

## CHAPTER II

### REVIEW OF RELATED LIERATURE

In this chapter, the researcher discusses and reviews the related theories of this study. There are several points discussed in this chapter namely method, method in teaching reading, demonstration method, purpose of demonstration method, technique of using demonstration method, the effectiveness of demonstration method, and the effect of demonstration method.

#### **A. Method**

There are many definitions of method. According to Anthony method is overall plan for the orderly presentation of language material.<sup>1</sup> Method is a means to implement teacher plans that are constructed in real activity that goal has been achieved at an optimal set.<sup>2</sup> Method is “way”, the general method is the way to do something or work activities by using facts and concepts in a systematic or in other word, the method can be interpreted in a way that teachers use in presenting the material to be easily understood students to create a pleasant atmosphere.<sup>3</sup>

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<sup>1</sup> Edward Anthony 1963-quoted in p.19, Richard, T. Approach & Method in language teaching CUP 2001

<sup>2</sup> Cora Lindsay and Paul Knight, Method and learning in teaching English : A course for teacher, (UK:Oxford University Press, 2006), p.70

<sup>3</sup> Wina Sanjaya. 2008. Strategi pembelajaran: Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Prenada Media Group.

From the statement above, according to the researcher method is a procedure that is focused to the achievement of learning objectives. Teaching techniques and tactics is a translation of the learning method.

## **B. Method in Teaching Reading**

There are some methods in teaching reading, those are: choral reading method, paired reading method, PORPE method, KWL method, and SQ4R method. Each method has different strategies,

### **1. Choral Reading (CR) Method**

Choral Reading means reading out loud with your child, the same text at the same time. Teacher read together in unison, and students gets to hear teacher voice, guiding and supporting, all the while.

According to use a single selection with various choral reading methods so students learn about the various ways of expressing meaning. There are four common types of choral reading:

1. The easiest to learn is refrain, in which the teacher reads most of the lines and the students read the refrain.
2. Line-a- child reading, individual students read specific lines, while the entire group reads the beginning and ending of the selection.

3. Antiphonal or Dialog, Choral Reading is most appropriate for middle-or intermediate-level students. It enables reader to explore pitch and durations of sound.
4. Unison is the most difficult Choral Reading approach because the entire group speaks all of the lines.<sup>4</sup>

#### **A. The benefit of Choral Reading Method**

The benefit of choral reading according to *Mc Cormack and Pasquarelli*, is when children are choral reading a 200-word passage, every student gets the same amount of practice. The students are not listening or scrutinizing each other. If a student makes an error in reading, no one really knows. Choral reading is also an excellent method to build prosody. As the students listen to each other, those students who have natural expression and phrasing will model those characteristics for the other.<sup>5</sup>

#### **2. Paired Reading (PR) Method**

Paired reading is a technique that parents can use to help their own child with reading practice. The method involves the parent who is a skilled reader and the

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<sup>4</sup> Barbara J. P. 2001. *Building a Knowledge Base in Reading*. Second Edition. Delaware: International Reading Association, Inc.

<sup>5</sup> Mc Cormack, Rachel L and Pasquarelli Susan Lee. 2010. *Teaching Reading Strategies and Resources for Grades K-6*. New York: The Guilford Press.

child who is learning, reading a book together.<sup>6</sup> According to Koskinen and Blum Paired reading is repeated reading, students work with a partner to read short self-selected passages of text with the goal of improving fluent reading. The entire activity can be completed in ten to fifteen minutes because the passages are about 50 words each. There are seven steps for students, those are:

1. Each student selects an interesting short passage from an easy text and reads it silently, counting out about 50 words. (The authors note that having the students select different passages makes it more interesting and discourages direct comparison of reading proficiency.)
2. One partner reads the selected passage aloud while the other partner listens, helping with words if asked.
3. The reader evaluates his or her reading, considering reading rate, expression, phrasing, smoothness, and attention to punctuation.
4. The reader then rereads the passage, striving for improvement, and self-evaluates the reading. The listener provides positive feedback about improvement from the first and second readings.
5. The reader reads the passage for a third time, self-evaluates, and gets positive feedback from the listener.
6. The students change roles and follow the same procedure.

