

**THE USE OF DEMONSTRATION LEARNING METHOD
TO IMPROVE STUDENTS' READING COMPREHENSION IN
LEARNING PROCEDURE TEXT AT NINTH GRADE OF
SMPN 3 RAMBIPUJI JEMBER**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

**EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq of Jember
to fulfill of the requirement for the degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



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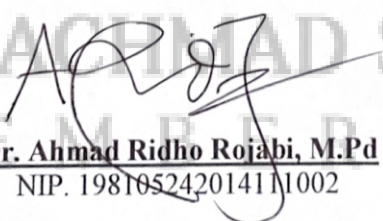
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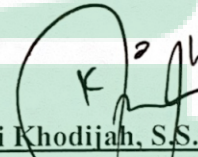
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MOTTO

سُنُقِرُّكَ فَلَآ تَنْسَى

Meaning: “we will make you read, and you will not forget”. (QS. Al-A'la : 6)*



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* Qur'an Kemenag. <https://quran.kemenag.go.id/quran/per-ayat/surah/87?from=1&to=19>
(Accessed on 12th of february, 2024, 02.41am)

DEDICATION

I proudly to dedicate this thesis to:

1. My beloved parents, Mr. Haryono S.Ag and Mrs. Mufawwidatul Hasanah.

Both of them are the ones who make everything possible so that I can finally finish this thesis. Thank you for all the sacrifices, good advice, work hard, and prayers for me. I am forever grateful to have you as my parents.

2. My beloved siblings; my younger sister, Fiea Danial Faradisya and my younger brother, Alfian Fakhrezzy Awlady. Demand knowledge as high as possible, and make the family proud. I will always be the best for all of you.

3. My respected uncle, Mahrus Ali S.Pd. Thank you for the support and prayers for me.

4. Loving thanks to all my friends, who can not be mentioned one by one.

Wish you luck on your life.

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ACKNOWLEDGEMENT

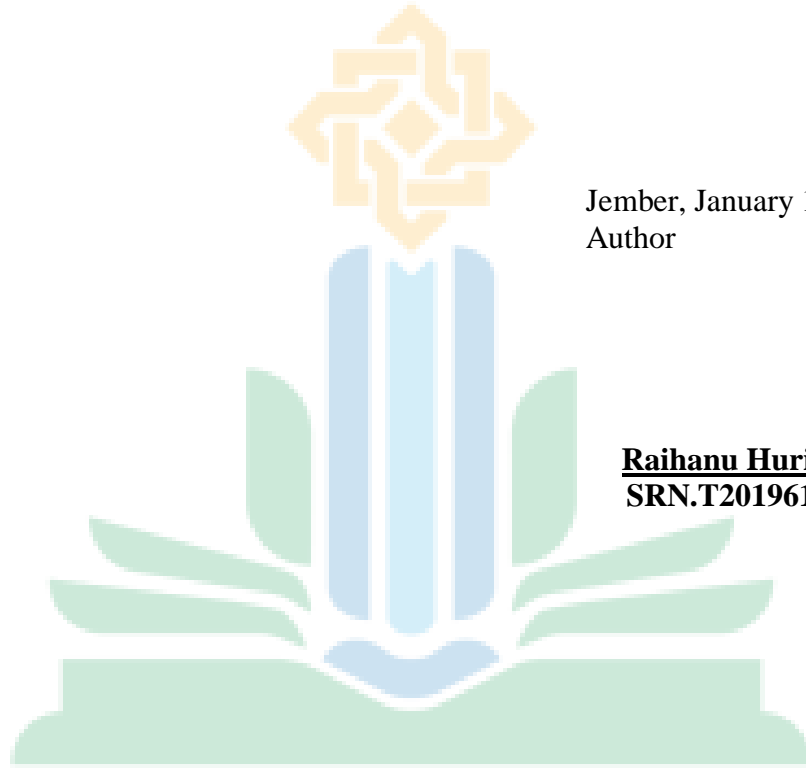
Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, never be forgotten sholawat and salam always be given to our big prophet Muhammad SAW who has guided us from the darkness into the lightness and brought us from the stupidity to the cleverness especially in the worlds civilization.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

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2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as the Dean of the Faculty of Education and Teacher Training of Islamic State University of KH. Achmad Siddiq Jember who has given me approval signature for this thesis.
3. Nuruddin, M.Pd.I as the head of Islamic Studies and Language Education Department who has given permission to do this research.
4. Dewi Nurul Qomariyah, S.S, M.Pd as the head of English Education Department who has approved this research title.
5. Dr. Ahmad Ridho Rojabi, M.Pd as the Advisor who has given me a lot of guidance and suggestion in completing my undergraduate thesis.
6. The Headmaster and English Teacher of SMPN 3 Rambipuji, who allowed and helped me to conduct this research.

7. The students of IX A SMPN 3 Rambipuji who participated in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes that this thesis will be useful for readers and other researchers who need it.



Jember, January 19th, 2024
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ABSTRACT

Raihanu Huril, 2024: *The use of Demonstration Learning Method to Improve Students' Reading Comprehension in Learning Procedure Text at Ninth Grade of SMPN 3 Rambipuji Jember.*

Keyword: *Demonstration Learning Method, Reading Comprehension, Procedure Text*

Reading is one of four basic skills that is very important to be mastered by English learners in order to comprehend the lesson. Students are categorized as successful readers if they can understand the reading material. However, the researcher found that most students got difficulty in understanding and comprehending the text, some of the factors include to the lack of vocabulary, students' difficulties to find the meaning of the words, and students are not interested in learning English. Thus, the demonstration learning method could be implemented to overcome students' reading comprehension difficulties.

The aim of this research was to improve students' reading comprehension by using demonstration learning method at ninth grade of SMPN 3 Rambipuji Jember. The research questions of this research were (1) how can the demonstration learning method improve students' reading comprehension in learning procedure text? and (2) how can the demonstration learning method increase students' participation in reading class?

This research used Classroom Action Research (CAR) adopted by Kemmis and Mc. Taggart. The research design was a collaborative classroom action research. The participants of this research were 22 students of IX A of SMPN 3 Rambipuji, it was carried out in 1 cycle. The data collection technique of this research used test, observation, interview, and document review. The research used content validity which involved the English lecturer as validator of the reading test. The criteria of success in this research was the students reached the KKM score (70) are equal to higher than 75% of total students in this research.

The result of this research showed that the students' average score after the cycle was 76 and there were 19 students or 86% who passed the KKM and for students did not pass the KKM were only 2 students. It could be stated this research was successful. Based on the data analysis, it was concluded that by applying the demonstration learning method, the students could understand and comprehend the reading text correctly and the researcher concluded that the use of demonstration learning method could improve students' reading comprehension in learning procedure text.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research. The parts of this chapter are the research title, research background, the research problem, the research objective, the significance of the research, and the definition of key terms.

A. Background of Research

Reading is an important skill taught in English language classes. In accordance with Patel and Jain, reading is the most useful and important skill for all people.¹ The ability to read is highly valued and required for social and educational advancement. Reading also promotes the development of general skills and provides access to important knowledge at work and school.² Reading now has a significant meaning in human life. Allah SWT commands us to read Islamic teachings. The first verse revealed by Allah SWT to the Prophet Muhammad was the command to read. As stated in the Qur'an, surah Al-Alaq:

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أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

¹ M.F Patel and Praveen. Jain, English Language Teaching (Methods, Tools and Technique)

² Komiya Reiko, CAR. A Means For Motivating Students' to Read. United States: 2009

The meaning: “(1) Read in the Name of your Lord Who Created. (2) He created the humans from Alaq. (3) Read! and your Lord is the most Generous. (4) Who taught by the pen. (5) (He has) taught the humans what he did not know.” (Q.S. Al-Alaq:1-5).³

Islam emphasizes the importance of reading for learning and knowledge acquisition. Allah sent down the revelation for the first time in that verse, which included an implicit and explicit command for humans to read or study knowledge. It used to be deliberate for oneself or others. Reading should be the first lesson that people learn, as Allah SWT instructed our prophet Muhammad SAW. As a result, reading is not only the first step toward knowledge, but also the foundation of all wisdom. Reading is one of four basic skills that English learners must master in order to understand the lesson. In the opinion of Brown, reading, arguably the most important skill for success in all educational contexts, remains an especially important skill as we develop assessments of language ability in general.⁴ Reading is an activity in which students read text to gain knowledge. Reading is also a process of combining information from the text with students' background knowledge to create meaning.⁵ It means that students can construct meaning while reading by combining information from the text with prior knowledge. Students are considered successful readers if they can comprehend the reading material. Reading comprehension is an important aspect of reading because it allows students to capture meaning of what they

³ Mushaf.id. <https://www.mushaf.id/surat/al-alaq/> (Accessed on 24 of June, 2023, 17.07pm)

⁴ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (United States of America: Longman, 2014): 185.

⁵ Dilla Septiani, “Improving Students’ Reading Comprehension of Procedure Text by Using Demonstration Method at grade X IPA 1 SMAN1 Canduang” (Thesis, IAIN Bukit Tinggi, 2020): 2.

have read. Reading comprehension involves the combination of two terms: reading and comprehension.

The most important aspect of reading is comprehension. To understand the text, readers must go through a process of comprehension. Snow (2002) defined reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing to emphasize both the importance and inadequacy of the text as a determinant of reading comprehension.⁶ Thus, reading comprehension refers to how readers learn about the content of a text and comprehend what they have read. In other words, reading comprehension is a reading skill that enables readers to extract meaning from written text in order to understand the information contained within it.

However, many junior high school students are still struggling with reading comprehension ability. Based on an interview with the English teacher at SMPN 3 Rambipuji, the researcher discovered that students have difficulty to understand and comprehend the texts due to a lack of vocabulary, causing them to misunderstand the meaning of the context. Second, students have difficulty to understand the meaning of the text because they lack prior knowledge of what they have read. Finally, students show no interest in the learning materials explained by the teacher.⁷ These

⁶ Snow and Catherine E, *Reading For Understanding: Toward A Research and Development Program in reading Comprehension* (Santa Monica: Rand Corporation, 2002): 11.

⁷ Researcher interviewed the English teacher of SMPN 3 Rambipuji, (Wednesday, 6 of September 2024).

problems come from a variety of factors. Some of them are caused by technical and non-technical issues, such as the teacher's method failing to pique students' interest, or students feeling insecure or afraid because they feel English to be a difficult subject. To overcome all of the mentioned before obstacles, an appropriate teaching and learning method was required.

Students learn about various types of text when developing their reading skills. Types of texts include narrative, recount, descriptive, report, and procedure text. These kinds of reading materials are common in students' daily lives. Procedure texts are one type of genre text taught in junior high school. Teachers taught procedure text to help students understand how to make or do something. Procedure text describes a process for achieving a specific goal. Hidayat defines procedure text as a text that explains how to do something or make something in a step-by-step manner.⁸ Several criteria must be encountered when learning procedure texts, including generic structure, social function, and lexicogrammatical. In this text procedure, students must be able to identify generic structure, social function, and lexicogrammatical structure.⁹ Procedure text includes instructions such as recipes and instructions. In other words, "procedure" instructs the reader to do something, operate something, create something, or achieve specific objectives.

⁸ Argi Noor Hidayat, *Text & Tenses*, (Wonogiri: bisakimia, 2015): 7.

⁹ Nuri Yanni Harahap, "The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability", *JURNAL LINER (Language Intelligence and Educational Research)*, No.2 (July, 2018): 127.

In the teaching and learning process, teachers can use a variety of methods, including REAP, Jigsaw, and Game. One effective method is to use the demonstration learning method. In this case, using the demonstration learning method is an interesting option. The demonstration learning method is a method of delivering materials by demonstrating or performing how something works. The goal of teaching with a demonstration learning method is to demonstrate the process of the occurrence of an event according to the teaching materials and how they are obtained, as well as the ease with which students understand the teaching learning process.¹⁰ This method is recommended for teachers to use when teaching procedure text because it covers all of the necessary steps in an appropriate learning sequence. The demonstration steps enable students to see and hear the particulars of how to do or make something.

Furthermore, the demonstration steps allow students to see and hear the steps required to do or make something. There are several advantages of employing the demonstration learning method. Previous research claimed that the demonstration learning method improved the effectiveness of teaching reading in the classroom. On this occasion, this method may improve students' reading comprehension in terms of understanding words, sentences, and paragraphs. The use of the demonstration learning method has directed the students to get better results in comprehending the text and

¹⁰ Nuri Ramadhan and Edy Surya, "The Implementation of Demonstration Method to Increase Students' Ability in Operating Multiple Numbers by Using Concrete Object", *IJSBAR* No. 2 (2017): 63.

overcome their difficulty in comprehending the text.¹¹ The demonstration learning method received a positive response from students. The reading class could be more enjoyable when students demonstrated activities through movement and told about what they were doing, keeping the class from becoming monotonous. Furthermore, the demonstration learning method could boost students' participation in reading class. Students are more active during learning activities, they become more enthusiastic, and the teacher is able to manage each learning activity effectively. As a result, by using the demonstration learning method, students' participation in reading class increased.¹²

Some previous research has investigated the demonstration learning method in speaking and writing classes, while this study focuses on reading classes. Some studies focus on the demonstration learning method for text comprehension for junior high, senior high, and elementary school students, but the researcher's goal in this study is to focus on and present how the demonstration learning method is used to comprehend text for junior high students. Only a few studies have used a classroom action research design, while others have used both qualitative and quantitative approaches. As a result, this study used a classroom action research design. Furthermore, some studies used the demonstration learning method to teach natural

¹¹ Irzal Wadi, Mukhaiyar, Hamzah, "Improving students' reading comprehension on procedure text by using demonstration method at grade IX A SMPN 1 Kerinci in first semester of 2017/2018 academic year", *International Conferences on Education, Social Sciences and Technology*, 2018.

¹² Dilla Septiani and Loli Safitri, "Improving Students' Reading Comprehension of Procedure Text by Using Demonstration Method at Grade X IPA 1 Sman 1 Canduang", Vol. 1. No. 1, (*IJLSJ*, 2021).

science lessons and recount texts, whereas this study used it to teach procedure texts. Some previous studies frequently investigated the use of the demonstration learning method to improve students' reading comprehension in learning procedure texts. Therefore, this research needs to be followed up.

B. Research Question

Based on the research background above, the researcher formulated the research question that will be answered in the result of the research:

1. How can the demonstration learning method improve students' reading comprehension in learning procedure text?
2. How can the demonstration learning method increase students' reading participation in reading class?

C. Objectives of Study

Based on the formulation of study above, the objective of the research are:

1. To describe the use of demonstration learning method to improve students' reading comprehension in learning procedure text.
2. To describe the use of demonstration learning method to increase student's participation in reading class.

D. Research Significant

1. Theoretically

This research is expected to offer valuable insights for the development of education. It can provide sources of knowledge, especially

related to strategies or methods in the teaching and learning process, by employing the demonstration learning method. This study is also expected to be used as a resource for future equal research.

2. Practically

- a. This research aims to enhance students' reading comprehension and provide an innovative method to learning procedure texts through demonstration learning.
- b. This research aims to improve teachers' knowledge of teaching reading through demonstration learning methods.
- c. This study's findings can serve as a reference for further studies on similar topics, learning media, or research designs.

E. Definition of Key Terms

1. Demonstration Learning Method

Demonstration learning method is a teaching and learning method that involves performing a process step by step in order to make a lesson clearer and easier for students to understand.

2. Reading Comprehension

Reading comprehension is the ability to determine the text's topic or main idea, specific information, and the meaning of individual words or sentences.

3. Procedure Text

Procedure text explains how to do something or make something step by step and includes what tools or ingredients should be prepared.

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review which related with this research. There are previous research and theoretical framework.

A. PREVIOUS STUDIES

There were several previous studies that relating to this research, which were as follows:

1. Dilla Septiani and Loli Safitri (2021) conducted a study using demonstration method on reading comprehension. The study aimed to determine whether the implementation of the demonstration technique may improve students' learning outcomes for grade X IPA 1 procedure text content. The research population consisted of students in grade X IPA 1 SMAN 1 Canduang. The research sample was 21 students. The method of research used was collaborative classroom action research. The study found that using the demonstration method improved students' reading comprehension of process texts. The results acquired by students from cycle I to cycle II, there has been an increase in student learning results and has reached the completeness criteria. It can be concluded that the use of demonstration method can improve students' learning result.¹³
2. Irzal Wadi, Mukhaiyar, and Hamzah (2018). The purpose of this study is to find out whether demonstration method can improve students' reading

¹³ Dilla Septiani and Loli Safitri, "Improving Students' Reading Comprehension of Procedure Text By Using Demonstration Method at Grade X IPA 1 Sman 1 Canduang", *Indonesian Journal of Learning Studies*, Vol. 1 No. 1 (January 2021).

comprehension on procedure text at grade IX A SMPN 1 Kerinci in First Semester of 2017/2018 Academic Year. The participant of this research were 23 students at grade IX A SMPN 1 Kerinci. This study employed a classroom action research design. The result of this research was that demonstration method could improve the students' reading comprehension. The students' average score before conducting the method was only 57.39, then it increased to 73.04 in cycle one. And it became 77.82 in cycle two. It means that students' average score successively improved in each cycle.¹⁴

3. Miftahul Jannah, Nurdevi, and Sitti Maryam (2021). The primary goal of this study is to improve students' speaking skills in procedure text at the twelfth grade students of SMA Muhammadiyah Makassar using demonstration method. The participants in this study were 20 students. The researcher used pre-experimental research by quantitative method. The result presented that the students' pre-test mean score in form of vocabulary was 39 to be 78 in post-test with 100% improvement. Then, the mean score in form of pronunciation was 39 in the pre-test to be 77.5 in the post test with 98.72% improvement. It means that demonstration method has significant effect toward students' speaking skills in procedure text in the form of vocabulary and pronunciation.¹⁵

¹⁴ Irzal Wadi, et.al. "Improving students' Reading Comprehension on Procedure Text by Using Demonstration Method at Grade IX A SMPN 1 Kerinci in First Semester of 2017/2018.

