



The Influence of the Demonstration Method Used by Teacher on The Reading Ability (Qualitative Research at 5th Grade Students at SDN BANJARSARI 02)

Pengaruh Metode Demonstrasi yang Digunakan Guru terhadap Kemampuan Membaca (Penelitian Kualitatif pada Siswa Kelas 5 SDN BANJARSARI 02)

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Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh metode demonstrasi terhadap kemampuan membaca bahasa Inggris siswa kelas 5 di SDN Banjarsari 02. Latar belakang penelitian ini adalah rendahnya kemampuan membaca bahasa Inggris siswa, meskipun guru telah mencoba berbagai metode. Metode demonstrasi dipilih karena diyakini dapat meningkatkan pemahaman dan partisipasi siswa. Penelitian deskriptif kualitatif ini melibatkan 36 siswa kelas 5. Pengumpulan data dilakukan melalui observasi, tes pemahaman bacaan (5 soal pilihan ganda), kuesioner, dan wawancara semi-terstruktur. Hasil menunjukkan metode demonstrasi efektif meningkatkan pemahaman siswa terhadap informasi eksplisit dalam teks, tetapi kesulitan tetap ada dalam memahami informasi implisit dan detail. Siswa menilai metode demonstrasi menyenangkan dan memotivasi, meskipun beberapa meragukan efektivitasnya dalam meningkatkan kemampuan membaca. Tantangan yang dihadapi meliputi fokus siswa dan lingkungan kelas. Kesimpulannya, metode demonstrasi bermanfaat, tetapi perlu dilengkapi dengan strategi lain untuk meningkatkan pemahaman inferensial dan mengatasi kendala lingkungan belajar. Kata kunci: Demonstrasi, Metode Pembelajaran, Keterampilan Membaca Bahasa Inggris.

Kata Kunci: *Demonstrasi, Metode Pembelajaran, Keterampilan Membaca Bahasa Inggris*

Abstract

This study aims to examine the influence of the demonstration method on the English reading ability of 5th-grade students at SDN Banjarsari 02. The background of this research is the low English reading ability of students, despite the teacher having tried various methods. The demonstration method was chosen because it is believed to enhance student understanding and participation. This qualitative descriptive study involved 36 fifth-grade students. Data were collected through observation, a reading comprehension test (5 multiple-choice questions), questionnaires, and semi-structured interviews. The results showed that the demonstration method effectively improved students' understanding of explicit information in the text, but difficulties remained in understanding implicit information and details. Students rated the demonstration method as enjoyable and motivating, although some doubted its effectiveness in improving reading ability. Challenges encountered included student focus and the classroom environment. In conclusion, the demonstration method is beneficial but needs to be complemented by other strategies to improve inferential understanding and address learning environment constraints.

Keywords : *Demonstration, Teaching Method, English Reading skills*



INTRODUCTION

English is one of the most important foreign languages taught in elementary schools across Indonesia. Its early introduction is aimed at equipping students with basic communication skills, improving global literacy, and preparing them to participate effectively in an interconnected world. In the modern era, the ability to understand English reading materials is essential not only for academic success but also for broader access to knowledge and technology. Therefore, learning English especially reading skills has become a central focus of the curriculum in many elementary schools.

At the elementary level, reading is not just about decoding written symbols. It involves a complex process that combines recognition, comprehension, interpretation, and retention. However, in practice, teaching reading to young learners presents several challenges. Many students tend to be passive, showing limited engagement during English lessons. They often struggle to respond to teachers' questions or demonstrate an understanding of the text. This lack of interaction becomes a serious obstacle, as reading requires not only the ability to identify words but also the capacity to extract meaning, relate ideas, and apply understanding to various contexts.

In the classroom context observed at SDN Banjarsari 02 in Serang City, this issue is prevalent. Preliminary observations revealed that while some students excelled in understanding English reading materials, the majority showed low participation and poor comprehension. Teachers have attempted various instructional strategies to address this issue, such as group discussions, question-and-answer techniques, and the use of visual aids. Despite these efforts, many students remained unresponsive or uninterested. However, one approach that stood out in drawing students' attention was the demonstration method.

The demonstration method is a teaching technique that involves showing students how to perform a task or understand a concept by modeling it directly, often with verbal explanations, gestures, and visual cues. According to Roni Hariyanto (2020), this method involves presenting the learning material by demonstrating a process or activity related to the topic, supported by explanations from the teacher and teaching aids such as pictures or objects (Demonstrasi, 2020). Similarly, Yetti Hidayatillah (2021) emphasizes that demonstration enhances students' understanding by combining practical visualization with theoretical instruction. When students see how something is done and hear it explained simultaneously, they are more likely to grasp and retain the concept (Dewanti et al., 2020).

