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Implementation of Demonstration Method to Improve Students' Learning Outcomes in English

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Abstrak

The issue tended to in this investigate is: "Is there an enhancement in understudy learning results through the utilize of the exhibit learning strategy?" The objective of this ponder is to decide the change in understudy learning results through the application of the show strategy among understudies of the Sarjana Terapan Pengelolaan Perhotelan at Politeknik Negeri Lampung. The populace of this ponder comprises of all 42 understudies selected within the program. The center of this inquire about is on students' learning results and learning exercises utilizing the exhibit strategy. This inquire about was conducted in two cycles. To gather the specified information, tests were managed. The inquire about strategies included a few stages: the arranging arrange (creating lesson plans, perception sheets, and assessment instruments), the activity usage arrange (executing the lesson arrange utilizing the show strategy), the perception organize (utilizing perception sheets to record discoveries), and the reflection arrange, which included the investigation, union, translation, and clarification of the information gotten amid the execution. The conclusion of this consider appears that the learning climate moved forward through the utilize of the show strategy. Particularly, understudy exercises, learning conditions, and understudy reactions amid the learning prepare appeared advance from the to begin with to the moment cycle. As for learning results, the normal score within the to begin with cycle was 68.09, which falls into the "reasonable" category, while the normal score within the moment cycle was 78.21, classified as "great." In terms of authority learning, 59.52% of understudies within the first cycle had not however accomplished authority, while 88.09% of understudies within the moment cycle did accomplish dominance. Based on these comes about, it can be concluded that the usage of the show strategy can improve students' English learning outcomes.

Kata Kunci: Demonstration Method, Learning Method, Learning Outcomes, English.

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INTRODUCTION

The adequacy of English dialect educating to a great extent depends on the guidelines strategies utilized by lecturers (Wilany 2019). As English has ended up a worldwide lingua franca and a crucial ability within the 21st century (Purwasih, Rahmelina, and Ramadina 2023), it is basic to investigate and actualize imaginative instructing techniques that improve students' learning results (Cicilia et al. 2023). Among the different instructing approaches, the show strategy has picked up expanding consideration for its potential to cultivate more profound understanding and engagement, especially in skill-based learning situations

(Fikrianto and Haryati 2023). This inquire about examines the execution of the exhibit strategy as a implies to progress students' learning results in English (Aditia, Dian, and Sari 2023), centering on how the strategy underpins the improvement of dialect competencies and advances dynamic learning.

In conventional English dialect classrooms, instruction frequently takes after a lecturer-centered approach where understudies play a to a great extent detached part (Yusridawati 2013). Addresses, repetition memorization, and textbook-based exercises rule the learning handle, coming about in constrained understudy cooperation and maintenance. These strategies may not satisfactorily address the assorted needs of learners, particularly in viable angles of dialect such as talking, tuning in, and composing. Additionally, the unique nature of dialect learning requires techniques that can contextualize and visualize concepts, making them more comprehensible and relatable to understudies (Kadarningsih and Gonibala n.d.).

The show strategy, characterized by the lecturer's utilize of visual and viable outlines to clarify concepts, offers an elective that will way better suit dialect instruction. Through show, understudies are given with concrete cases of how dialect capacities in real-life circumstances, subsequently bridging the hole between hypothesis and hone. This strategy adjusts well with constructivist speculations of learning, which set that learners build information more successfully through dynamic engagement and meaningful encounters.

Within the setting of English dialect instructing, the show strategy can be utilized in different ways (Susanti 2023). Instructors might demonstrate exchanges, outline linguistic structures through role-play, or appear how to compose diverse sorts of writings utilizing guided illustrations (Hastuti et al. 2024). Such exercises not as it were clarify dialect rules but too invigorate students' intrigued and cooperation. More vitally, they offer openings for prompt criticism and rectification, which are fundamental for dialect securing.

In spite of the hypothetical benefits of the show strategy, observational considers on its application in English classrooms stay restricted, especially in non-native English-speaking settings. In numerous creating instructive frameworks, counting those in Southeast Asia, instructing strategies proceed to depend on pedantic instruction, and development in instructional method is moderate to require root. Thus, there's a have to be experimentally assess the effects of the show strategy on students' learning results in English, particularly in situations where English is instructed as a remote dialect (EFL) (Waliyani and Yuliani 2019).

