An Implementation of Demonstration Using Project-Based Learning to Teach Speaking of Procedure Text

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Abstract:
Students often had difficulty understanding procedure texts due to some obstacles, such as the use of complicated language, unclear structures, and lack of visualization. Therefore, it is necessary to include visualization, with demonstration practices, it is hoped that students will find it easier to understand procedural texts. Related to the independent curriculum that emphasizes project-based learning, the demonstration technique is suitable to be applied in project learning. This research tries to answer the questions (1) how is the implementation of demonstration technique to teach speaking about procedure text, (2) how is the students' speaking ability after the implementation of demonstration technique using Project Based Learning (3) how is the students' response to the implementation of demonstration technique to teach speaking about procedure text. This research used descriptive qualitative approach. The subjects of this research were all the 35 students of Broadcasting class XI of SMK Muhammadiyah Prambanan. The data collecting techniques were observation and questionnaire. The application of procedure text demonstration through project-based learning improves students' speaking ability in terms of performance and courage. This method, which is done in groups, motivates students who were previously afraid and shy to speak. Students' response to this technique is positive, they enjoy learning to speak procedure text through demonstration. The collaborative project-based learning approach also made it easier for students.

INTRODUCTION

One of the most crucial abilities in language learning is speaking (Sulistyaningsih, 2018). "People may maintain social relationships by speaking with one another and sharing ideas and information with one another through speech." Resi Rahmanis (2019), in her

journal, states that "speaking is an important part of foreign language learning and teaching because it allows students to express their ideas orally in a foreign language." If they cannot communicate, they will not say anything. They need to put their communication skills to the test in real-world scenarios in order to communicate effectively.

Effective communication is essential for any successful engagement. Speaking clearly would help the listener comprehend what people are saying. Halley and Austin (2004) reinforce the premise that having oral communication skills in another language gives us the ability to explain our thoughts and provide clarity regarding our goals. Therefore, an English teacher's job is to inspire students to take an active part in speaking exercises in class and to practice speaking frequently. For the students, to become acclimated to speaking English is crucial. Naturally, it would be more beneficial if they develop the habit.

Speaking is a difficult skill to develop, especially for new speakers. The teacher frequently observes that reticent students are a result of their shyness and difficulty in expressing themselves in public, particularly when asked for personal information or thoughts. In addition, kids do not often get the opportunity to practice speaking. Students are finally terrified to talk in English because they have not practiced speaking it much, if at all. They are terrified of making errors, particularly in pronunciation and language. In this situation, the instructor needs to inspire the students, as stated by Harmer (2001). According to him, the majority of learning domains acknowledge that motivation is crucial for achieving success. Without this kind of drive, it is highly likely that we will not put in the required work. A teacher should be able to support and motivate the students to speak English as much as possible in order to motivate them to do so.

The intriguing method of choice for solving this issue is the usage of demonstration. Explaining a procedure or describing how to accomplish a task, to create a product, or to operate a machine is demonstration (Rudolph and Katleen, 2003). It is further corroborated by Brown et al. (1953: 307), who state that although students may not be able to physically handle the objects displayed in demonstrations, they may nevertheless get interested in the subject because they are focusing on particular details that capture their interest. Since the demonstration technique and the process text have similar qualities, it is used in this instance to teach speaking procedure text.

The students have to bring the thing which deals with the topic, then explain and demonstrate how the thing works or how to do it. They must explain it step by step and carefully. Besides, they have to think and pay attention with their words while they are speaking. It is to avoid confusion among the listeners. By using demonstration, it is hoped

that the students will be more skilful, more competent, and more knowledgeable in speaking. Referring to this matter, it is beneficial to conduct a study about " The Implementation of Demonstration Using Project-Based Learning to Teach Speaking of Procedure Text at the Broadcasting Class XI of SMK Muhammadiyah Prambanan".

In considering the study's backdrop described above, the following three issues need to be considered:

1. How is the Broadcasting Class XI of SMK Muhammadiyah Prambanan taught speaking of procedure text through the use of a demonstration technique?

2. How is the students' speaking ability after the implementation of the demonstration technique using Project-Based Learning?

3. What are the students' responses toward the implementation of the demonstration technique to teach speaking procedure text to the XI Broadcasting class of SMK Muhammadiyah Prambanan?