In reading instruction, demonstration becomes particularly powerful. As per Davis and Bistodeau (1993), reading is an interactive process involving both bottom-up and top-down cognitive strategies. Bottom-up processes include recognizing words, understanding sentence structure, and interpreting grammatical forms. Top-down processes involve using background knowledge, making predictions, and drawing inferences. Effective reading instruction should integrate both. Demonstration helps bridge these two processes by allowing students to hear how texts are read, see facial expressions and gestures that convey meaning, and practice mimicking what they observe (Sultan, 2022).

Moreover, Baier (2005) asserts that reading is a core competency for lifelong learning and success in society. Without adequate reading skills, students will face difficulties in acquiring knowledge across academic subjects. In line with this, Urquhart and Weir (1998) explain that reading ability comprises two components: skill and comprehension. Skill refers to the mental ability to decode and process text, while comprehension is the ultimate goal understanding and internalizing what is read. Supporting this, Kim (2009) adds that reading is not a passive activity but a cognitive process that requires parsing (breaking down information), bridging (connecting ideas), and constructing meaning through discourse (Sultan, 2022).

In the context of learning English as a foreign language, reading becomes even more demanding. Students are exposed to unfamiliar vocabulary, sentence structures, and cultural references. Many elementary students have limited exposure to English outside the classroom, and



this hinders their ability to build vocabulary and context understanding. As highlighted in the observations at SDN Banjarsari 02, most students have no access to English books, digital tools, or additional courses outside school. This puts more pressure on classroom instruction to be as effective and engaging as possible.

Given these challenges, the demonstration method emerges as a viable solution. It leverages students' visual and auditory learning styles, stimulates active observation, and reinforces language input through modeling and repetition. When teachers read texts aloud, demonstrate pronunciation, use gestures, and guide students through the reading process, students are more likely to follow along, build confidence, and participate actively. This is especially important in short instructional periods such as the two-hour-per-week English sessions at SDN Banjarsari 02 where time must be used efficiently to maximize learning outcomes.

The need to enhance reading comprehension is not only about improving test scores but also about equipping students with tools to become independent readers. Reading comprehension involves the ability to answer questions, make inferences, and draw conclusions based on the text skills that are foundational for success in higher levels of education. The demonstration method supports this development by allowing repeated exposure to sentence patterns, vocabulary use, and reading structure. Teachers can ask guiding questions, give corrective feedback, and foster peer discussion around the demonstrated material.

Therefore, this study seeks to explore how the demonstration method influences the reading ability of 5th-grade students at SDN Banjarsari 02. It aims to assess the effectiveness of this method in improving students' reading comprehension, vocabulary recognition, and engagement. By combining theoretical foundations on reading instruction with practical classroom observations, this research aspires to provide valuable insights for English language educators. In particular, it hopes to demonstrate that the demonstration method, when applied consistently and interactively, can significantly improve students' English reading performance even in resource-limited classrooms.

RESEARCH METHODOLOGY

This study employs a qualitative research methodology to explore the influence of the teacher's use of the demonstration method on the reading ability of 5th-grade students at SDN Banjarsari 02. The qualitative descriptive design is chosen to gain in-depth understanding of how the demonstration method affects students' reading skills and engagement during English lessons. The participants consist of 36 students from the 5th grade, selected purposively based on their experience with the demonstration method in the classroom setting.

The Data were collected through several techniques to obtain comprehensive and valid findings. The researcher used several types of instruments to get the results of this research observation, namely after the class observation stage, the researcher used reading a text entitled the wise owl in the form of a short story by demonstrating vocabulary one by one, then per sentence. This aims to attract students' attention through the teaching demonstration method. And to measure students' reading ability, the researcher used a reading test containing 5 multiple choice questions from the short story The Wise Owl. The second instrument the researcher used a survey in the form of a questionnaire about research The Influence of the Demonstration Method Used by Teacher on The Reading Ability (Qualitative Research at 5th Grade Students at SDN BANJARSARI 02) using a google form of 10 questions with a likert scale of 1 to indicate Strongly Disagree - 5 to indicate Strongly Agree. And the third instrument was a semi-interview by taking respondents from English teachers who taught in grade 5 of SDN Banjarsari 02, and 2 students who were most prominent in English in grade 5 SDN Banjarsari 02, the last researcher used an observation sheet to observe teachers' activities in teaching using the demonstration method in grade 5 SDN Banjarsari 02.



RESULTS AND DISCUSSION

The researcher found that the implementation of the method provided measurable results based on the data collected from the observation, reading tests, questionnaire, semi interview, and observations sheet for the resesarcher. This section presents the findings and offers a discussion regarding their implications.