Given the challenges confronted in English dialect learning and instructing, this consider points to address the taking after central issue: How does the usage of the show strategy impact students' learning results in English? The investigate looks for to decide whether there's a noteworthy advancement in students' execution when the exhibit strategy is connected compared to routine educating strategy.

RESEARCH METHODS

In accordance with the research problem, this study employs a Classroom Action Research (CAR) methodology. This approach aims to bring about positive changes in teaching behavior, students behavior in the classroom, and improvements in teaching and learning practices. According to Dave Ebbutt (1985), as cited in Hopkins and translated by Achmad Fawarid (2011:88), action

research is defined as "A systematic study undertaken by a group of participants in order to improve their own educational practices through practical actions and their own reflection on the effects of those actions."

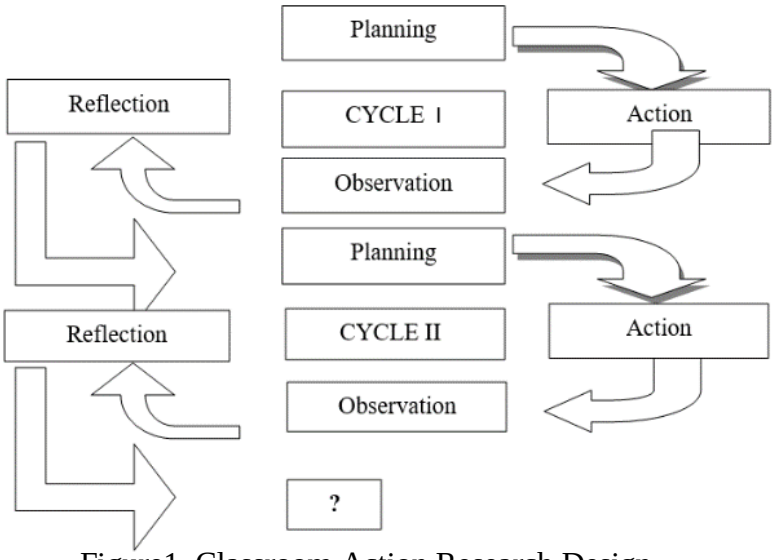

Figure1. Classroom Action Research Design

The test may be a huge portion of the students (collection of objects utilized as a premise for deciding data or drawing conclusions almost the gather). Moreover, in the event that less than 100 students, it is superior to require all, so that the inquire about is populace investigate, but in case the subject is more than 100 students, at that point 10-15% or 20-25% or 40% can be taken. Based on the above opinion, in this study the sample is all even semester students of Sarjana Terapan Pengelolaan Perhotelan Politeknik Negeri Lampung totaling 42 students.

Data collection techniques in this study were through observation and tests. Observation is a data collection technique by observing any ongoing events and recording them with an evaluation tool about the things to be observed or studied. In connection with the activities carried out by students, observations can be made to collect information about student behaviors as an effect of the actions that the lecturer will take. For example, lecturers will record student behavior in discussion activities, or record student behavior in following a learning process. While this data collection instrument test is used to determine student learning outcomes after participating in the learning process by using learning strategies. By using this learning strategy, it is expected to be able to produce student learning completeness. The type of data used and collected in this study is quantitative data. Quantitative data is research whose data is expressed in numbers and analyzed with statistical techniques.

RESULTS AND DISCUSSION

Results of Cycle 1

The implementation of learning activities was conducted in accordance with the learning plan outlined in the Semester Learning Plan (RPS) prepared by the researcher. During the learning process, both lecturer and student activities were closely monitored. Lecturer activities were observed using the Lecturer Observation Sheet, while student activities were recorded using the Student Observation Sheet, both of which had been developed and prepared by the researcher prior to the study.

