

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The aim of this research is to know the implementation of Demonstration method to improve students' competence in reading at eight grade in MTs Negeri Mojokerto. This chapter presents the description of the data obtained. The population of this study was the students at MTs Negeri Mojokerto, in academic year 2012/2013. The sample was selected by using random-sampling technique. In this study the sample is eight grade students at MTs Negeri Mojokerto. The total number of the sample is 50 students. In this study there are two tests administered to collect the data, pretest and pos test.

Description in this chapter is divided into four parts, as follows:

- The first part shows the implementation of demonstration method that describes of activity during teaching learning process in the class when the researcher doing the treatment.
- The second part shows the description of the data. This part has an aim to present the students' reading scores before after receiving the treatment.
- The third part is the result of data analysis that consists of hypothesis testing based on the result of the statistical computation of t-test.

The following is the explanation for each part.

- The last part is the result of students' responses while the demonstration method implemented in reading.

A. Overview of the research

On the first day, the researcher has conducted pre test in eight grade students at MTs Negeri Mojokerto. pretest is for knowing the score of eight grade students at MTs Negeri Mojokerto before treatment. On the second and third day the researcher had given special treatment for students. Treatment is action in the experimental.

Pretest was given to eight grade students on the first meeting. The treatments were conducted on the second and third meeting. Posttest was given on the last meeting of this research.

In the pretest the students of eight grade ask to do the exercise, its about recount text. The evaluation that the researcher use to pretest and post test are same. It multiple choice. The posttest was done in the last meeting. Same like pretest students must do free.

The treatments were carried for 2 meeting for 80 minutes per lesson. During this period, students were taught using demonstration method. The first treatment and second treatment are distinguished based on the topic.

First treatment was held on 07th December 2012. In this time students taught using demonstration method with theme about holiday. The first treatment was started with the greeting and shared the purpose of the study.

Before give the treatment, teacher show the picture to students and ask to answer what is the picture about, then teacher write down to the white board. This aims of these activities to elicit students to the topic. Then teacher classified word based on the picture. This activity makes students remind about kinds of words and enrich their vocabulary so that it makes students easier when they read in the next activities. The next, teacher give students reading text related holiday, it is recount text, teacher also explain about the generic structure of recount text, to make easy understand, the researcher use media (picture) to help students understand and learn the generic structure of reading text (recount text), the teacher demonstrate picture also related with the topic of the text in front of the class, so the students just not hearing the explanation from the teacher, but also active and match with the teacher explanation. After that teacher give an example of recount text paragraph and ask to identify the generic structure of reading text, teacher also ask students to demonstrate the generic structure of recount text in front of the class in more detail look for appendix. After that teacher identify the students work and closing the lesson.

The second treatment was held on 10th December 2012. In this time the students would be taught to use demonstration method with different theme as the first meeting but the activities was similar. The theme of this meeting is the holiday was fantastic.

The second meeting did not so different with the first meeting. Teacher started the meeting with greeting and shared the purpose of the study. Then teacher explain about material related with the reading text(recount text). Teacher give stimulus to students based on the lesson plan about recount text, and then continue giving review to students about the explanation of recount text using demonstration method. to know the achievement of students understanding in recount text, the teacher give an exercise of reading text to students then ask to identify the generic structure of the text and also match the picture related with the content of the text. then teacher ask students to demonstrate in front of the class the generic structure of recount text, in more detail look for appendix.... teacher also ask other students to give comment, after finished their work, students collect to the teacher, and teacher closed the lesson by greeting.

B. Implementation of Demonstration Method in reading

Demonstration method with good preparation used to teach reading will make the students enjoy and interested in the subject being taught. based on the research problem first the improvement of students competence in reading using demonstration method, the researcher find out to achieve the reading ability eight grade at MTs Negeri Mojokerto with choosing some method, one of them is demonstration method. In reading skill, at eight grade students have been already suggested to understand simple text and the text is recount text, by demonstration

method the researcher tried to demonstrated reading text, it's recount text, the researcher also demonstrate about the generic structure of recount text. The first, researcher set the seat of students in order students can look what teacher demonstrate clearly. And the Second, showing the material that needed in real/imitate object of media, and then demonstrated the step . third teacher also ask to students demonstrate in front of the class It can make students easy to understand material because teacher not only explained but also practiced the material.