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<sup>6</sup> Topping, Keith (1987) *Paired Reading: A Powerful Technique for Parent Use*. The Reading Teacher 40,7.

7. Students may record their notes and feedback on a recording sheet.<sup>7</sup>

### **Teachers Steps**

Teachers teach and model paired reading procedures. Because students are working with one another, modeling desired behaviors, feedback, and support is crucial. Students should first learn:

- The procedures for paired reading;
- How to listen carefully and make positive comments about reading improvement; and
- How to select material for repeated reading (independent reading level).<sup>8</sup>

Teachers give students opportunities to watch others demonstrating the role of the reader, then the role of the listener, and finally practice the procedure while the teacher watches. After students have had the opportunity to watch and practice these activities, they are usually successful on their own.

### **3. PORPE Method**

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<sup>7</sup> Koskinen, P. S., & Blum, I. H. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. *The Reading Teacher*, 40, 70-75.

<sup>8</sup> Topping, K. (1989). Peer tutoring and paired reading: Combining two powerful techniques. *The Reading Teacher*, 42, 488-494.

PORPE is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exam.<sup>9</sup> There are five steps in this learning strategy. Those are: predict, organize, rehearse, practice, and evaluate.

1. Predict: After reading the chapter, students predict possible essay questions from the information contained in the text. In the arrangement of these questions, the students should evade questions that begin with “what, who, or when and do not include analysis. Some key question words are “explain,” “discuss,” “criticize,” “evaluate,”
2. Organize: few days before the exam, the organization of information is needed to answer the predicted questions. The organization can be done by outlining or by other methods such as mapping. Main concepts and supporting details to answer the questions are highly recommended to be summarized. The more information is organized, the more advantage can be taken to arrange the practice answers.
3. Rehearse: teachers recite aloud the information and examine the students’ memory. Reciting aloud must be performed because the more senses that are involved in forming the memory the better understanding the students will

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<sup>9</sup> Simpson, M.L.; Stahl, N; & Hayes, C. (1989). PORPE: A Research Validation. *Journal of Reading*, 33, 22-28.

get. This step helps students to place the key ideas, examples, and overall organization in students' long-term memory.

4. Practice: In practicing, the students answer the students' predicted essay questions from memory. The students can draft an outline of the essay or organize a complete answer.
5. Evaluate: Teachers evaluate the students' work by asking the following question: Do have enough clear examples? Is my answer complete, truthful, and suitable? Is there anything I should study before taking the exam?<sup>10</sup>

#### 4. KWL Method

In recent times, an instructional method known as K-W-L, developed by ogle has been implemented in classrooms. Students' prior knowledge is activated by asking them what they already know; then students set goals focusing on what they want to learn, and after reading, students discuss what they have studied.<sup>11</sup> Students apply higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. A worksheet is given to every student that includes

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<sup>10</sup> Simpson, M.L.; Hayes, C.G.; Stahl, N.; Robert T. Connor, R. T.; & Weaver D. (1988). An Initial Validation of a Study Strategy System. *Journal of Reading Behavior*, 20, 149-80.

<sup>11</sup> Ogle2006. Applying Current Approaches to the Teaching of Reading. *English Teaching Forum*, 44(1) (Online), (<http://exchanges.state.gov/forum/vols/vol44/no1/p.8.htm>, accessed in 20 April 2011).

columns for each of these activities. There are three steps for KWL reading method, those are:

### **1. Know**

The Know is the first stage of the KWL reading method. In the step, the learner is required to reflect on what he or she knows about the topic and then creates a list. The learners are therefore required to brainstorm on the target topic that they are about to start studying. The relevant keywords and the phrases in the topic about to be studied have to be listed to help guide the study. The relevant keywords can be found from a study group or in a classroom. The information found has to be listed on the ‘Know’ column. All the entries should then be organized into general categories on the column.

### **2. Want**

The next step is identifying what students want to know. Referring back to the ‘Know’ column, the learners are required to ask a series of questions on what they need to know about the subject. The students have to discuss what they want to learn before proceeding with any other steps. The questions should however be listed according to what you will learn and all the desired subjects listed on the ‘Want to learn’ column. All the desired subjects to be learnt should be entered as questions and prioritized.



