



The Correlation of Students' Perceptions About Speaking Skills Demonstration Method With Learning Outcomes of English Subject in Binjai "Ex School" Tutoring

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ABSTRACT

The demonstration method is a way of presenting information in KBM by demonstrating how to do something with a clear visual explanation of the process. Students have different perceptions about the demonstration method delivered by the teacher. The purpose of the research was to determine the relationship between students' perceptions of the speaking skill demonstration method and the learning outcomes of English subjects at the "Ex School" Binjai Tutoring. This type of research is an analytic survey with a cross sectional approach. The results of the validity test obtained 21 valid statements with a range of Sig values. (2-tailed) $(0.00-0.04) < = 0.05$. The population in this study was 64 students, the sampling technique was saturated, that is, all students became the research sample. Direct data collection by researchers by distributing questionnaires directly to respondents. From the research results obtained the majority of students with negative perception category 36 students (56.2%), with very good learning outcomes 0 students (0%), good 2 students (3.1%), enough 31 students (48.4%) and less than 3 students (4.7%), minority students with positive perceptions 28 students (43.8%) with very good learning outcomes 0 students (0%), good 7 students (10.9%), enough 21 students (32.8%) and less 0 students (0%) . From the results of the chi-square test, the Asymp sig value $(0.033) < value = 0.05$. So it can be concluded that there is a relationship between students' perceptions of the speaking skill demonstration method and the learning outcomes of English subjects at the "Ex School" Binjai Tutoring. Therefore, it is expected that students can give positive perceptions about the demonstration method delivered by educators so that the learning outcomes obtained will be better.

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1. INTRODUCTION

Education is a very important thing that must be owned by every individual. Through education an individual can obtain various information. The information can be in the form of knowledge that can later be applied in everyday life and help a person in social interaction with other people or the environment. And help someone in realizing their dreams. Education can be taken by someone in teaching and learning activities and in these activities what needs to be considered are the place of learning, methods, media, assessment, facilities and infrastructure. One type of method that is often used in non-formal education, especially high school education, is the demonstration method. This method is also often used when learning English. Education is a process in order to influence students to be able to adapt as best they can to their environment, and thus will cause changes in themselves that allow them to function adequately in people's lives. (1)

In the world of education, there will be learning and teaching activities, where learning is a complex process that happens to everyone and lasts a lifetime, from infancy (even in the womb) to the grave. (3) While teaching is an activity that allows students to build their own knowledge, teaching means participation with students in forming knowledge, making meaning, seeking clarity, being critical and holding justifications. (4)

Learning objectives are a number of learning outcomes that show that students have done learning actions, which generally include new knowledge, skills and attitudes, which are expected to be achieved by students. While the learning outcomes themselves are defined as the abilities obtained by children after going through learning activities. Learning outcomes are outputs from a processing system (inputs). Input from the system is in the form of various kinds of information while the output is action or performance. (5) The factors that affect learning outcomes are of many kinds, but can be classified into only two groups, namely internal factors (physical, psychological and fatigue) and external factors (family, school and community). (6)

In the teaching and learning process, the teacher must have a strategy, so that students can learn effectively and efficiently, hitting the expected goals. One of the steps to have that strategy is to master presentation techniques, or usually called teaching methods. The teaching method is a number of knowledge and skills that enable the implementation of teaching and learning activities effectively and efficiently. The learning method is a way of forming or strengthening the understanding of participants (recipients of information) with a presentation of information/teaching materials. There are three main requirements for teaching and learning activities to take place. The first is the student/student who acts as a recipient of information, the second is the teaching material to be delivered, and the third is the teacher as an introductory and delivering teaching material. (7)

There are several learning methods that can be used, namely the lecture method, discussion method, demonstration method, lecture plus method, recitation method, experimental method, field trip method, skills training method, team teaching method, peer teaching method, problem solving method. method), project method, taileren method and global method. (9)

