JELE

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Editorial Team

PREFACE

We proudly present a *Journal of English Language and Education (JELE) Vol.2 No.2,* which is envisioned to represent the growing needs of linguistics, literature, and education in English. This journal is written by practitioners and researchers to share their knowledge and solution in the area, to identify new issues and to shape future directions for research.

This journal comprises seven articles dealing with linguistics, literature and English education. They are categorized into pragmatic analysis, English literature, technology development in teaching, and techniques as well as approaches that lead to English teaching development.

This journal would not have been possible without the great support of the Editorial Board members; hence, we would like to express our sincere thanks to all of them. We also would like to thank to all writers who have contributed to this journal content. It is our hope that this fine collection of articles will be a valuable resource for English language and education readers and will stimulate further research into the area.

Yogyakarta, December 2016

Editor

DAFTAR ISI

Halaman

THE IMPLEMENTATION OF DEMONSTRATION STRATEGY USING MODELING VIDEOS TO IMPROVE CONFIDENCE AND PRACTICES IN PRESENTATION

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Abstract

The objectives of this study were to explain the problems faced by engineering students of Semarang State Polytechnic in their presentation skills, to describe the implementation of demonstration strategy using modeling videos in improving the students' self-confidence and practice in their presentation and the improvement when the strategy was applied. The research design of this study was classroom action research. The subjects were 20 engineering students from Telecommunication Study Program of Semarang State Polytechnic. The study was conducted by doing observation, giving pre test and posttest and questionnaire. The actions were conducted in three cycles. The findings showed that the implementation of demonstration strategy using modeling videos was able to improve the engineering students' self-confidence and practice in their presentation skills. First, the students were actively involved in the teaching learning process. It could be seen from the result of observation sheet done by the researcher. There was an improvement of 3.3 points. Second, the posttest result showed significant progress from the pre test score, which was 69.8 into 84.95.

Keywords: demonstration strategy; modeling videos; practice, presentation, self-confiden

INTRODUCTION

Polytechnic students who enrolled in the engineering department are expected to become a professional engineer with good knowledge and practice. In tryengineering.org (2012), engineers are the people who work every day to solve problems and create many things that people need. They are the connection between social needs and valuable equipment. Therefore, engineers are not only dealing with machinery and technology but with people as well. Engineers must work closely with other engineers and often with customers as well. Therefore, they need to have not only the technical skills to help solve the problem but also effective communication skills to ensure that the solutions they propose means for those who need them.

To improve its graduates' quality especially in communication, Semarang State Polytechnic has made English as the major foreign language taught in all departments including engineering departments. Presentation skills are one of the most frequently taught and used skills in various classrooms. It is based on the result of some needs analysis and meetings with the graduates and companies. In English classes, the students are equipped with these skills from semester to semester. According to Meloni & Thompson (1980) in Zivkovic (2014: 1), a well-guided and organized oral presentation will offer a learning experience

and life skills that will give many benefits to ESL/EFL students' school life and their future career. Even though presentation skills are taught in every semester, the students still ind difficulties in acquiring the skills. Among several barriers in doing presentation in English, lack of confidence and practices are the major problems. In order to improve the students' presentation, this research will integrate the demonstration strategy and the use of some modeling videos. This research will be carried out to investigate "*The Implementation of Demonstration Strategy Using Modeling Videos to Improve the Self Confidence and Practices of Engineering Students' in Their Presentation Skills, the Case of Telecommunication Engineering Class of Semarang State Polytechnic."*. The objectives of this study are; to describe the problems faced by telecommunication engineering students of Semarang State Polytechnic in presentation skills; to explain the implementation of demonstration strategy using modeling videos in improving engineering students' self-confidence and practices in presentation skills; to explain the improvement of engineering students' self-confidence and practices in presentation skills when demonstration strategy using modeling videos is implemented.