1. OBSERVATION

From the results of the first observation, the researcher observed that 5th grade students at SDN Banjarsari 02 in the city of Serang had difficulty learning English because only 1-2 students could understand the teacher's explanation in class with various methods, but most students were more able to understand the lesson only by listening to the teacher explain in front of the class in a demonstration or lecture. The main factor that causes many students who do not understand in class is the limited learning time that only learns and hones their English skills in class, and only 1-2 students who stand out in learning English in class because these students take English lessons / courses outside of class learning. And the purpose of this study is to find out how the demonstration method carried out by the teacher in the classroom is effective, especially in the reading skills of 5th grade students at Banjarsari 02 Elementary School.

2. READING TEST RESULTS

The data in the table below show the results of the reading test conducted on the respondents. Each respondent answered questions represented by S1 to S5. The answers were analyzed and the frequency of the most selected answer (the largest number) was noted to identify common patterns and tendencies among the students.

Table 1 : (Raw data student answer input table)

No	respondents	S1	S2	S3	S4	S5	Total Correct
1	Responden 1	B	C	C	C	D	5
2	Responden 2	B	C	A	D	D	3
3	Responden 3	B	C	C	C	D	5
4	Responden 4	B	C	A	B	D	3
5	Responden 5	B	C	C	D	D	4
6	Responden 6	B	C	A	C	D	4
7	Responden 7	B	C	C	B	D	4
8	Responden 8	B	C	A	B	B	2
9	Responden 9	B	C	A	D	D	3
10	Responden 10	B	C	A	D	D	3
11	Responden 11	B	C	A	D	D	3
12	Responden 12	B	C	C	C	D	5
13	Responden 13	B	C	D	A	D	3
14	Responden 14	B	C	C	C	D	5
15	Responden 15	B	C	C	C	D	5
16	Responden 16	B	C	C	C	D	5
17	Responden 17	B	C	C	C	D	5
18	Responden 18	B	C	A	C	D	4
19	Responden 19	A	A	D	A	D	1
20	Responden 20	B	C	A	D	D	3
21	Responden 21	B	C	C	C	D	5
22	Responden 22	B	C	C	C	D	5
23	Responden 23	B	C	C	C	D	5
24	Responden 24	B	B	A	B	D	2



25	Responden 25	B	C	C	C	D	5
26	Responden 26	B	C	C	D	D	4
27	Responden 27	B	C	A	A	D	3
28	Responden 28	B	C	C	B	D	4
29	Responden 29	B	C	C	D	D	4
30	Responden 30	B	C	C	C	D	5
31	Responden 31	B	C	C	B	D	4
32	Responden 32	B	C	C	A	D	4
33	Responden 33	B	C	C	C	D	5
34	Responden 34	B	D	C	D	D	3
35	Responden 35	B	C	C	B	D	4
36	Responden 36	B	C	C	C	D	5

Table 2 : (Data Tabulation of Worksheet Results)

No	Question	JB	A	B	C	D	TJB	TJS	% Correct
1	Who is the main character in the story?	B	1	35	0	0	35	1	97.2%
2	Why did the squirrel come to the owl?	C	2	1	32	1	4	32	88.9%
3	What advice did the owl give to the squirrel?	C	9	1	24	2	24	12	66.7%
4	Where did the squirrel find his nuts?	C	3	7	17	9	17	19	47.2%
5	What is the moral of the story?	D	0	2	0	34	34	2	94.4%

Brief Recap

Criteria	Total
Excellent ($\geq 85\%$)	3
Satisfactory (60–84%)	1
Unsatisfactory ($< 60\%$)	1

Discussion

This research aims to determine students' comprehension of a story through five multiple-choice questions. The data was processed in two stages: a raw answer input table and a data tabulation of results. Based on the analyzed data tabulation from the answers of 36 respondents to the five multiple-choice questions related to the story "The Wise Owl," a general overview of students' comprehension level was obtained. This covered aspects such as characters, reasons for actions, advice, setting, and moral message. A detailed analysis provides the following key points: In the data tabulation of results, several abbreviations were used to simplify the presentation and analysis of the data:

JB = Correct Answer → the correct answer for each question.

TJB = Total Correct Answers → the number of students who answered correctly.

TJS = Total Incorrect Answers → the number of students who answered incorrectly.

% Correct = percentage of students who answered correctly ($TJB \div \text{number of respondents} \times 100\%$).

Question 1: Who is the main character in the story?

Correct Answer (JB): B



TJB: 35 students

TJS: 1 student

% Correct: 97.2%

The majority of students (97.2%) correctly identified the main character in the story as the one listed in option B. This indicates that almost all students were able to identify the main character accurately. Only one student made a mistake. Question No. 1. The percentage of correct answers for this question reached 97.2%. This result shows that the majority of students were able to identify the main character in the story very well and accurately. Students could easily recognize the central figure of the story without confusion. This indicates that the students' understanding of explicit information located in the beginning or important parts of the text is very good, and almost all students answered correctly.