### 3. Learned

The final step in the KWL reading method is to answer all the preset questions. The students should also list added information learned during the study. After completing the study, the students are required to list all the new things that they have learned. This can be done per section or on the completion of the whole process. The results should be checked against the 'Want' column to ensure that no single question went unanswered. Symbols should also be created to depict the surprising ideas, questionable ideas and the unclear ideas.<sup>12</sup>

### 5. SQ4R Method

This SQ4R method is very practical to help students keep studying organized and efficient. The steps to SQ4R are survey, question, read, recite, record, and review. Students are more active because the steps in this method are complete;. The keys to learning are organization and repetition, both of which are included in the SQ4R method. "SQ4R" is an acronym for the steps in the method: Survey, Question, Read, Recite, Record, and Review.<sup>13</sup>

- SURVEY

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<sup>12</sup> Ogle, D.M. (1986, February). *K-W-L: A Teaching Model That Develops Active Reading of Expository Text*. *The Reading Teacher*, 39(6), 564-570. doi: 10.1598/RT.39.6.11

<sup>13</sup> Information from George Washington University, Academic Success Center  
<http://gwired.gwu.edu/counsel/asc/>

Students survey the entire chapter by reading the headings and subheadings, observing charts and graphs, reading summaries, and skimming any questions at the end. The survey step provides an organizational overview of the chapter gives a "mind set" for the job and ultimately saves time.

- QUESTION

Students ask questions based on the survey and becoming actively curious about the material aids in concentration, comprehension, and memory.

- READ

Students read for understanding. and take one major section at a time.  
(Do not take notes yet.)

- RECITE

After reading each section, students make a deliberate effort to recall the main points. This is the step most students skip, yet it is critical to retention. After reciting, students check in the book for corrections and forgotten points. and try to put things in their own words.

- RECORD

Students take notes on each section as the Read and Recite steps are complete. The more organized and detailed the notes, the better for mastery of the material. Once again students use their own language.

- REVIEW

After all sections have been read, recited, and recorded, an overall review of the chapter is needed. This is best accomplished by rereading all notes for the chapter, followed by a deliberate effort to recall the material. This review reminds the student of all material covered, reorganizes the separate sections back into a united whole, allows a check on any material that remains unclear, and helps with retention.

The SQ4R method of study is easy to understand, but can be difficult to put into practice on a regular basis. Try it out! Initially it may seem to take too much time, but time spent studying as assignments are read is time saved when studying for exams. Also, you do not need to follow the steps rigidly; experiment and modify the method to best fit your needs. Students who learn to use SQ4R typically find it to be well worth the effort.

From those statement above about the technique for reading, it has relations between paired reading method and demonstration, because in the steps of paired reading methods, students can practice in partner also can

demonstrate, students are given opportunities to watch others demonstrate the role of the reader, then the role of the listener, and finally practice the procedure while the teacher watches. After students have had the opportunity watch and practice these activities, they are usually successful on their own. While demonstration method is a method for teaching using some aids media such as miniature object, picture, and etc and it must be clear because of some media can help for understanding the lesson. In paired reading students also practice in individual or partner with demonstrating the media or material. So this method have related with demonstration method.

### **C. Demonstration Method**

There are some explanations about demonstration method Demonstration method is the way of presentation by demonstrating to student process, situation, or certain object which is studying, goodness in fact and or imitates, what is often accompanied with oral clarification.<sup>14</sup>

In more detail, to find out the meaning of the demonstration methods here are some opinions of experts including:

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<sup>14</sup> Djamar, Syaiful, Bahri, Zain, Anwar. 2006. *Strategi Belajar Mengajar*. PT RINEKA CIPTA, Jakarta

1. According to Dra. Roestiyah NK, demonstration method is the way teaches where an instructor or a team of teachers showed, exposing something process.<sup>15</sup>
2. According to the Director Gendral of Islamic Institutions, the method of demonstration is a teaching method that uses a demonstration to clarify meaning or to show how to do something to the students. Whether it's done by the teachers or directly by the students.<sup>16</sup>
3. According to Drs. Zuhairini et al, demonstration method is a teaching method in which a teacher or other person who intentionally or students themselves are asked to show the whole class about a process to do something.<sup>17</sup>
4. According to Drs. Syaiful Bahri Djamarah and Drs. Aswan Zain, demonstration method is a way of presenting the learning materials with presents a process, situation, or a particular object being studied, either real or artificial, which is often accompanied by verbal explanation.<sup>18</sup>