The first was started with the greeting and shared the purpose of the study. teacher show the picture (holiday) to students and ask to answer what is the picture about, then teacher write down to the white board. This aims of these activities to elicit students to the topic. Then teacher classified word based on the picture. This activity makes students remind about kinds of words and enrich their vocabulary so that it makes students easier when they read in the next activities. The next, teacher give students reading text related holiday, it is recount text, teacher also explain about the generic structure of recount text, to make easy understand, the researcher use media (picture about holiday) to help students understand and learn the generic structure of recount text, teacher also demonstrate picture related with the topic of recount text in front of the class, so the students just not hearing the explanation from the teacher, but also active with clearly teacher explanation. The last teacher give worksheet to students and give review. teacher closing the lesson.

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.

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/activities¹

Based on the statement above, the implementation of demonstration method run well, because its related with the theory, with demonstration method, students activity not only dominated by teacher, but students more interest and active to join the lesson. Especially in reading material. Students also more interest because in demonstration teacher use some media, such as picture, miniature, or tools that can make students easy to understand teacher explanation.

¹ Chernoff, Ronni. (1994) Communicating as Professionals (pp. 17-20). The American Dietetics Association

Furthermore, this section also explains the preparation, presentation of teaching reading before and after demonstration method is implemented. The result of observation when teaching learning using demonstration method be implemented..

1. Preparation

For the VIII A class of MTs Negeri Mojokerto the schedule was on Tuesday and Friday. To teach reading, researcher as the teacher was given two weeks and had 4 meetings in the eight grade class. The first meeting was for pretest, the second and the third were for treatments, and the last meeting was for posttest. Every meeting was about 80 minutes.

Before starting teaching in the classroom, the teacher did preparation. First step of activities was choosing the suitable theme for lessons. She analyzed the students' book to decide the theme. It is expected that the material is suitable with students' lesson, so that they could enjoy the lesson and also were familiar with the lesson. From students book, the teacher decided to select the theme related to holiday . These themes were selected because it was easier for students and also suitable with students' daily activities.

It would make students have more background knowledge when they did their reading task.

In the last activity for preparation, the teacher designed the lesson plans for eight grade students at MTs Negeri Mojokerto. Lesson plan is very important for teaching learning activities. It had to be constructing before the lesson was taught, so that teacher would know every step she or he must take in teaching the subject to the students. Then she prepared the material for the teaching at eight grade students at MTs Negeri Mojokerto by using demonstration method.

2. Presentation

This research taught the students at eight grade at MTs Negeri Mojokerto . The first activity was pretest. Pretest was done on 3rd December 2012 . If at least 55% or more of students can reach 63 or more on the reading test, it is considered successful. It is based on the students reading score which are still under the minimum passing criterion or Kriteria Ketuntasan Minimal (KKM).²

² Depdiknas, 2006. *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum). Jakarta:Depdiknas

The Students' test Score of Reading before demonstration method be implemented

No.	Score Range	Number of Students	Percentage (%)
1.	60 – 70	12students	31%
2.	50 – 60	34students	68%
3.	0 –40	4 students	8%
Total		50 students	100%

This condition can be caused by some factors, they are: (1) they are still hard to find out the main idea of each paragraph; (2) they are still difficult to find the meaning of words; and (3) they are not motivated in teaching and learning activities in the classroom. Based on the problem above, the researcher do the treatment. its for two meeting.

The first treatment was done for eight grade students at MTs Negeri Mojokerto on 7th December 2012. This class was teaching used demonstration method . based on the problem above, The first treatment was started with the greeting and shared the purpose of the study, and teacher give stimulate to students related with the material of reading text, it is recount text, teacher also explain about the generic structure of recount text, to make easy understand, the researcher use media (picture) to help students understand and learn the generic structure of reading text (recount text), the picture also related with the topic of the text, so the students just not hearing the explanation from the teacher, but also active and match with the teacher

explanation. After that teacher give an example of recount text paragraph and ask to identify the generic structure of reading text, in more detail look for appendix .teacher also ask students to demonstrate the generic structure of recount text in front of the class, so each students know and understand well what have they reach in reading material.

the second treatment on December 10th 2012, the researcher doing the second meeting in applying demonstration method to improve student's competence in reading, first the researcher give stimulus to students based on the lesson plan about recount text, then continue giving review to students about the explanation of recount text using demonstration method. to know the achievement of students understanding in recount text, the teacher give an exercise of reading text to students in group and also ask to identify the generic structure of the text and match the picture related with the content of text, in more detail look for appendix . Then teacher ask every group to demonstrate their work in front of the class (explain the generic structure of recount text and also match picture related with the content of text).

