual learning. (5) Through learning with the demonstration method, students feel more confident, more courageous and active in speaking. (6) By using the demonstration method, learning English becomes more fun. It has been proven that the use of the demonstration method can improve student activity and learning outcomes in English subjects, especially in speaking skill competence, so here are the recommendations: (1) In teaching and learning activities, teachers are expected to use the demonstration method as an alternative method in English subjects, especially in speaking competence. (2) In learning activities, teachers are advised to always be creative and innovative in providing tools as a means of supporting the use of demonstration methods. (3) Because this research activity is very beneficial for teachers and students, it is recommended that all subject teachers want to take the time to carry out research for the advancement of education in the future.

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