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<sup>15</sup> Roestiyah. N. K, *Teaching and Learning Strategy*, (Jakarta : Rineka Cipta, 1999), page. 83

<sup>16</sup> Director Gendral of Islamic Institutions, *Special Methodology of Teaching Islamic Religion*, (Jakarta : 1984), page. 232

<sup>17</sup> Zuhairani. Dkk, *Op. Cit*, page. 230

<sup>18</sup> Syaiful Bahri Djamarah dan Aswan Zain, *Teaching and Learning Strategy*, (Jakarta : Rineka Cipta, 1996), page. 102

5. According to Prof. Dr. Winarto Surakhmad M. Sc. Ed demonstration method is a teacher, an outsider accidentally requested, or students show the class process.<sup>19</sup>
6. According to S. Kathleen demonstration method is a process of learning / teaching methods using an object / involves the use of picture with the goal of students will be more active and easily understand material presented in a learning process.<sup>20</sup>
7. According to Steven Brown demonstration method is a methods of teaching that uses modeling tool to clarify an understanding / to show how to do something to the student in the learning process.<sup>21</sup>

Demonstration can be used to provide examples that enhance lectures and to offer effective hands-on, inquiry-based learning opportunities in classes or labs. Used in classes of all sizes in multiple grade and subject areas, demonstrations are most commonly found in science and technology courses.

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When using the demonstration model in the classroom, the teacher, or some other experts on the topic being taught, performs the tasks step-by-step

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<sup>19</sup> Winarno Surakhmad, *National Teaching Methodology*, (Bandung: Jemmars, 1975) page. 86

<sup>20</sup> S. Kathleen Kitao.1993. *New Ways In Teaching Reading* . Ed. Richard R. Day. Alexandria, Virginia: Teacher of English to speaker of other languages, Inc.

<sup>21</sup> Steven Brown. 1993. *New Ways In Teaching Reading*, Ed. Richard R. Day. Alexandria, Virginia: Teacher of English to Speaker of other languages, Inc

<sup>22</sup> Eley, M. & Norton, P. (2004). "The Structuring of Initial Descriptions or Demonstrations in the Teaching of Procedures."*International Journal of Math Education, Science, and Technology*. 35(6), p. 843-866.

so that the learner will eventually be able to complete the same task independently. The eventual goal is for learners to not only duplicate the task, but to recognize how to solve the problem when unexpected obstacles or problems arise. After performing the demonstration, the teacher's role becomes supporting students in their attempts, providing guidance and feedback, and offering suggestions for alternative approaches.<sup>23</sup>

From some explanations about demonstration method, the researcher conclude that demonstration method is one of several methods to clarify the function of a process to do something by way of an example or demonstration involves picture to show it directly either by the teacher in front of the students and by students themselves in front of the class. this is explain with theory from S. Kathleen Kitao.

#### **D. Purpose of Demonstration Method**

There are some purposes of demonstration method, those are:

According to Djamarah and Aswan Zain, the purposes are

1. able make instruction become clearer and more concrete, so that avoid verbalism
2. Easier student comprehend what studied
3. Instruction process more interesting

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<sup>23</sup> Eley & Norton, p. 844

4. Student stimulated to be active to perceive, accommodating.<sup>24</sup>
5. To teach a process or procedure that must be mastered by students.
6. Clearly information or explanation to the students.
7. Develop observation skills to the students together.<sup>25</sup>
8. Help students understand clearly the way the object to be displayed
9. Facilitate different types of explanations
10. The missing that occur from the lectures can be corrected through observation and by presenting concrete examples of actual objects.<sup>26</sup>
11. Students' attention can be focused
12. Process more focused on student learning, the artery being studied
13. Experience and impression of being more attached to the learning outcomes in students.<sup>27</sup>

