



Demonstration Method in Teaching Writing and Personal Pronouns

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ABSTRACT

This research aimed to evaluate the effectiveness of the demonstration technique in teaching writing and personal pronouns refer to grammar to Private High School students in Lampung. Writing is a complicated aspect of English skills, particularly for personal pronouns. Personal pronouns are used by people, animals, things, or things. These pronouns depend on the role (subject, object, or possessive), number, third-person, and gender of the replaced noun. The students admitted that the learning method they had received thus far was tedious and only confused them; they needed to learn how to distinguish pronouns in personal pronoun material. The research used a qualitative method and involved 55 students from Private High School students in Lampung, classes IX A and B. Before the demonstration method was applied, almost 50% of students' scores were below 78. The learning method they received was tedious and confusing; they needed to learn how to distinguish pronouns in personal pronouns. However, students' performance increased or was higher after using the demonstration method. The good and excellent ranges improved to 29%, and 58% of the total was 87%. The results indicate that the demonstration technique is an effective method for teaching writing, particularly for enhancing students' understanding of personal pronouns. Hence, demonstration techniques offer an alternative approach to selecting methods for English language learning. Through the implementation of these techniques, there is an expectation that English learning will become more interactive, thereby engaging students' interest.

Introduction

Writing is a process of describing a language that enables the reader to understand the message conveyed by the writer. According to (Cicilia et al., 2023), writing is a kind of communication that comes from the ability to make amusing expressions for others during teaching and gaining knowledge of the process. It is considered a complex skill to master, requiring good vocabulary and more time for thinking than other activities such as talking. This study examined personal pronouns, forms of pronouns that specifically describe nouns, and names of people and animals. Pronouns are used as substitutes for nouns; (Sari & Maisarah, 2022) and pronouns have rules for replacing previously mentioned nouns to prevent the repetition of nouns and divide personal pronouns into four types: subjective pronouns serve as subjects, objective pronouns function as objects, possessive pronouns function as nouns, and possessive adjectives function as adjective pronouns. Class IX Private High School

students did not fully master writing or personal pronouns. The author found that some students at Private High School students Lampung still struggled with English, particularly in writing, and had low scores on English tests, with almost 50% of the students scoring below 78.

The demonstration method presents lessons by demonstrating to students a particular process, situation, or object, both actual and imitated. The demonstration method shows how an object works in relation to subject matter. The implementation of the demonstration method is proven to increase creativity and student learning outcomes, and it showed students' abilities increased significantly after using the demonstration method (Rohmat Umara, 2022). Based on interviews with students, they admitted that the learning method they had received thus far was tedious and only confused them; they needed to learn how to distinguish pronouns in personal pronoun material. Based on (Muhajir & Daljab, 2020) stated the demonstration method is a way of presenting learning material by demonstrating or showing students a certain process, situation or object being studied, either actual or imitation, accompanied by an explanation. There are several reasons why teachers use this demonstration method, including the fact that not all topics can be taught through explanation or discussion, the nature of learning requires demonstration, and there are different learning types of students who are strong visually but weak in areas such as additive and motor skills, and vice versa, and to facilitate the teaching of procedures.

Demonstration method used in learning is accompanied by modelling directly, and the lesson will be more enthusiastic (Farih, 2023). Demonstrating learning will impress its acceptance to form a perfect understanding. Students can observe, see, and pay attention to lessons. The demonstration method is a way to teach by giving direct examples, demonstrating, and practicing it to students per material to be demonstrated using either natural or imitation objects, followed by an explanation. Teach students more with this demonstration method because they imitate how the teacher demonstrates and presents learning materials by showing them a process, situation, and object being studied.