Communication Skills for Engineering Students

As mentioned previously, developing engineering students' communication skills is as important as improving their technical skills. Communication skills help gaining positive results in their studies and future professional life as engineering specialists (Maļinovska & Mežote, 2010). During their campus life, communication skills can help them to finish their tasks. Their future employer will find their strong communication skills as assets to build network with other engineers and customers. The following diagram illustrates the types of communication skills.
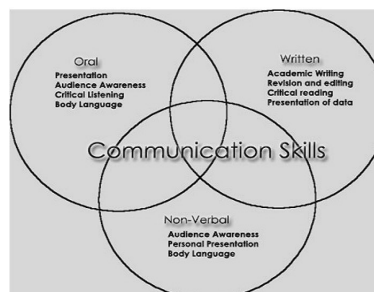

Figure 1 Components of Communication Skills according to Scienceuniverse.edu.au.com

The diagram shows various types of communication skills, one of them is presentation skill. It belongs to oral communication skills and is at the peak part

of the first circle in the diagram leading the other oral communication skills in the list.

English for Engineering Students

There are approximately one-fourth of the world's residents that can communicate to some degree in English (Mydans, 2007). English is the main means for connection with other people with different background and can be a solution to barrier in communication across cultures. To engineers, English allows them to share ideas, resolve problems, and cooperate. For example, French engineers communicated with Egyptian engineers in English during the recent building of the Cairo subway (El-Raghy, 1999). Therefore, learning English is obligatory for engineering students.

Presentation

Presentation, according Stott (2001), in Li Jing (2009), is different from formal large-scale lectures and public speeches. Large-scale lectures and public speeches do not enable enough interaction between speakers and audience, while presentation provides more freedom for presenters and audience to have a communication. Therefore, in the teaching of presentation skills, teacher should make sure that the students are be able not only to speak in front of the audience confidently but also to deliver the information and build interaction with them.

Presentation previously was mentioned as one fundamental skill in developing oral communication skills. In terms of language teaching, they are essential, especially in the university environment in which the students must build their communication skills. The rationale of this is to prepare students for their future career. Besides, mastering presentation skills will also boost the students' English skills. Thus, presentation must become part of language teaching syllabus, especially in English teaching syllabus. Nevertheless, some researchers have been arguing on the importance of presentations in language classrooms. They focuses on how the teaching of presentation takes much time and can produce boredom and even poor behavior from the rest of the class (Ross, 2007 in Miles, 2009: 104). It has also been argued that presentations increase student anxiety levels and this is contradicting the important aspects of language acquisition (King, 2002 in Miles, 2009: 104). This happens not only in language class but in many other subject in which the students are required to do presentation. The limited time allotted for teaching presentation skills even make the teachers do not really teach the skills but only make presentation as a task the students must accomplish without adequate background of knowledge to do it. However, when these skills are really taught, the students get bored. There is no significance result. Thus, the teachers/lecturers must make more efforts to find the best method to make the teaching of presentation at schools and

universities becomes more interesting and motivating so that it can really improve students' communication skills.

There are many experts discover the advantage of learning presentation skills and practice them. Few of them are discussed in this section. Essberger (2003) discovers the advantages of asking students to perform presentation:

a. Students can practice their speaking skill more independently.

b. It is a good opportunity for the other students to practice their listening skills while paying attention to the presenters.

c. It motivates students to perform with confidence

d. It can be good real situation practice for those students who may actually need to give presentations in English in their future careers

e. It is an excellent generator of spontaneous discussion

f. It is a good practice for student's critical thinking, creative thinking, and integration of skills.

Self-confidence

Self-confidence is one of the biggest problems faced by the students in learning presentation skills. they need to overcome this problem if they want to improve their presentation skills. Skills You Need (http://www.skillsyouneed.com/ps/confidenh tml) describes that confidence is "a state of mind". Learners must possess positive

mindset, do more practices, have a lot of training, to improve knowledge, and learn to communicate well to others. Thus, they can improve their self-confidence and their presentation skills.

Presentations can be arranged in different ways: individually, in pairs, or in groups of three or more students. This can depend on the size of the class, the topic, and the aims and objectives that the teacher wants to achieve. Whereas working individually provides learners with autonomy and privacy, and trains them to work independently, working in pairs or groups is highly productive and encourage in the learners the value of collaboration and teamwork. Pair and group work positively influences ''social integration'' and ''negotiation of meaning'' (Schcolnik & Kol, 1999, ''Methodological Tips and Conclusion,'' para. 3), which can directly and positively affect the process of language and knowledge acquisition and the quality of language output.