The researcher can conclude that the purpose of demonstration method above is students can be more interest and focuses when the teacher give some material, because it makes students not feel bored when the teaching learning carryout. With demonstration student can observe and pay attention to the

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<sup>24</sup> Djamar, Syaiful, Bahri, Zain, Azwar. 2006. *Strategi Belajar Mengajar*. PT RINEKA CIPTA, Jakarta

<sup>25</sup> <http://www.slideshare.net/phiintahta/metode-demonstrasi-dan-eksperimen>

<sup>26</sup> ibid

<sup>27</sup> Darajat. 1985. Dalam Andrian. Artikel Pendidikan Network. *Metode Mengajar Berdasarkan Tipologi Belajar Siswa*. 2004. Diakses Tanggal 19 Agustus 2007



teacher during the lesson. It makes the students much easier to absorb the lesson.

## **E. Stage of Using Demonstration Method**

Before teacher implement the demonstration method to teach English, there are some techniques that the user must be pay attention in order for the demonstration method to be able to success and the students get the material clearly. And the techniques are:

### **a. Phase Preparation**

At preparation phase there are some steps which must be done:

1. Formulating target which must reach by student after demonstration process end
2. Drawing up demonstration stages steps outline to be done
3. Testing drive demonstration.<sup>28</sup>

### **b. Phase Implementation**

According to Ronni Chernoff stated :

1. Opening: Before implementation demonstration method there are some steps which must be paid attention, among others:
  - a) Setting the conducive seat, make sure all students can pay attention clearly what demonstrated.
  - b) Tell the target what have to reach by student.

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<sup>28</sup> Djamar, Syaiful, Bahri, Zain, Azwar. 2006. *Strategi Belajar Mengajar*. PT RINEKA CIPTA, Jakarta

- c) Tell to the student what must be done by student, for example student assigned to note lionized things of implementation of demonstration method.
- d) Know the audience
- e) Set your objectives
- f) Plan your preparation time
- g) Plan your recipes/activities

## 2. Implementation of demonstration method.

- a) Start demonstration with activities which stimulating student to think, for example give leading question to stimulate about material will be studied so that push student to interest to pay attention demonstration.
- b) Create atmosphere cooling by avoiding atmosphere which tend.
- c) Assure that any students follow the way demonstration by paying attention reaction of entire/all student.
- d) Give opportunity to student to actively think of furthermore as according to what seen from process demonstrate that

## 3. Closing of demonstration method.

If demonstrations have been done, study process requires terminating by giving existing certain duties. It's bearing with implementation of process and demonstration attainment of study target. This step is needed to assure the student comprehend process

demonstrate. Besides giving relevant duty, it is better learning and student evaluate with about the way process demonstrate that for repair here in after.<sup>29</sup>

From the statement above, the demonstration method also requires of the stages well, so the learning implementation process will go well and the students do not feel bored in class. Demonstration method can be effective for students in conducting learning activities teaching. After that the teacher should also give students a task or problem to determine the level of success in delivery of demonstration method during the learning process takes place.

#### **F. Strongest of demonstration method**

1. Can make instruction become clearer and more concrete, so that avoid verbalism
2. Easier student comprehend what studied
3. Instruction process more interesting
4. Student stimulated to be active to perceive, accommodating

Between theory with fact, and try to do/conduct by them self.<sup>30</sup>

#### **G. weakness of demonstration method**

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<sup>29</sup> Chernoff, Ronni. (1994) Communicating as Professionals (pp. 17-20). The American Dietetics Association.

<sup>30</sup> (<http://www.demonstration.method.htm>)

1. This method needs skill of teacher peculiarly, because without that supported, the implementation of demonstration will not effective.
2. Demonstration need equipments, materials, and adequate place which mean usage of this method need defrayal which is costlier to be compared to discourse.
3. Demonstrate need the readiness and matured planning and despitefully need time which enough long.<sup>31</sup>

#### **H. The Implementation of Demonstration Method to Improve Students Reading Competence**

##### **1. Implementation of demonstration method in reading**

According to Elley & Norton P to implement demonstration method for reading there are some steps, include :

- a) Start demonstration with activities which stimulating student to think, for example give leading question to stimulate about material will be studied so that push student to interest to pay attention demonstration. Teacher give stimulate to students reading material.
- b) Create atmosphere cooling by avoiding atmosphere which tend.