One of the learning methods that is often used in the learning process in non-formal educational institutions is the demonstration method. Where the demonstration method is a way of presenting lessons by demonstrating or showing students a certain process, situation, or object being studied, either actual or imitation, which is often accompanied by an oral explanation. The advantages of the demonstration method are (1) It can make learning clearer and more concrete, thus avoiding verbalism (understanding in words or sentences). (2) It is easier for students to understand what they are learning. (3) The teaching process is more

interesting. (4) Students are stimulated to actively observe, adjust between theory and reality, and try to do it themselves. The disadvantages of the demonstration method are (1) This method requires special teacher skills, because without it, the demonstration will be ineffective. (2) Facilities such as adequate equipment, space and costs are not always available properly. (3) Demonstrations require careful preparation and planning in addition to taking quite a long time, which may be forced to take other time or hours of lessons. (10)

Students have different perceptions in the application of the demonstration method by educators in the learning process. Perception is a process that is preceded by sensing, which is a process in the form of receiving a stimulus by the individual through the receptor device. These different perceptions are seen by students in terms of the way educators deliver subject matter with the demonstration method and the student's own interest with the demonstration method presented. (11)

In the learning process at the "Ex School" Tutoring, it turns out that problems are still found, one of which is the problem of student learning outcomes which can be seen in English subjects based on the 2020 grade recapitulation that the student scores of 64 people got a B grade of 9 people (14%), the value of C as many as 52 people (81.2%) and the value of D as many as 3 people (4.6%). In addition, from the results of interviews with several students, it was stated that the way educators delivered the demonstration method was not enthusiastic and unattractive so that it made them bored and did not pay attention, so they did not understand the material being demonstrated.

Based on the data and description above, the researcher is interested in conducting a research entitled The Relationship of Students' Perceptions About the Method of Demonstration of Speaking Skills with Learning Outcomes of English Subjects at the "Ex School" Binjai Tutoring. The formulation of the problem in this study is whether there is a relationship between students' perceptions of the Speaking Skill Demonstration Method with the Learning Outcomes of the Basic Skills Course in English at the "Ex School" Binjai Tutoring.

2. RESEARCH METHODE

The type of research used is an analytic survey with a cross sectional approach, which aims to determine the relationship between students' perceptions of the Speaking Skill Demonstration Method and the Learning Outcomes of English Subjects at the "Ex School" Binjai Tutoring.

The location of this research was carried out at the Binjai "Ex School" Tutoring Center located on Jl. T. Amaluddin Kel. Lemonade Sundai District. West Binjai Binjai City, North Sumatra.

The time of this research was carried out from May 2021 to September 2020.

The population is the whole of the characteristics or units of measurement results that are the object of research. (24) The population in this study were all students of the "Ex School" Binjai Tutoring in 2020, as many as 64 people.

The sample is part of the population to be studied or part of the number of characteristics possessed by the population. (25) The sample in this study were all students of the "Ex School" Tutoring in 2020, totaling 64 people. Sampling using saturated sampling technique, namely all students who became the research sample. (24)

Primary data is data collection that is carried out directly by research with a target. Primary data collection was carried out directly by the researcher by collecting respondents in the class. Before the questionnaire/questionnaire was given to the respondent, the researcher first gave an explanation of how to fill out the questionnaire and asked the respondent to sign an informed consent. After finishing answering all the questions, the questionnaires were collected again to check the completeness of the respondents' answers. Answers that have been completely filled in are immediately collected, while if there are incomplete answers, respondents are asked to fill

out a questionnaire that has not been filled out. Secondary data is data obtained from the results of documentation by other parties. Secondary data in this study is the recapitulation of the value of learning outcomes in English subjects obtained from the research site.

Validity is an index that shows the measuring instrument actually measures what is being measured. To find out whether the questionnaire that we have compiled is able to measure what we want to measure, it is necessary to test it with a correlation test between the scores (values) of each item with the total score of the questionnaire. If all items have a significant correlation (construct validity). If the questionnaire has construct validity, it means that all items in the questionnaire measure the concept that we measure. The construct validity test with SPSS is using correlation, the instrument is valid if the correlation value (person correlation) is positive, and the correlation probability value [sig. (2-tailed)] significant level (α) of 0.05. (26) The validity test was carried out at the "Ex School" Binjai Tutoring, according to the characteristics of the research place, namely having accreditation B. The results of the validity test showed that from 30 statement items, 21 items were valid statements and 9 statement items were invalid because they had a sig value. $p > 0.05$. So that only 21 statement items can be used as data collection instruments for research.

Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. To determine the reliability, a test using the product moment correlation formula was used, using the SPSS version 18 program. After the reliable test was completed, the value of the results shown in the Cronchbach Alpha value would be compared with the r value of the product moment. And the results obtained at the Cronchbach Alpha value are greater than the value in the r product moment table, then the research instrument is said to be reliable. Reliability calculations should be carried out only on questions that already have validity. From the results of the reliability test, it was found that the Cronchbach Alpha value was $0.821 > r$ table (0.361), so the perception statement about the demonstration method in the Basic Midwifery Skills (KDK) I course was said to be reliable.

3. RESULT AND ANALYSIS

Based on previous research that has been carried out by Rosy Afrita with the title Relationship of Student Perception Using the Demonstration Method with Learning Outcomes for Midwifery Care Course II (Department) at the Midwifery Academy of Central Aceh Regency Government in 2013. It is known that the population in this study was 105 female students with a sample of 51 female students. . The results showed that the perception of female students using the demonstration method was that the majority were in the sufficient category, 26 people (51%). (14)

Perception refers to how we see, hear, feel, taste, and smell the world around us, in other words perception can also be defined as everything that is experienced by humans. McMahon perception is the process of interpreting stimuli (input) by using a receiver of information (sensory information). (20)

The demonstration method is a method of presenting lessons by demonstrating and showing students about a certain process, situation or object, either actual or just an imitation. (8) The demonstration method is good to use to get a clearer picture of things related to the process of arranging something, the process of making something, the process of working something, the process of doing or using it, the components that make up something, comparing one way with another. and to know or see the truth of something. (10)

The results showed that of the 64 students who had a perception of the demonstration method in the positive category as many as 28 people (43.8%) and with the negative category as many as 36 people (56.2%).

According to the researcher's assumptions from the research data, it shows that the majority of students' perceptions of the demonstration method are negative (56.2%), this is because in the learning process there are still obstacles in the students' self. One of them is regarding the perceptions that arise from each student with demonstrations brought by educators. These different perceptions make the understanding of each student is not the same. When the perception of students with the demonstration method brought by the educator is positive, it will increase the enthusiasm of students to take part in the learning brought by the educator and vice versa if the perception of students with the demonstration method brought by the educator is negative, then students will not be interested in the discussion presented by the teacher. In other words, a positive perception will definitely increase knowledge and achieve good learning goals and vice versa.

Based on the results of previous research by Mona Kristina at the Budi Mulia Midwifery Academy, Medan in 2013, it is known that of the 30 research respondents, it was found that the majority of students' KDK I scores were good (B), namely 15 people (50%), and the minority KDK I scores were students. is very good (A) that is 2 people (6.6%), while students who get a sufficient score (C) are 13 people (43.4%).

Learning outcomes are the results achieved from the teaching and learning process in accordance with educational goals. Learning outcomes are measured to determine the achievement of educational goals so that learning outcomes must be in accordance with educational goals. Learning outcomes are behaviors that occur after participating in the teaching and learning process in accordance with educational goals. (15)

The results showed that from 64 students of Binjai "Ex School" Guidance, students who had learning outcomes in English subjects in the very good category (A) were 0 people, student learning outcomes in the good category (B) were 9 people (14%), the learning outcomes in the sufficient category (C) are 52 people (81.3%) and the learning outcomes in the less category (D) are 3 people (4.7%).

According to the researcher's assumptions, from the results of the study that the majority of students got a sufficient score (C). This shows that student learning outcomes have not been maximized, this happens because there are still obstacles in the learning process, for example the way educators deliver is less attractive and educators are less enthusiastic in delivering demonstrations. Therefore, it is necessary to make more effective learning efforts, from students themselves and from educators so that the scores obtained by students can improve their learning outcomes in English subjects and can achieve excellent grades (A).