Based on the research of Pangaribuan et al., (2022) stated the research provides a solution by applying the demonstration method, namely a learning method by demonstrating objects, events, rules, and sequences in carrying out an activity, and it concludes using demonstration methods can improve learning outcomes in science subjects in grade 2 SDN Panguruan. In addition, the research of Rahmawati et al., (2021) said that the student's ability to use pronouns in the narrative text was 68.43%, and the student's ability to use personal pronouns in the narrative text was 62.93%. The difficulties experienced by students in using pronouns were a need to understand pronouns and narrative texts, even though the teacher and a lack of grammar books had taught them. Meanwhile, in other research by Herman et al., (2020) found that there were three kinds of students' difficulties in using personal pronouns in writing text, namely, personal pronouns as subjects (34%), as the object (24%), and as a possessive adjective (42%). Students have difficulty using personal pronouns when they write a recount text based on their experience.

Research Methods

This study used descriptive and qualitative methods. The primary purpose of conducting qualitative research is to understand individuals' thoughts, feelings, opinions, and reasons for these emotions (Cornel, 2023). Qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of the participants. The reason for choosing a qualitative descriptive research design is that the demonstration method in teaching writing and personal pronouns can be effective.

Respondents

The research respondents were students of Private High School students' classes IX A and B, totalling 55 students. The research respondents were 28 students (IXA class) and 27 students (IXB class). In this study, there were 55 respondents, comprising 26 male students and 29 female students, with ages ranging from 14 to 16 years on average. Respondent selection was predicated on the necessity for English proficiency, particularly in writing skills, hence Class IX was selected. Not only do they struggle with pronoun identification, but they also face challenges with writing skills. This research, employing technical demonstrations, aims to aid students in comprehending personal pronoun concepts and enhancing their writing abilities in preparation for the national final examination.

Instruments

Research instruments can be tests, surveys, scales, questionnaires, or even checklists used to assure the strength of your research to validated instruments (Duquesne University, 2023). In this study, the instrument employed was a test, conducted in two stages: a pre-test administered before implementing the demonstration technique, and a post-test conducted afterward. The writer made lesson plans for meetings during the research because lesson plans are essential to help the writer organize activities to be more effective and to achieve the goals needed in the class; the contents are about activities during learning. The teachers in this study conducted three meetings in a week. The writer teaches Monday, Wednesday, and Thursday for 90 minutes. Following each lesson, a test is consistently administered to assess students' writing skills and their comprehension of personal pronouns.

Data collection procedures

The authors used this test method for data collection. Data collection play a crucial role in the research process as they determine the quality and accuracy of the data collected (Bhat, 2023). Pretest data were provided before teaching using the demonstration method. In contrast, the post-test is given after the material using the demonstration method is given—the writer evaluates it by giving quizzes or tests every two meetings of English material. The author will compare the results of each student before and after the test.

Data analysis

The research data are described in the teaching description. Before applying the demonstration method, the writer asks the teacher the score of the students when the teacher conducts a test about personal pronoun material; Private High School students has

an applicable score range. The writer uses a writing rubric to assess students' writing. These five aspects are listed in Table 1. show:

Table 1. Rubric of Writing Assessment

Aspect	Score
Organization	20
Content	15
Vocabulary	25
Grammar	25
Punctuation	15
Total Score	100

The aspects evaluated included organization, content, vocabulary, grammar, and punctuation. After obtaining the score from the writing test, the value was converted into criteria determined by the school. The requirements are listed in Table 2:

Table 2. Assessment Criteria

No	Range	Criteria
1	90-100	Excellent
2	78-89	Good
3	65-77	Average
4	55-64	Deficient
5	0-54	Insufficient

Findings

Understanding the teaching and learning processes to improve classroom activities' processes and outcomes requires an objective. It allows explaining a word or concept to save time by showing something in front of the student faster than talking or explaining it. Demonstration as a medium for the teaching and learning process in teaching writing can specialize in personal pronoun materials; thus, students can distinguish between subjective and objective pronouns. It also aims to develop both learners' and teachers' confidence and motivation (Visa Alvionita et al., 2022).