This research was conducted with students focusing on the topic of understanding economic concepts in relation to the market, and it consisted of two cycles. After implementing the learning actions in Cycle I, followed by observations and testing, the data on lecturer activities, student activities, and student learning outcomes were collected as follows:

a. Observation of Lecturer Activities

The observation of lecturer activities was conducted during the second meeting of Cycle I. Based on this observation, scores and percentages for each indicator of lecturer performance were recorded. The results of these observations are presented in the following table:

Table I. Results of Lecturer Activity Observation in Cycle I

No.	Observation Aspect	Average Score	Percentage
1	Lesson Opening Skills	4.2	84%
2	Lesson Execution Skills	4.0	80%
3	Classroom Management Ability	3.0	60%
4	Lecturer Knowledge	4.0	80%
5	Lesson Closing Skills	4.0	80%
6	Lecturer Performance	4.33	86.66%
	Overall Average	3.92	78.44%

The results indicate that the lecturer's performance during Cycle I was generally sufficient, with an overall average score of 3.92 (78.44%). The highest indicator was Lecturer Performance (4.33 or 86.66%), while the lowest was Classroom Management Ability (3.0 or 60%). These findings suggest areas of strength, such as delivering content and overall performance, as well as areas that require improvement, particularly in classroom management.

b. Results of Student Activity Observation

Based on the observations conducted during the two meetings in Cycle I, data were collected regarding the number and percentage of students who engaged in each observed activity. The results are presented in the following table:

Table II. Results of Student Activity Observation in Cycle I

No.	Student Activity Aspect	Number of Students	Percentage (%)
1	Focused on the lecturer's explanation	28	66.67
2	Asked questions when needed	27	64.29
3	Answered the lecturer's questions	29	69.05
4	Expressed their opinion confidently	30	71.43
5	Volunteered as a model when requested by lecturer	29	69.05
6	Completed exercises/tests correctly	33	78.57
	Total	—	419.05
	Average Percentage	—	69.84%

Based on the observations during Cycle I, an average of 29 students (73.33%) actively participated in the learning process. When this average is compared with the criteria for determining the success level of student activity, it falls within the "sufficient" category. Although students demonstrated engagement in various aspects of the lesson, these results indicate that further improvement is needed to increase active participation and elevate the overall learning outcomes.

c. Student Learning Outcomes

The student learning outcome test for Cycle I was conducted during the final 30 minutes of the last meeting. All 42 students were present at the time of the assessment, meaning there were no absentees. Therefore, the total number of participants in the Cycle I learning outcome test was 42 students.

Table III. Statistics of Student Learning Outcomes in Cycle I

Statistics	Value
Number of Students	42
Highest Score	80
Lowest Score	40
Mode	75
Total Score	2860
Average Score	68.09

The full distribution of student learning outcomes can be found in the appendix. As shown in Table III, the highest score achieved was 80, while the lowest was 40, with an overall average of 68.09. This indicates that, in general, the students' learning achievement is still below the expected threshold, suggesting the need for improvement in the next cycle. To further assess student performance, the level of learning completeness was analyzed and is presented in Table IV.

Table IV. Student Learning Outcomes and Mastery in Cycle I

Score Range	Number of Students	Total Score	Completion Percentage
≥ 70	25	1905	59.52%
< 70	17	955	40.48%
Average	—	2860	68.09

From Table IV, it can be seen that 25 students (59.52%) achieved scores ≥ 70, which is considered the minimum mastery level, while 17 students (40.48%) did not meet the standard. The average score of 68.09 confirms that overall student mastery in Cycle I is still not yet satisfactory.

d. Reflection

Based on the analysis and evaluation of learning activities in Cycle I, several improvements are recommended for implementation in Cycle II to achieve more optimal results:

To improve student learning outcomes, greater emphasis should be placed on monitoring and correcting student assignments, including homework. Providing timely feedback by returning corrected assignments is essential to reinforce learning and help students recognize their areas of improvement.

During learning activities, student engagement must be increased. The role of student models should not be limited to those who quickly grasp the material. Instead, efforts should be made to involve all students, including those who require more time to understand the material. This inclusive approach is expected to stimulate motivation, foster peer learning, and ensure that all students actively participate in the teaching and learning process.

During the first cycle, some students still sought clarification while completing the test, indicating that their understanding of the material was incomplete. In Cycle II, the lecturer will need to emphasize clarification of difficult concepts, ensuring that students are confident in their comprehension

before assessment. This is expected to support improved performance in the subsequent cycle's evaluation.