However, Herbert, who is cited by Elok (2008), asserts that speaking is a fundamental human behavior that facilitates language-based communication. When humans speak, they put thoughts into words by expressing perceptions, emotions, and intentions they want other people to understand. It implies that people will be able to interact and communicate with others if they have the ability to talk. They were able to exchange thoughts, feelings, opinions, and intentions.

Speaking also involves producing an oral text that is understood by both the speaker and the listener and has meaning. A speech structure is built up of various components when it is produced orally, including vocabulary, grammar, pronunciation, fluency, and accuracy. Each of the aforementioned components is used and utilized differently depending on the background, situation, and surroundings of the person engaging in communication. Harris (1969) provides support for the claim that speaking is a complex skill that necessitates the simultaneous use of several separate talents, many of which develop at different speeds. When analyzing the speech process, the following five elements are typically identified: pronunciation, grammar, vocabulary, fluency, and comprehension.

Some educators discover that simply asking students to speak up in front of the class will never be sufficient to get them to do so. The teachers ought to understand that there is more they need to accomplish and that this is the wisest course of action. The students are encouraged to talk by using a variety of techniques. The teacher and the students can create

a conducive environment for effective teaching and learning by implementing a variety of tactics in the speaking class.

The speech assessment is used by the teacher to gauge each student's level of speaking proficiency. When assessing the efficacy and efficiency of teaching and learning, assessment plays a crucial role. Finding out how well and how learning is occurring will be accomplished through the assessment of the students, procedures, activities, and criteria (Halley and Austin: 2004).

The teacher in this study employed progress evaluation to see how well the students' speaking abilities were progressing. The teacher assessed the students' pronunciation, grammar, vocabulary, fluency, and comprehension using their exercises.

Speaking instruction in senior high schools ought to follow a competency-based program. Because they must communicate for academic purposes as well, it is required from the students to be able to access the accumulated information (Helena, 2004). There are two requirements that senior high school students must meet. Standard competence and fundamental competence are those competencies. According to the standards of competence, students should be able to communicate both orally and in writing by employing acceptable language in interpersonal and transactional contexts as well as in monologues that take the shape of recounts, narratives, and procedures (BSNP, 2006). Senior high school students are also expected to master everyday communication skills, such as expressing joy, paying attention, demonstrating empathy, and providing instructions, among other things (BSNP, 2006).

According to Depsiknas (2004), the writers exclusively concentrates on procedural texts, which explain how an action is carried out through a series of phases. It contains guidelines on how to do tasks and how things operate, as well as instructions on how to go to a location and follow rules by following a series of activities or stages.

A process text typically consists of three parts. Another name for these portions is generic structure. They are:

1. An opening sentence or title that states the purpose or objective, which could be the text's title or an introduction paragraph.

2. Materials required to finish the procedure. This might be a list or could be a paragraph. In some procedures, this step might be omitted.

3. A sequence of steps in the correct order. Numbers can be used to show first, second, third and so on. The order is usually important. Words such as now, next, and after this can be used. The steps normally begin with a command such as add, stir, or push.

A demonstration explains a procedure and explains how something is done or functions (Rudolph and Katleen, 2003). Additionally, Brown (1983) supports it by stating that, although students may not be able to physically manipulate the objects displayed in the demonstration, they may still get interested in the subject since they are focusing on particular objects that capture their attention. Demonstration techniques involve using related materials like pictures, graphics, and handouts in addition to actual objects. In this instance, the students are required to bring an object that relates to the subject, explain how it works, and provide a demonstration. They have to thoroughly and step-by-step explain it. In addition, when they are speaking, they must focus on and consider what they are saying.

The benefits of employing demonstrations are based on Rudolp & Katleen's (2003) assertion that providing demonstrations to students is an especially beneficial activity. It implies that students can engage in a communication process involving several roles and behaviors when they are provided with demonstration. Additionally, by using this strategy, students may get the confidence to speak in front of the class.

In comparison to traditional teaching techniques, project-based learning improved students' critical thinking and problem-solving capabilities, according to a 2009 study by Strobel and van Barneveld. Teaching projects, also known as project-based learning, is a method of instruction in which students work on a project or longer task that requires them to find an answer to a challenging topic or solve a real-world issue. This method is predicated on the idea that active, hands-on learning is a more effective way for people to learn than passive information consumption.