¹⁵ Miftahul Jannah, et al. "The Implementation of Demonstration Method to Improve Students' Speaking Skills in Procedure Text", *English Language Teaching Methodology*, Vol. 1 No. 1 (April 2021).

4. Wahyu Hendra Wiranata (2020). The purpose of this research is to find out the significant difference of students writing procedure text before and after being taught by using demonstration method. This study's population was students of the eight grade at MTs Negeri Tulungagung, the sample was the students of VII Excellent class they are 32 students. This study used pre-experimental research design using quantitative approach. The result of the research there was a significant difference before and after the demonstration method was used. In other words, the demonstration method is an effective alternative strategy for teaching writing procedure text to MTs Negeri 8 Tulungagung students .¹⁶
5. Bambang W Pangaribuan, Natalina Purba, Kevin William Andri Siahaan, Eduard F Sidabutar, Veriatika Sihombing, Diana Falentina Simamora, Johan R Matondang (2022). This study aims to collect data and evaluate and improve student learning outcomes by using the demonstration method in science subjects in Grade 2 Elementary School Pangururan. The subjects of this study were 2nd grade elementary school students, totaling 21 people. This study used a Classroom Action Research. According to the findings of this study, the results of the study that the use of the demonstration method could improve student learning outcomes in science subjects in Grade 2 of State Elementary Schools.¹⁷

¹⁶ Wahyu Hendra Wiranata, "The Effectiveness of Using Demonstration Method on Student's writing Achievement in Writing procedure Text of Eight Grade Students at MTs Negeri 8 Tulungagung" (Thesis, UIN Sayyid Ali Rahmatullah Tulungagung, 2020).

¹⁷ Pangaribuan, et.al. The Implementation of Demonstration Method to Increase Learning Outcome in Natural Science Lessons. *Jurnal Obsesi*, Vol. 6, P.3680.

Table 2.1
The Similarities and Differences Between Previous
Research and This Research

No.	Research Title	Similarities	Differences
(1)	(2)	(3)	(4)
1.	Dilla Septiani, and Loli safitri (2021). <i>“Improving Students’ Reading Comprehension of Procedure Text by Using Demonstration Method at Grade X IPA 1 Sman 1 Canduang”</i>	a. Both studies discussed about demonstration method and procedure text. b. Both studies focused on students’ reading comprehension. c. Both studies used classroom action research.	a. The participants of the previous research was Senior high school students, while in this current research was junior high school students.
2.	Irzal wadi, Mukhaiyar, and Hamzah (2018). <i>“Improving Students’ Reading Comprehension on Procedure Text by Using Demonstration Method at Grade IX A SMPN 1 Kerinci in First Semester of 2017/2018 Academic Year”</i>	a. Both studies discussed about demonstration method and procedure text. b. The participants both studies was junior high school students. c. Both studies used classroom action research. d. Both studies focused on students’ reading comprehension.	a. The location of the previous research was conducted in SMPN 1 Kerinci, while in this current research was conducted in SMPN 3 Rambipuji
3.	Miftahul Jannah, Nurdevi, and Sitti Maryam (2018). <i>“The Implementation of Demonstration Method to Improve</i>	a. Both studies discussed about demonstration method and	a. The participants of the previous research was Senior high

	Students' Speaking Skills in Procedure Text”	procedure text.	<p>school students, while in this current research was Junior high school students.</p> <p>b. The previous research used pre-experimental research, while this current research used classroom action research.</p> <p>c. The previous research focused on students' speaking skill, while this current research focused on students' reading comprehension.</p>
4.	<p>Wahyu Hendra Wiranata (2020). <i>“The Effectiveness of Using Demonstration Method on Student's Achievement In Writing Procedure Text of Eight Grade Students At MTs Negeri Tulungagung”</i></p>	<p>a. Both studies discussed about demonstration method and procedure text.</p> <p>b. The participants of both studies was junior high school students.</p>	<p>a. The previous research focused on students' writing ability, while this current research focused on students' reading comprehension.</p> <p>b. The previous research used pre-experimental research design, while this current research used classroom action research design.</p>

5.	<p>Bambang W Pangaribuan, Natalina Purba, Kevin William Andri Siahaan, Eduard F Sidabutar, Veriatika Sihombing, Diana Falentina Simamora, Johan R Matondang (2022).</p> <p><i>“The Implementation of Demonstration Method to Increase Learning Outcome in Natural Science”</i></p>	<p>a. Both studies discussed about demonstration method.</p> <p>b. Both studies used classroom action research.</p>	<p>a. The participants of the previous research was elementary school students, while in this current research was junior high school students.</p> <p>c. Previous research focused on students learning outcome in learning natural science lesson while in this current research focused on students reading comprehension in learning procedure text.</p>
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After reviewing some prior studies, some prior studies have focused on the demonstration learning method for text comprehension for junior high, senior high, and elementary school students, however there are currently few studies on the demonstration learning method used to comprehend text for junior high students. Furthermore, some prior studies studied the use of the display learning method in speaking and writing classes, but this study concentrated on reading classes. Some research utilized the demonstration learning approach in natural science materials and recount texts; however, this study used it in learning procedure text.

B. THEORETICAL FRAMEWORK

1. Demonstration Learning Method

a. The concept of demonstration method

The demonstration method is very popular in modern education. According to Garcia (1989), demonstration method is a method of teaching that relies heavily upon showing the learner a model performance that he should match or pass after he has seen a presentation that is live, filmed, or electronically operated.¹⁸ According to Sudirman (1997:131), the demonstration method is a way of presenting lessons by demonstrating to students a particular process, situation or object that is being studied, either real or artificial, which is often accompanied by an oral explanation.¹⁹

In addition, Suajana (2010: 83), defines the demonstration method as “a method of teaching that shows how a process of something happens.” The demonstration method is one that can be used because it is a very effective learning method. In learning activities, students can use their own efforts to find answers based on real-world situations.²⁰

Demonstration is a method of demonstrating or illustrating a procedure, process, or phenomenon.²¹ According to the definition, the purpose is to demonstrate and explain how something works or is

¹⁸ Garcia, M. B. *Focus on Teaching*. (Philippines: Rex Book Store, 1989), 109.

¹⁹ Sartunut, *Discovery Learning Solusi Jitu Ketuntasan Belajar*. (NTB: Penerbit P4I, 2022), 13.

²⁰ Saturnut, 13.

²¹ Radha Mohan, *Innovative Science Teaching*, Fourth Edition, (Delhi: 2019), 170.

accomplished. So that the learners understand the message because they have seen, listened, and practiced how something is done. The demonstration learning method has some benefits in teaching and learning process, such as; demonstration learning method allowing students' full attention to be focused on the subject being demonstrated.²² Bahri (2000) stated that, the demonstration learning method has the advantage of assisting students in clearly understanding the course of a learning activity process and making the teacher easier to explained various material.²³ Bahri also mention that, the demonstration learning method is more suitable for teaching learning materials that are movements, process, or routine things.²⁴ In conclusion, that the demonstration learning method was the best option in improving students' reading comprehension in learning procedure text material.

Based on the definitions provided above, it is possible to conclude that the demonstration method is a teaching method in which teachers demonstrate and show students a process, situation, event, the sequence of performing an activity, or a specific object that is being studied in the form of real or imitation using various media relevant to the subject in order for students to be creative in understanding the material. For example, how to cook, drink, and so on.

²² M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002).

²³ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2000) P. 201

²⁴ Bahri, et.al. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2005)

b. The procedure of demonstration method

The demonstration method can be used to enhance lectures with examples and provide beneficial inquiry-based, hands-on learning opportunities in the classroom. The demonstration method, also known as the imitative method, is designed to help students acquire skills more quickly and efficiently by utilizing genuine equipment, machines, and materials.

According to Garcia, there are five steps that adopted in the demonstration learning method, which are as follows: (1) Purpose, the class chooses an activity that involves the demonstration process. (2) Planning, this phase includes the object of the demonstration, the person or people who will conduct it, the materials that will be required, and the date, time, and location of the activity. (3) Proper demonstration, before the demonstration, all preliminaries, material-wise, procedure-wise, and classroom physical arrangement-wise should have been completed. (4) Execution, students are expected to carry out or repeat the performance demonstrated during the activity. (5) Evaluation, this is done to see how well the students follow instructions, replicate an observed performance, and demonstrate their creativity. Another aspect of evaluation is their assessment of the demonstration itself.²⁵

²⁵ Garcia, M. B, 110.

To ensure that the demonstration method is successfully implemented, the teacher should consider the following things: create learning objectives that students can attain, plan the procedures of the demonstration method to be followed according to the planned scenario, prepare the necessary tools or materials before the demonstration begins, research the tools and materials that will be used for a successful demonstration, and estimate the time required so that we can give students the chance to ask any questions.

During the demonstration, the teacher analyzes whether the demonstration can be followed by all students, whether the demonstration is carried out in accordance with the objectives, and whether students can hear and understand the information presented. Whether students have been given instructions on what needs to be recorded, and whether the time available can be used effectively and efficiently.²⁶

2. Reading Comprehension

a. The concept of reading

Reading is one of the most important language skills for every people in the world. Reading can provide people with a lot of information and knowledge. There are many experts define about what reading is, According to Brown (2004), reading is a complex cognitive process of decoding symbols in order to construct or derive

²⁶ Roni Hariyanto, *Peningkatan Hasil Belajar Ipa Melalui Metode Demonstrasi*, (Malang: Ahlimedia Book, 2020), 15-16.

meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.²⁷ According to Anderson, et.al. (1985), reading is the process of constructing meaning from written text. It is a complex skill that necessitates the coordination of numerous interconnected sources of information.

As stated by Gerald G. (2009:39), reading is not a random process. It is a system: a set of rules that we use to interpret and comprehend text. In other words, the process of reading in order to interpret the meaning of the text. Tarigan highlighted (2008), reading is a process carried out and used by readers who want to receive the author's message through the medium words or written language. Reading enables people to comprehend the information conveyed by the author in written form. According to Grabe and Stoller (2002:9), reading is the ability to draw meaning from the printed page and appropriately interpret this information. It means that reading is the process of how the author explains to the readers what the information is about to convey.²⁸ Pang confirmed that reading is about understanding written text. It is a complex activity that include both perception and thought which consist of word recognition and comprehension.²⁹ In accordance to the researcher's opinions, reading is

²⁷ H. Douglas Brown, 185.

²⁸ Indah Istianatu Qodariyah, *The Influence of Enthusiasm toward Reading Comprehension*, (Lampung: Ebiz Publisher, 2021), 30-31.

²⁹ Pang S. Elizabeth, *Teaching Reading and Educational Practice Series 12* (Switzerland;

a complex action that helps readers understand the context of the text and extract valuable information.

b. The concept of reading comprehension

Reading is made up of two interconnected processes: word recognition and comprehension. The process of perceiving how written symbols correspond to spoken language is referred to as word recognition. The process of making sense of words, sentences, and connected text is known as comprehension.³⁰ Wayne (2014) stated that reading comprehension is the process of instructing the meaning of a written text through the exchange of ideas between the reader and the message in that text.³¹ Comprehension is a process in which readers construct meaning by interacting with text using prior knowledge and experience, information in the text, and the reader's stance in relation to the text.³²

Dila and Loli confirmed that reading is both a skill and a comprehension. As a result, the combination of them as reading comprehension implies that comprehension is the most important aspect of reading. As mentioned by Rojabi, reading comprehension is a process of correlation between the messages from the text encoded by

International Academy of Education,2003), p.6.

³⁰ Pang, Muaka, Bernhardt & Kamil, "Teaching reading", (Belgium: International Academy of Education, 2003), 6.

³¹ Tennent, W. "Understanding Reading Comprehension: Processes and Practices", (United Kingdom: SAGE Publications, 2014), 23.

³² Tennent, 22.

author and then interpreted the meaning by the reader.³³ The readers must go through some steps in order to comprehend the text.³⁴

In addition, Desi also mentioned that reading comprehension is an activity that involves understanding the meaning or purpose of a passage by writing it down. Reading comprehension is the process of gathering information and comprehending what is read.³⁵

To summarize, reading comprehension is the process of absorbing the contents of a text. The reader expected understanding the text after reading it. Not only must they correctly pronounce the sounds of letters, the structure of words and phrases, and connect each sound, but they must also comprehend the contents of the reading.

c. Reading Comprehension Aspects

According to Nuttal (1982), there are four aspects of reading that students should understand in order to comprehend a text well:

1) Determining main idea

The main idea is known as the topic sentence, and it serves as a large illustration of what the paragraph is all about. The main idea is not stated explicitly in one sentence in some paragraph. On the other hand, readers can reason and draw their own conclusions.

³³ Ahmad Ridho Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension", *Voices of English Language Education Society*, Vol. 5 No. 2, (October, 2021).

³⁴ Dila Septiani and Loli Safitri, "Improving Students' Reading Comprehension of Procedure Text By Using Demonstration Method at Grade X IPA 1 Sman 1 Canduang", *Indonesian Journal of Learning Studies (IJLS)* Vol.1, No.1 (January, 2021): 82.

³⁵ Desi Surlitasari Dewi, "The Correlation Between Students' Study Anxiety And Students' Reading Comprehension", *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 11, no. 1 (June, 2020): 82.

2) Finding specific information

Specific information or specific data generates subject sentences by providing definition, illustration, reality, comparison, cause, and impact insight.

3) Inference

Based on available facts and information, inference is an educational guess or prediction about something unknown. It is the logical link that the reader makes between what he observes or knows and what he does not know. According to Nuttal (1985) inference is “an educated guess or prediction about something unknown based on available facts and information.”

4) Vocabulary

Vocabulary is the collection of words used by people or even individuals. In relation to those statements, it is true that vocabulary is essential for anyone who wants to speak or write.³⁶

d. General Strategies for Reading Comprehension

There are a lot of strategies for reading comprehension. These strategies are described below.

1) Activating and applying prior knowledge

In this strategy, readers use their prior knowledge to help them understand what they are reading. Individuals' experiences with the world are combined with their concept for how written the

³⁶ Nuttal C, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1982), P.20

works, which include word recognition, print concepts, word meaning, and how the is formed, according to (Anderson and Pearson, 1984). When readers preview text, they draw on prior knowledge to better understand the text they are about to read. This serve as a foundation for any new information they read.

2) Generating and asking questions

In this strategy, readers read the text while asking themselves pertinent questions. This strategy aids readers in combining information, identify main ideas, and summarizing information. Asking and answering questions about text is another strategy that helps readers focus on the meaning of text.

3) Making inference

Readers evaluate or draw conclusions from textual information. In this strategy, writers do not always provide complete information about a topic, location, person, or event. Instead, they provide information that readers can use to read by drawing inferences that integrate textual information with prior knowledge (Anderson & Pearson, 1984).

4) Predicting

Readers can gain meaning from a text using this strategy by making educated guesses. Successful readers use forecasting to apply their prior knowledge to new information from a text in order to derive meaning from what they read. Successful readers

can predict what will happen next or what opinions the writer will offer to support a discussion while reading. Readers attempt to constantly assess these predictions and change any prediction that is not approved by the reading (Gillet, & Temple, 1994).

5) Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Summarizing requires the reader determine what is important and then put it in their own words. Implicit in this process is trying to understand the author's purpose in writing the text.

6) Visualizing

According to Pressley (1977), students who visualize while reading have better recall than those who do not. When reading text without illustrations, readers can use the embedded illustrations or create their own mental images or drawings.

7) Comprehension monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding.

Successful readers know and check their thought processes as they read.³⁷

Some principle strategies for reading comprehension according to Brown; first, identify your purpose in reading a text. Second, apply spelling rules and conventions for bottom-up decoding. Third, use lexical analysis (prefixes, roots/suffixes, etc.) to determine meaning. Fourth, guess at meaning (of words, idioms, etc.) when you aren't certain. Fifth, skim the text for the gist and for main ideas. Sixth, scan the text for specific information (names, dates, key words). Seventh, use silent reading techniques for rapid processing. Eighth, use marginal notes, outlines, charts, or semantic map for understanding and retaining information. Ninth, distinguish between literal and implied meanings. Tenth, capitalize on discourse markers to process relationships.³⁸

3. Procedure Text

a. The definition of procedure text

In learning English, there are several kinds of texts that should be mastered by the junior high school students, one of those text is procedure text. A procedure text is a text that describes how something is accomplished through a series of action. According to Gerrot and Wignell (1995: 206), procedure text is a text that tells

³⁷ Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?", *Journal of Studies in Education* 6, no. 2 (May, 2016): 234-235.

³⁸ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (San Francisco, California: 2000), P.306.

the reader how to do a particular job. It tells the reader what tools and materials are necessary and takes the reader or user step by step through the sequence of actions necessary to complete the job successfully.³⁹ Mark and Kathy Anderson (1998) stated that procedure text is a piece of text that instruct readers or listeners on how to do something. Its purpose is to give instructions on how to make something, do something, or get somewhere.⁴⁰ Ahmad Zakqi (2022) said that a procedure text can also be defined as a text that demonstrates a series of steps for manufacturing or performing something. A procedure text is a text that teaches readers how to do, use, or create something.⁴¹ Walter (2015) confirmed that procedure text is a rule, an instruction that is given or performed in order to achieve a successful outcome typically a series of sequential steps.⁴²

Furthermore, procedure text tells how to make, operate, create, or do something in a series of steps. Aside from that, it tells the reader what they should do to reach the goal. The procedure text may also specify the materials or tools necessary.

³⁹ Gerot, L dan Wignell, P. *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 1995), 206.

⁴⁰ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan Education Ltd, 1998), 28.