Given that the average percentage of student activity was 69.84% and lecturer activity reached 78.44%, both falling within the "sufficient" criteria, and considering that the classical mastery level stood at only 59.52%, it was concluded that the learning objectives had not been fully achieved. Therefore, it is necessary to proceed to Cycle II to address the identified weaknesses and improve both student participation and academic outcomes.

Results of Cycle 2

After implementing the learning actions in Cycle II—taking into account the reflections and improvements identified in Cycle I—observations and tests were conducted to assess the outcomes. The results cover three key areas: Lecturer Activities, Student Activities, and Student Learning Outcomes.

a. Observation of Lecturer Activities

The observation of lecturer activities in Cycle II was conducted during the second meeting, which was carried out by the English lecturer at the campus. The percentage scores for each aspect of the lecturer's activities are presented in the table below:

Table V. Results of Lecturer Activity Observation in Cycle II

No.	Observation Aspect	Average Lecturer Activity Score	Percentage of Lecturer Activity Score
1	Lesson Opening Skills	4.2	84%
2	Lesson Execution Skills	4.54	90.90%
3	Classroom Management Ability	4.66	93.33%
4	Lecturer Knowledge	4.66	93.33%
5	Lesson Closing Skills	4.66	93.33%
6	Lecturer Performance	4.66	93.33%
	Overall Average	4.56	91.37%

As shown in Table V, the overall average score for lecturer activities in Cycle II is 4.56, equivalent to 91.37%, which is categorized as "Good." This indicates a significant improvement compared to Cycle I.

Several aspects of the lecturer's performance have reached the "very good" criteria in Cycle II. These include the ability to create a pleasant learning atmosphere, manage the classroom effectively, deliver reprimands when necessary, master the material, ensure the alignment of the learning implementation with the plan, utilize contextual problems, and effectively match the delivery of material with the intended learning stages.

However, certain aspects still require attention, particularly in the area of study time management, which has been identified as less effective and efficient. This issue was also noted in Cycle I and continues to persist in Cycle II, despite overall improvements in lecturer activity.

b. Results of Student Activity Observation

Based on the two meetings conducted in Cycle II, data were collected regarding the number of students and the percentage of students who actively engaged in each observed activity. The results are presented in the following table:

Table VI. Results of Student Activity Observation in Cycle II

No.	Student Activity Aspect	Number of Students	Percentage (%)
1	Focused on the Lecturer's explanation	35	83.33
2	Asked questions when needed	37	88.10
3	Answered the Lecturer's questions	36	85.71
4	Dared to express their opinions	34	80.95
5	Became a model when asked by the lecturer	36	85.71
6	Completed exercises/tests correctly	39	92.86
	Total	—	516.67%
	Average Percentage	—	86.11%

As shown in Table VI, the overall student activity in Cycle II achieved an average of 86.11%, with approximately 36 students actively participating in each observed activity. This percentage falls within the "very good" criteria, indicating a significant improvement compared to Cycle I, where the average participation was lower.

The highest participation rate was observed in the aspect of "correctly completing exercises/tests," with 92.86% of students successfully engaging in this activity. Other aspects, such as asking questions when needed (88.10%) and answering the lecturer’s questions (85.71%), also demonstrated strong student engagement.

These results suggest a high level of student involvement and understanding during Cycle II, reflecting positively on both the lecturer's actions and the students' commitment to the learning process.

c. Student Learning Outcomes

The learning outcome test for Cycle II was conducted during the final 30 minutes of the class session. All 42 students were present and participated in the test, ensuring complete data collection. The statistical results of the student learning outcomes in Cycle II are presented in the following table:

Table VII. Statistics of Student Learning Outcomes in Cycle II

Statistic	Score
Number of Students	42
Highest Score	90
Lowest Score	55
Mode	85
Total Score	3285
Average Score	78.21

As shown in Table VII, the average student learning outcome score in Cycle II was 78.21, calculated from a total score of 3285 across 42 students, all of whom were present during the test. The highest score recorded was 90, while the lowest was 55. The mode, or most frequently occurring score, was 85, indicating a concentration of students performing at a higher level.