One of the learning designs that constructs learners' competencies to be able to: communicate, think critically, use technology, solve problems, and collaborate is Project-Based Learning. Project-Based Learning (PjBL) is learning that refers to the principle that learners are the main focus for exploring real problems in social life. Learners are fully involved in a meaningful task to solve a problem. They will learn to construct their learning patterns and eventually produce a valuable product (Blumentfeld et al., 2011). This opinion is also supported by Larmer and Margendoller (2010) that there are important aspects in project-based learning, including starting with a question or challenge, building motivation to gain new knowledge, bringing a question or problem to gain new knowledge, encouraging critical thinking, communication, cooperation, and technological skills, feedback and revision, creating a product or output that can be published, and giving learners a chance to learn, and giving the learner the opportunity to have a say and make choices in project

completion. From the opinions of these experts, it can be concluded that the characteristics of project-based learning are directly proportional to the skill attainment in 21st century education. Such a learning model is suitable to be applied to students because it accommodates students to have good attitudes and cognitive skills and students can master media and technology literacy.

Furthermore, Hanney (2018) reveals that project-based learning is beneficial for synthesizing professional practices where students gain learning experiences that are similar to real-world practices. In addition, Greenier (2020) argues that project-based learning helps students have social and affective capacities, linguistic knowledge, and communication skills to produce good projects. In addition to research abroad, there have also been many studies in Indonesia that examine project-based learning for English classes.

Project-based learning has been implemented to improve English productive skills such as in speaking and writing classes (Dewi, 2016; Rochmawati, 2015; Irawati & Lulus, 2015; Afandi & Sukyadi, 2016; Hasani et al, 2017; Praba et al, 2018; Ismuwardani et al, 2019; Wulandari & Seftika, 2021). Previous studies show that project-based learning is an option for teachers and lecturers in teaching English. However, there is not much research that examines the relationship between project-based learning and 21st century skills, especially speaking skill. Therefore, this research was aimed to examine various information about implementation of project-based learning which is considered capable of developing students' speaking skills in building and possessing a number of skills in the 21st century.

METHOD

The purpose of this research was to investigate the use of the demonstration technique in teaching speaking procedure text to the Broadcasting Class XI students of SMK Muhammadiyah Prambanan. This study aimed to answer several questions: how the demonstration technique is implemented in teaching speaking procedure text, how students' speaking ability improves after the implementation of the technique using Project-Based Learning, and what the students' responses are towards this method. The research employed a descriptive qualitative approach, emphasizing understanding through spoken accounts and observations rather than quantitative data. Thus, the authors observed the teaching-learning process in a natural classroom environment without participating in the instructional activities.

The Broadcasting Class XI students of SMK Muhammadiyah Prambanan were chosen as the research subjects because the curriculum included procedure material at this grade level. Additionally, the instructor regularly assessed students' speaking abilities using demonstration as a teaching technique. To gather data, the study utilized an observation checklist, questionnaire, field notes, and student performance assessments. The observation checklist, consisting of 38 statements with "yes" or "no" responses, measured indicators such as students' actions, teaching methods, topics, and learning processes. Field notes were used to record all observations during the teaching and learning process, supplementing the checklist with additional details. A multiple-choice questionnaire was administered at the end of the instructional process to gather students' opinions on the demonstration technique. Students' speaking abilities were also assessed using a recorder and Hari's speaking proficiency measurement, which considered factors such as grammar, vocabulary, comprehension, fluency, and pronunciation.

The collected data were analyzed to understand the implementation and effectiveness of the demonstration technique in teaching speaking. The analysis included the observation data, which were examined concerning the classroom environment and students' reactions, and the performance of the students, which was compared with the topics covered during the sessions. The questionnaire results were analyzed to determine students' perceptions of the demonstration technique and its impact on their speaking practice. The Broadcasting Class XI students were selected for this study because procedure text material was part of their curriculum, and the instructor regularly used demonstration techniques to teach English speaking. Ethical considerations included obtaining informed consent from all participants and ensuring the confidentiality of the collected data, with researchers adhering to ethical guidelines throughout the study to protect participants' rights and privacy.