Teachers can start with presentations that are conducted in pairs or groups and then move on to those that are conducted by an individual student, because the former two types help students gain experience and confidence.

Furthermore, presentations can be spontaneous or arranged. For example, teachers can ask students to present a topic closely related to the previous day's lesson in order to emphasize the practice of the

language presented in the context of that lesson. Alternatively, students can present a topic of their choice as part of a speaking exercise. This can be done spontaneously or in an arranged manner. In the former case, the students can be asked by the teacher, as he or she walks into the classroom, to present without prior arrangement. In the latter case, the students can be asked to treat the topic as homework and plan for and prepare it carefully at home and present it the following day.

Demonstration method

Chikuni (2003) in Iline (2013) brings up two types of demonstration, the step by step and the whole process demonstration. McKeachie in Iline (2013) adds another type of demonstration, the spot demonstration. The whole process demonstration is the full process without any interruption from the beginning to the end. The step by step demonstration allows the teachers to break down the process into several steps. The spot demonstration makes the students follow the steps and interrupt during the demonstration. After showing the whole process, the students follow the steps but have to stop them when the teacher spots a problem during the practice. The teacher will then show the correct way to do to avoid them making more mistakes.

In general, the practice of demonstration method is similar to other teaching method. The teacher must prepare it

well before the lesson started. The teacher can use teaching aids in carrying out this method, for example, computer, photographs, videos, etc.

To be specific, there are seven steps to implement demonstration method. They are:

a. Carefully plan the demonstration
b. Practice the demonstration
c. Develop an outline to guide the demonstration
d. Make sure everyone can see the demonstration
e. Introduce the demonstration to focus attention
f. Ask and encourage questions
g. Plan a follow up to the demonstration

Among the seven steps, the second and fourth steps are often underestimated by the teacher. They often forget practicing and checking whether they can really apply the demonstration within the available time and place. In the teaching of presentation skills using modeling videos, the teachers will need a quite atmosphere so that there will be no distraction during the demonstration of the videos. The teachers need to ensure whether the students can listen to the sound and watch the video being played clearly. Therefore, it is crucial for the teachers not to skip those two steps in conducting demonstration strategy.

Video material

The use of videos in the language class has even started since the late 1960's.

However, today the application is getting easier and cheaper. Only by using computer and LCD projector, the teaching and learning of English can be very fun and evocative. It helps a lot especially when they cannot get good books for the students. Further, the teachers can become more creative in designing the lesson plan. They can get it from the internet or even make a video on their own if they know well how to do it.

Harmer (2007, 310) in Yassaei (2012) suggests several viewing techniques in the classroom when using films and videos especially for listening activity:

a. Silent viewing (the teacher plays the video without the sound)
b. Freeze framing (pausing the picture and asking the students what they think will happen next)
c. Partial viewing (covering most of the screen with a piece of paper)
d. Picture or speech (half the class watches the video while the other half faces away)
e. Subtitled films (students see and hear the English language)
f. Picture-less listening (listening to the audio before watching the video)

These various viewing techniques proposed by Harmer (2007: 310) can help a lot when the teachers create lesson plan for teaching presentation skills. These options will prevent boredom that often occurs among the students when they learn presentation skills. Teachers who have more skills in video editing can do more

interesting things with plain videos. They can use various editing software and integrate sounds or add eye-catching animated pictures into the videos. They can upload it to the internet and the students can have full access to watch the videos through their smart phones. When the teachers do these combination of video watching techniques, the students will become more motivated in learning presentation skills.

METHOD

This research applies Classroom Action Research (CAR). The subjects of the research are the junior students (the second year students) of Telecommunication Program Study of Electrical Engineering Department Polines Academic Year 2015-2016, especially the students of class TK-2C. There are 20 students, consisting of 7 male students and 13 female students.

The instruments are questionnaires, students' presentation scoring sheet, and observation sheet.