⁴¹ Ahmad Zakqi Yamani Lating, "The Improvement of The Student's Ability in Writing Procedure Text by Using Video Recipe", *Journal of Languages and Language Teaching*, Vol.10, No.3 (November, 2019): 462. <https://doi.org/10.33394/jollt.v10i3.5328>

⁴² Anisa, "The Use of Tutorial Video to Improve Students Writing of Procedural Text", *Education Enthusiast: Jurnal Pendidikan dan Keguruan*, Vol.1, No.1 (February, 2021), 13.

b. Component of procedure text

In learning procedure text, students must be able to understand the component of procedure text in the following:

1) Communicative Purpose

Suryaningsih (2022) highlight that procedure text communicative purpose is to describes how something is done according to the rules in clear and consistent steps. In other words, this type of text provides instructions on how to do something by tracing the correct sequence.⁴³ It means the communicative purpose of procedure text is how to describe how to doing something through sequence or steps.

2) Generic Structure of procedure text

Generic structure of of procedure text refers to the feature that is shown in the procedure or explains how to make, do, or operate something in sequence. The generic structure should be relevant to the topic it self. There are three the generic structure of procedure text they are: aim or goal, materials, and steps.⁴⁴

a) Introductory statement that gives the aim or goal

This is the title of the text and also an introductory paragraph

⁴³ Suryaningsih, *English is Alive English is Practice*, (Yogyakarta: Deepublish, 2022), 163.

⁴⁴ Mark Anderson & Kathy Anderson, .53.

- b) A list of materials required to complete the procedure (not required for all procedural texts).

There are three types of procedure text that do not use materials:

- (1) First, procedure text that explains how to work or how to carry out instructions manually. For example, how to use video games, the computer, tape recorder, and so on.
- (2) Second, procedure text which instruct how to carry out certain activities and the rules. For example, road safety rules, video game rules.
- (3) Third, procedure text that related to human nature or habits. For example, how to live happily, how to succes, and so on.⁴⁵

- c) A sequence of steps

This section contains the steps or sequences that must be taken, so that the goal can be achieved.

Based on the explanation above, it is possible to conclude that there are three points of generic structure of procedure text that are critical and can be stated without ones. Because they working together to achieve a social

⁴⁵ Suryaningsih, *English is Alive English is Practice*, 164.

function, which is to instruct reader on how to do something, make something, or operate something.

3) Language feature of procedure text

Besides from its social function and generic structure, procedure text has a grammatical features, they are as follows:

a) Simple present tense

This text discusses facts about making or using something, so we need to use the simple present tense. For example, get, chop, cut, stir, boil, and so on.

b) Sequence connective

Connectives are used to connect one activity to another, such as first, second, then, after that, finally, last, and so on.

c) Numbering


The function of numbering in this case is the same as the comparative of sequence. It will be required if the writer wishes to demonstrate a different sequence, such as: first, second, third, fourth, and so on.

c. The examples of procedure text

There are two kinds of procedure text, procedure text recipe and procedure text manual. The examples of procedure text recipe and manual are explained below.

1) The example of procedure text recipe

Observing & Asking Questions



NOVEL APPLE PUDDING	
Ingredients	Method
4 green apples, peeled, cored and thickly sliced 1/4 cup/45g self-raising flour, sifted 60g butter or margarine, cubed 1/2 cup/100g caster sugar 1 1/4 cups/300ml water	<ol style="list-style-type: none"> 1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream. Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes

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Figure 2.1
Example of Procedure Text Recipe

Recipe is one of the common procedure texts. A recipe is a list of ingredients and a set of instructions that tell reader how to cook something. As seen in figure 2.1 performing of recipe “How to make novel apple pudding” which consists of

goal, several ingredients, and also steps how to make novel apple pudding.

2) The example of procedure text manual



Figure 2.2
Example of Procedure Manual

Manual is an instruction how to operate something through a sequence of steps or user guide. It is used to describe how something is done in sequenced steps. Figure 2.2

explained about “How to cook rice”, it consists of the steps to cook the rice, steps to operate the rice cooker, the material that should be prepare, and the goal of the text.



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CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology. It describes research design, research settings, data collection technique, data analysis technique, procedure of the research, and criteria of success (achievement indicators).

A. Research Design

In this study, the researcher used a Classroom Action Research (CAR) design. CAR is a type of research in which researchers focus on solving difficulties in the classroom. This study could provide new strategies and processes for enhancing and increasing teachers' professionalism in the teaching-learning process, as well as students' learning outcomes. As mentioned by Pahleviannur (2022), Classroom Action Research (CAR) is a type of reflective research in which certain actions are taken with the goal of improving and enhancing classroom learning practices in a more professional manner. CAR strives to improve and develop teacher professionalism in the performance of their duties.⁴⁶ CAR is defined more broadly as research aimed at implementing actions with the goal of improving quality or solving problems in a group of subjects studied and observing the level of success or consequences of actions, followed by actions that are improvements to the situation and conditions, so that better result are obtained. According to Kemmis and McTaggart (1992), Classroom Action Research (CAR)

⁴⁶ Muhammad Rizal Pahleviannur, et.al, *Penelitian Tindakan Kelas*, (Sukoharjo: Pradina Pustaka), 2.

procedure was carried out in four major activities or stages, they are planning, acting, observing, and reflecting.⁴⁷ The procedure for CAR as follows:

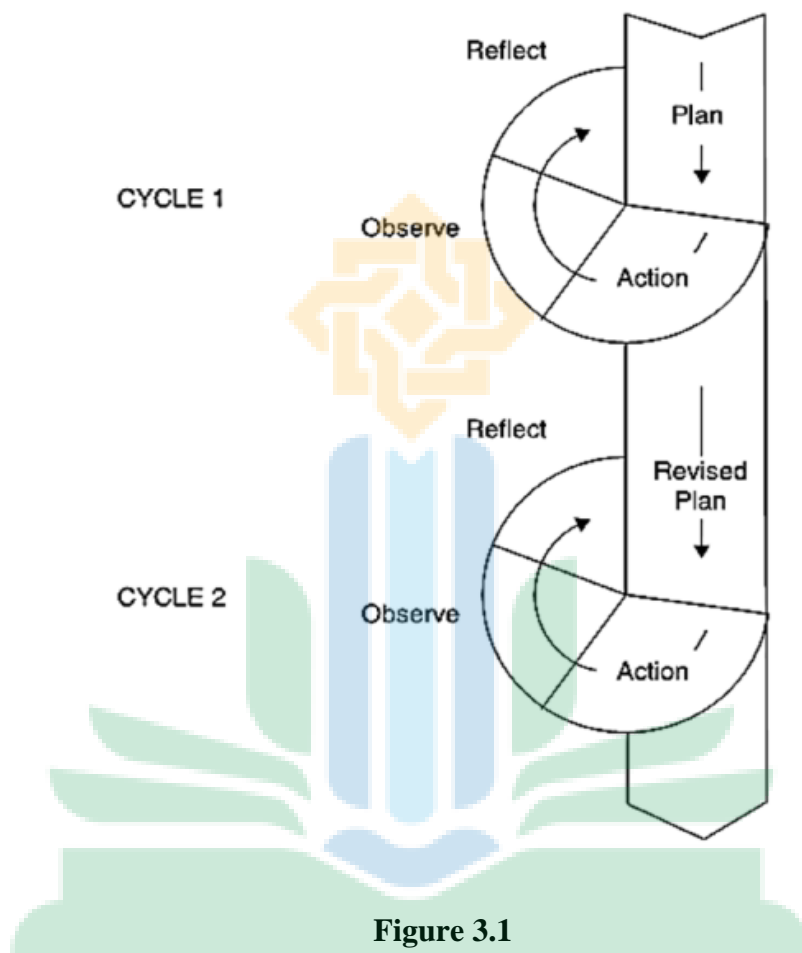


Figure 3.1
Process of cycles in CAR

1. Planning

The first phase was planning, which occurred prior to the treatment and research implementation. The planning stage consists of four stages: problem identification, problem analysis, problem formulation, and action formulation in the form of an action hypothesis. The researcher also prepared all of the materials needed to conduct the research, including

⁴⁷ Kemmis, S., and Mc Taggart, R, *The Action Research Reader* (3rd ed) (Geelong: Deakin University Press, 2014), p.107.

instructional materials, lesson plans, media, and data collection and analysis instruments.

2. Acting

After the planning finished, the next stage in classroom action research is to take action. At this point, the researcher began to use the demonstration learning method to teach procedure text. The researcher attempted to evaluate the students' development in reading comprehension. The researcher also taught students how to increase their reading comprehension by providing tasks, assessing errors, and summarizing material.

3. Observing

In general, observation is an attempt to record all events and activities that take place during the action. This observation is used to observe and record the effects of classroom actions. The results are the basis for reflection, so that the observations can convey the true situation, the actual process must be noted by the researcher. In observation, the things that need to be noted by the researcher are the process of action, action effects, environment and obstacles that arise.

4. Reflecting

Reflection was the phase that determined whether or not the treatment was effective. In this case, the researcher examined the teaching and learning method, the learning outcomes, and the distribution of results

before reaching a conclusion. If it is unsuccessful, the researcher must devise alternate strategies to meet the research's objectives.

B. Research Context

This research was carried out at SMP Negeri 3 Rambipuji in Jember. The researcher chose this school because the English teacher at SMP Negeri 3 Rambipuji had never used the demonstration method to teach a learning procedure text, and the principal had granted permission to conduct this research. The researcher subsequently decided to conduct the research at SMP Negeri 3 Rambipuji.

C. Research Participant

The study included 22 students from IX-A grade SMP Negeri 3 Rambipuji. IX-A students volunteered to take part this study in order to improve their classroom reading ability. As a result, the researcher did not force the volunteers to take part in this study. The researcher chose this class because the teacher stated that the IX-A had the lowest English score, particularly in reading. That was why they needed an English method of learning to assist them improve their reading comprehension. As a result, the researcher attempted to carry out this research in the IX-A class at SMPN 3 Rambipuji. After observing the students, the researcher interviewed five of them to find out more about their response to the use of the demonstration learning method in teaching and learning. The first student is given the S1 code, the second student receives the S2 code, and so on.

D. Research Procedure

Before the researcher applying the cycles in action, the researcher intended to conduct preliminary research. The researcher intended to find out:

1. The data includes the number of students and a list of students' names
2. Students' English score of grade IX A SMPN 3 Rambipuji before being taught procedure text by using demonstration method.

In this research, the researcher focused on the use of demonstration method to improve students' reading comprehension in learning procedure text. The steps in teaching reading by using demonstration learning method can be seen in figure 3.1⁴⁸

Table 3.1

Cycle 1

Planning	<ol style="list-style-type: none"> 1. The researcher prepared the materials 2. The researcher made a lesson plan 3. The researcher determined the steps in doing the action 4. The researcher coordinated with the English teacher of SMPN 3 Rambipuji
Implementing	The researcher implemented the course of action referring to the lesson plan
Observing	<ol style="list-style-type: none"> 1. The researcher observed the learning process of reading comprehension material on procedure text using demonstration method that carried out collaboratively by researchers with the English teacher in grade IX A SMPN 3 Rambipuji 2. The researcher assessed the result of the

⁴⁸ Anjani Putri Belawati Pandiangan, *Penelitian Tindakan Kelas: Sebagai Upaya Peningkatan Kualitas Pembelajaran, Profesionalisme Guru Dan Kompetensi Belajar Siswa*, (Sleman: Deepublish, 2019), 27-28.

	action
Reflecting	<ol style="list-style-type: none"> 1. The researcher evaluated the learning process done in the first cycle by analyzing the data from the observation, interview, and test during the teaching and learning process. 2. The researcher improved the implementation of actions based on evaluation results to be used in the next cycle

E. Data Collection Technique

Data collection techniques are methods used by researcher to collect data to answer the research questions. This study used the following instrument to collect the intended data:

1. Test

It is a set of questions and exercises designed to evaluate an individual's or group's accomplishments or capabilities. In any case, it is one of the most common tools used by action researchers to collect data.

The researcher utilized an accomplishment test in this study since it is intended to assess students' performance after they have learnt the subject. The researcher included a test for each cycle. The test was developed by the researcher in collaboration with the English teacher at SMPN 3 Rambipuji. The the researcher and the collaborator teacher agreed on the use of multiple choice and gap-filling tests, which contains of 15 questions of multiple choices and 5 questions of gap-filling test, both tests designed as they are appropriate for eight grade students.

2. Observation

The researcher assessed the teaching and learning process through observation. The observation was conducted by the observer or collaborator. The researcher arranged the observation checklist by listing some of the students' observable behavior that reflects their understanding and participation in the teaching-learning process. The table below is an observation checklist to determine students' participation.

Table 3.3
Observation Checklist of Students' Participation

No	Indicators	Criteria				
		1	2	3	4	5
1.	The students pay attention to the teacher explaining procedure text by using demonstration method					
2.	The students are enthusiast when following the learning of procedure text by using demonstration method					
3.	The students understand reading text about procedure text and answer the questions given by the teacher					
4.	The students are active in asking and answering sessions					
5.	The students follow the learning process and review along with the teacher before closing					

Note:

No.	Criteria	Percentage (%)
1.	Very poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very good	80% - 100%

3. Interview

Interview is a data collection technique that relies on asking questions. Interviews are conducted by two or more people, one of whom is the interviewer who asks the questions. There are various types of interviews, which are often distinguished by their level of structure: Structured interviews consists of predetermined questions, Unstructured interviews are more free-flowing, and Semi-structured interviews fall in between.⁴⁹

In this study, the researcher used a semi-structured interview. Semi-structured interviews combine both planned and unstructured interviews.

In a semi-structured interview, questions are not only planned ahead of time, but they may also arise during the interview. Semi-structured questions are an effective method to cover a wide range of topics while ensuring that vital information is not missed. Semi-structured interviews

⁴⁹ Tegan George, "Types of Interviews in Research: Guide and Example", Scribbr, March 10, 2022. <https://www.scribbr.com/methodology/interviewsresearch/#:~:text=An%20interview%20is%20a%20qualitative,the%20interviewer%20asking%20the%20questions.>

provide greater detail and richness since they are more open-ended. Participants might be invited to clarify, elaborate, or restate their responses as needed. The researcher interviewed an English teacher and ninth-grade students from SMPN 3 Rambipuji.

4. Document review

Documentation is information written or printed used as notes or evidence for researcher.⁵⁰ The researcher required several data, such as: The syllabus of SMPN 3 Rambipuji, lesson plan, the students' pre-test and post-test reading score, and photos of teaching learning process during the research.

F. Data Analysis Technique

The data analysis technique used in this study might be derived by combining two sets of data. The data analysis technique was used in all stages of the research process. There are two types of data that researchers can gather:

1. Quantitative data, the researcher tried to get the percentage of classes that passed the minimum completeness criteria (KKM 70) adapted from the school agreement in SMPN 3 Rambipuji, the formula is as follows:⁵¹

a) The Percentage Score

$$PA = \frac{F}{N} \times 100\%$$

⁵⁰ Muallimin, *Penelitian Tindakan Kelas, Teori dan Praktek*, (Pasuruan: Ganding Pustaka, 2014), 34.

⁵¹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

Notes:

P : The percentage of class

F : Percentage of total score

N : Number of students

b) The Average Score

$$X = \frac{\sum Xn}{n}$$

Notes:

X : Mean score

$\sum Xn$: Total score

n : The number of students

2. Qualitative data. In this case, qualitative data informs the description of the findings from observations of student activity during the teaching and learning process, as well as interviews conducted before and after Classroom Action Research (CAR) implementation. The description includes students' classroom activities, a general description of students in the classroom, student attention, student enthusiasm for the learning process, and student confidence in the class situation.

G. Criteria of Success

The researchers also employed the criteria of success. The criteria of success were designed to determine whether or not the learning activities in the research were successful. Students are classified as successful or passing if their lowest English grade point average at SMPN 3 Rambipuji is 70. To determine the minimal score, schools utilize guidelines or algorithms that range by school and grade level. The distinction is determined by input, intake, and complexity. The researcher examined 75% of students who

achieve equal or above the minimum score because the researcher observed to the abilities of students who tend not too high.

H. Validity of the Test

Test validity is used to determine the extent of the test's accuracy in carrying out its measuring function. This validity can be demonstrated using content, constructs, and criteria.⁵² In this study, the researcher used content validity to assess the test's validity. The suitability of the contents of research instruments such as questionnaires or tests on the material to be measured is referred to as content validity.⁵³ The test's validity assessed the level of mastery of specific content or material that should be mastered in accordance with the teaching objectives.⁵⁴ Before conducting this research, the content validity could be checked for validity of the research. In this study, the researcher used two expert judgments to ensure the content's validity. First expert judgment was Mrs. Siti Khodijah, S.S., M.Pd as an English lecturer at University Kiai Haji Achmad Siddiq Jember, second expert judgment was Dr. Ahmad Ridho Rojabi, M.Pd as an advisor.

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⁵² F. Yusup, "Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif", *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, no. 1 (June, 2018): 18.

⁵³ Dyah Budiastuti and Agustinus Bandur, *Validitas dan Reliabilitas Penelitian*, (Jakarta: Mitra Wacana Media, 2018), 147.

⁵⁴ Zulkifli Matondang, "Validitas dan Reliabilitas Suatu Instrumen Penelitian", *Jurnal Tabularasa PPS UNIMED*, no. 1 (June, 2009): 89.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and also discussion on the result of data analysis. The detail of the research processes are presented below:

A. Overview of SMPN 3 Rambipuji

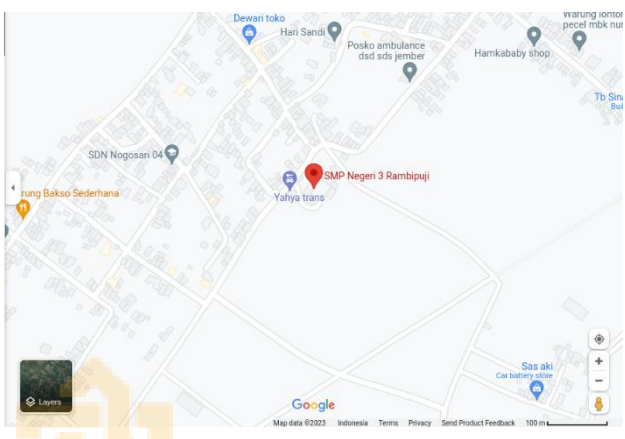
SMP Negeri 3 Rambipuji is a New School Unit (USB), one of the schools that originated from the procurement of Blackgrant funds in the 2007 fiscal year. SMP Negeri 3 Rambipuji was located in Balai desa street, No. 6, Nogosari, Rambipuji district, Jember regency. The headmaster of SMP Negeri 3 Rabipuji is Sri Utami, S.Pd. This school implements the K13 curriculum.