The research results show that the demonstration method efficiently teaches students writing skills, especially in pronoun material. This is proven by the data processing results showing that the student scores before receiving the treatment demonstration method were mainly in the average criteria, with a value range of 65-77 in 42%, then after the demonstration method in 13%. After obtaining the demonstration method, excellent criteria also improved to 58%. In addition, it is noteworthy that no students remained in the deficient category, defined by scores ranging from 55 to 64, following the implementation of the treatment. Furthermore, aside from analyzing the quantitative data, the researchers conducted interviews, revealing that a majority of students expressed satisfaction with the demonstration method. They reported feeling happier during lessons as the method made the class more engaging and less monotonous.

Difficulties in Teaching and Learning Process

Even though using the demonstration method has proven to be effective in improving the learning abilities of Private High School students, several obstacles in teaching in class, for example, not all students are interested in English material, and some students consider the language material English to be complicated, it is rather dull, and some of them prefer sports or art material rather than class material. Based on (Yusridawati, 2022) said that symptoms in the learning process are that students are passive, do not want to speak in English, have difficulty applying the concepts learned, are shy and hesitant to start talking, and are afraid of making mistakes when they say. Some students reason to go to the toilet to avoid English material. Active students who prefer English lessons will be too noisy; with their dynamic nature, they talk to their classmates in loud tones, which also causes noise in class; this becomes unfocused. About two or three students feel afraid and insecure, which can be called anxiety, or excessive fear and anxiety.

When the class begin, students are timid and feel they do not understand the material delivered by the teacher at all, too shy to express their expressions while studying; even when asked to come forward and take assignments, students bow and do not dare to go to the front of the class, if the teacher forces them, they do without effort. There is a great fear of their feelings. The students imagined how embarrassed they would be if they answered wrong questions and the deep embarrassment they felt in front of their classmates. It needs to look for ways and solutions, and the class remains conducive to making students receive the material provided with focus. A teacher tries to make rules during English class hours; before starting the lesson, the teacher gives students 15 minutes to complete their tasks. The teacher also provides punishment rules to students who make noise and forbid students who make fun of friends to get low scores, or friends who find mistakes in carrying out assignments given by the teacher; thus, students who mock their friends are given sanctions for memorizing English vocabulary.

Applied the Demonstration Method to Personal Pronoun

The writer arranged the students' seat using a letter (U) to widen the room. The arrangement of students' seats aimed to make students more focused on paying attention to the material and their friends who demonstrated the dialogue and sentences. After the implementation of the demonstration method, the learning process ended by checking the students' understanding. Through several questions, the teacher checked whether the students had understood the material regarding their personal pronouns. The results were entirely satisfactory; a total of the twenty-eight students, twenty-five already understood personal pronouns and how to use them, and the three remaining students still needed clarification about personal pronouns. The project asks the students to write about the "figure that inspired them." Their writing must use a personal pronoun and they must mark the personal pronoun they use in their essay.

Learning using the demonstration method trains students to memorize more personal pronouns. Students find it easier to understand what they are learning, being more active in observing, adjusting between theory and reality, and trying to do it themselves (Hajar et al.,

2021). Not only is writing improved but it also requires a deeper understanding of the material for this personal pronoun. However, its use is complicated and its meaning may be better if the placement is correct. Teachers need to help students comprehend the material. The teacher means starting to speak with peers using English, mixing it with Indonesian, and then becoming used to it. The teacher also means doing tests using a pencil and eraser; hence, if they make a mistake, they can erase their table of content cleanly, and their writing still looks neat.