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<sup>31</sup> Djamar, Syaiful, Bahri, Zain, Azwar. 2006. *Strategi Belajar Mengajar*. PT RINEKA CIPTA, Jakarta.

c) Assure that any students follow the way demonstration by paying attention reaction of entire/all student. Students pay attention when teacher demonstrate reading material.

d) Give opportunity to student to actively think of furthermore as according to what seen from process demonstrate that . Teachers ask some students to demonstrate by self in reading material.

- Closing of demonstration method.
  - a. If demonstrations have been done, study process requires terminating by giving existing certain duties. It's bearing with implementation of process and demonstration attainment of study target. This step is needed to assure the student comprehend process demonstrate. Besides giving relevant duty, it is better learning and student evaluate with about the way process demonstrate that for repair here in after.<sup>32</sup>

Demonstration method is one way of teaching, where teacher is doing an experiment about something, observe the process and write the result of experiments and observation were presented to the class and evaluated by the teacher.

Demonstration method is process of students receiving to the lesson will be impressing. So, that makes congeniality better and perfect and circumstantial. Also students can perceive and pay attention what studied during lesson take place.<sup>33</sup>

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<sup>32</sup> Eley, M. & Norton, P. (2004). "The Structuring of Initial Descriptions or Demonstrations in the Teaching of Procedures." *International Journal of Math Education, Science, and Technology*. 35(6), p. 843-866. [\[return\]](#)

<sup>33</sup> Djamar, Syaiful Bahri, Zain, Anwar. 2006. Strategi Belajar Mengajar. PT RINEKA CIPTA, Jakarta

In this learning method, students are not doing an experiment, but seeing what is done by the teacher. So the demonstration is to teach ways in which an instructor or teacher or team show, show a process such as how to make something, so that all students in the class can see, observe, listen perhaps grope and feel the process is demonstrated by the teacher.

Reading is very important as the students especially for year one in junior high school, there are many advantages from reading. By reading, students will be able to increase some knowledge on culture. Reading is basic skill to gain a success in real world. For some people, reading is an enjoyable activity. On the other hand, many people consider reading is a tiring and boring activity. In Indonesia, many students dislike a reading activity. They do not realize that reading is a main key to be high score students. In junior high school, reading has the most priority in a learning teaching activity. A student who is failing to understand a reading material will get many difficulties during and after his learning. Reading plays very important role in facilitating the students who expect to gain success from his study. Simpson says, “according to reading authorities, about 90% of all study activities that are carried on in regular high school subjects involve reading”.<sup>34</sup>

According to Anderson, “Reading is very complex process: it requires a high level of muscular coordination, sustained effort and concentration, reading is more than just visual. Not only must the reader use and identify the symbol in front of her but also he must interpret what he read in the light of her background knowledge,

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<sup>34</sup> Simpson, Elizabeth a. n.d. Helping High School Students Read Better

associate it with past experience and project beyond there in terms of ideas, judgment, application and conclusion and also understanding more detail about the structure of each item in reading, can show the process, practice by the real.<sup>35</sup>

In second language learning the goal of reading activity is to enable the students to read the unfamiliar text with appropriate understanding that the result is comprehension of the text. Nuttal says, “The aim of reading program was to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding”<sup>36</sup>. It means that in the last reading activity the students is expected to be able to understand the unfamiliar text without teacher’s help. Thus, the students can read the text in different ways according to his purpose and types of text.

It shows that reading skill is the hardest skill, because one has to go through complicated processes to be able to understand and comprehend a text. Students not only have to read but also identify what the main point of the text and interpret what they have read. For that, the students need their background knowledge and combine it with past experience. So, the students must have serious effort to study reading. So it can be concluded that demonstration method is very effective method to improve students competence in reading, with demonstration, the students can be clearer and understand about the text, the spelling of the text, the vocabulary, the generic