1. School Profile

Table 4.1

Profile of SMP Negeri 3 Rambipuji

School Name	:	SMP Negeri 3 Rambipuji
NPSN	:	20548924
Education Level	:	SMP (Junior High School)
School Status	:	Negeri
School Address	:	Balai desa street, No.6 Nogosari, Rambipuji district, Jember regency, zip code: 68152
Geographical Position	:	Latitude: -8, Longitude: 13

		
Telephone	:	081235880906
Email	:	smpn3rambipuji@gmail.com
Website	:	-
Facebook	:	SMP Negeri 3 Rambipuji
Instagram	:	-
Youtube	:	SMPN 3 Rambipuji
Accreditation	:	A

2. Vision

“Terwujudnya insan yang religius, cerdas, terampil, berwawasan ilmu pengetahuan dan teknologi”.

"The realization of religious, intelligent, skilled, science and technology-minded people".

3. Mission

- a. Menciptakan profil mahasiswa yang berakhlak mulia dan rajin beribadah.

Creating student profile that is noble and diligent in worship.

- b. Menciptakan pembelajaran yang menarik, menyenangkan dan berkarakter yang dapat memfasilitasi siswa sesuai dengan bakat dan minatnya.

Creating interesting, fun and characterful learning that can facilitate students according to their talents and interests.

- c. Meningkatkan pengelolaan satuan pendidikan yang adaptif, berkarakter, dan menjamin mutu.

Improving the management of education units that are adaptive, characterized, and guarantee quality.

- d. Menciptakan lingkungan sekolah sebagai tempat pengembangan intelektual, sosial, emosional, keterampilan, dan pengembangan budaya lokal dalam keberagaman global.

Creating a school environment as a place for intellectual, social, emotional, skill development, and the development of local culture in global diversity.

- e. Menciptakan profil peserta didik yang berakhlak mulia, mandiri, bernalar kritis, dan kreatif sehingga mampu menciptakan ide dan keterampilan yang inovatif.

Creating a profile of students with noble character, independence, critical reasoning and creativity so that they are able to create innovative ideas and skills.

- f. Menjamin hak belajar setiap anak tanpa terkecuali termasuk anak berkebutuhan khusus (inklusi) dalam proses pembelajaran yang menjunjung tinggi nilai gotong royong.

Guaranteeing the right to learn of every child without exception including children with special needs (inclusion) in a learning process that upholds the value of mutual cooperation.

- g. Menciptakan partisipasi aktif orang tua dan masyarakat dalam keberagaman yang mewadahi kreativitas peserta didik dengan semangat kompetitif.

Creating active participation of parents and communities in diversity that accommodates the creativity of students with a competitive spirit.

4. Goals

- a. Membentuk siswa yang beriman dan berakhlak mulia

Forming students with faith and noble character

- b. Mendorong peserta didik untuk dapat menciptakan gagasan yang dituangkan dalam bentuk tulisan atau tindakan yang berakar pada budaya lokal.

Encouraging learners to be able to create ideas that are expressed in writing or actions that are rooted in local culture.

- c. Menyelenggarakan proses pembelajaran yang mendorong peserta didik untuk bernalar secara kritis, kreatif, dan inovatif dalam mengembangkan ide dan gagasan.

Organizing a learning process that encourages students to reason critically, creatively and innovatively in developing ideas and ideas.

- d. Mengoptimalkan sarana prasarana sekolah yang mendukung siswa dalam menciptakan gagasan yang berakar pada nilai-nilai budaya lokal.

Optimizing school infrastructure facilities that support students in creating ideas that are rooted in local cultural values.

- e. Menciptakan peserta didik yang mampu bernalar secara kritis dalam pelaksanaan kegiatan berbasis proyek yang mengedepankan semangat gotong royong.

Creating learners who are able to reason critically in the implementation of project-based activities that prioritize the spirit of mutual cooperation.



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5. Teacher and Staff Profile

Table 4.2
Teacher and Staff Profile

No	Name	Main Duties/Additional Duties
1	Sri Utami, S.Pd	Principal / Headmaster
2	Drs. Suparno	Vice Principal
3	Bambang Sulisty Hadi	Chairman of School Committee
4	Moh. Romli	Deputy Chairman of The School Committee
5	Endri Setyo Ningrum, S.Pd	School Treasure
6	Sugiono	Financial Manager
7	Nur Uli Latifatul Masruroh	Student Administrator
8	Imam Syaikhul Bahri	Curriculum Administrator
9	Feri Mayanto	General Administrator
10	Suriyanto	Security Officer
11	Abdus Somad	Cleaning Staff
12	Mulyanik	Cleaning Staff
13	Asfiah, S.Pd	Curriculum
14	Andik Choirul Umam S.Pd	Student affairs
15	Ichwan Padiyanto, S.Pd	Infrastructure
16	Dwi Susilowati, S.Pd	Teacher
17	Nunung Maryati, S.Pd	Teacher
18	Ratna Puji Astutik, S.S	Teacher
19	Siti Mutmainah, S.Pd	Teacher
20	Sis Andoni, S.Pd	Teacher

21	Nurswantari Putri, S.Pd	Teacher
22	Wiji Lestari Wahyuningtyas, S.Pd	Teacher
23	Erny Sulistya Ag, S.Pd	Teacher
24	Akhmad Baedowi, S.HI	Teacher
25	Dra. Sri Wahyuni	Teacher
26	Dra. Lilik Wahyuni	Counseling Guidance

6. Students and Number of Classes of SMP Negeri 3 Rambipuji

a. Number of Classes

Table 4.3
Number of Class

No	Class	Male	Female	Total
1	VII A	12	13	25
2	VII B	16	9	25
3	VII C	8	17	25
4	VIII A	10	17	27
5	VIII B	14	12	26
6	VIII C	13	12	25
7	VIII D	21	7	28
8	IX A	13	9	22
9	IX B	10	11	21
10	IX C	10	12	22

b.

c. Number of Levels

Table 4.4
Number of Levels

Class	Male	Female	Total
VII	36	39	75
VIII	58	48	106
IX	33	32	65

B. Research Finding

This section presents the study's findings, which focus on implementing the demonstration learning method on students' reading comprehension through Classroom Action Research (CAR). In this study, the researcher used Kemmis and McTaggart's model. The research findings were gathered from the start to the end of the teaching and learning process. This study was conducted at SMP Negeri 3 Rambipuji during the academic year 2023/2024. This research was conducted in a single cycle. The cycle was implemented in four stages: planning, implementing, observing, and reflecting. The research was conducted of two meetings in one cycle, for the last meeting the researcher conducted multiple choice and gap filling test. The cycle of this research was conducted in two meetings in one week on Wednesday and Saturday, September 13th, 16th, and 20th, 2023 in Class IX A SMPN 3 Rambipuji in Academic Year 2023/2024, who had the lowest English score, particularly in reading. The findings of the cycle were as follows:

1. Preliminary Research

Prior to implementing the action, the researcher conducted preliminary research. This preliminary research was designed to gather information about students' reading difficulties in IX grade at SMPN 3 Rambipuji before the researcher used the demonstration learning method. In preliminary research, the researcher used interviews, observations, and a reading test as pre-tests.

In this preliminary study, the researcher interviewed an English teacher to discuss the students' difficulties, their participation in reading class, and the teacher's teaching and learning methods. The interview was held on Wednesday, September 6, 2023, in the teacher's room at SMPN 3 Rambipuji.



Figure 4.1
The researcher interviewed the English Teacher

As seen in figure 4.1, the researcher interviewed the English teacher of SMPN 3 Rambipuji. The interview with the English teacher revealed that students in IX-A grade had the lowest English score, and the

English teacher also explained the problems encountered by the students, such as students' difficulty in understanding and comprehending the procedure texts due to a lack of vocabulary, causing them to miss the meaning of context. Second, students struggled to understand the meaning of the text because they lacked prior knowledge of what they had read. Finally, the students showed no interest in the learning materials explained by the teacher. The teacher said that only 8 students who really participated in the reading class. The English teacher also reported, when in reading class the teacher explained the material directly. After that, the teacher asked the students to open the English book and asked them to read and translate the reading text.⁵⁵



Figure 4.2
The researcher interviewed the student

As seen in figure 4.2, the researcher also interviewed the students at IX-A grade. The researcher tried to find the problems faced by students

⁵⁵ See Appendix 12a

in the reading class, it was found that the students' problems were difficult in comprehending the text and the students also do not interested in learning English. It was proven from the result of interview with the students, some of students answered as follows;

"Ya Miss, saya tahu. Karena saya tidak tahu banyak kata dalam bahasa Inggris. Terkadang, saya malas menjawab pertanyaan yang berhubungan dengan teks karena saya harus menerjemahkan dan memahami teks tersebut, itu memakan banyak waktu." (Yes Miss, I do. It is because i do not know many word in English. Sometimes, I am lazy when I try to answer the question related to the text because I have to translate and comprehend the text, it takes too much time). (S1, Interviewed by researcher on Wednesday 6th September 2023)

"Ya Miss, saya tahu. Karena saya tidak tahu banyak kata dalam bahasa Inggris. Terkadang saya malas menjawab pertanyaan yang berhubungan dengan teks karena saya harus menerjemahkan dan memahami teksnya, terlalu banyak memakan waktu." (Yes, we do.

We are difficult in comprehend the text because we do not know the meaning of the words. Although we used a dictionary to translate the text, we also do not know to interpret on the whole text). (S2, Interviewed by researcher on Wednesday 6th September 2023)

"Ya, benar. Karena saya tidak suka pelajaran bahasa Inggris, Bu."

(Yes, I do. It because I do not like English subject, Miss). (S3,
Interviewed by researcher on Wednesday 6th September 2023)

Furthermore, to ensure the accuracy of the English teacher's and students' responses, the researcher observed the classroom situation to learn more about the students' problems during the teaching and learning process. Throughout the teaching and learning process, the teacher explained the material directly to the students. Following that, the teacher instructed the students to open their English books and read and translate the meaning of the text. The teacher also assigned students an exercise related to the material being taught. The students in the class were noisy and did not pay attention to what the teacher was saying; some of them were also sleepy during class. The observation revealed that the statements from the teacher and students were consistent with the interview.

After conducting interviews and observing the classroom situation, the researcher concluded that the students required a new strategy or learning method to improve their reading comprehension skills. As a result, the researcher concluded that students required a new learning method to help them enjoy and participate in class, become enthusiastic about learning English, and improve their reading comprehension.

The researcher also uses a reading test as a pre-test. The purpose of the reading test as a pre-test was to assess or evaluate the students'

comprehension of the reading procedure text, as well as to determine the students' pre-test scores before implementing the demonstration learning method. The following are the students' pre-test scores.

Table 4.5
Students' Score (Pre-Test)

No.	Name of Students'	Students' Score
1.	ANS	70
2.	ATS	65
3.	ASR	80
4.	BCM	65
5.	DMK	75
6.	FAFF	55
7.	IG	65
8.	KJ	80
9.	MINI	60
10.	MBA	60
11.	MJ	70
12.	NPY	75
13.	RMAS	60
14.	RAS	65
15.	RAS	70
16.	SKTN	75
17.	SP	55
18.	SPR	65
19.	SA	75

20.	SMA	65
21.	TKA	75
22.	ZA	60
	Total	1.425

The researcher calculated the data by using the formula below:

- a. The average score of students' in pre-test:

$$X = \frac{\sum xn}{n}$$

$$= \frac{1.425}{22}$$

$$= 64,7$$

Notes:

X: Mean

$\sum xn$: Individual score

n: Number of students

- b. The percentage of students' score in pre-test:

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

$$= \frac{10}{22} \times 100\%$$

$$= 45\%$$

Notes:

P: The class percentage

F: Total percentage score

N: Number of students

Considering the students' pre-test results, it can be concluded that their reading comprehension ability in reading procedure text was poor. The students' mean score was 64.7, and 45% of them met the Minimum Mastery Criterion (KKM 70), which reached to ten students. It could be argued that the students' reading comprehension skills was still low and did not meet the Minimum Mastery Criterion (KKM).

2. **Research Findings in Cycle 1**

In the first cycle, the researcher conducted the four main stages; planning, implementing, observing, and reflecting. There were three meetings in this cycle, which is divided into two meetings and one test. The test was held at the end of this first cycle. The four main stages described below:

a. **Planning**

During this stage, the researcher prepared all of the materials required to conduct the research action in IX-A grade for the first cycle. Before teaching material, the researcher plans out all of the learning activities. The researcher set up several instruments to collect data, such as creating a lesson plan to facilitate teaching and learning. The lesson plan includes the learning activities that the researcher will do later in class, and it was reviewed by the English teacher or collaborator.

In addition, the researcher and the English teacher examined the syllabus. The researcher also prepared media and materials that were

appropriate for the standard and basic competencies in the educational curriculum. The researcher also created an observation checklist of student activities.

In this study, the researcher employed the demonstration learning method in the teaching and learning process. The material for this study was procedure text (recipe and manual). The researcher planned three meetings in one cycle: two for treatment and one for the reading test. When discussing the lesson plan and syllabus with the English teacher, the researcher also explained to the teacher as a collaborator what the collaborator should do and what the researcher should do in class.

In this study, the researcher served as an English teacher in the classroom, while the actual English teacher served as a collaborator or observer, observing the class situation and students' responses during the teaching and learning process.

b. Acting

In this stage, the researcher taught procedure text using the demonstration learning method in a single cycle. One cycle included three meetings: two for teaching and one for a reading test. The researcher used different teaching materials, such as "How to Make a Mango Juice" for the first meeting and "How to Use an Iron" for the second meeting, each with a time allocation of 2×45 minutes. The findings of each meeting were described as follows:

1) Result of Cycle 1 Meeting 1

The first meeting was conducted on wednesday, 13th of September 2023 at 07.00 - 08.30 A.M. in the IX-A class of SMPN 3 Rambipuji. This was a collaborative classroom action research. The researcher collaborated with the English teacher as a research collaborator. The researcher instructed the students, and the English teacher assisted the researcher in observing the students' activities and situations throughout the teaching and learning process.

This was a collaborative classroom action research. The researcher collaborated with the English teacher as a research collaborator. The researcher instructed the students, and the English teacher assisted the researcher in observing the students' activities and situations throughout the teaching and learning process.

The researcher participated in some of the preliminary activities. The researcher began the class by greeting the students and asking the class leader to lead a prayer before beginning the class. The researcher then checked the student attendance list. The first meeting was 21 students in attendance, with one of them getting sick. The researcher encouraged the students to remain grateful for the opportunity to participate in teaching and learning activities. Following that, the researcher attempted to relate the

material to be learned to the students' personal experiences. The researcher also explained the objectives and benefits of the material to be learned.

In the core activity, the researcher informed the students about the activities they completed in reading class. The researcher explained the material (procedural text). During the first meeting, the researcher explained and demonstrated the procedure text (recipe) for "How to Make Mango Juice" to the students. The researcher also gave the students a reading text entitled "How to Make Mango Juice". Furthermore, the researcher prepared the laptop to show a tutorial video. As a result, the student recognized the meaning of each word because they could follow the procedure "How to Make a Mango Juice" step by step. The researcher showed the students a tutorial video while explaining how to make mango juice.

Some students paid attention to the researcher, despite being noisy during the teaching and learning process because they were focused on the video rather than the researcher's explanation. As a result, students did not understand the material taught using the demonstration learning method. Following an explanation of how to make mango juice, the researcher went on to explain the definition of procedure text, its generic structure, and language features.

Furthermore, the researcher provided students with opportunities to ask questions about anything they did not understand about the material. The student asked the researcher her name, which was Kiara.

“Miss, I want to asked”, “yes Kiara” the reasearcher answered. Kiara: “Whether when we are doing procedure text can only use the words first, second, and third only? Because what i know in the example only used those words” the researcher answered: “No, (Kiara) you can use other connective words too”. Kiara: “Yes, Miss. I understand, thank you”. Another students also asked to the researcher, her name was Naysa. “Miss, why in procedure text only use present tense? Why do not we use other tenses?”, “So, why in the procedure text only use present tense as Miss Eril has explained earlier procedure text is a text that describes how to do something or how to make something. So we give the example or steps to the readers to do or make something use present tense it because things are happening and being done”, “alright I understand Miss, thank you”.

After that, the researcher asked the students to divide into groups of four or five. The researcher then gave them an assignment based on the procedure text (recipe) material.



Figure 4.3

The students discuss the assignment

As seen in Figure 4.3 the researcher asked the students to do and discuss the assignment with their group. Besides, the researcher interviewed each group to get some students' review of demonstration learning method. The students said,

"Metode pembelajaran demonstrasi sangat menarik! Saya sangat senang mendengarkan penjelasannya sambil melihat prosedurnya selangkah demi selangkah dan saya dapat memahami arti kata dengan mudah."

(Demonstration learning method was exciting! I was very exciting to listened the explanation while I saw the procedure step by step and I can understand the meaning of word easily). (S1, interviewed on 13th of September 2023).

"Sangat menyenangkan, saya bisa menemukan informasi dan memahami arti teks hanya dengan melihat prosedur bagaimana membuat sesuatu." (It was so much fun; I could

find the information and understand the meaning of the text just by looking at the procedure how to make something). (S2, interviewed on 13th of September 2023).

"Belajar bahasa Inggris menjadi lebih menyenangkan dengan menggunakan metode pembelajaran demonstrasi, kelas tidak monoton." (Learning English being more fun by using demonstration learning method, the class was not being monotonous). (S3, interviewed on 13th of September 2023).

After the groups had discussed and completed the assignment, the researcher asked representatives from each group to come forward and explain the assignment that they had previously discussed.