After treatment, on December 14th 2013, the next activity was posttest. the researcher do the post test it is to know while before and after demonstration method be implemented, the student score are achieve or not.

3. Evaluation

It was done by teacher to measure how far the student achieved after the learning activities. Evaluation was not only done after teaching learning activities have been conducted, but also done while the students do activities in the class. The evaluation was verbally the meaning of difficult word in reading recount text. In the evaluation activity, the teacher also discussed the students' mistake in doing the exercise. The teacher also gave the confirmation about the generic structure of recount text . The result of the evaluation could be used as feedback for better preparation as well as presentation.

4. Observation Checklist

To know during the process learning in implementing demonstration method in reading recount text, the researcher ask some English teacher during the treatment, it is to know students attitudes during the teaching learning process. this data also used to support data gotten from test.

a. The first observation on December 07th 2012

No	Indicators	Result	
		Yes	No
	Teacher		
1.	Teacher stimulate the students to the material	✓	

2.	Teacher tell the target what have to reach by students	✓	
3	Teacher showing some picture to the students	✓	
4.	Teacher demonstrates the picture of reading text in front of the class	✓	
5.	Teacher give chance to the students to say what is the picture	✓	
6.	Teacher give example about the material of reading (recount text)	✓	
7.	Teacher identify vocabulary	✓	
8.	Teacher gives the meaning of vocabulary		
9.	Teacher explain material of reading text (recount)		
10.	Teacher give exercise		
11.	Teacher ask students to identify generic structure of reading text (recount) in front of the class	✓	
12.	Teacher discuss students exercise	✓	
	Students		
1.	Students pay attention to teacher	✓	
2.	Students respect and understand about the teacher explanation	✓	
3.	Students do exercise from teacher and demonstrate in front of the class (understanding the text and demonstrate the generic structure)	✓	

From the first checklist observation above on December 07th 2012, some technique of demonstration method is done by the researcher. And the result is good. It can be seen from the table checklist above with answer “yes”. And the students’ respond of demonstration method get good also because all of the students’ attention is good with “yes” checklist.

b. The second observation on December 07th 2012

No	Indicators	Result	
		Yes	No
	Teacher	✓	
1.	Teacher stimulate the students to the material	✓	
2.	Teacher tell the target what have to reach by students	✓	
3	Teacher ask students give stimulus review of reading text (recount)	✓	
4.	Teacher give feedback to students	✓	
5.	Teacher give time for students to asking material of reading text	✓	
6.	Teacher give exercise	✓	
7.	Teacher ask students to demonstrates of reading text in a group	✓	
8.	Teacher give students exercise	✓	
9.	Teacher give conclusion	✓	

	Students		
1.	Students pay attention	✓	
2.	Students listen the teacher say carefully	✓	
3.	Students attention the teacher demonstrates	✓	
4.	Students discuss about the reading text material	✓	
5.	Students do exercise from teacher and after finish, demonstrate in front of the class about recount text material	✓	
6.	Students pay attention the teacher conclusion	✓	

The second observation on December 07th 2012 the implementation of demonstration method is not far from first observation. From checklist observation above, some technique of demonstration method is done by the researcher. And the result is good. It can be seen from the table checklist above with “yes” answer. And the students` respond of demonstration method get good also because all of the students` attention is good with “yes” checklist. From the first and second observation, the researcher conclude that the implementation of demonstration method is have been done by the researcher and the result is good.

C. Description of the Data from Test

1. The improvement of students` competence in reading using demonstration method at MTs Negeri Mojokerto

To describe the comprehensive data gained, the students' score before receiving treatment was first presented. There are 50 students who had been named. Below are the descriptions of data of students' writing scores and the means before and after treatment.

Data of students reading pretest and posttest

	N	Total	Mean
Pretest	50	2869	57,3
Posttest	50	3825	76.5

based on the data above on pretest (before treatment), only twelve students (31%), out of fifty students, have score above the minimum passing criterion, thirty four students (68%) have score between 50-60, and four students (8%) have score under 50. from the data above the researcher can conclude that the students achievement in reading before treatment was still under the minimum passing criterion (KKM).

but after giving treatment the researcher find out in posttest forty two students (84%) can reach the minimum passing criterion, just only eight students (16%) get score under the minimum passing criterion. from the data

above the researcher conclude that after giving treatment, most of students achieve in reading score test. see appendix

2. The Data Analysis

The data collected from pretest and posttest from the experimental and then, analyzed by calculating the means score of each group. To know if there is any significant difference T-test was used. T-test was a tool that was used for comparative hypothesis of two sample test if the data are on the interval or ratio scale³. T-test was aimed to compare whether the mean score of posttest of both groups were significantly different or not.

