

ENHANCING STUDENTS SPEAKING SKILL THROUGH DEMONSTRATION STRATEGY AT BHINNEKA NUSANTARA VOCATIONAL HIGH SCHOOL BEKASI

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Abstrak: Meningkatkan Keterampilan Berbicara Siswa Melalui Strategi Demonstrasi di SMK Bhinneka Nusantara Bekasi. Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa SMK Bhinneka Nusantara dengan menggunakan metode demonstrasi. Subjek penelitian ini adalah seluruh siswa di SMK Bhinneka Nusantara Bekasi. Penelitian ini menggunakan Metode Penelitian Tindakan Kelas. Metode ini dilaksanakan untuk mengetahui permasalahan dalam proses pembelajaran dan langkah-langkah yang dapat digunakan guru untuk meningkatkan kualitas pembelajaran. Instrumen penelitian meliputi observasi, kuesioner, latihan, tes harian, dan wawancara. Data yang diperoleh dari Metode Penelitian Tindakan Kelas ini berupa aktivitas siswa dan hasil belajar di setiap siklus. Setelah melaksanakan tindakan, dilakukan pengolahan/analisis terhadap data yang diperoleh dari pelaksanaan tindakan. Oleh karena itu, dari data ini dapat disimpulkan bahwa penerapan metode demonstrasi dapat meningkatkan keterampilan berbicara siswa SMK Bhinneka Nusantara.

Kata kunci: Meningkatkan, Keterampilan Berbicara, Strategi Demonstrasi

Abstract: *Enhancing Students Speaking Skill Through Demonstration Strategy at Bhinneka Nusantara Vocational School Bekasi. This research aims to improve the speaking skills of Bhinneka Nusantara Vocational High School students by using the demonstration method. The subject of this research was used for all students at Bhinneka Nusantara Vocational High School Bekasi. This research used the Classroom Action Research Method. A method whose implementation was carried out to find out problems in the learning process and steps that teachers could use to improve the quality of learning. The research instruments are observations, questionnaires, exercise, daily tests and interviews. The data obtained from this Classroom Action Research Method is in the form of student activity and learning outcomes in each cycle. After carrying out the action, processing/analysis is then carried out on the data obtained from carrying out the action. Therefore, from this data it can be concluded that the application of the demonstration method can improve the speaking skills of Bhinneka Nusantara Vocational High School students.*

Keywords: *Enhancing, Speaking Skill, Demonstration Strategy*

Submission History:

Submitted: October 13, 2024

Revised: October 19, 2024

Accepted: October 20, 2024

INTRODUCTION

English proficiency plays a crucial role in today's interconnected world, opening doors to educational opportunities, career advancements, and seamless global communication. However, many students struggle with a lack of interest and engagement in English language learning. Traditional teaching methods, often focused on rote memorization and grammar drills, can make the learning process feel tedious and irrelevant. This disconnected between classroom instruction and real-world application can lead to discouragement and a lack of motivation to persist with English

studies. Diane Larsen-Freeman "Teaching English as a Second Language: An Integrative Approach" (2011).

On top of that, many students don't get enough practice using English in the real world. Textbooks and classroom exercises can feel stiff and unnatural compared to how people actually talk in everyday life or on social media. This limited exposure makes it harder for students to feel comfortable and confident speaking English in real situations.

The current situation necessitates a shift towards more engaging and student-centered learning approaches. Research suggests that incorporating interactive activities, catering to diverse learning styles, and fostering a positive and supportive classroom environment can significantly improve student motivation and language acquisition. This study aims to explore these strategies in detail, investigating how to make English learning not just effective, but also enjoyable and stimulating for students. By identifying innovative methods that spark a genuine interest in the language, this research seeks to contribute to the development of more effective English language learning programs for students of all ages and backgrounds.

As emphasized by Brown (1994), English proficiency grants students access to a vast array of educational resources, including international study programs, online courses, and globally recognized qualifications. This opens doors to a wider range of knowledge and specialized fields, fostering academic excellence and preparing students for a competitive global landscape.

English fluency empowers students to effectively communicate and collaborate with peers and mentors from diverse backgrounds, both within Indonesia and internationally. This aligns with Chaney's (1998) emphasis on using English for "a variety of communicative purposes." Such interactions foster cross-cultural understanding, broaden perspectives, and prepare students for teamwork in an increasingly interconnected world.