Question 2: Why did the squirrel come to the owl?

Correct Answer (JB): C

TJB: 32 students

TJS: 4 students

% Correct: 88.9%

Most students understood why the squirrel went to the owl: to ask for help because he had lost his nuts. However, 4 students were still not thorough enough in understanding the story. Question No. 2. In this question, the percentage of correct answers reached 88.9%. This indicates that most students understood the squirrel's actions correctly. Students could identify the reason for the squirrel's visit to the owl, which is important information in the storyline. This high percentage proves that students were able to understand the cause-and-effect relationship in the story and draw conclusions from the events explicitly described in the text.

Question 3: What advice did the owl give to the squirrel?

Correct Answer (JB): C

TJB: 24 students

TJS: 12 students

% Correct: 66.7%

The percentage of correct answers decreased on this question. 12 students were unable to correctly understand the advice the owl gave the squirrel. This shows that some students still have difficulty grasping the implied meaning or important details from the text. Question No. 3. In this question, about one-third of the students answered incorrectly. This question relates to the advice the owl gave the squirrel. This indicates that some students were still not thorough enough in understanding the meaning of the conversation or the content of the advice. It is likely that students only skimmed the text and did not pay close attention to the dialogue as a whole. Although the majority of students answered correctly, this result indicates that students' understanding of the implied meaning in the story needs improvement.

Question 4: Where did the squirrel find his nuts?

Correct Answer (JB): C

TJB: 17 students

TJS: 19 students

% Correct: 47.2%

This question had the lowest percentage of correct answers among all the questions given. Less than half of the students answered correctly, indicating that many students were not focused



or did not pay attention to the details of the location in the story. This is an important note for teachers to emphasize the importance of careful reading. Question No. 4. This question was the most difficult for students, as the majority answered incorrectly. This question concerned the location where the squirrel found his nuts. Students may have been unfocused or missed the important part of the story that clearly stated the location. This mistake shows that students' understanding of detailed and specific information in the text is still weak. Students need to be trained to pay more attention to the details of the text, the location of events, and to practice careful reading.

Question 5: What is the moral of the story?

Correct Answer (JB): D

TJB: 34 student

TJS: 2 students

% Correct: 94.4%

Almost all students were able to grasp the moral of the story: the importance of staying calm and thinking clearly when facing problems. The high percentage on this question shows that students' understanding of the explicit message in the text is good.

Question No. 5. This question had a 94.4% correct answer rate, indicating that the majority of students were able to understand the moral message of the story very well. Students could accurately understand the lesson to be learned from the story: the importance of staying calm and thinking clearly when facing problems. This shows that students already possess a good ability to extract the general message or moral value from the texts they read. The "Excellent" criterion was achieved in questions 1, 2, and 5, with success rates above 85%. This indicates that students have a very good understanding of general information such as the main character, reasons for actions, and the moral message. The "Sufficient" criterion was achieved in question 3, with a success rate of 66.7%. Although the majority of students answered correctly, about one-third still had difficulty understanding the part containing the advice. This shows that students' ability to understand implied meanings or conversations in the text still needs improvement. The "Insufficient" criterion is evident in question 4, with a success rate of 47.2%. This indicates that many students were unable to find detailed information, specifically the location of events in the text. This needs special attention in the further learning process. Based on research conducted with 36 students using five multiple-choice questions related to the reading text "The Wise Owl," it can be generally concluded that students' comprehension levels ranged from good to excellent. The majority of students understood the text's content related to explicit and easily identifiable information, such as the main character, the character's motivations, and the directly stated moral message. This is reflected in the high percentage of correct answers for questions 1, 2, and 5, all exceeding 85%. However, in question 3, which tested comprehension of the advice given by a character, some students answered incorrectly. This suggests that students haven't fully grasped implied meanings or information requiring more in-depth reasoning and understanding. Furthermore, the lowest scores were found in question 4, which tested the students' ability to locate specific details like the setting. Less than half of the students answered correctly, indicating that their understanding of specific details within the text remains relatively weak and requires focused attention. These findings demonstrate that while students' comprehension of general information is good, they need more targeted guidance and practice in identifying important information throughout the text, understanding implied meanings, and interpreting details more thoroughly. Therefore, teachers are advised to develop a more



comprehensive reading instruction strategy. This could include providing practice questions that emphasize the retrieval of detailed information, strengthening their understanding of implied meanings and inferential skills, and encouraging more careful and critical reading habits. Additionally, teachers should optimize group discussions and guided question-and-answer sessions as interactive methods to foster deeper and more focused comprehension. Regular assessment is also crucial for monitoring students' progress and ensuring that their reading skills improve consistently, encompassing both general and specific comprehension.