Based on research that has been carried out by Rosy Afrita with the title *The Relationship of Student Perceptions Using the Demonstration Method with Learning Outcomes of Midwifery Care Course II (Department) at the Midwifery Academy of Central Aceh Regency Government in 2013*. The results showed that there was a significant relationship between student perceptions of using the demonstration method. with the learning outcomes of midwifery care II (delivery) with the value of X^2 count (12.648) > X^2 table (9.488) and the significant value/probability (p) = 0.013 < 0.05. The conclusion of this study is that the better the students' perception of using the demonstration method, the better the learning outcomes of the Midwifery Care II (Department) course will be. (14)

Perception is a process that is preceded by the sensing process, which is the process of receiving the stimulus by the individual through the senses or also called the sensory process.

(18) The demonstration method is a way of presenting information in KBM by demonstrating how to do something with a clear visual explanation of the process. (8)

Learning outcomes are abilities obtained by children after going through learning activities. Learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. In learning activities or instructional activities, usually the teacher sets learning objectives. Students who are successful in learning are those who succeed in achieving learning goals or instructional goals. (5)

The results showed that of the 28 students who had a positive perception of the demonstration method, the majority of their learning outcomes were sufficient (C), namely 21 people (32.8%), and the minority with poor learning outcomes (D) 0 people (0%). Of the 36 students' perceptions of the negative category, the majority of the learning outcomes were in the adequate category (C), namely 31 people (48.4%) and the minority learning outcomes were in the very good category (A) which was 0 (0%).

From the results of the Chi-Square test carried out, the value of $Asymp\ sig (0.033) < = 0.05$ can be concluded so that it can be concluded that there is a relationship between Student Perceptions About Demonstration Methods and Learning Outcomes of English Subjects at Binjai "Ex School" Tutoring 2015.

The results of this study indicate that the relationship between students' perceptions of the speaking skill demonstration method and the learning outcomes of English subjects at the 2015 "Ex School" Binjai Tutoring is not so significant, because the Chi-Square test results show the $Asymp\ sig$ value of only 0.033. And from the cross table, it can be seen that although students have positive perceptions, their learning outcomes get a C (enough) score. So statistically there is a relationship between students' perceptions of the speaking skill demonstration method and learning outcomes for English subjects, but this is not the main factor.

According to the researcher's assumption that students' perceptions of the demonstration method are the opinions or views of students with the delivery of demonstration methods carried out by educators. In delivering the demonstration method, an educator must be able to master the material to be delivered, and as much as possible the educator brings the demonstration method in an attractive style and way in order to be able to attract the attention of students to pay more attention to the demonstration delivered, so that a good perception (positive) with the demonstration method used by educators will arise from students.

A student's positive perception of the demonstration method delivered by the educator can direct the potential that exists in students to follow the lessons given by the educator. With the formation of positive student perceptions, it will be easier for students to understand the demonstrations carried out by educators. In the process of implementing the demonstration method, how students can master and understand teaching materials thoroughly is still a difficult problem. This is because students are social beings who have different backgrounds. These differences can be seen from the aspect of intelligence, psychology and biology. From these differences, students have different perceptions. In this case, educators have an important role to be able to unite students' perceptions so that learning objectives can be achieved so that learning outcomes will increase.

4. CONCLUSION

Based on the results and discussion of this study entitled The Relationship of Students' Perceptions About the Method of Demonstration of Speaking Skills with Learning Outcomes of English at the Binjai "Ex School" Tutoring, it can be concluded as follows:

1. Students' perceptions of the demonstration method were in the negative category as many as 36 people (56.2%) and positive as many as 28 people (43.8%)
2. Students' English learning outcomes with very good grades (A) are 0 people (0%), good grades (B) are 9 people (14%), moderate scores (C) are 52 people (81.3%) and less value (D) that is 3 people (4.7%).
3. Statistically there is a relationship between students' perceptions of the speaking skill demonstration method and learning outcomes in English. Statistical test using Chi-Square test ($p = 0.033 < 0.05$). But in reality this perception is not the main factor in the lack of student learning outcomes.

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