Figure 4.4

**Students presented the result of assignment
in front of the class**

As seen in figure 4.4, the representatives from each group come forward to explain about the assignment that they have

already discussed. Other students paid attention and listened as the group presented their assignment. When the students came forward in front of the class, they were nervous and shy. Students are afraid of presenting the assignment incorrectly and of being laughed at by other students.

In the final activity, the researcher summarized the material about the procedure text and encouraged the students to maintain a positive attitude toward learning English. The researcher then ended the class with a salam.

After implementing the first treatment of demonstration learning method in the first meeting, the researcher could conclude the result of the cycle 1 meeting 1 as follows:

- a) The researcher discovered that the demonstration learning method can enhance students' reading skills through involvement in the teaching and learning process. It demonstrated that the students were excited to apply this method. They were also enthusiastic about learning English through the demonstration learning method. Furthermore, the demonstration learning method provided students with some benefits in this first meeting, such as the ability to easily understand the meaning or information of the procedure text, as well as the possibility of making English learning more enjoyable. So that the class does not become monotonous.

b) Some challenges were identified during the first meeting. As an example, students were noisy during the teaching and learning process because they were focused on the video rather than the material's explanation.

2) Result of Cycle 1 Meeting 2

The second meeting was conducted on Saturday, 16th September 2023 at 09.30-11.30 A.M. in the IX-A class of SMPN 3 Rambipuji. In the second meeting, the English teacher collaborated with the researcher to observe the students' situation in the reading class. The researcher repeated the activities from the first meeting at the second meeting. However, the researcher changed the topic of the text, which was "How to Use an Iron".

The researcher engaged in several kinds of preliminary activities. The researcher began the class by greeting the students and asking the class leader to lead a prayer before beginning the class. The researcher then checked the student attendance list. In

the second meeting, there were 22 students in the class. After opening the class, the researcher provided a warm-up to help the students focus. Previously, the researcher reviewed and asked the students about the previous meeting's procedure text (recipe) to refresh their memories. The questions contained specific knowledge such as the definition, generic structure, and language features of the procedure text. Six students were brave and

confident enough to answer the questions. The researcher also inquired about the vocabulary learned by the students in the previous meeting. Almost all students correctly answered the questions, indicating that they remember and understand what they learned at the previous meeting.

In terms of core activity, the second meeting was the same to the first. In this meeting, the researcher explained the procedure text again, but this time it was the manual, whereas in the previous meeting it was the recipe. In the second meeting, the researcher gave students another example of procedure text and explained "How to Use an Iron". The researcher prepared the media, which included an iron, a place mat, a cloth, and a reading text about "How to Use an Iron".



Figure 4.5

The students practiced how to use an iron

As seen in Figure 4.5, the researcher demonstrated how to use an iron in front of the class, while the students paid attention to the researcher and noted the characteristics, language features, and

generic structure of the procedure text. The students After explaining and practicing the example of procedure text, the researcher allowed students to practice using an iron correctly. As a result, the classroom became increasingly crowded. However, the students remained enthusiastic and eager to learn the procedure text material using the demonstration learning method. The students also actively engaged the researcher by asking him questions about the material.

The student asked to the researcher, her name was Dinda. *“Miss, how do we know the aim or goals in the procedure text?”*. The researcher answered: *“Aim or goals is the first part of the procedure text. Usually, this goal is located in the title which shows the purpose of the text”*. Dinda: *“Alright Miss, I understand. Thank you”*.

During the teaching and learning process, the researcher also interviewed students about the benefits they received from using the demonstration learning method. Some students responded, as follows:

“Metode pembelajaran demonstrasi memberikan kesempatan kepada siswa untuk melihat proses bagaimana membuat sesuatu atau bagaimana menggunakan sesuatu secara langsung. Jadi, saya dapat memahami arti dari teks bacaan dengan mudah dan tidak membuang waktu lama

untuk memahami teks tersebut." (The demonstration learning method give students opportunities to see the process of how to make something or how to use something directly. So, I can understand the meaning of the reading text easily and do not waste a long time to comprehending the text). (S1, face to face interview on 16th of September 2023).

"Metode pembelajaran demonstrasi adalah metode yang menyenangkan! Sekarang, saya dapat menemukan informasi spesifik tentang teks dengan mudah." (The demonstration learning method was a fun method! Now, I can find the specific information about the text easily). (S2, face to face interview on 16th of September 2023).

"Sangat menyenangkan, saya dapat menemukan arti kata itu hanya dengan melihat penjelasan peneliti." (It was so much fun, I can find the meaning of the word just by looking at the researcher's explanation). (S3, face to face interview on 16th of September 2023).

"Itu adalah metode yang menarik, karena membuat kelas membaca tidak membosankan". (It was an interesting method, because it makes the reading class was not boring). (S4, face to face iterview on 16th of September 2023).

"Metode pembelajaran demonstrasi adalah metode yang menyenangkan, sekarang saya dapat menentukan ide utama dari teks prosedur". (The demonstration learning method was a fun method, now I can determine the main idea of the procedure text). (S5, face to face interview on 16th of September 2023).

After interviewed the students, the researcher gave the students an assignment. the researcher gave instruction to the students to read the text first before the students did the assignment.

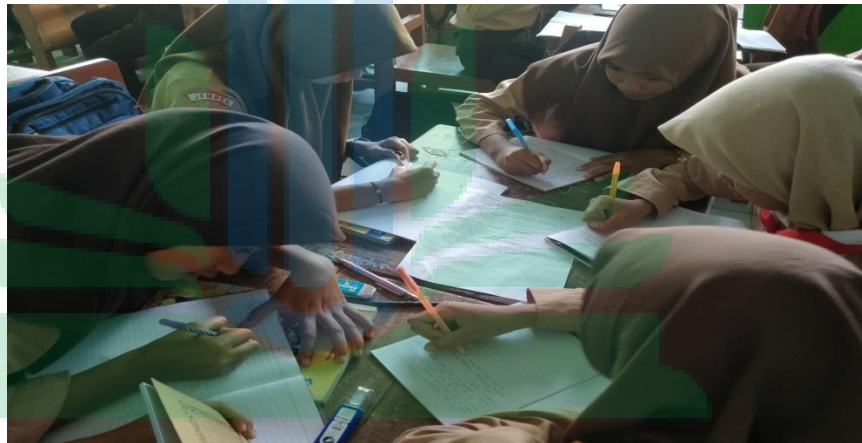


Figure 4.6
The students did the assignment

As seen in figure 4.6, the students discussed the assignment with their classmates. Following that, the researcher and students discussed the outcome of the assignment completed by the students. Finally, the researcher summarized the procedure text and motivated the students to learn English. The researcher then ended the class.

The researcher concluded the result of the cycle 1 meeting 2 as follows:

- a) The demonstration learning method improved students' reading comprehension of procedure texts. It was demonstrated that in the second meeting, the students were able to find specific information from the reading text. Furthermore, student participation in class has increased. The students remained enthusiastic and interested in learning the procedure text material through the demonstration learning method. The students also actively engaged the researcher by asking them questions about the material.
- b) During the second meeting of the demonstration learning method, students were crowded while practicing "how to use an iron".

3) The Result of Post Test 1 Cycle 1

After the researcher did cycle 1 which consisted of 2 meetings, the researcher conducted a reading post-test. It was held on Wednesday 20th September 2023 at 07.00-08.30 A.M. in the IX-A class of SMPN 3 Rambipuji. In the third meeting, the researcher opened the class by greeting the students and asking the class leader to lead the prayer before beginning the class. The researcher then checked the student attendance list. the researcher then explained that at the third meeting, the students would take the test.

Following that, in the third meeting, the researcher gave a multiple-choice and gap-filling test consisting of 20 questions. As seen in

Figure 4.7



Figure 4.7
The students did the reading test

The students were focused on the test, and the classroom was quiet and calm. The researcher also informed the students that the time limit to complete the test was 45 minutes. After 45 minutes, the students turned in their tests at the teacher's desk.

Before the researcher closed the class, he asked the students about the test's difficulty. The researcher asked the students, *"How about the test, is there any difficulties?"* Some students answered, *"There are some new vocabularies that we do not know the meaning, Miss."* (Interviewed students, 20th of September 2023).

Then, the researcher also gave a motivation to the students before closing the class. The researcher ended the class by praying Hamdalah together and greeting all students.

c. Observing

In this stage, the English teacher as the collaborator observed the teaching and learning process by using observation check list.

Table 4.6
Observation check list

No.	Indicators	Criteria				
		1	2	3	4	5
1.	The students pay attention to the teacher when she is teaching procedure text by using demonstration learning method				✓	
2.	The students are enthusiast when following the learning of procedure text by using the demonstration method				✓	
3.	The students understand reading text about procedure text and answer questions given by the teacher				✓	
4.	The students active in asking and answering session			✓		
5.	The students follow the learning process and review along with the teacher before closing			✓		

Note:

No.	Criteria	Percentage (%)
1.	Very poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very good	80% - 100%

The score of the observation as follows:

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

$$P = \frac{18}{22} \times 100\%$$

$$P = 82\%$$

Based on the results of the observation checklist above, it was determined that students were paying attention and interested in the learning process when using the demonstration learning method. The students were also happy and enjoyed the learning experience.



Figure 4.8
The students enthusiastic when the learning process

It can be seen in Figure 4.8, the students were enthusiastic when the researcher asked them about the material. Some of students also raised hand when they have a question that want to be asked to the researcher related to the material. However, some students being crowded in the class during teaching and learning process.

d. Reflecting

During this stage, the researcher assessed the students' reading comprehension during the teaching and learning process using the demonstration learning method. The researcher evaluated it by reviewing the data that had been collected. The researcher used students' observation checklists, interviews, and the results of their reading test scores. The researcher could conclude the following:

- 1) The researcher discovered that student participation has increased. There was a slightly significant difference in student participation before and after implementing the demonstration learning method. Students' participation increased as a result of the observation of their participation checklists. It was 82% during the second meeting cycle.
- 2) The researcher discovered that the demonstration learning method improved students' comprehension of the procedure text. It could be proven using the students' post-test scores. Prior to implementing the demonstration learning method in the teaching and learning process, the researcher established success criteria.

This study would be successful if the students' learning outcomes improved after the cycle, with a minimum score of 70. Based on the results of the preliminary score test, students' reading comprehension test scores did not reach the target score of 70 or the percentage target score of 75% because students did not exceed the percentage score. After implementing the demonstration learning method, the students' reading comprehension test scores revealed that the mean score was 1.685. The KKM score was 70, and 19 students passed it. Meanwhile, only three students from IX A grade did not pass the KKM test:

Table 4.7
Students' Score (Post-Test)

No.	Name of Students'	Students' Score
1.	ANS	80
2.	ATS	75
3.	ASR	85
4.	BCM	70
5.	DMK	85
6.	FAFF	65
7.	IG	70
8.	KJ	90
9.	MINI	75
10.	MBA	65
11.	MJ	80

12.	NPY	90
13.	RMAS	65
14.	RAS	70
15.	RAS	80
16.	SKTN	85
17.	SP	75
18.	SPR	75
19.	SA	80
20.	SMA	75
21.	TKA	80
22.	ZA	70
	Total	1.685

c. The average score of students' in post-test:

$$\begin{aligned}
 X &= \frac{\Sigma \times n}{n} \\
 &= \frac{1.685}{22} \\
 &= 76,59
 \end{aligned}$$

Notes:

X: Mean

Σn : Individual score

n: Number of students

d. The percentage of students' score in pre-test:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{19}{22} \times 100\% \\
 &= 86\%
 \end{aligned}$$

Notes:

P: The class percentage

F: Total percentage score

N: Number of students

Based on the data above, the result of students score was attached. The following chart is the students' score enhancement from the pre-test and post-test.

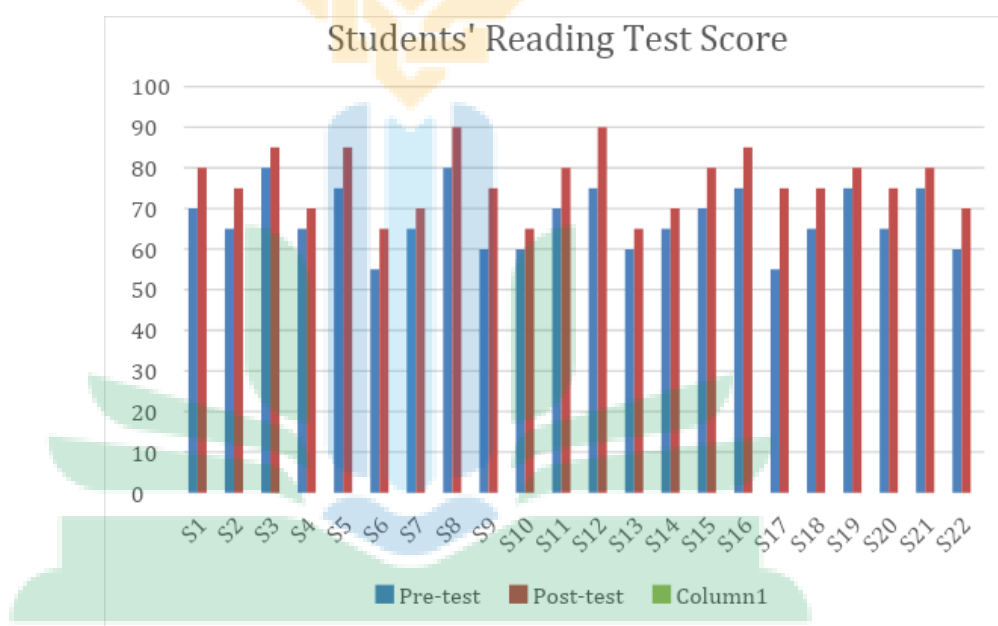


Chart 4.1
Students' Reading Test Score

Based on the chart above, the researcher concluded that the results of implementing the demonstration learning method could improve students' reading comprehension by meeting the research's success criteria. Thus, it is possible to conclude that the research was successful. Therefore, the cycle was ended and did not continue to the next cycle. From the result of the data above, it can be concluded:

- 3) Students provided feedback on using the demonstration learning method during the teaching and learning process. The students felt it would be easier for them to understand the text and not take as long for them to accomplish so.
- 4) However, there were certain issues regarding the teaching and learning process. The students had become crowded in the classroom, which constituted one of the issues, requiring the researcher's ability to manage the class effectively. In addition to the observation, interview, and test results. It was possibly established that certain factors influenced students' reading comprehension improvement, such as the material, learning media, classroom activities, and classroom management.

Based on the data from the observations, interviews, and also the students' reading test, from the preliminary research to the first meeting and second meeting. The students' reading comprehension ability and students' participation in reading class was slightly significant different before and after implementing the demonstration learning method, such as; 1. Students can comprehend the text easily. 2. Students enthusiastic when the teacher explain them about the material that taught by the demonstration learning method. 3. Students also raise hand when they have a question. 4. Students' observation checklist showed that 82% students were paid attention and interested in teaching and learning process by using the demonstration learning method. 5. In preliminary research, the students' average score was 64.7 and the

percentage of students who passed the KKM was 45%. After the implementation of demonstration learning method, the students' average score was 76.59, and the percentage of students who passed the KKM was 86%. Thus, it is possible to conclude that the research was successful. Therefore, the cycle was ended and did not continue to the next cycle.

C. Discussion

This section presented research findings that were relevant to the theories. This study was done to investigate the difficulties students encounter in comprehending the text and participating in reading class. The researcher focused on these issues by using the demonstration learning method to increase students' reading comprehension in the procedure text. The use of the demonstration learning method was an alternative method for student to better understand the text. As a result, the goal of this study is to determine how the demonstration learning method might improve students' reading comprehension in learning procedure texts while also increasing students' involvement in reading class.

The findings of this study revealed that students provided feedback on using the demonstration learning method during the teaching and learning process. After using the demonstration learning method, learners may find it easier to interpret written information. Pang stated that reading is about comprehending written text. Which includes word recognition and comprehension.⁵⁶ The findings of this study demonstrated that using the

⁵⁶ Pang, P.6

demonstration learning method assisted students understand the text better. This finding is confirmed by research written by Irzal Wadi, et al. that there was a considerable improvement gained by students in comprehending the procedure text by using demonstration method in the teaching and learning process.⁵⁷ Bahri also supported this study. He mentioned that the demonstration method has the benefit of supporting students in clearly and easily comprehending the course of a learning activity process and making it easier for the teacher to communicate varied material.⁵⁸

The results of cycle 1 meetings 1 and 2 revealed that students were noisy during the teaching and learning process. One of the issues that the researcher had to deal with was the crowded in the classroom. The findings of cycle 1 meeting 1 revealed that students were exuberant during the teaching and learning process because they were focused on the video rather than the explanation of the topic. Furthermore, as a result of cycle 1 meeting 2, students were crowded when they rehearsed "how to use an iron" and scrambled when they practiced the process text. Thus, the researcher discovered several difficulties in implementing the demonstration learning method in the teaching and learning process. This finding contradicted with Basyiruddin. In the opinion of Basyiruddin, this demonstration learning method could focus students' attention only on the demonstrations presented by the teacher.⁵⁹ However, there were certain difficulties during the teaching

⁵⁷ Irzal Wadi, P.506

⁵⁸ Bahri, P.201

⁵⁹ M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002).

and learning process. For instance, students were noisy during the teaching and learning process, and they were not paying attention to the material presented by the teacher.

Furthermore, this study found that the use of the demonstration method in the learning procedure text had a positive response from students. The adoption of a demonstration learning method could increase student participation in reading class. It is obvious in the behavior of students during learning. Students are more active during learning activities when they participate in a sequence of lessons until they complete them, and they are also more enthusiastic in learning. Students may answer to each question asked by the researcher concerning the subject matter in study. It is because the demonstration learning method allows students to see and hear the steps necessary to do or produce something. This result of this study is supported by Miftahul Jannah's study that learning English might be more enjoyable by learning applying a demonstrate activity that were completed in an interesting way by movement and explaining about what they are doing and far from being monotonous.⁶⁰

In addition, Bambang also supported this result. He reported that the result of observation in cycle 2 most of students play an active role in completing LKS. The experimental result also show how students work well together in conducting experiment.⁶¹ Dilla and Loli further support the idea

⁶⁰ Miftahul Jannah, Nurdevi, Sitti Maryam, "The Implementation of Demonstration Method to Improve Students' Speaking Skills in Procedure Text", Vol. 1. No. 1, (*English Language Teaching Methodology*, 2021).