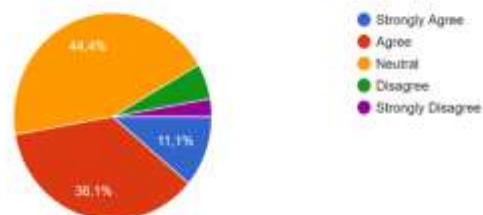
Data Questionnaire Result

Questionnaire Diagram

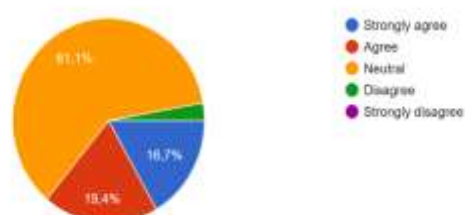
1. My teacher uses the demonstration method when teaching reading
36 jawaban



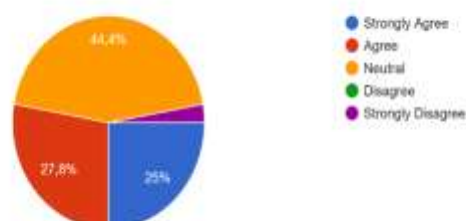
2. My teacher frequently uses the demonstration method during reading lessons.
36 jawaban



3. Demonstration method help me to understand how to read better.
36 jawaban



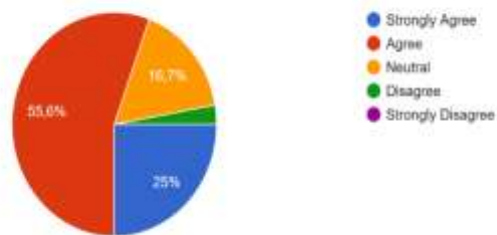
4. I feel more confident after saw my teacher explained reading with demonstration.
36 jawaban





5. My teacher's explanation of reading using demonstration is clear and easy to understand.

36 jawaban



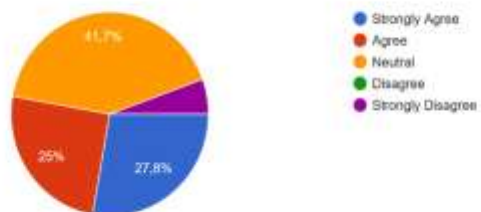
6. Does the demonstration method make reading lessons more interesting?

36 jawaban



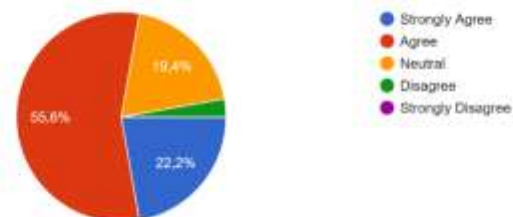
7. I feel more confident when reading after my teacher uses the demonstration method.

36 jawaban



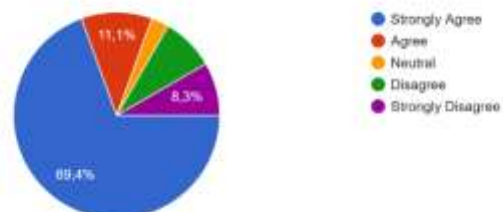
8. Do you think the demonstrations method helps improve your reading skills?

36 jawaban



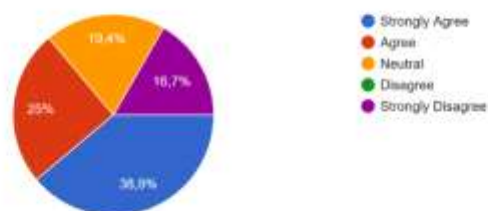
9. I prefer learning to read using the demonstration method compared to other methods.

36 jawaban





10. Please indicate your level of agreement with the following statements about your teacher's demonstration method in teaching reading. - The tea... - The teacher helps me when I have difficulties.
36 jawaban



Discussion

This report presents the analysis of responses from 36 students regarding the implementation and impact of the demonstration method in reading instruction. The questionnaire consisted of ten questions, and the results are summarized as follows:

Question 1: "The teacher uses the demonstration method when teaching reading." 100% (36 students) strongly agreed. This unanimous response shows that every student clearly perceives the use of the demonstration method by the teacher. It indicates consistency and visibility of the method in classroom practice. Question 2: "The teacher frequently uses the demonstration method during reading lessons." 44.4% (16 students) were neutral. 36.1% (13 students) agreed. 11.1% (4 students) strongly agreed. 5.6% (2 students) disagreed. 2.8% (1 student) strongly disagreed. While many students agreed that the method is frequently used, the high percentage of neutral responses suggests that some may be unsure or inattentive during class. A small minority disagreed, possibly due to misunderstanding or lack of engagement. Question 3: "The demonstration method helps me understand how to read better." 66.1% (22 students) were neutral. 19.4% (7 students) agreed. 16.7% (6 students) strongly agreed. 2.8% (1 student) disagreed. The majority of students were uncertain about whether the method improved their reading skills, which might indicate a need for more reflection or guidance. However, a significant portion acknowledged the method's positive impact. Question 4: "The demonstration method makes reading lessons more enjoyable." 58.3% (21 students) agreed. 27.8% (10 students) strongly agreed. 11.1% (4 students) were neutral. 2.8% (1 student) disagreed. Most students found that the demonstration method enhanced their enjoyment in reading lessons, suggesting that it not only aids comprehension but also fosters interest. Question 5: "The demonstration method motivates me to read." 25% (9 students) strongly agreed. 41.7% (15 students) agreed. 27.8% (10 students) were neutral. 5.6% (2 students) disagreed. 0% strongly disagreed. A total of 66.7% felt motivated by the demonstration method, reflecting its positive influence. Neutral responses may indicate unclear internal motivation, while disagreement was minimal. Question 6: "The teacher gives examples through the demonstration method." 41.7% (15 students) strongly agreed. 44.4% (16 students) agreed. 13.9% (5 students) were neutral. 0% disagreed or strongly disagreed. An overwhelming majority (86.1%) acknowledged that the teacher uses examples, which is essential in the demonstration process. The absence of disagreement further supports this conclusion. Question 7: "The teacher explains clearly using the demonstration method." 33.3% (12 students) strongly agreed. 50% (18 students) agreed. 16.7% (6 students) were neutral. 0% disagreed or strongly disagreed. Clarity in teaching was affirmed by most students. This highlights the effectiveness of the demonstration method in making reading instructions easier to understand. Question 8: "The demonstration method helps me understand the material." 25% (9



students) strongly agreed. 52.8% (19 students) agreed. 19.4% (7 students) were neutral. 2.8% (1 student) disagreed. 0% strongly disagreed. This confirms that the method helps learners comprehend reading content. Neutral responses may reflect inconsistent understanding or lack of confidence. Question 9: “The teacher involves students during the demonstration.” 19.4% (7 students) strongly agreed. 38.9% (14 students) agreed. 33.3% (12 students) were neutral. 8.3% (3 students) disagreed. 0% strongly disagreed. The results suggest that while many students feel involved, a significant portion is unsure or does not feel directly included. This points to a potential area for improvement in increasing student participation. Question 10: “The teacher gives students opportunities to ask questions during the demonstration.” 33.3% (12 students) strongly agreed. 41.7% (15 students) agreed. 16.7% (6 students) were neutral. 8.3% (3 students) disagreed. 0% strongly disagreed. This indicates that the teacher generally fosters an interactive environment. The small number of disagreements suggests that while the opportunity is provided, not all students may feel comfortable or encouraged to ask questions. The overall findings show that students clearly perceive and appreciate the teacher’s use of the demonstration method in reading instruction. Most students reported positive experiences, especially regarding motivation, clarity, and enjoyment. However, a recurring portion of neutral responses suggests that not all students are fully aware of or engaged with the method’s benefits. Encouraging more interaction and personal reflection may further enhance the method’s effectiveness for all learners.

SEMI-INTERVIEW RESULT

1. Semi-Structured Interview (Students)

The interview was conducted with two elementary school students, referred to as Respondent 1 and Respondent 2, to explore their perspectives, experiences, and challenges in English reading lessons, particularly when the teacher used lecture and demonstration methods. For Question no.1 How do you apply the demonstration method when teaching reading to 5th-grade students? Respondent 1 expressed a neutral feeling toward English lessons. One of the main reasons for his lack of interest was feeling sleepy during class. However, he also mentioned that he had started to enjoy English due to frequently watching movies, especially Minecraft-themed films. This indicates that external media, such as television and films, can spark students' interest in learning a foreign language. On the other hand, Respondent 2 stated that she could generally understand the English lessons as long as the material was directly explained by the teacher. She tended to struggle when there was no explanation, indicating that the teacher's role as a verbal instructor remains essential in helping students comprehend reading texts. No.2. In your opinion, what are the main benefits of the demonstration method in improving students' reading skills? Both Respondent 1 and Respondent 2 showed positive responses toward the use of lecture or demonstration methods in reading lessons. Respondent 1 said that he found it easier to understand reading materials when the teacher explained them directly, as he felt more comfortable listening than speaking or reading independently.