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<sup>35</sup> Ibid., p.2

<sup>36</sup> Christine Nuttal. *Teaching reading skill in foreign language*. Oxford: read educational and professional publishing company. 1996 page: 125

structure of the text, and also the point-point of the text. Demonstration method is capable of communicating something to be conveyed by the teacher students. Therefore, in designing the learning process should be chosen that method is really effective and efficient, or devise teacher own method of learning so as to convey the message, which eventually formed a specific competence of students. The method defined in this study is the method of demonstration. Demonstration method has the ability or potential to overcome the deficiencies of teachers, method is capable of delivering demonstration material in a clear and easy to understand by students. Especially in reading method for the demonstration is to help students understand and apply the processes and also know how to do something. And understand carefully about anything related to reading. Thus the demonstration method can deliver messages that can stimulate the thoughts, feelings, and volition. From this it will be effective learning and student achievement will increase.

### **I. The Effect of Demonstration Method**

According to Ahmad Sabri in his book “*strategi belajar mengajar dan micro teaching*” the effectiveness of demonstration is:

1. Students can pervade or receive our lesson well
2. The teaching learning process to far well
3. Students are very active and do not noisy in teaching learning process<sup>37</sup>

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<sup>37</sup> Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching* :(Quantum Teaching Reading:2005)



With demonstration method, students are very active in the learning process, then the learning process will be quickly accepted by the students, because students will demonstrate something for themselves and not only listened to the teacher. So teaching and learning activities are not only dominated by the teacher, but students also participate actively in their lessons.

#### **J. Previous Study**

There are some previous studies related to the use of demonstration method. Firstly, Ira Mufida with the title, "*The Effectiveness of Demonstration Method to students competence in reading procedure text at nine grade junior high school Al-Ikhwan Kemudi Duduk Sampean Gresik*". She found out that demonstration method is one of some methods that have function to make clear, do something by showing directly either or by teacher in front of the students and also by the students themselves, for example, how to perform to make some things. This study is quantitative research. Students understanding the procedure text by make something. With practice in front of the class, so it can make more clear understanding about procedure text, because the activity not dominated by the teacher, but also students' active and try to understand by self. To teach with demonstration method, the teacher used movable sets or practice in the class, Secondly, the effectiveness after demonstration method implemented is that students can understand and know the process of make something or do something, it means that the affectivity is encouraging something those set by institute, either or institute religion department.

Secondly, Ahmad Rozaki with the title “*The Influence of Demonstration Method to Students competence in reading deskriptive text at eight grade MTs Negeri Rejoso Peterongan JOMBANG*”. he found out that demonstration method is one way of teaching, where teacher are doing an experiment about something, observe the process and write the result of experiment and observation were presented to the class and evaluated by the teacher. his thesis explains that how to learn descriptive text using demonstration method,he describe something to make students easily understand his explanation., the researcher writes to apply a technique that is similar with demonstration method. This study is quantitative research.

Third, Ahmad Faizal with the title “*The Role of Demonstration Method to in improving speaking skill at year one of SMP Negeri 1 Sooko Mojokerto*” his thesis focus on speaking skill by using demonstration method, he found out that demonstration method is one way of teaching in presenting material by the real object, like tools, picture, etc. this research use experimental research, he apply demonstration method as a method in his teaching learning process.

Fourth, Handayani with the title” *Using Demonstration Method in teaching English writing procedure text to nine grade students at SMP Negeri 1 Sooko Mojokerto*”. this research use descriptive qualitative research, she describe whether procedure text implementing nine grade students at SMP Negeri 1 sooko using demonstration method. she found out that demonstration method is one of effective for junior high school in learning reading, because this method have various activity that make students more active in the class.

However, this research, *“The Implementation of Demonstration Method to Improve Students Competence in Reading at MTs Negeri Mojokerto”* discusses about what are the teacher problem in teaching reading at eight grade students MTs Negeri Mojokero, the researcher focuses on how is the implementation of teaching reading using demonstration method, and also discusses about the improvement of reading using demonstration method at eight grade students in MTs Negeri Mojokerto. Here the researcher focuses on one skill especially demonstration for reading recount text, because reading is one important skill in learning English and now many students find difficulty to understand it, this study has different problems from all of the previous studies above. The previous studies above focuses on descriptive and procedure text. While this study focuses on recount text. So with demonstration students can easily understand about the steps of reading and understanding generic structure of the text. This is a need to do research.