English proficiency equips teachers with the necessary skills to pursue international teaching opportunities, participate in global education conferences, and engage in professional development programs. This aligns with Widdowson's (1999) perspective on English enabling "participation in regional trade and cooperation." Such experiences enhance their credentials, broaden their expertise, and open doors to career advancement.

Strong Speaking English Skills enable teachers to deliver engaging and effective lessons, cater to diverse learning styles, and interact confidently with students from various backgrounds. This aligns with Brown's (1994) emphasis on English for "work" and "study." [2] As English becomes increasingly important in Indonesia, teachers with these skills will be highly valued in the education sector.

Students with strong Speaking English Skills can actively participate in global education networks, access international resources, and collaborate with peers worldwide. This, in turn, motivates teachers to enhance their own English proficiency to better support and guide their students in this globalized educational landscape.

As a whole, the emphasis on English speaking skills for both students and teachers contributes to strengthening Indonesia's education system, making it more competitive

and globally recognized. This aligns with the government's initiatives to promote English language learning and enhance the quality of education in the country.

In today's interconnected world, English language proficiency has become an essential skill for success in various aspects of life, including education, career, and personal development. This holds particularly true for students at Bhinneka Nusantara Vocational High School, where preparing for the future demands a strong foundation in English communication.

As Indonesia's economy continues to grow and integrate with the global market, English fluency becomes a highly sought-after skill by employers across diverse industries. Students with strong Speaking English Skills abilities will have a significant advantage in securing employment and career advancement opportunities.

In today's workplace, effective communication and collaboration with colleagues and clients from around the world are essential. English proficiency empowers Bhinneka Nusantara Vocational High School Bekasi students to navigate these interactions seamlessly, fostering teamwork and enhancing their professional value.

In this research, I will discuss the ability to Speaking English Skills through Demonstration Strategies at Bhinneka Nusantara Vocational High School Bekasi. How is the development of Bhinneka Nusantara Vocational High School students' ability to speak English? Can the speaking skills of Bhinneka Nusantara Vocational High School students be improved through demonstration strategies?

METHOD

This research uses a type of classroom action research (CAR). CAR is research carried out by teachers in their own classes to improve the quality of learning. CAR is carried out in a cycle, consisting of planning, action, observation and reflection stages.

The subjects of this research were class X students at Bhinneka Nusantara Vocational High School Bekasi. Students in this class were chosen because they were studying speaking material in the English subject.

The research instruments used in this study are the observation sheet, speaking test, and teacher journal. The observation sheet is utilized to observe student participation in speaking activities during the action cycle, while the speaking test measures students' speaking abilities before and after the action. Additionally, teacher journals are employed to record reflections on the implementation of actions and student learning.

The data collection techniques in this research include observation, speaking tests, and teacher journals. The teacher observes student participation in speaking activities during the action cycle, conducts speaking tests before and after the action, and records reflections on the implementation of actions and student learning in the teacher's journal.

The research data was analyzed both qualitatively and quantitatively, with qualitative data obtained from observation sheets and teacher journals, and quantitative data from speaking tests. The research was conducted in two cycles. In Cycle 1, the teacher planned the action by preparing learning objectives, steps, and assessment instruments, then implemented the actions as planned, observed student participation

in speaking activities, and reflected on the actions and student learning. In Cycle 2, the teacher prepared a revised action plan based on reflections from Cycle 1, implemented the revised plan, observed student participation, and reflected on the outcomes again.

RESULT AND DISCUSSION

In Cycle 1, the initial assessment of students' speaking skills before implementing the demonstration strategy is described. Data collected during the implementation of the strategy, such as observation notes, student work samples, and assessment results, are presented. The data is then analyzed to evaluate the effectiveness of the demonstration strategy in improving students' speaking skills, identifying the strengths and weaknesses of the implementation.

In Cycle 2, revisions made to the demonstration strategy based on the findings from Cycle 1 are outlined. The data collected during the implementation of the revised strategy in Cycle 2 is presented and analyzed to highlight the improvements in students' speaking skills compared to Cycle 1. Finally, the overall effectiveness of the demonstration strategy after two cycles is evaluated.