He admitted that he was not very fluent in speaking English but enjoyed writing and listening more. Similarly, Respondent 2 stated that the teacher’s explanations were very helpful, especially when she did not understand the text. She liked when the teacher read the text aloud and translated it, as it clarified the meaning of words and sentences. However, she also mentioned being distracted by a noisy classroom environment, which affected her focus during the lesson. No.3 What challenges do you face when using the demonstration method, and how do you



overcome them? The interview revealed that the main challenges faced by the students were not related to the teaching method itself, but rather to internal and external factors. Internally, Respondent 1 struggled with maintaining focus and often felt sleepy during lessons. Externally, Respondent 2 faced a non-conducive classroom environment, especially when it became noisy and the teacher's voice could not be heard clearly. The results of the interview indicate that lecture or demonstration methods—particularly when the teacher reads and explains the text directly—are quite effective for elementary students in English reading lessons. This approach helps enhance students' understanding of texts and enriches their vocabulary, especially for those who are stronger in listening and writing skills than in speaking. However, the effectiveness of this method is still influenced by the learning environment and students' individual readiness. Teachers should consider incorporating ice-breaking or warm-up activities to improve focus, as well as creating a more conducive learning atmosphere to ensure that all students can absorb the material optimally. Adapting teaching approaches based on student characteristics is also important to ensure the success of the learning process.

2. Semi-Structured Interview with the Teacher

In elementary school English learning, particularly in the reading aspect, the demonstration method is the primary approach used. The teacher explained that each student is provided with their own copy of the text so they can follow the learning process independently but in a guided manner. The process begins with the teacher reading the text aloud sentence by sentence, followed by direct translation. This aims to help students understand the meaning of each sentence, even if they are not yet able to grasp the entire meaning of the text. One of the main focuses is introducing and understanding key vocabulary, especially verbs. For instance, when students encounter a sentence like "I go to school," the teacher explains that "go" means "pergi" and "school" means "sekolah." In this way, students gradually become familiar with identifying key words in a text, which helps them comprehend the content and answer related questions. The texts used are also carefully selected—not too difficult and suitable for the capabilities of elementary school children. This is because the ideal learning outcomes are sometimes considered too ambitious for students in real classroom settings. Therefore, the teacher prefers to adjust the materials based on students' actual abilities, with a primary focus on vocabulary enrichment rather than grammar.

The questions provided after the reading texts typically consist of five questions arranged in the same order as the paragraphs. This is intended to prevent confusion and help students locate answers more easily. In terms of objectives, the demonstration method is aimed at increasing students' vocabulary and enhancing their understanding of the text. The teacher avoids using memorization techniques, as students tend to forget quickly. Instead, the teacher prefers to use repeated stimulation through consistent exposure to reading and listening to vocabulary. However, a major challenge in implementing this method is the students' lack of focus. Some students find the texts or questions too difficult or do not know where to begin. To address this issue, the teacher conducts ice-breaking activities at the beginning of the lesson, such as concentration games (e.g., "Konsentrasi... konsentrasi dimulai!") to capture the students' attention and help direct their focus before engaging with the core material. The demonstration method in elementary English reading lessons has proven effective in helping students gradually understand vocabulary and text content. By reading texts sentence by sentence, translating them directly, and providing sequential questions, students can better comprehend the material.



Focusing on vocabulary is considered more appropriate for elementary learners than teaching complex grammar concepts. Although the main challenge lies in students' lack of focus, this can be addressed through strategies such as ice-breaking activities at the start of the lesson. Overall, this method is highly beneficial in building a strong foundation for young learners' English language skills.

Observation Sheet Result

Observation Sheet:

Research Title: The Influence of the Demonstration Method Used by Teacher on the Reading Ability of 5th Students at SDN BANJARSARI 02

Observer: Siti Nopita, Putri Pujiyawati, Siti Agnia Hadean

Date: 16 May 2025

Class: 5th Grade SDN BANJARSARI 02

Instructions:

Please observe the teacher's activity during the reading lesson and put a check mark (✓) in the column that best describes the teacher's performance for each statement below.

No	Observation Aspect	Yes ✓	No ✓	Notes/Comments
1.	The teacher clearly explains the reading material before demonstration.	✓		The researcher explain that clearly by using demonstration method
2.	The teacher demonstrates the correct way to read aloud clearly.	✓		Yes because the researcher voice loud and clear so the students can understand
3.	The teacher uses visual aids or examples during the demonstration.		✓	Because the researcher only write the text at the white board
4.	The teacher encourages students to observe carefully during the demonstration.	✓		Because the researcher use game as ice breaking method, so the students not get bored
5.	The teacher repeats the demonstration to ensure understanding.	✓		It makes the student understand fully
6.	The teacher asks students questions related to the demonstration.	✓		yes because when the researcher ask, the students answer they used it sometimes
7.	The teacher provides opportunities for students to practice reading after the demonstration.	✓		So the students can remembering and reading it more fluently