⁶¹ Pangaribuan, P.3688

that by adopting the demonstration method, the teacher was able to effectively control each learning activity. As a result, by adopting the demonstration method, students' participation in reading class was increased.⁶² From the explanation above, the demonstration learning method can increased students' reading participation in the reading class.

Furthermore, the researcher discovered that there are some factors that influence students' reading comprehension improvement, such as: (1) Material; by selecting and providing good material to students, they will be motivated and interested in comprehending the text. (2) Media, by using good and entertaining media to communicate the subject, pupils become more focused on understanding the text provided. (3) Classroom Activity, (4) Classroom Management, (5) Teaching approach: When the teacher uses an appropriate approach, the students will feel at ease, enjoyable, and have fun. (6) The teaching strategy has directed the students to achieve better results in understanding the text as well as overcoming their difficulties in comprehending it. As a result, selecting the appropriate media, material, teaching technique and approach, as well as effective classroom management, can influence students' reading comprehension improvement. It is supported by Irzal Wadi's study. In his study, he identified six aspects that influence students' reading comprehension improvement: learning media, material,

⁶² Dilla Septiani and Loli Safitri, " Improving Students' Reading Comprehension of Procedure Text By Using Demonstration Method at Grade X IPA 1 Sman 1 Canduang ", Vol. 1 No. 1, (*IJLSJ*, 2021).

teaching approach, teaching strategy, classroom activity, and classroom management.⁶³



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⁶³ Irzal wadi, P. 507

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions for English teacher, and further researchers.

A. Conclusion

Based on the result of the findings and discussion, the researcher concluded that:

The use of demonstration learning method in learning procedure text improved the students' reading comprehension in the IX-A Grade of SMPN 3 Rambipuji. The result of the students' score in preliminary data revealed that 45% of students passed the KKM score (70), with an average score of 64.7%. After cycle one, the students' score increased to 86%, with 19 students passing the KKM with an average score of 76.6. Furthermore, using the demonstration learning method can help students improve their reading comprehension in procedure texts. Students can quickly comprehend the text, as well as determine and uncover text-specific information.

The result of observation showed that the demonstration method could increase students' participation in reading class. Based on the result of observation showed that, students can participate and interact with the teacher during reading class. It is evident in the behavior of students during learning. When students participate in a sequence of learning activities from the beginning to the end, they are more active during learning activities, they are also more enthusiastic about learning, and when the researcher asks about the

content being studied, they can answer each question. As a consequence of the findings, it is possible to conclude that implementing the demonstrative learning method in teaching English at SMPN 3 Rambipuji-Jember can improve students' reading comprehension and boost student participation in the reading classroom.

B. Suggestion

After conducting this research, the researcher offered several suggestions that might be helpful for the English teacher and the future researcher as explained as follows:

1. For teacher

The English teacher is suggested to apply this demonstration method to face the students' problem in reading comprehension of procedure text. The demonstration method helped the students in comprehend a text, sentence, and paragraph. And can increase the students' interest in learning English.

2. For the future researcher

The future researcher who have the similar problems when teaching procedure text, the research were recommended to apply the demonstration method to improve the students' reading comprehension. The researcher hoped that this research might be helpful as a reference to do better strategy of teaching and learning English.

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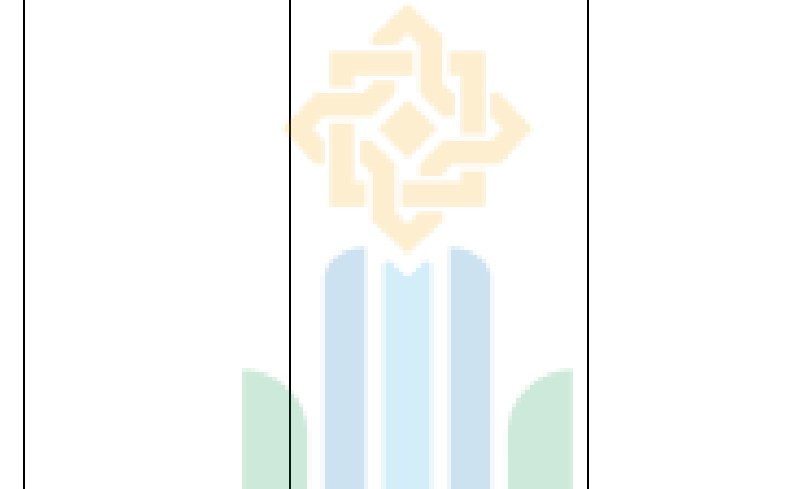


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Appendix 1

Research Matrix

Title	Research Question	Variable	Indicators	Data Source	Research Method
The Use of Demonstration Learning Method to Improve Students' Reading Comprehension in Learning Procedure Text at Ninth Grade of SMP Negeri 3 Rambipuji	<ol style="list-style-type: none"> 1. How can the demonstration learning method improve students' reading comprehension in learning procedure text? 2. How can the demonstration learning method increase students' reading participation in reading class? 	<ol style="list-style-type: none"> 1. The use of demonstration learning method in learning procedure text 2. Students' reading comprehension 	<ol style="list-style-type: none"> 1. Demonstration Learning Method <ol style="list-style-type: none"> a. Definition of demonstration method b. Procedure of demonstration method 2. Reading comprehension <ol style="list-style-type: none"> a. Main idea b. Specific information c. Inference d. vocabulary 	<ol style="list-style-type: none"> 1. Students' reading comprehension test 2. Interview data 3. Observation sheet 4. Document review 	<ol style="list-style-type: none"> 1. Research design: Classroom Action Research 2. Data collection technique: <ol style="list-style-type: none"> a. Reading comprehension test b. Interview c. Observation d. Document review 3. Data analysis: <ol style="list-style-type: none"> a. The percentage score $P = \frac{F}{N} \times 100\%$ Notes: P: The percentage of class F: Percentage of total score N: Number of

				<p>students</p> <p>b. The mean or average score</p> $X = \frac{\sum Xn}{n}$ <p>Notes: X: Mean score $\sum Xn$: Total score n: The number of students</p> <p>4. Validity of data 5. Criteria of success</p>
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Appendix 2**DECLARATION OF AUTHORSHIP**

The undersigned below:

Name : Raihanu Huril Aini
SRN : T20196157
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University : UIN KH. Achmad Siddiq Jember

States that thesis entitled "The Use of Demonstration Learning Method to Improve Students' Reading Comprehension in Learning Procedure Text at Ninth Grade of SMPN 3 Rambipuji" is truly my original work from the result of conducting a research at Ninth Grades A Students of SMPN 3 Rambipuji, except some resources which are accepted from references mentioned.

Jember, 17th December 2023



Raihanu Huril Aini

SRN. T20196157

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Appendix 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://www.uinkhas-jember.ac.id](http://www.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4674/ln.20/3.a/PP.009/11/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 3 RAMBIPUJI
 Jalan Balai Desa Nomor 6 Desa Nogosari Rambipuji Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196157
 Nama : RAIHANU HURIL AINI
 Semester : Semester sembilan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai THE USE OF DEMONSTRATION LEARNING METHOD TO IMPROVE STUDENTS' READING COMPREHENSION IN LEARNING PROCEDURE TEXT AT NINTH GRADE OF SMPN 3 RAMBIPUJI selama 21 (dua puluh satu) hari di lingkungan lembaga wewenang Bapak/Ibu SRI UTAMI, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 4 September 2023

Dekan,
 Wakil Dekan Bidang Akademik,



MASHUDI

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 JEMBER

Appendix 4



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 3 RAMBIPUJI



Jalan Balai Desa Nomor 6 Desa Nogosari Rambipuji Jember
e_mail : smpn3rambipuji@gmail.com

SURAT KETERANGAN

Nomor : 421.3/ 142 / 310.16.20548924/2023

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Rambipuji :

N A M A : SRI UTAMI,S.Pd
N I P : 19720713 200801 2 012
Pangkat/ Gol. : Penata Tk. I / III d
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya nama tersebut dibawah ini :

N A M A : RAIHANU HURIL AINI
N I M : T20196157
Program Studi : TADRIS Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi : Kiai Haji Achmad Siddiq Jember

Telah menyelesaikan kegiatan penelitian pada siswa SMP Negeri 3 Rambipuji dengan judul **"The Use of Demonstration Learning Method to Improve Students' Reading Comprehension in learning Procedure Text at ninth Grade of SMPN 3 Rambipuji"** selama 21 hari di SMP Negeri 3 Rambipuji.

Demikian surat keterangan penelitian ini dibuat agar dapat dipergunakan sebagai mestinya dengan rasa tanggungjawab.

Rambipuji, 25 September 2023
Kepala Sekolah



SRI UTAMI,S.Pd
NIP- 19720713 200801 2 012

Appendix 5

SILABUS

Satuan Pendidikan : SMP N 3 Rambipuji
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : IX/Ganjil
Tahun pelajaran : 2023/2024

Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
 KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber belajar	Penilaian
3.4 Membandingkan fungsi sosial,	<ul style="list-style-type: none"> Fungsi sosial Mendapatkan hasil 	3.4.1. Mendeskripsikan fungsi social	<ul style="list-style-type: none"> Didiktekan beberapa resep 	16 JP	- Buku pendidikan	<ul style="list-style-type: none"> Lisan Tertulis

<p>struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual</p>	<p>terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan</p> <ul style="list-style-type: none"> • Struktur Teks <p>Dapat mencakup</p> <ul style="list-style-type: none"> - nama makanan, minuman, - alat, mesin, bahan, aparatus yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan • Unsur Kebahasaan <ul style="list-style-type: none"> - Kosakata khusus terkait dengan produk, - Frasa nominal untuk menyebutkan benda - kata sambung <i>first, next, then, finally.</i> 	<p>mendapatkan hasil terbaik secara efektif dan efisien terkait resep makanan/minuman dan manual</p> <p>3.4.2. Mengidentifikasi struktur teks yang mencakup nama makanan, minuman, alat, mesin, bahan, aparatus yang diperlukan</p> <p>3.4.3. Memahami bentuk langkah-langkah kerja secara berurutan untuk menghindari kerusakan, kecelakaan dan pemborosan</p> <p>3.4.4. Mencatat beberapa resep dibuku catatan masing-masing dan kemudian ditempel di dinding kelas atau majalah dinding</p>	<p>makanan/minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda • Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja • Mencermati manual, dan berlatih membacakan 		<p>Bahasa Inggris Kelas IX</p>	<ul style="list-style-type: none"> • Penugasan • Portofolio
---	--	--	--	--	--------------------------------	---

	<p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI 	<p>4.4.1 Mencermati manual dan berlatih membacakan dengan suara lantang dengan ucapan dan tekanan kata yang benar</p> <p>4.4.2 Menangkap makna secara kontekstual terkait resep makanan/minuman dan manual pendek dan sederhana sesuai dengan konteks penggunaannya</p>	<p>dengan suara lantang, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding • Melakukan refleksi tentang proses dan hasil belajarnya 			
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Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 3 Rambipuji

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IXA / Ganjil

Materi Pokok : Procedure Text

Alokasi Waktu : 4×45 menit (2 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan	3.4.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks-teks procedure tulis pendek dan sederhana terkait dengan resep makanan/minuman dan manual 3.4.2. Memahami bentuk langkah-

	<p>sederhana, sesuai dengan konteks penggunaannya.</p>	<p>langkah kerja secara berurutan untuk menghindari kerusakan, kecelakaan, dan pemborosan</p>
4.	<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>4.4.1. Mencermati manual dan berlatih membacakan dengan suara lantang dengan ucapan dan tekanan kata yang benar</p> <p>4.4.2. Menangkap makna secara kontekstual terkait resep makanan/minuman dan manual pendek dan sederhana sesuai dengan konteks penggunaannya</p>

B. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu:

1. Siswa dapat memahami tentang procedure text (meaning, language features, generic structure of procedure text).
2. Siswa mampu mengetahui arti dari word/sentence terkait procedure text.
3. Siswa mampu membacakan dengan suara lantang dengan ucapan dan tekanan kata yang benar terkait resep makanan/minuman dan manual.
4. Siswa dapat membuat procedure text dengan benar.

C. Materi Pembelajaran

Procedure Text

1. Definition of Procedure Text

Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps. This text uses a simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, the, finally, etc.

2. The Language Features of Procedure Text

- a. Simple present tense
- b. Imperative sentences (ex: cut, don't mix)
- c. Action verbs (ex: put, mix)
- d. Connectives (ex: first, finally)
- e. Adverbial phrases (ex: for a minutes)

3. The Generic Structure of Procedure Text

- a. Goal (the purpose of the text)
- b. Material (the contain of the material that used in the process)
- c. Step (it is the contain of the steps to make or do something in the goal)

4. Theme of Procedure Text

- a. How to Make a Mango Juice
- b. How to use an Iron

D. Metode Pembelajaran

Pendekatan: Scientific Approach

Metode: Demonstration Method

E. Media dan Sumber Belajar

Media: Laptop, papan tulis, spidol, teks bacaan Bahasa Inggris

Sumber Belajar: Buku Siswa "*Think Globally Act Locally*", Jakarta;

Kementrian Pendidikan dan Kebudayaan 2018

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2 jam pelajaran)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan pembukaan dengan salam pembuka 2. Guru meminta ketua kelas untuk memimpin doa sebelum memulai pelajaran 3. Guru mendata kehadiran peserta didik 4. Guru mengajak peserta didik untuk 	10 Menit

	<p>bersyukur atas kesempatan untuk bisa belajar bahasa Inggris</p> <ol style="list-style-type: none"> 5. Guru mengaitkan materi/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik 6. Guru menyampaikan tujuan pembelajaran kepada peserta didik 	
Inti	<ol style="list-style-type: none"> 1. Guru menyampaikan materi tentang procedure text kepada peserta didik, sedangkan peserta didik mengamati penjelasan materi yang diberikan guru 2. Guru menunjukkan contoh langkah-langkah procedure text kepada peserta didik 3. Peserta didik mulai mengamati contoh dari procedure text yang diberikan oleh guru 4. Peserta didik dan guru bertanya jawab tentang materi procedure text 5. Guru menjawab pertanyaan peserta didik dengan menjelaskannya 6. Guru membagi peserta didik menjadi beberapa kelompok 7. Guru memberikan video tutorial yang berhubungan dengan procedure text (How to Make a Mango Juice) 8. Guru meminta peserta didik untuk mengamati dan memahami video yang diberikan sambil menjelaskan isi dari video tentang langkah-langkah dalam procedure text tersebut secara rinci 9. Guru membagikan tugas ke masing-masing kelompok 10. Guru meminta kelompok untuk mengerjakan dan berdiskusi tentang tugas yang diberikan oleh guru 11. Peserta didik mengerjakan tugas yang diberikan oleh guru 12. Guru meminta perwakilan dari setiap kelompok untuk maju kedepan dan menjelaskan tentang tugas yang telah 	70 Menit

	dikerjakan	
Penutup	<ol style="list-style-type: none"> 1. Guru merangkum kembali materi tentang procedure text untuk menentukan tingkat pemahaman peserta didik 2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung 3. Guru memberikan pesan dan motivasi kepada peserta didik untuk selalu bersemangat dalam menuntut ilmu 4. Guru mengakhiri pembelajaran dengan berdoa dan salam 	10 Menit

a. Lampiran

Soal

Nama Kelompok :

Kelas :

Please match the picture with the correct sentences!



Peel the ripe mango



Then, blend until smooth



Finally, serve the juice in the glass



Wash the mango to remove any dearth



After that, cut the peeled mango into small pieces

The text above tell us about

2. Pertemuan kedua (2 jam pelajaran)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan pembukaan dengan salam pembuka 2. Guru meminta ketua kelas untuk memimpin doa sebelum memulai pelajaran 3. Guru mendata kehadiran peserta didik 4. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar bahasa inggris 5. Guru mengaitkan materi/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik 6. Guru menyampaikan tujuan pembelajaran kepada peserta didik 	10 Menit
Inti	<ol style="list-style-type: none"> 1. Guru mereview materi tentang procedure 	70 Menit

	<p>text kepada peserta didik untuk meningkatkan pemahaman peserta didik</p> <ol style="list-style-type: none"> 2. Guru menunjukkan kembali contoh lain dari procedure text kepada peserta didik 3. Guru menjelaskan tentang “How to Use an Iron” sembari mempraktekkan di depan peserta didik tentang langkah-langkah dalam menggunakan benda tersebut 4. Peserta didik mulai mengamati kembali ciri-ciri contoh atau rumus dalam kalimat yang diberikan guru 5. Guru memberi kesempatan kepada peserta didik untuk mempraktekkan dan menjelaskan kembali langkah-langkah yang ada dalam procedure text tersebut 6. Guru memberi kesempatan peserta didik untuk menanyakan hal-hal yang belum dipahami terkait materi procedure text 7. Peserta didik bertanya tentang materi procedure text yang belum mereka pahami 8. Guru memberikan peserta didik tugas terkait materi procedure text 9. Peserta didik mengerjakan tugas yang diberikan oleh guru 10. Guru dan peserta didik membahas bersama tugas yang telah dikerjakan 	
<p style="text-align: center;">Penutup</p>	<ol style="list-style-type: none"> 1. Guru merangkum kembali materi tentang procedure text untuk menentukan tingkat pemahaman peserta didik 2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung 3. Guru memberikan pesan dan motivasi kepada peserta didik untuk selalu bersemangat dalam menuntut ilmu 4. Guru mengakhiri pembelajaran dengan berdoa dan salam 	<p style="text-align: center;">10 Menit</p>

a. Lampiran

Soal

Nama :

Kelas :

Subject : Bahasa Inggris



“How to Use an Iron”

Arrange the words below to be a good sentences!