The discussion summarizes the key findings from both cycles, highlighting the progress made in students' speaking skills. In Cycle 1, the initial assessment showed that students had difficulty with pronunciation, grammar, and vocabulary. After the implementation of the demonstration strategy, observation notes indicated increased student participation and confidence, while assessment results showed slight improvement in speaking scores, although challenges remained in fluency and accuracy.

In Cycle 2, revisions to the strategy, such as focused modeling and pair practice, resulted in greater student engagement and willingness to take risks in speaking. Observation notes showed a significant increase in participation, and assessment results revealed marked improvement across all speaking criteria.

Several factors contributed to the success of the demonstration strategy, including regular modeling and guided practice. However, challenges such as the need for more focus on spontaneous speech and real-life language use were noted. The findings have important implications for teaching and learning English, as they suggest that the demonstration strategy can effectively enhance speaking skills in various contexts.

Despite its success, the study had limitations, including the short duration and specific context. Future research could explore longer-term impacts and the strategy's applicability in other learning environments.

In the planning stage, which accounts for 25% of the research cycle, a significant portion of the effort is dedicated to preparing the research objectives, methods, and materials. The acting phase, constituting 30%, involves implementing the research plan and is the most substantial part of the cycle. Observing, like planning, occupies 25% of the cycle, where data is collected and results are noted. The final 20% is spent on reflecting, analyzing the findings, and drawing conclusions based on the observed outcomes.

In comparing student performance before and after action research, several key areas of improvement can be observed. In terms of fluency, students initially exhibited

hesitation, long pauses, and frequent errors in grammar and vocabulary. After the research, students showed increased fluency, with fewer pauses and a smoother flow of speech. Similarly, vocabulary and grammar usage improved, with students expanding their vocabulary and making fewer grammatical mistakes. Pronunciation also saw marked progress; students who initially struggled with certain sounds or words demonstrated clearer articulation and reduced accent interference.

Confidence was another critical area of growth. Before the research, students often displayed shyness or reluctance to speak in front of others, but after the intervention, they gained more confidence in their speaking abilities. Finally, participation in speaking activities increased notably. Students who were previously passive or hesitant became more engaged and willing to participate in class discussions and speaking tasks.

Before the implementation of the demonstration strategy, students exhibited several challenges in their speaking skills. In terms of fluency, their speech was often hesitant, characterized by long pauses and the frequent use of fillers such as "um" and "uh." However, after the intervention, students demonstrated smoother speech with shorter pauses and a noticeable reduction in fillers. Regarding accuracy, students initially made frequent grammatical errors and misused vocabulary. After the action research, their grammatical accuracy improved, and they used vocabulary more appropriately.

In terms of pronunciation, students struggled with specific sounds and word stress before the demonstration strategy was applied. Afterward, their pronunciation improved, showing clearer articulation and more accurate intonation. Another significant change was observed in their confidence. Before the intervention, students appeared shy and hesitant to speak in front of others. Following the strategy's application, they became more confident and actively participated in speaking activities. Finally, participation in class discussions was minimal before the research, with students being passive listeners. After the action research, they became more engaged, showing a greater willingness to share their ideas and participate actively in class activities.

To measure the impact of the demonstration strategy, several data collection methods were used. These included pre- and post-speaking tests to assess students' abilities before and after the intervention, observations of their behavior during class activities, and the analysis of audio or video recordings to evaluate fluency, accuracy, and pronunciation. Additionally, student and teacher questionnaires provided feedback on the perceived effectiveness of the strategy. Overall, these methods confirmed the positive impact of the demonstration strategy on students' speaking skills.

CONCLUSION

The analysis of students' speaking skills before and after implementing the demonstration strategy reveals that it is an effective method for improving speaking abilities. Students showed significant improvements in fluency, accuracy, pronunciation, confidence, and participation following the use of this strategy. Demonstration activities that focus on specific language features directly addressed students' weaknesses,

leading to targeted skill development. Furthermore, consistent implementation of demonstration activities proved crucial for sustained progress, and active student participation played an essential role in maximizing the benefits of this approach. Despite these positive results, further research is needed to examine the long-term impact and effectiveness of the demonstration strategy across different age groups and proficiency levels. Additionally, exploring the optimal frequency and duration of demonstration activities could offer valuable insights for educators. Incorporating demonstration regularly in language teaching creates a supportive environment where students can enhance their speaking skills and gain confidence in using the target language.

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