RESULT AND DISCUSSION

The conclusions formed by the observations will be discussed in this section. Four observational studies were carried out. As teachers, the authors were present in the classroom. The authors observed things to gather the necessary information. The information came from field notes, students' performance, surveys, and observation checklists.

Research Finding

This research was divided into three stages, namely planning, implementation, and reflection.

1.   Planning

In the planning step, on the first meeting on November 6, 2023, the teacher taught the class by first introducing what procedure text was, as well as giving examples of a video demonstrating procedure text. Then in the planning of the project, the teacher explained to the students the procedure text demonstration project, especially the recipe that they would work on. Then in groups, students planned the project.

Application of Learning Model

The strategy carried out by the teacher was to understand the characteristics of students and the characteristics of the material. Here the teacher chose the Project-Based Learning model. This learning model was chosen because PjBL was expected to improve students' ability to learn English cooperatively and collaboratively. The teacher applied the PjBL learning syntax consisting of 6 syntaxes (Mulyasa, 2014), namely: 1) Determination of the fundamental question. In this stage, the students observed the video presented by the teacher, then proactively asked questions about the social functions, structure, and linguistic elements of procedure texts related to food and beverage recipes. 2) Designing a project plan. The students formed groups of 4 members each and understood the explanation of the project to be carried out. The students rearranged the pictures into a recipe in the right order and developed them into a procedure text. 3) Arrange the schedule. The teachers and students agreed to determine the deadline for submitting the project. 4) Carry out the project with teacher monitoring. In this stage, the students composed the procedure text according to the theme/image of food or drink that they had chosen and arranged in the writing draft and created it with media in the form of a Canva application. The teacher guided and monitored the students during the project implementation. 5) Testing the assessment results. In testing the results, the students and teachers discussed the appropriateness of the social function, text structure, and linguistic elements of the procedure text before presenting it to other groups. 6) Reflection and evaluation of the project and learning outcomes. In this last syntax, learners in each group presented the procedure text they created through Canva. Students from other groups also responded to the results, then reflect/conclude, listen, and understand related conclusions.

2.   Implementation

In the second meeting, which was in the implementation stage of the demonstration of procedure text using project-based learning, on November 8, 2023 the students in groups came to the front of the class to demonstrate the procedure text recipes. A drawing was held regarding the order of the groups presenting. There were 4 groups that presented the demonstration of procedure text recipes of, as for the titles of the procedure text demonstrations presented, among others, how to make orange drink, how to make *origini*, how to make fruit salad, and how to make sandwiches. The researchers observed the students' demonstration while conducting the assessment. From the results of observations at the second meeting, the researchers obtained the impression that the students were happy to do the procedure text demonstration. During the demonstration process, they seemed to enjoy the process, although they were still not very fluent in speaking and sometimes looked at the text. Anyway, the students were happy to do it.

The third meeting, November 13, 2023, continued the presentation from the other groups that had not presented. The titles of the procedure text recipes included how to make burgers, how to make dessert boxes, how to make happy soda, and how to make dalgona coffee. Just like in meeting 2, the students were happy to do the demonstration and they enjoyed the process although they still frequently made mistakes in pronunciation.

3.   Reflection

The teacher and students evaluated and remarked on the learning of the text procedure demonstration during the fourth meeting, which took place on November 15, 2023. This stage was also covered in syntax 6 of project-based learning. After showing each group's demonstration video in turn, the teacher asked the class to share their thoughts. The students were invited to respond to a questionnaire as a reflection exercise. Furthermore, two students approached the class to personally speak about their reflections. Regarding the views of the students on the demonstration technique used in the instruction process, almost all of the students expressed interest in using demonstration as a teaching method for teaching English, with 100% stating that they were interested in the technique to practice speaking English. Five percent of students felt that the issues were less intriguing, whereas ninety-five percent of students believed the topics were interesting. Furthermore, the majority of students said that those subjects enabled them to actively participate in speaking class. Furthermore, a whopping 94% of the students said that their peers were excited to participate in the speaking activity, whereas only 6% reported the opposite. According to the students' assessments of the demonstration technique's applicability, 80% of them found it

to be encouraging for them to actively communicate in English, while 20% thought it was unmotivating. While the majority of the students expressed motivation, 19% of them said that speaking using demonstration technique was extremely tough, and 9% said that speaking through demonstration technique was quite difficult. Further, 72% of students claimed that it was simple. Furthermore, a majority of the students (97%) reported an improvement in their speaking abilities and expressed their belief that the demonstrative technique should be maintained in speaking instruction. Furthermore, only 3 percent of students said that they had not seen any growth in their speaking skills and that speaking instruction should continue to use demonstration techniques.