1. a place mat - First - the clothes - or any flat surface board - prepared the iron
2. wait until the iron - and - plug the iron cable into an electricity socket - get warmer - Second
3. on - Third - the place mat - place the clothes
4. Then - the clothes surface evenly - on - apply the iron
5. flip the clothes - on the other side of the clothes evenly - and apply the iron - Next

Appendix 7

LEMBAR VALIDASI INSTRUMEN PENELITIAN

THE USE OF DEMONSTRATION LEARNING METHOD TO IMPROVE STUDENTS"
READING COMPREHENSION IN LEARNING PROCEDURE TEXT

AT IX GRADE OF SMPN 3 RAMBIPUJI

Nama Validator: AHMAD RIDHO ROJABI, S.Pd, M.Pd
Ahli Bidang : ENGLISH EDUCATION
Unit Kerja : TBI FTIK UIN KHAS JEMBER

Petunjuk Pengisian:

1. Penilaian instrumen penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut.

4 = sangat baik

3 = baik

2 = kurang

1 = sangat kurang

3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

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J E M B E R

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator				✓
2.	Soal sesuai dengan indikator				✓
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis			✓	
5.	Rumusan kalimat soal mudah dipahami				✓
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal			✓	
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian				✓

Komentar dan saran perbaikan:

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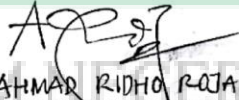
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 12 SEPTEMBER 2023

Validator,


 AHMAD RIDHO RAJABI, M.Pd

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

**LEMBAR VALIDASI
INSTRUMEN OBSERVASI**

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal Bahasa Inggris			✓	
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas				✓
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas				✓
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep			✓	
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik				✓

Komentar dan saran perbaikan:

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.....
.....

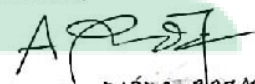
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 12 SEPTEMBER 2023

Validator,


AHMAD RIDHO ROJABI, M.Pd

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KIAI HAJI ACHMAD SIDDIQ
JEMBER

LEMBAR VALIDASI WAWANCARA

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				✓
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan berbicara siswa			✓	
4.	Bahasa yang digunakan tidak mengandung makna ganda				✓
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓	

Komentar dan saran perbaikan:

.....

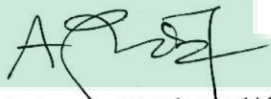
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1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 12 SEPTEMBER 2023

Validator,


 AHMAD RIDHO BOJABI, M.Pd

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

LEMBAR VALIDASI INSTRUMEN PENELITIAN

**THE USE OF DEMONSTRATION LEARNING METHOD TO IMPROVE STUDENTS'
READING COMPREHENSION IN LEARNING PROCEDURE TEXT**

AT IX GRADE OF SMPN 3 RAMBIPUJI

Nama Validator: Siti Khodijah, S.S., M.Pd

Ahli Bidang :

Unit Kerja : UIN KITAS Jember

Petunjuk Pengisian:

1. Penilaian instrumen penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut.
 - 4 = sangat baik
 - 3 = baik
 - 2 = kurang
 - 1 = sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

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LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator				✓
2.	Soal sesuai dengan indikator				✓
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			✓	
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				✓
5.	Rumusan kalimat soal mudah dipahami				✓
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal				✓
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓	

Komentar dan saran perbaikan:

.....

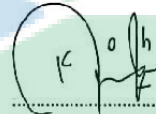
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember,2023

Validator,



UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

**LEMBAR VALIDASI
INSTRUMEN OBSERVASI**

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal Bahasa Inggris				✓
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas				✓
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas				✓
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep			✓	
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik			✓	

Komentar dan saran perbaikan:

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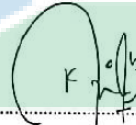
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
 2. Valid, dapat digunakan dengan revisi
 3. Kurang valid, butuh revisi
 4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember,2023

Validator,



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LEMBAR VALIDASI WAWANCARA

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓	
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan berbicara siswa				✓
4.	Bahasa yang digunakan tidak mengandung makna ganda			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas				✓

Komentar dan saran perbaikan:

.....

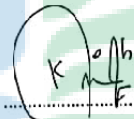
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
 2. Valid, dapat digunakan dengan revisi
 3. Kurang valid, butuh revisi
 4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember,2023

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LEMBAR VALIDASI WAWANCARA

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓	
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan berbicara siswa				✓
4.	Bahasa yang digunakan tidak mengandung makna ganda			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas				✓

Komentar dan saran perbaikan:

.....

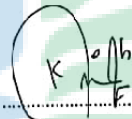
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
 2. Valid, dapat digunakan dengan revisi
 3. Kurang valid, butuh revisi
 4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember,2023

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Appendix 8a

Soal Pre-Test

Nama:

Kelas:

Subject: Bahasa Inggris

A. Choose a,b,c or d for the correct answer!

Read the following text to answer questions number 1-3.

- 1) First, open the packet of instant porridge by using a pair of scissor.
- 2) Second, put all ingredients into a bowl, except the crisps.
- 3) Then, pour a glass of hot water into the bowl
- 4) Stir the mixture well.
- 5) Your instant porridge is ready to serve. Eat while warm, don't forget to add the crisps.

1. What does the text tell us about?
 - a. How to open a packet of instant porridge
 - b. A recipe for making a delicious porridge
 - c. How to prepare instant porridge
 - d. The ingredients for instant porridge
2. What do we use to open the packet of instant porridge?
 - a. a bowl
 - b. Scissors
 - c. a knife
 - d. a cutter
3. What should be mix with hot water?
 - a. The crisps
 - b. All ingredients
 - c. All ingredients, except the crisps
 - d. The instant porridge and the crisps

The following text ius for questions 4-7

Cheesy Fried Egg

Ingredients :

- an egg
- Five spoonfuls of cooking oil

- a pinch of salt
- Some grated cheese

Steps :

- 1) Pour the oil into the frying pan and heat it
- 2) Break the egg into the frying pan
- 3) Cook the egg for 3 to 4 minutes
- 4) Put some salt on the egg
- 5) Take out the egg and put it on a plate
- 6) Sprinkle the fried egg with grated cheese

4. How many eggs do you need to make a cheesy egg?

- a. One
- b. Two
- c. Three
- d. Four

5. How much cooking oil do you need?

- a. Two spoonfuls
- b. Three spoonfuls
- c. Four spoonfuls
- d. Five spoonfuls

6. How long does it take to cook the egg?

- a. Three to four minutes
- b. Two to three minutes
- c. Three to five minutes
- d. Four to five minutes

7. When do you sprinkle the cheese?

- a. After putting some cooking oil into the frying pan
- b. After taking the egg out of the frying pan
- c. When breaking the egg into the frying pan
- d. Before heating the oil in the frying pan

The following text is for questions 8-9.

Yummy Milkshake

Ingredients :

- Chocolate ice cream
- 10 coconut biscuits
- Milk

Steps :

- 1) Put a few scoops of ice cream into the blender.
- 2) Blend with enough milk to make the mixture thick, but fairly liquid.

3) Add the remaining ingredients and blend.

8. What is the goal of the text?

- a. How to serve yummy milkshake
- b. How to make yummy milkshake
- c. Introducing the ingredients of yummy milkshake
- d. Telling about the kind of biscuits used in making milkshakes

9. How many ingredients do you need?

- a. One
- b. Two
- c. Three
- d. Four

The following text is for questions 10-13.

How to Make a Glass of Pineapple Juice

First, cut up a piece of pineapple. Then, put the pineapple into the (10). Pour a half glass of water into the blender. Add a (11) of sugar. (12) some ice cubes into the blender. (13) the blender. Wait for several minutes. Now, your juice is ready to serve.

10.

- a. Cup
- b. Bowl
- c. Plate
- d. Blender

11.

- a. Spoonful
- b. Scoop
- c. Bowl
- d. Glass

12. ...

- a. Throw
- b. Slice
- c. Cook
- d. Add

13.

- a. Play
- b. Turn on
- c. Press
- d. Push

The following text is for questions 14-15.

Instructions:

Last, if you want to turn off the television you can use the power button (4)

First, plug the cable television into electricity (2)

Wait until the television show the picture (6)

After that, press the power button to turn on the television (1)

Set the volume use the remote or button volume (3)

Choose the channel that you want to watch use the button or the remote (5)

14. Arrange it to be a good steps!

- a. 2 - 1 - 6 - 4 - 3 - 5
- b. 2 - 4 - 6 - 1 - 3 - 5
- c. 2 - 1 - 6 - 5 - 3 - 4
- d. 2 - 4 - 5 - 3 - 1 - 6

15. The text above tell us about

- a. How to operate a computer
- b. How to use an iron
- c. How to operate TV
- d. How to make a noodle

B. Fill in the blank!

Complete the recipe with the words below!

- Mango
- Blend
- Finally
- Peel
- Blender

How to Make Mango Juice?

Steps:

1. First, wash the mangoes to remove any dirt. Then the ripe mangoes
2. Cut the peeled ... into small pieces
3. Put the in a together with crushed ice, water, and sugar
4. Then until smooth
5. serve the juice in glass

Appendix 8b

Soal Post-Test

Nama:
 Kelas:
 Subject: Bahasa Inggris

A. Choose a,b,c or d for the correct answer!

The text is for number 1-4

How To Make Jelly

Making jelly is very simple by following these directions. You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, and a bowl.

1. Empty contents of a packet of jelly crystals into the jug.
2. Add boiling water.
3. Stir well until the crystals dissolve.
4. Add the cold water and stir.
5. Pour mixture into a bowl.
6. Refrigerate until firm.

1. To make jelly, we need
 - a. Two packets of jelly crystals
 - b. 500 ml bowl
 - c. 250 ml of boiling water
 - d. 250 ml of cold water
2. We add boiling water to the before we stir the jelly crystals.
 - a. Bowl
 - b. Jug
 - c. Fridge
 - d. Kettle
3. The word in the text means detailed information about how to do something.
 - a. Jelly
 - b. Direction
 - c. Mixture
 - d. Content
4. Stir well until the crystals dissolve.
 The underlined word most nearly means

- a. Appear
- b. Disappear
- c. Comes out
- d. Become warm

The text is for number 5-6.

- Make sure the cable are plugged.
- Press the power button on the monitor.
- Wait a minute let it load properly.
- Use the remote or channel button on the monitor to choose the TV program.

5. The text tell us about
- a. How to switch the program
 - b. How to turn on the TV
 - c. How to plug in the TV cable
 - d. How to choose a TV program
6. There are ways to choose the channel program?
- a. Two
 - b. Three
 - c. Four
 - d. Five

The text is for number 7-10.

Making a mango juice is very easy. You can choose any variety of mango of your choice that is suitable for juice. First, you must wash the mango and then peel it. Then, cut it into small pieces. Put them in a blender with ice cubes, two tablespoons of sugar, and one cup of water. Remember, adjust sugar level according to the sweetness of mango. You can skip sugar and add honey instead too. After that, blend it. When it is smooth enough, strain the juice using a sieve before pour it into a glass. Now your mango juice is ready to drink.

7. What should we do before put them in a blender with ice cubes?
- a. Wash the mango
 - b. Peel the mango
 - c. Cut the mango
 - d. Add the sugar
8. Put them in a blender with ice cubes.
The underlined word refers to
- a. Sugar

- b. Mango
 - c. Ice cubes
 - d. Water
9. What should we do after we blend the mango?
- a. Strain the juice using a sieve
 - b. Wash the mango and then peel it
 - c. Add two tablespoons of sugar
 - d. Add some ice cub
10. When does we strain the juice using a sieve?
- a. When it is smooth enough
 - b. When we put some ice cube on it
 - c. Before we strain the juice
 - d. When we use a sieve

Text is for number 11-13.

Tropical Fruit Juice

First, put the slice of papaya, pineapple, red syrup together with some ice cubes into a blender and blend on high for one minute.

Next, do the same to the remaining sour soup, vanilla syrup, and some ice cubes.

Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

11. How many ingredients are they?
- a. Four
 - b. Six
 - c. Five
 - d. Seven
12. What kind of text is it?
- a. Message
 - b. Procedure text
 - c. Narrative text
 - d. Advertisement
13. What is the purpose of the text?
- a. How to make tropical fruit juice
 - b. How to drink tropical fruit juice
 - c. To give information
 - d. To describe how to make juice

The following text is for questions 14-15.

Yummy Milkshake

Ingredients:

- Chocolate ice cream
- 10 coconut biscuits
- Milk

Steps:

- 1) Put a few scoops of ice cream into the blender
- 2) Blend with enough milk to make the mixture thick, but fairly liquid
- 3) Add the remaining ingredients and blend

14. What is the goal of the text?

- a. How to serve Yummy Milkshake
- b. How to make Yummy Milkshake
- c. Introducing the ingredients of Yummy Milkshake
- d. Telling about the kind of biscuits used in making milkshakes

15. How many ingredients do you need?

- a. One
- b. Two
- c. Four
- d. Three

B. Fill in the blank!

Complete the recipe with the words below!

- Noodle
- Ready
- Water
- Mix
- Pour

Steps:

- 1) First, boil three glasses of in a pan. Then, open the package of instant noodle and put it in pan
- 2) Wait for the water to boil, the seasoning chili sauce, ketchup and oil into a bowl. After that, drain the noodles
- 3) And then, pour the into the bowl
- 4) the noodles with the seasoning, sauce, ketchup, and then pour it into noodles
- 5) Now, your noodles are

Appendix 9

Blue Print of Reading Test

Sekolah	: SMPN 3 Rambipuji
Mata pelajaran	: Bahasa Inggris
Kelas	: IX A
Jenis soal	: Pilihan Ganda dan Essay

These tests are aim to:

1. Measure the ability of students in understanding reading comprehension
2. Measure the ability of students in understanding and identifying main idea in procedure text
3. Measure the ability of students in understanding and memorizing vocabulary in procedure text
4. Measure the ability of students in understanding and identifying the specific information in procedure text
5. Measure the ability of students in understanding and identifying the inferences in procedure text

No.	Aspect	Indicators	Number of questions
1.	Main idea	Students can determine the main idea of kind of text.	Pre-test: 8 Post-test: 14
2.	Specific information	Students can find the detail information about the text.	Pre-test: 2,3,4,5,6,7,9 Post-test: 1,6,7,9,10,11,12,15
3.	Inference	Students can find the conclusion about the contain of the text.	Pre-test: 1,15 Post-test: 5,13
4.	Vocabulary	Students can find the meaning of vocabulary or synonym and antonym.	Pre-test: 10,11,12,13,14 Post-test: 2,3,4,8 Soal essay 1,2,3,4,5

Appendix 10

Students' Score in Reading Test

No.	Name of students	Students' score of pre-test	Students' score of post-test
1.	ANS	70	80
2.	ATS	65	75
3.	ASR	80	85
4.	BCM	65	70
5.	DMK	75	85
6.	FAFF	55	65
7.	IG	65	70
8.	KJ	80	90
9.	MINI	60	75
10.	MBA	60	65
11.	MJ	70	80
12.	NPY	75	90
13.	RMAS	60	65
14.	RAS	65	70
15.	RAS	70	80
16.	SKTN	75	85
17.	SP	55	75
18.	SPR	65	75
19.	SA	75	80
20.	SMA	65	75
21.	TKA	75	80

22.	ZA	60	70
Total		1.425	1.685
Mean		64,7	76,59
Percentage		45%	86%



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Appendix 11

The result of students' work

Nama: Febrian Aditya Ferry Fauzi
 Kelas: 1 x A
 Subject: Bahasa Inggris

(65)

A. Choose a,b,c or d for the correct answer!

The text is for number 1-4

How To Make Jelly

Making jelly is very simple by following these directions. You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, and a bowl.

1. Empty contents of a packet of jelly crystals into the jug.
2. Add boiling water.
3. Stir well until the crystals dissolve.
4. Add the cold water and stir.
5. Pour mixture into a bowl.
6. Refrigerate until firm.

1. To make jelly, we need

- a. Two packets of jelly crystals
- b. 500 ml bowl
- c. 250 ml of boiling water
- d. 250 ml of cold water

2. We add boiling water to the before we stir the jelly crystals.

- a. Bowl
- b. Jug
- c. Fridge
- d. Kettle

3. The word in the text means detailed information about how to do something.

- a. Jelly
- b. Direction
- c. Mixture
- d. Content

4. Stir well until the crystals dissolve.

The underlined word most nearly means

- a. Appear
- b. Disappear
- c. Comes out
- d. Become warm

The text is for number 5-6.

- c. Before we strain the juice
- d. When we use a sieve

Text is for number 11-13.

Tropical Fruit Juice

First, put the slice of papaya, pineapple, red syrup together with some ice cubes into a blender and blend on high for one minute. Next, do the same to the remaining sour soup, vanilla syrup, and some ice cubes. Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

- 11. How many ingredients are they?
 - a. Four
 - b. Six
 - c. Five
 - d. Seven
- 12. What kind of text is it?
 - a. Message
 - b. Procedure text
 - c. Narrative text
 - d. Advertisement
- 13. What is the purpose of the text?
 - a. How to make tropical fruit juice
 - b. How to drink tropical fruit juice
 - c. To give information
 - d. To describe how to make juice

The following text is for questions 14-15.

Yummy Milkshake

Ingredients:

- Chocolate ice cream
- 10 coconut biscuits
- Milk

Steps:

- 1) Put a few scoops of ice cream into the blender
- 2) Blend with enough milk to make the mixture thick, but fairly liquid
- 3) Add the remaining ingredients and blend

- 14. What is the goal of the text?
 - a. How to serve Yummy Milkshake
 - b. How to make Yummy Milkshake

- c. Introducing the ingredients of Yummy Milkshake
 d. Telling about the kind of biscuits used in making milkshakes
15. How many ingredients do you need?
- One
 - Two
 - Four
 - Three

B. Fill in the blank!

Complete the recipe with the words below!