The notable increase in the average score from Cycle I (68.09) to Cycle II (78.21) signifies a substantial improvement in student understanding and performance. This progress demonstrates the effectiveness of the instructional

adjustments implemented as a result of the Cycle I reflection, particularly in addressing student needs and enhancing learning outcomes.

The analysis of student learning outcomes in Cycle II also includes the percentage of students who met the minimum learning completeness criteria. The results of this analysis are presented in the following table:

Table VIII. Student Learning Outcomes and Completeness in Cycle II

Value Range	Number of Students	Total Score	Completion Percentage (%)
≥ 65	37	2970	88.09
< 65	5	315	11.91
Average Score	—	—	78.21

Based on Table VIII, it can be concluded that 37 out of 42 students, or 88.09%, achieved the minimum standard of learning completeness in the second cycle. The average score of students in this cycle was 78.21, showing a significant improvement from the previous cycle. The total accumulated student score in Cycle II was 3285, and the number of students who achieved scores above 70 increased to 37, indicating both improved individual performance and overall class mastery.

These results show that both the average score and the percentage of student learning completeness in Cycle II have met the expected success criteria. This demonstrates that the refinements made after the reflection of Cycle I were effective in enhancing learning outcomes.

The learning process in Cycle II proceeded smoothly. The Student Observation Sheet was completed during the learning activities with assistance from a peer observer, while the Lecturer Observation Sheet was filled out during the second meeting, during which the demonstration method was applied. Following the instructional sessions, a learning outcome test was administered to assess student understanding.

Student engagement in Cycle II increased significantly. Learners were more responsive and actively participated in discussions. They answered questions spontaneously and were no longer hesitant to ask for clarification when encountering difficulties. This indicates a marked improvement in confidence and involvement in the learning process.

In addition, lecturer performance also showed improvement. Based on the observation results, the lecturer achieved an average activity score of 4.56, equivalent to 91.37%, falling within the “very good” category. This suggests that the lecturer successfully facilitated an effective and engaging learning environment during Cycle II.

d. Reflection

Given that both lecturer activities and student activities in Cycle II have reached the "very good" criteria, and the percentage of classical completeness has increased significantly to 88.09%, it is concluded that the learning objectives have been successfully achieved. Therefore, it was decided that no further cycles are necessary, and the classroom action research was concluded in Cycle II.

DISCUSSION

The application of the demonstration method led to a noticeable improvement in student learning outcomes in English subject. This was evident from the results of two learning outcome tests conducted in Cycle I and Cycle II. The average student score increased from 68.09 in Cycle I to 78.21 in Cycle II, showing a gain of 10.12

points. Likewise, the percentage of students who achieved the learning completeness criteria rose from 59.52% to 88.09%, indicating that more students were able to meet the expected standards by the end of Cycle II.

In terms of student activity, observations also showed a significant increase. In Cycle I, 69.84% of students (around 29 students) were actively involved during learning activities, which was considered sufficient. This improved to 86.11% (around 36 students) in Cycle II, falling into the very good category. Detailed observations showed increases in all indicators of student activity, such as paying attention to the lecturer's explanation, asking questions, expressing opinions, participating in demonstrations, and completing exercises correctly.

Overall, the data shows that the use of the demonstration method not only improved student learning outcomes but also enhanced student engagement in class. This reflects the lecturer's success in managing the learning process and effectively using the demonstration method to boost both performance and participation.

CONCLUSION

Based on the results and discussion of the study, several conclusions can be drawn. The implementation of the demonstration method led to an increase in student activity during the learning process from Cycle I to Cycle II. Student learning outcomes also showed significant improvement after being taught using the demonstration method. This improvement is evident from the rise in the average test scores, from 68.09 in Cycle I to 78.21 in Cycle II. Furthermore, the percentage of students achieving learning mastery increased from 59.52% in Cycle I, which is considered incomplete, to 88.09% in Cycle II, which is categorized as complete. These findings indicate that the demonstration method is highly effective, as demonstrated by the improvement in student performance based on conventional learning mastery criteria.

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