1. Pretest Data analysis

To know the equality of the students' ability before treatment, it is needed to know the means of pretest and posttest.

- Pretest

³ Nanag Hartono, *Metode Penelitian Kuantitatif* (Jakarta:PT Raja Grafindo Persada, 2011) 171

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

$$= \frac{2869}{50}$$

$$= 57,38$$

So the average for the pretest is 57,38.

- posttest

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

$$= \frac{3829}{50}$$

$$= 76,5$$

So the average for the posttest is 76,5.

To know the equality of the ability of the pretest and posttest, it is enough to use the mean. From above the mean of the pretest is 57,38 while in posttest is 76,5. Based from this data it can be concluded that the mean of the pretest and posttest is clearly significant.

2. Posttest Data Analysis

In calculating posttest result this research uses T-test. This research uses computer program especially SPSS 16. This is the result of the T-test:

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 before treatment	57.30	50	8.220	1.162
after treatment	76.50	50	13.296	1.880

paired sample statistic is used to simplify the organization and presentation of data. Paired sample statistic is intended to organize the score that has been obtained into some comprehensible form so that any trends in the data can be seen easily and communicated to others. Paired sample statistic was used as the graphical representation. Comparisons of the two variables were statically described using the bar chart presentation.

The Table 4.3 shows the difference of the means from pretest and posttest and the standard deviation scores that were obtained in pretest and post test between students (before demonstration implemented and after demonstration implemented) . The mean score with demonstration method was 76,50 whereas the mean scores without demonstration method was 57,30. The standard deviation with demonstration method was 13,296 and without demonstration method was 8,220 . These results show that students after

giving treatment achieve better than before treatment. This indicates that demonstration method is more effective in developing students' English reading skill. it is confirmed with the result of test that show the significant effect of demonstration method on the students reading achievement.

To know the correlation value between treatment with demonstration method, the paired samples correlations for treatments (before demonstration method and after demonstration method) is presented as follows.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 before treatment & after treatment	50	.752	.001

A paired sample correlation is used to indicate the correlation between variables that are taught with demonstration method and without demonstration method and significance value.

” If there is a perfect linear relationship with negative slope between the two variables, we have a correlation coefficient of -1; if there is negative correlation, whenever one variable has a high value, the other has a low value. A correlation coefficient of 0 means that there is no linear relationship between the variables. If there is perfect linear relationship with positive slope between the two variables, we have a correlation coefficient of 1; if there is positive correlation, whenever one variable has a high value, so does the other”.⁴

⁴ http://www.stats.gla.ac.uk/steps/glossary/paired_data.html#pairsampt. Retrive December 14 2012

Table shows that the correlation value and significance value. In this research the correlation is 7,25. It clearly indicates that the correlation between treatments with demonstration method strategy is positive value. It means the value is positive correlation . it show that after treatment the demonstration method increase the reading ability.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before treatment - after treatment	-19.200	8.942	1.265	21.741	16.659	15.183	49	.000

From the table above, it can be found general result that the treatments with demonstration method have effect to the students' reading ability. In chapter III of this study, there are two hypotheses, null hypothesis (Ho) and alternative hypothesis (Ha) that should be proved.

The conclusion based on the significant value and t-test will calculate based on hypotheses as follows.

3. Testing hypothesis

The hypotheses of this study are the following.

Ha: There is significant effect of treatment with demonstration method of the eight grade students at MTs Negeri Mojokerto.

Ho: There is no significant effect of treatment with demonstration method on the reading ability of the eight grade students at MTs Negeri Mojokerto.

Related to the hypothesis and the summary result of t-test in table above., it can be seen that the t- value of Treatments is $t = 15,183$ with significance value = .000. Since significance value = .000 < 0.05, Ho is rejected and Ha is accepted. To determine the statistical significance, the t-table consulted by checking at the critical value of t-test at 0,05 level of significance with 49df (degree of freedom) and the result was 2.072. From the calculation, it can be seen the observed of T-test was higher than T-table $15,183 > 2.072$, which mean the different score between the pretest and posttest was significant. So, based on calculation of T-test above, it can be concluded that, “There is significant effect of treatment with

demonstration method to improve students' competence in reading at MTs Negeri Mojokerto.