- Noodle
- Ready
- Water
- Mix
- Pour

Steps:

- 1) First, boil three glasses of ~~water~~ in a pan. Then, open the package of instant noodle and put it in pan
- 2) Wait for the water to boil, ~~add~~ the seasoning chili sauce, ketchup and oil into a bowl. After that, drain the noodles
- 3) And then, pour the ~~oil~~ into the bowl
- 4) ~~mix~~ the noodles with the seasoning, sauce, ketchup, and then pour it into noodles
- 5) Now, your noodles are ~~ready~~

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- Make sure the cable are plugged.
- Press the power button on the monitor.
- Wait a minute let it load properly.
- Use the remote or channel button on the monitor to choose the TV program.

5. The text tell us about
- a. How to switch the program
 - b. How to turn on the TV
 - c. How to plug in the TV cable
 - d. How to choose a TV program
6. There are ways to choose the channel program?
- a. Two
 - b. Three
 - c. Four
 - d. Five

The text is for number 7-10.

Making a mango juice is very easy. You can choose any variety of mango of your choice that is suitable for juice. First, you must wash the mango and then peel it. Then, cut it into small pieces. Put them in a blender with ice cubes, two tablespoons of sugar, and one cup of water. Remember, adjust sugar level according to the sweetness of mango. You can skip sugar and add honey instead too. After that, blend it. When it is smooth enough, strain the juice using a sieve before pour it into a glass. Now your mango juice is ready to drink.

7. What should we do before put them in a blender with ice cubes?
- a. Wash the mango
 - b. Peel the mango
 - c. Cut the mango
 - d. Add the sugar

8. Put them in a blender with ice cubes.

The underlined word refers to

- a. Sugar
 - b. Mango
 - c. Ice cubes
 - d. Water
9. What should we do after we blend the mango?
- a. Strain the juice using a sieve
 - b. Wash the mango and then peel it
 - c. Add two tablespoons of sugar
 - d. Add some ice cub
10. When does we strain the juice using a sieve?
- a. When it is smooth enough
 - b. When we put some ice cube on it

- c. Before we strain the juice
- d. When we use a sieve

Text is for number 11-13.

Tropical Fruit Juice

First, put the slice of papaya, pineapple, red syrup together with some ice cubes into a blender and blend on high for one minute.

Next, do the same to the remaining sour soup, vanilla syrup, and some ice cubes.

Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

- 11. How many ingredients are they?
 - a. Four
 - b. Six
 - c. Five
 - d. Seven
- 12. What kind of text is it?
 - a. Message
 - b. Procedure text
 - c. Narrative text
 - d. Advertisement
- 13. What is the purpose of the text?
 - a. How to make tropical fruit juice
 - b. How to drink tropical fruit juice
 - c. To give information
 - d. To describe how to make juice

The following text is for questions 14-15.

Yummy Milkshake

Ingredients:

- Chocolate ice cream
- 10 coconut biscuits
- Milk

Steps:

- 1) Put a few scoops of ice cream into the blender
- 2) Blend with enough milk to make the mixture thick, but fairly liquid
- 3) Add the remaining ingredients and blend

- 14. What is the goal of the text?
 - a. How to serve Yummy Milkshake
 - b. How to make Yummy Milkshake

- c. Introducing the ingredients of Yummy Milkshake
d. Telling about the kind of biscuits used in making milkshakes
15. How many ingredients do you need?
- One
 - Two
 - Four
 - Three

B. Fill in the blank!

Complete the recipe with the words below!

- Noodle
- Ready
- Water
- Mix
- Pour

Steps:

- 1) First, boil three glasses of ~~water~~ ^{noodle} in a pan. Then, open the package of instant noodle and put it in pan
- 2) Wait for the water to boil ~~and~~ ^{pour} the seasoning chili sauce, ketchup and oil into a bowl. After that, drain the noodles
- 3) And then, pour the ~~water~~ ^{noodle} into the bowl
- 4) ~~...~~ the noodles with the seasoning, sauce, ketchup, and then pour it into noodles
- 5) Now, your noodles are ~~ready~~ ^{Ready}



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J E M B E R

Nama: Kiara Juangsastra
 Kelas: IX A
 Subject: Bahasa Inggris

90

A. Choose a,b,c or d for the correct answer!
 The text is for number 1-4

How To Make Jelly

Making jelly is very simple by following these directions. You will need one packet of jelly crystals, a 500 ml jug, 250 ml of boiling water, 200 ml of cold water, and a bowl.

1. Empty contents of a packet of jelly crystals into the jug.
2. Add boiling water.
3. Stir well until the crystals dissolve.
4. Add the cold water and stir.
5. Pour mixture into a bowl.
6. Refrigerate until firm.

1. To make jelly, we need

- a. Two packets of jelly crystals
- b. 500 ml bowl
- c. 250 ml of boiling water
- d. 250 ml of cold water

2. We add boiling water to the before we stir the jelly crystals.

- a. Bowl
- b. Jug
- c. Fridge
- d. Kettle

3. The word in the text means detailed information about how to do something.

- a. Jelly
- b. Direction
- c. Mixture
- d. Content

4. Stir well until the crystals dissolve.

The underlined word most nearly means

- a. Appear
- b. Disappear
- c. Comes out
- d. Become warm

The text is for number 5-6.

- Make sure the cable are plugged.
- Press the power button on the monitor.

- c. Before we strain the juice
- d. When we use a sieve

Text is for number 11-13.

Tropical Fruit Juice

First, put the slice of papaya, pineapple, red syrup together with some ice cubes into a blender and blend on high for one minute.

Next, do the same to the remaining sour soup, vanilla syrup, and some ice cubes.

Finally, pour the juice into some glasses, the white juice is on the bottom and the red juice is on the top.

11. How many ingredients are they?
 - a. Four
 - b. Six
 - c. Five
 - d. Seven
12. What kind of text is it?
 - a. Message
 - b. Procedure text
 - c. Narrative text
 - d. Advertisement
13. What is the purpose of the text?
 - a. How to make tropical fruit juice
 - b. How to drink tropical fruit juice
 - c. To give information
 - d. To describe how to make juice

The following text is for questions 14-15.

Yummy Milkshake

Ingredients:

- Chocolate-ice cream
- 10 coconut biscuits
- Milk

Steps:

- 1) Put a few scoops of ice cream into the blender
- 2) Blend with enough milk to make the mixture thick, but fairly liquid
- 3) Add the remaining ingredients and blend

14. What is the goal of the text?
 - a. How to serve Yummy Milkshake
 - b. How to make Yummy Milkshake

- c. Introducing the ingredients of Yummy Milkshake
 d. Telling about the kind of biscuits used in making milkshakes
15. How many ingredients do you need?
- One
 - Two
 - Four
 - Three

B. Fill in the blank!

Complete the recipe with the words below!

- Noodle
- Ready
- Water
- Mix
- Pour

Steps:

- 1) First, boil three glasses of ^{water} in a pan. Then, open the package of instant noodle and put it in pan
- 2) Wait for the water to boil, ^{mix} the seasoning chili sauce, ketchup and oil into a bowl. After that, drain the noodles
- 3) And then, pour the ^{noodle} into the bowl
- 4) ^{pour} the noodles with the seasoning, sauce, ketchup, and then pour it into noodles
- 5) Now, your noodles are ^{ready}

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Appendix 12a

The Result of Interview

Day/date : Wednesday, 6th September 2023

Respondent : English Teacher

No.	Questions	Answer
1.	Kurikulum apa yang dipakai atau diterapkan di SMPN 3 Rambipuji?	Disini kita memakai kurikulum K13 untuk kelas IX SMPN 3 Rambipuji
2.	Berapa kali dalam seminggu bahasa inggris dipelajari?	2 kali dalam seminggu
3.	Berapa lama alokasi waktu pelajaran dalam satu pertemuan	2×45 menit
4.	Kesulitan apa saja yang dihadapi oleh siswa?	Siswa kesulitan dalam memahami dan mengerti teks bahasa inggris, karena kurangnya kosakata, mereka juga tidak memiliki pengetahuan sebelumnya tentang apa yang telah mereka baca. Siswa juga tidak tertari dengan pelajaran bahasa inggris.
5.	Bagaimana anda menyelesaikan masalah tersebut?	Saya mencoba untuk menemukan media dan strategi pembelajaran yang cocok untuk siswa dan juga materi yang akan dipelajari.
6.	Dari ke tiga kelas di kelas IX, kelas manakah yang memiliki nilai pelajaran bahasa inggris paling rendah?	Dari semua kelas di kelas, IX-A adalah kelas yang memiliki nilai pelajaran bahasa inggris paling rendah.
7.	Bagaimana dengan partisipasi siswa dalam kelas membaca?	Hanya 8 siswa yang benar-benar berpartisipasi di dalam kelas membaca.
8.	Bagaimana anda mengajar reading di dalam kelas?	Dalam kelas membaca, saya biasanya menjelaskan materi secara langsung, dan setelah itu saya meminta siswa untuk membaca dan menerjemahkan isi

		dari teks tersebut. Dan saya juga biasanya memberi mereka tugas.
9.	Berapa KKM bahasa inggris di kelas IX?	70
10.	Apakah anda pernah memakai metode demonstrasi dalam kelas membaca?	Belum pernah



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Appendix 12b

The Result of Interview

Day/date : Wednesday, 6th September 2023

Respondent : Student of IX-A SMPN 3 Rambipuji

No.	Questions	Answer
1.	Menurut opinimu, apakah bahasa inggris adalah mata pelajaran paling sulit?	Iya, bahasa inggris adalah pelajaran paling sulit selain matematika.
2.	Kesulitan apa yang pernah kamu alami di kelas membaca?	Terkadang kita sulit memahami teks karena kita tidak mengetahui arti dari beberapa kata, sehingga kita tidak mengerti apa yang dibicarakan oleh teks tersebut.
3.	Menurut opinimu, apa yang harus dilakukan untuk menyelesaikan masalah tersebut? Haruskah metode/model/strategi pembelajaran ditingkatkan?	Guru harus memberikan media, metode, atau strategi pembelajaran yang sesuai kepada siswa untuk memahami teks.
4.	Bagaimana cara guru mengajar reading?	Guru mengajar reading dengan baik
5.	Apakah guru sering mengajak siswa untuk aktif dalam pembelajaran di kelas membaca?	Ya
6.	Apakah guru sering menggunakan model/metode/strategi mengajar yang sama tanpa variasi?	Ya, gurunya memang begitu. Namun terkadang, guru menggunakan metode diskusi untuk membuat variasi lain dalam proses belajar mengajar.
7.	Strategi apa yang digunakan guru saat mengajar kelas membaca? Apakah Anda terlibat secara aktif di kelas membaca dan dalam diskusi?	Guru biasanya menggunakan strategi menerjemahkan teks. Tidak, kami tidak. Karena kami tidak tahu bagaimana cara menjawab pertanyaan guru tentang teks dan kami merasa mengantuk di kelas.

8.	Bagaimana pengalaman siswa dalam pembelajaran membaca dengan menggunakan metode demonstrasi?	Kami belum pernah menggunakan metode tersebut di kelas membaca, namun kami telah menggunakan metode tersebut di kelas sains. Mungkin itu akan menjadi cara yang menarik untuk mengajar bahasa Inggris di kelas kami.
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Appendix 13

Observation Students' Participation Checklist

No.	Indicators	Criteria				
		1	2	3	4	5
1.	The students pay attention to the teacher when she is teaching procedure text by using demonstration learning method				✓	
2.	The students are enthusiast when following the learning of procedure text by using the demonstration method				✓	
3.	The students understand reading text about procedure text and answer questions given by the teacher				✓	
4.	The students active in asking and answering session			✓		
5.	The students follow the learning process and review along with the teacher before closing			✓		

Note:

No.	Criteria	Percentage (%)
1.	Very poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very good	80% - 100%

The score of observation :

$$P = \frac{F}{H} \times 100\%$$

$$= \frac{18}{22} \times 100\%$$

$$= 82\%$$

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Appendix 14

Documentations



Figure.1 The researcher interviewed the English teacher



Figure.2 The researcher interviewed one of the students of IX-A class



Figure.3 The students were enthusiastic to answer questions when the researcher asked them some questions.



Figure.4 Students presented the result of assignment in front of the class



Figure.5 The students did the pre-test

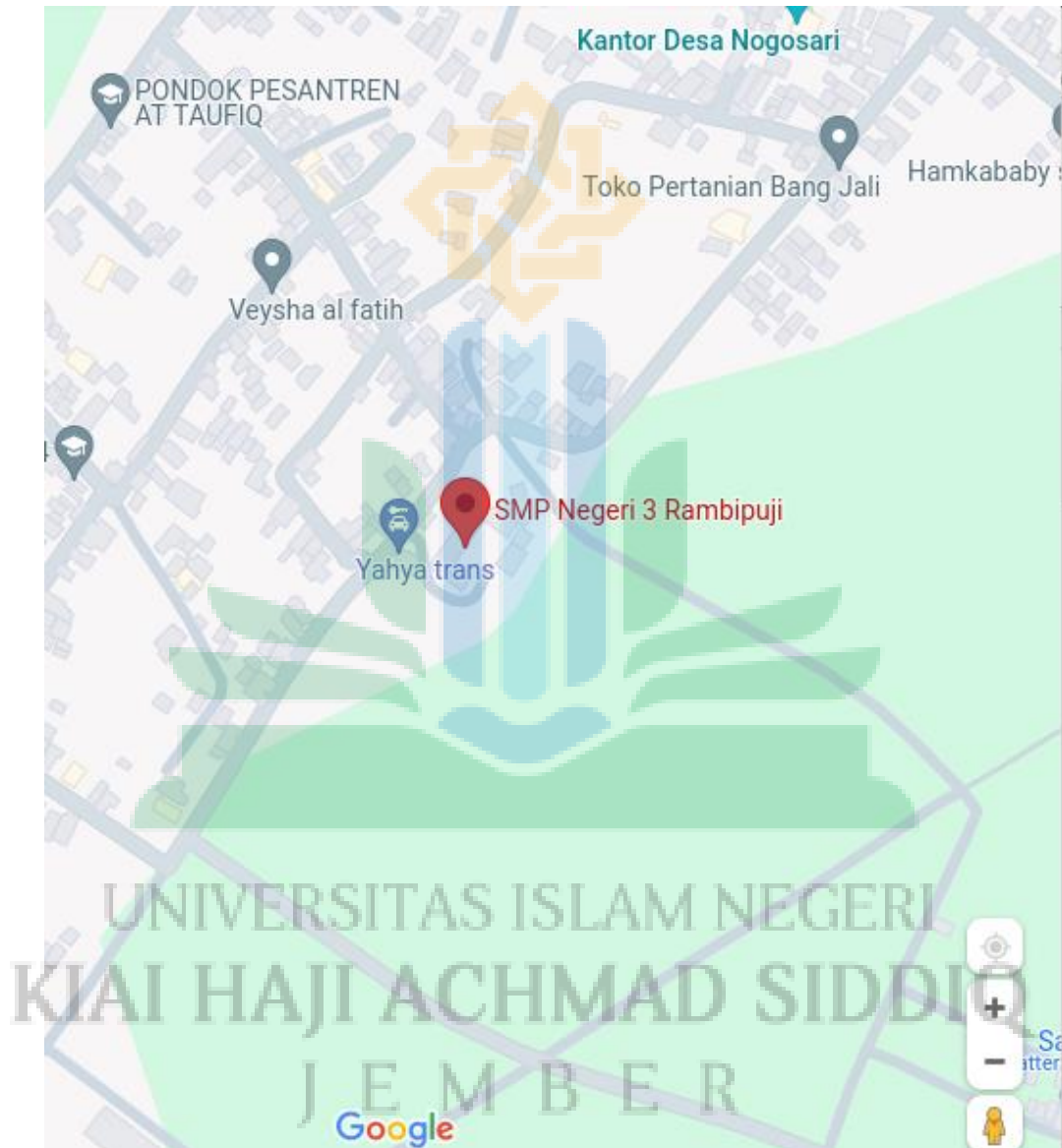


Figure.6 The students did the post-test

Appendix 15

Location Map

SMP Negeri 3 Rambipuji Jember



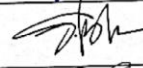







Jl. Balai Desa No.6 Nogosari, Kecamatan Rambipuji, Kabupaten Jember, Jawa

Timur 68152

Appendix 16

RESEARCH OF JOURNAL ACTIVITIES
SMP NEGERI 3 RAMBIPUJI
ACADEMIC YEAR 2023/2024

No.	Date	Activity	Signature
1.	Monday, 4 th September 2023	Permission for observation to the Headmaster	
2.	Wednesday, 6 th September 2023	Interviewed with English Teacher and students	
3.	Saturday, 9 th September 2023	Doing Pre-test	
4.	Tuesday, 12 th September 2023	Instrument validation to expert judgment 1	
5.	Tuesday, 12 th September 2023	Instrument validation to expert judgment 2	
6.	Wednesday, 13 th September 2023	Cycle 1 meeting 1	
7.	Saturday, 16 th September 2023	Cycle 1 meeting 2	
8.	Wednesday, 20 th September 2023	Doing Post-test	

Jember, 20 November 2023

Headmaster of SMP Negeri 3 Rambipuji

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 JEMBER


 Sri Utami, S.Pd
 NIP. 19720718 200801 2 012

Appendix 17



CURICULUM VITAE

Personal Information:

Name : Raihanu Huril Aini
 SRN : T20196157
 Gender : Female
 Place, Date of Birth : Bondowoso, November 25th 2000
 Address : Tegal Pasir, Jambesari, Bondowoso
 Department/Major Courses : Language Education/English Department
 Faculty : Tarbiyah and Teacher Training
 Email Address : ryhnhurilaini@gmail.com

Educational Background:

2005-2007 : Kindergarten of At-Taqwa Bondowoso
 2007-2013 : Elementary School of At-Taqwa Bondowoso
 2013-2016 : MTs Nurul Jadid, Paiton-Probolinggo
 2016-2019 : MA Nurul Jadid, Paiton-Probolinggo