RESULTS AND DISCUSSIONS

This study implemented demonstration strategy using modeling videos to improve the engineering students' self-confidence and practice in presentation skills. This research was a classroom action research and there were three cycles involved and finished within fourteen meetings. The first cycle consisted of 5 meetings, the second was 5 meetings and the last was 4 meetings. In

every meeting, slowly but surely the students made some progresses. The implementation of demonstration strategy improved in every cycle and as a result, the engineering students' self-confidence and practices improved as well. The improvement was supported by two major findings; the students' improvement related to their activities in the teaching and learning process evaluated through observation and their improvement when they carried out their presentations.

The table below demonstrates the students' progress in terms of their activities in class. The evaluation involved five points:

1. Student's consistency in attending the class and being on time.
2. Student's preparation for class assignments and oral presentation
3. Student's contribution to class discussion
4. Student's attention during lecture and oral presentation
5. Student's confidence during oral presentation

The range of the score for each point was 1 up to 4. 1 meant less active, 2 was fair, 3 was active, and 4 was active. Therefore, the total average started from 5 up to 20. The average of the students' activity in the first cycle was 15.35, which means that the students were active during the implementation of demonstration method. In the first cycle, the researcher implemented the demonstration strategy using modeling videos and included some exercises for class discussion to accompany the modeling videos demonstrated. In the second cycle, the lesson plan was modified by giving a quiz and game after demonstrating the modeling videos. From this, the students' activity improved significantly from 15.35 into 18.4. The students became very active and motivated to participate in their class. In the last cycle, the researcher implemented the demonstration strategy by playing the videos and then gave the students' the copy of their own presentation video. They were asked to compare those videos and evaluate them in groups. After that, the researcher checked the result by asking the students to report it individually to the researcher in class. As a result of doing this, there was an improvement of the students' activity from 18.4 into 18.65. Thus, in the last cycle, there were 18 students (more than 80% of the students) considered active during class session.

Table 1. Students' Improvement on Their Activities in Class from Cycle 1 up to Cycle 3

NO	RESPONDENTS	Cycle		
		1	2	3
1	Ade Ulfah L.	18	19	19
2	Alang Mafuzakaria	15	17	18
3	Arianto Kartika C.	15	18	18
4	Dinda Permata	15	18	18
5	Elga Panji	17	17	17
6	Fatima Cikal	17	20	20
7	Ferdinand P	5	10	16
8	Fitri Nuzulia RH	12	17	18
9	Istiani Desi R.	15	19	19
10	Leni Andriani	16	20	19
11	Meita Rosalina	15	19	20
12	Muhammad Afif	18	20	20
13	Nur Aini Puspita	17	20	20
14	Rifky Djody L.	15	19	19
15	Rizky Harliani P	15	19	19
16	Seshariana R	18	20	20
17	Sofiani Putri	17	20	20
18	Tri Utami	17	20	20
19	Wulan Hidayatur	15	18	16
20	Yogi Dwi L	15	18	17
	N	20	20	20
	Σ	307	368	373
	MEAN	15.35	18.4	18.65
	Std. Deviation	2.85	2.26	1.35
	Max	18	20	20
	Min	5	10	16

The implementation of demonstration strategy by using modeling videos had a good influence to the improvement of the students' self-confidence and practice in presentation skills. By using this strategy, the students watched and learned the characteristics of a good or bad presentation. They knew what to prepare and how to practice before doing presentation in class. Thus, they gained more confidence in delivering their presentation. The students' performance in the first cycle did not improve significantly. However, in the third cycle, 80% (16) of the students reached the minimum passing grade of 80. Only four of them scored under 80. The presentation modeling videos used through the implementation of demonstration strategy were succeeded to improve not only their self-confidence and practice but also the other aspects in presentation such as their language choice and presenter-audience rapport.