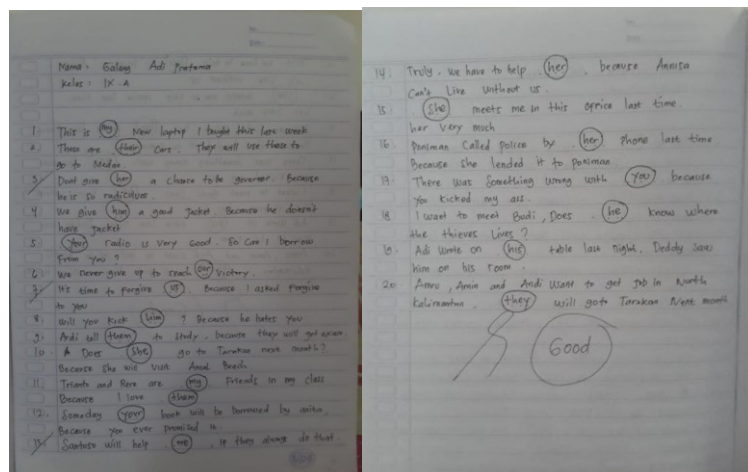


Figure 1. Student Assessment Test Result 1

The above picture is one of the assignments for Class IX. Student A, 20 questions given by the teacher, managed to complete 17 questions. There were only three errors in the questionnaire. Hence, the score was included in the writing criteria with a good deal. Previously, he was only able to complete 15 questions included in the average standards. It shows an increased improvement after receiving the material using the demonstration method.

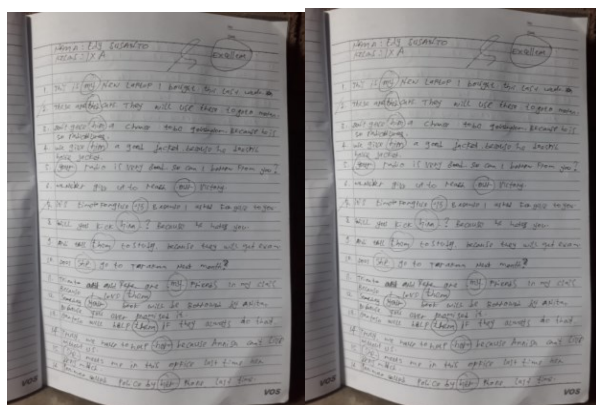


Figure 2. Student Assessment Test Result 2

The second picture is an example of a student B assignment; he completed 18 correct questions and only two wrong questions out of 20 questions. He admits that learning English using the demonstration method, especially personal pronoun materials, makes it more accessible. Then, the score he gets is included in the excellent criteria; previously, he only achieved average and good grades.

Learning English using the demonstration method is very interesting because it provides several examples of demonstrations in front of the class, showing the pictures in the module, and demonstrating the personal pronoun material dialogue. Based on (Muliati et al., 2021) stated the demonstration method has also helped students understand writing texts by presenting lessons by directly demonstrating what happens with oral explanations; students become more active in the teaching process, expressing opinions, and commenting on the material discussed. The demonstration learning model in class IX Private High School students invites students to directly carry out learning activities, such as reading poetry, singing, storytelling, and discussion. The teacher's role is necessary to implement teaching and learning activities in the classroom. The teacher acts as a demonstrator, namely as a facilitator who prepares some of the media needed in the demonstration process, providing the time required and being a model or demonstrating an event or method of a problem. Good cooperation between teachers and students will produce adequate learning, as evidenced by the increased student scores compared with implementing the demonstration method during the previous teaching and learning process. According to students, this demonstration method makes lessons more straightforward and concrete, and catches students' attention. The demonstration method is impressive, as it helps students find answers based on facts or correct data.