The outcome of students' performance using project-based learning's demonstration technique

The authors will talk about the performance outcomes of the students in this section following the use of the demonstration technique. Pronunciation, grammar, vocabulary, fluency, and comprehension are among the elements of speaking proficiency that are emphasized in the speaking assessment for students. It is possible to draw the conclusion that when the teacher employed the demonstrative strategy to teach speaking, 80% of the students' speaking skill scores increased.

Discussion

According to the research findings, students' speaking skill on procedure text upon the implementation of the demonstration method with project-based learning was very satisfactory. It was shown from the teacher's observation checklist and the students' learning results. Based on the results of the study, the students' speaking ability of procedural text using demonstration with project-based learning has increased. This can be seen from the scores. The score obtained was between 75-90. The score was obtained when students demonstrated speaking of procedure text while the teacher conducted assessment and observation. The interesting technique of choice is the utilization of demonstration, explaining a procedure or describing how to accomplish a task, create a product, or operate a machine is demonstration (Rudolph and Katleen, 2003:232). It is further corroborated by Brown et al. (1953: 307), who state that although students may not be able to physically handle the objects displayed in demonstrations, they may nevertheless get interested in the subject because they are focusing on particular details that capture their interest. Since the

demonstration technique and the process text have similar qualities, it is used in this instance to teach speaking of procedure text.

Project-based learning has been implemented to improve English productive skills such as in speaking and writing classes (Dewi, 2016; Rochmawati, 2015; Irawati & Lulus, 2015; Afandi & Sukyadi, 2016; Hasani et al, 2017; Praba et al, 2018; Ismuwardani et al, 2019; Wulandari & Seftika, 2021). Previous studies show that project-based learning is an option for teachers and lecturers in teaching English. From the observation, it was found that the students enjoyed learning procedure text using demonstration, while the use of project-based learning approach made the demonstration planning more mature and directed. Project based learning provides a number of significant benefits. Students do not only acquire practical skills such as measuring ingredients and cooking, but also develop collaboration skills through teamwork in structuring projects. PjBL also plays a role in improving students' communication skills, both orally and in writing, when they have to clearly outline the steps. Other advantages include high intrinsic motivation, integrated holistic learning, student empowerment, and exploration of creativity and innovation through experimentation with different ingredients or cooking methods. Overall, PjBL offers opportunities for deep and meaningful learning, bringing learning experiences that are closely related to students' daily life.

CONCLUSION

The study highlights the significant positive impact of the demonstration technique combined with the Project-Based Learning (PjBL) approach on enhancing students' speaking abilities. Throughout the study, students demonstrated high levels of engagement and enjoyment, actively participating in planning, implementing, and reflecting on their projects, which included demonstrating procedure texts such as recipes. The integration of demonstrations and PjBL created a conducive learning environment, with students finding the activities interesting and motivating. The application of the demonstration technique in conjunction with PjBL led to notable improvements in students' speaking skills, with assessments showing that 80% of the students achieved higher scores in pronunciation, grammar, vocabulary, fluency, and comprehension. The majority of students reported an improvement in their speaking abilities and expressed a preference for continuing the use of these techniques. Furthermore, the PjBL approach facilitated collaborative and practical learning experiences, enhancing students' teamwork and communication skills through

group projects. The use of real-life contexts, such as creating and demonstrating recipes, provided students with relevant and meaningful learning experiences. The structured reflection and feedback process allowed students to evaluate their own performance and that of their peers, consolidating their learning and identifying areas for improvement. Overall, the combination of demonstration techniques and PjBL not only improved students' speaking skills but also fostered a more interactive and engaging learning environment. This approach proved effective in developing both cognitive and practical skills, making learning more holistic and integrated with real-life applications, ultimately leading to significant improvements in students' speaking abilities.

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