2. The students' responses to the implementation of demonstration method in teaching reading at MTs Negeri Mojokerto

The second research question of this study about the students' response to the implementation of demonstration method at eight grade at MTs Negeri Mojokerto. in this research, the researcher use questionnaire to get information from the respondent, the questionnaire about demonstration method in reading. To make sure the research, the questionnaire was arranged in multiple-choice items with the answer criteria below:

The percentage of Questionnaire

No	Frequency			Total	Percentage			Total
	A	B	C		A	B	C	
1	33	17	-	50	66,0	34,0	-	100%
2	32	18	-	50	64,0	36,0	-	100%
3	38	10	2	50	76,0	20,0	4,0	100%
4	33	16	1	50	66,0	3,20	2,0	100%
5	45	4	1	50	90,0	8,0	2,0	100%
6	41	9	-	50	82,0	18,0	-	100%
7	44	5	1	50	88,0	10,0	2,0	100%

8	32	17	1	50	64,0	34,0	2,0	100%
9	48	1	1	50	96,0	2,0	2,0	100%
10	40	9	1	50	80,0	18,0	2,0	100%
Total	382	106	8	500	76,4	21,2	1,6	100%

From table above, it can be taken a brief explanation.

1. From 50 respondents, 66,0 % respondents choose the alternative answer “A” (yes) and 34,0 % respondents choose the alternative answer “B” (sometimes). It means that the apperception done by the teacher is “good enough”.
2. The abstention of students in English class is good enough because the 64,0 % choose the answer “A” (yes) and 36,0 % choose answer “B” (sometimes).
3. In English teaching learning process, the teacher used demonstration method is make students easy to understand to the material. its good because 76,0% respondents answer “A” (yes), 20,0 % respondents answer “B” (sometimes) and 14,0 % answer “C”(no).
4. The implementation of demonstration method is good enough because 66,0% respondents answer “A” (yes), 3,20 % respondents answer “B” (sometimes) and 20,0 % answer “C”(no).
5. In English teaching learning process the agreement of using demonstration method is good because 90,0 % respondents choose the alternative answer

“A” (yes), 8,2 % respondents choose the alternative answer “B” (sometimes) and 2,0 % choose the alternative answer “C”(no).

6. The likeness of using demonstration method is good because 82,0 % respondents answer “A” (yes) and 18,0 % respondents answer “B” (sometimes).
7. From 50 respondents, 88,0 % respondents choose the alternative answer “A”(yes), 10,0 % respondents choose the alternative answer “B” (sometimes) and 2,0 respondents choose the alternative answer “C”(no). It means teaching learning process that encourages students to be easier to understand by students is “good ”.
8. From 50 respondents 64,0% choose alternative answer “A”(yes), 34,0% choose “B”, and 2,0% answer “C”(no). It means that demonstration method is good enough to stimulate the students` motivation
9. The interested of demonstration method to the student`s motivation is gets good because 96,0 % respondents answer “A” (yes), 2,0 % answer “B” and 2,0 % choose answer “C”(no).
10. From 50 respondents, 80,0 % answer “A”(yes), 18,0 % answer “B”(sometimes) and 20,0 % choose alternative answer “C”(no). it means that motivation of study English is “good”

To analysis the questionnaire, the formula used is percentages formula namely:

$$P = \frac{f}{N} \times 100\%$$

P= Percentage

F= frequency

N= the number of cases. ⁵

After getting the percentage of each item, then presented in qualitative presentation. To know the significant tariff can use this standard of percentage:

76%-100%	is good
55%-75%	is good enough
40%-55%	is not good
> 40%	is bad ⁶

From the percentage of each item above, it can be found that there are 76% respondent chosen answer A from 50 students', it means that the implementation of demonstration method which done by the researcher can improve to the students, because the most alternative answer is A, So The

^{5 5} Anas Sudjono. *Pengantar Statistik Pendidikan*. RAJA GRAFINDO PERSADA .JAKARTA :2000

⁶ Suharsimi Arikunto. *Prosedur Penelitian*. PT RINEKA CIPTA.JAKARTA:1998

result of that percentage showed the standard percentage, so the result demonstration method questioner in MTs Negeri Mojokerto is “Good” by the calculation:

$$P = \frac{f}{N} \times 100\%$$

$$\begin{aligned} P &= \frac{382}{500} \times 100\% \\ &= 76,4\% \end{aligned}$$