Table 2. The Students' Improvement on Presentation Performance Cycle 1 to Cycle 3

RESPONDENT'S NAME	SCORES			
	PRE	1	2	3
Ade Ulfah L	73	84	88	90
Alang Mafuzakaria	68	74	78	82
Arianto K.C.N.	67	76	78	78
Dinda Permatahati	68	76	84	84
Elga Panji Pratama	71	80	78	80
Fatima Cikal NAN	78	81	94	96
Ferdinand Panditya	60	64	0	77
Fitri Nuzulia RH	65	0	74	76
Istiani Desi R.	61	76	82	82
Leni Andriani	70	80	86	90
Meita Rosalina	68	74	78	82
Muhammad Afif F	72	78	82	86
Nur Aini Puspita S.	74	78	86	88
Rifky Djody L.	68	72	82	84
Rizky Harliani P	70	78	81	84
Seshariana Rahma	75	86	92	92
Sofiani Putri	78	82	90	96
Tri Utami	78	84	92	94
Wulan Hidayatur	68	74	78	78
Yogi Dwi Laksana	64	72	76	80
N	20	19	19	20
Σ	1396	1469	1579	1699
MEAN	69.8	77.32	83.11	84.95
Std. Deviation	5.22	5.21	5.95	6.30
Max	78	86	94	96
Min	60	64	74	76

In the implementation of demonstration strategy using modeling videos, slowly but surely the students made some progresses in their presentation. The implementation of demonstration strategy was improved by the researcher in every cycle by modifying the lesson plans and as a result, the engineering students' self-confidence and practices improved as well. The improvement was supported by two major findings; the students' improvement related to their activities in the teaching and learning process evaluated through observation and their improvement when they carried out their presentations. In the first cycle, the researcher implemented the demonstration strategy using modeling videos and included some exercises for class discussion to accompany the modeling videos demonstrated. In the second cycle, the lesson plan was modified by giving a quiz and game after demonstrating the modeling videos. From this, the students' activity improved significantly from 15.35 into 18.4.

The students became very active and motivated to participate in their class. In the last cycle, the researcher implemented the demonstration strategy by playing the videos and then gave the students' the copy of their own presentation video. They were asked to compare those videos and evaluate them in groups. After that, the researcher checked the result by asking the students to report it individually to the researcher in class. As a result of doing this, there was an improvement of the students' activity from 18.4 into 18.65. the maximum point was 20, which means the students are very active. Thus, in the last cycle, there were 18 students (more than 80% of the students) considered active during class session.

The implementation of demonstration strategy by using modeling videos had a good influence to the improvement of the students' self-confidence and practice in presentation skills. By using this strategy, the students watched and learned the characteristics of a good or bad presentation. They knew what to prepare and how to practice before doing presentation in class. Thus, they gained more confidence in delivering their presentation. The students' performance in the first cycle did not improve significantly. However, in the third cycle, 80% (16) of the students reached the minimum passing grade of 80. Only four of them scored under 80. The presentation modeling videos used through the implementation of demonstration strategy

were succeeded to improve not only their self-confidence and practice but also the other aspects in presentation such as their language choice and presenter-audience rapport.

CONCLUSION

Based on the data and the results of the study, the researcher arrives at the following conclusion:

1. Demonstration strategy using modeling videos applied in order to improve engineering students' self-confidence and practice in presentation skills was carried out in three cycles. Every cycle was accomplished in circular steps consisting of four steps. They were planning, acting, observing, and reflecting. In the preliminary research, the researcher found some problems related to the students' presentation skills. First, the students had poor ability in organizing their presentation. Second, there was no eye contact to the audience during their presentation. Third, they had problems in terms of delivery skills. Fourth, they brought and read their script during the presentation. Last, they did not master their own topic and they did not pay attention to time duration given by their lecturer. All these problems were caused by two main problems, which were, lack of self-confidence and practices.

2. In the teaching and learning process, the researcher implemented demonstration strategy using modeling videos by

playing the videos in the classroom with several variations applied in each cycle. At the end of every cycle, the researcher gave posttest to measure their improvement. The researcher also used observation sheet to evaluate the students' activity during class instruction. A questionnaire was distributed to the students in the last meeting of each cycle to know their perception toward the implementation of demonstration strategy using modeling videos.

3. According to the data drawn from the result of the posttest, observation sheet, and questionnaire, there were significant improvement of the students' achievement and participation after the treatment given. The average of the mean value of the students' posttest score in the first cycle was 77.3 the second cycle was 79, and the third cycle was 85. The percentage of the students' participation in the first cycle was 68%, the second was 95%, and the last cycle was 94%. From these it was concluded that the implementation of demonstration strategy using modeling videos could improve the engineering students' self-confidence and practice in presentation skills.

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