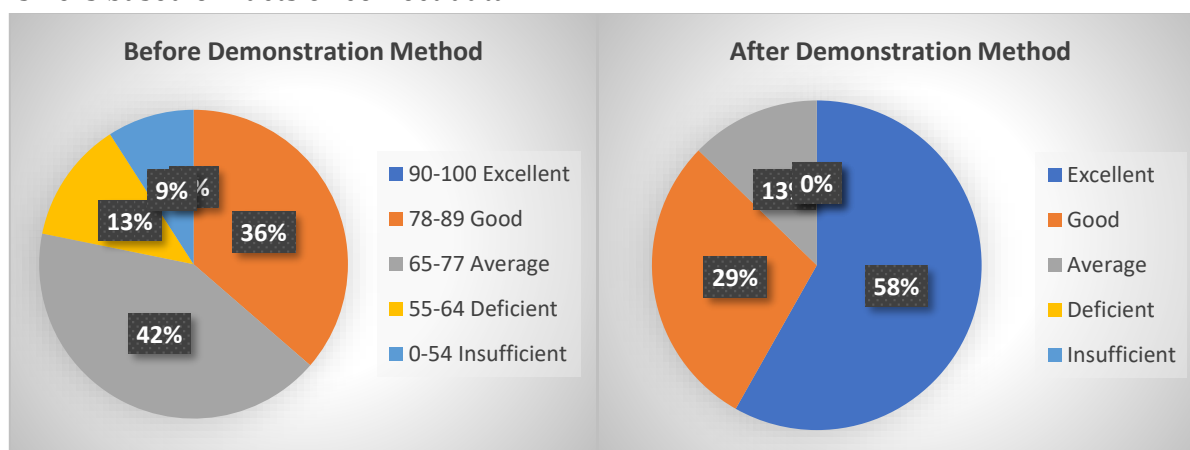


Figure 3. Before and After Demonstration Method

The student scores before receiving the treatment demonstration method were mainly in the average criteria, with a value range of 65-77 in 42% then after demonstration method in 13%. Good and excellent also improved to 29% and 58%, respectively, after obtaining the demonstration method. Two students were in the deficient category, with a value range of 55-64. Students' writing improves when personal pronoun material is provided. It can be seen from the chart in applying the demonstration method that their writing was quite good, and their placement followed the meaning.

In addition, the author conducted interviews with Class IX Private High School students.

Dialogue 1. Announced the result of the student's test assessment

The writer : "The results are pretty good, although there are still some students whose learning needs to be improved."

Students : "ok Miss".

The writer : How do friends respond after using the demonstration method?"

Student A : "It's quite fun Miss, I understand more."

Student B : "It's also easier for me to understand the personal pronoun material Miss."

Student C : "in my opinion using the demonstration method is quite interesting, and not boring".

Before implementing this demonstration method, the students were required to help write personal and noun pronouns. Now, they can use personal pronouns and do not lose their true meanings. For example, they can distinguish pronouns (He) for males and (She) for (female) pronouns. This research also aligns with a previous study conducted by Dedek Aditia et al., which showed that the demonstration method applies a creative and active teaching process that can motivate students to be involved in learning (Aditia et al., 2023). Additionally, according to (Maribet Cicilia Raja Guk Guk et al., 2023) research indicated that the demonstration method can enhance students' ability to write procedural texts. Through approach demonstrations, students showed improvement in utilizing appropriate vocabulary, generating creative ideas, and improving grammar and spelling skills. These findings suggest that demonstration methods can effectively boost student engagement and proficiency in procedural writing tasks. This research was conducted with respondents, namely class X TKJ 2 of SMK 1 TELKOM MEDAN students in the academic year 2022/2023, as many as 32 students. So, by looking at the results of research and previous research, it can be concluded that the demonstration method is efficacious in improving students' writing skills.

Conclusion

The demonstration method was applied in two steps: the preparatory and implementation stages. In the primary setting, the required materials and equipment are prepared, and the implementation stage consists of three phases: opening, demonstration implementation, and steps-to-end demonstrations. This needs to be corrected in student learning, such as the mistakes made by Private High School students, especially in class IX; they need personal pronoun material and decreased laziness in learning English. English is challenging, and teachers' material delivery should be more varied to make students feel bored. The demonstration method in class is quite adequate, and Private High School students' writing comprehension is quite successful. Based on the student scores in the implementation of the demonstration method, there was a significant difference in the students' scores.

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