8.	The teacher gives feedback or correction during students' reading practice.	✓		Yes so the students will know the wrong and correct answers
9.	The teacher maintains student attention and interest throughout the demonstration		✓	Because the researcher use too much time when teaching
10	The overall demonstrations method is well-organized and easy to follow	✓		Yes because the students is happy in the end and make progress for them Example the students always pronounce three as tree. But now they know which one is correct and the meaning

Data Findings Discussion

Based on the research findings obtained through questionnaires, comprehension tests, and interviews, it is evident that the demonstration method plays a crucial role in shaping students' motivation, understanding, and enjoyment in English reading instruction. The data shows that all 36 students (100%) strongly agreed that the teacher utilized the demonstration method in the classroom. This unanimous response indicates that the method is not only implemented consistently by the teacher but is also clearly recognized and perceived by the students. This visibility is a strong indicator of how integral the method is in the teaching and learning process. Moreover, most students agreed that the demonstration method made reading lessons more engaging and enjoyable, which supports the idea that teaching methods that involve direct explanation and modeling can enhance students' emotional connection and interest in the learning material. However, the findings also reveal an interesting pattern. Although the demonstration method was perceived as enjoyable and motivating, a significant portion of the students (66.1%) responded neutrally when asked if it helped them understand reading better.

This suggests a gap between the perceived enjoyment of the method and its actual effectiveness in developing deeper comprehension skills. It is possible that while students enjoy the format of demonstrations, they may not always be fully aware of or reflect on how these demonstrations contribute to their reading ability. Additionally, the neutral responses may indicate a lack of metacognitive awareness among the students in evaluating their own learning progress. This highlights the need for the teacher to not only use engaging teaching methods but also explicitly guide students to reflect on how these methods help them understand and apply the material. In addition to the questionnaire results, comprehension tests based on the story "The Wise Owl" further illustrate students' strengths and weaknesses in reading comprehension. The students performed very well on questions related to general and explicitly stated information. For example, 97.2% correctly identified the main character, 88.9% correctly understood the squirrel's motivation, and 94.4% were able to extract the moral of the story. These results demonstrate that students are relatively strong in understanding surface-level information, especially when it is clearly stated in the text. This aligns with the effectiveness of the demonstration method in providing clear and



structured explanations during the lesson. However, students encountered challenges when faced with more complex questions that required inference and attention to detail. Only 66.7% were able to understand the owl's advice, and just 47.2% correctly identified the setting where the squirrel found his nuts. The decline in performance on these questions suggests that students struggle with interpreting implied meanings and retrieving specific information embedded within the text. These skills are essential for deeper comprehension and critical reading, which cannot be fully developed through surface-level instruction alone. This indicates a limitation in the current teaching strategy, where the demonstration method, although beneficial, might not be sufficient on its own to foster higher-order thinking and interpretive skills. Teachers, therefore, need to balance demonstrations with interactive strategies such as guided questioning, pair discussions, and independent practice to enhance inferential comprehension.

The semi-structured interviews further enriched the quantitative data with qualitative insights. Respondent 1 reported that he often felt sleepy during English lessons but began to take interest in English through exposure to English-language films, especially Minecraft-themed videos. This implies that while formal instruction plays a role, informal exposure to English outside the classroom can significantly influence students' attitudes and motivation. Respondent 1 also mentioned that he understood better through listening and writing, indicating that auditory input and teacher modeling helped him absorb information more effectively. Respondent 2, on the other hand, expressed that teacher explanations were crucial to her understanding, particularly when reading texts. She preferred when the teacher read aloud and translated the material, as it helped clarify meanings and supported her comprehension. Nonetheless, both respondents acknowledged certain barriers to effective learning. Respondent 1 struggled with maintaining focus, while Respondent 2 found the noisy classroom environment distracting and stated that it sometimes prevented her from hearing the teacher clearly. These responses underline the importance of managing both internal (student focus, interest, cognitive readiness) and external (classroom conditions, instructional clarity) factors to maximize the impact of the demonstration method. It is not enough for a method to be implemented well; the learning environment and student mindset must also be conducive to learning. In conclusion, the findings from this study highlight the importance of the demonstration method as a valuable instructional approach in English reading lessons for elementary students. The method enhances student enjoyment, builds motivation, and aids understanding of explicitly stated content. However, to improve students' deeper comprehension, especially regarding inferential reasoning and attention to detail, it is recommended that teachers complement demonstrations with student-centered activities. These could include collaborative discussions, critical questioning, and reflective exercises. Furthermore, efforts must be made to ensure a conducive classroom atmosphere and to cultivate student focus and engagement. With these improvements, the demonstration method can become even more effective in helping students develop comprehensive and lasting English reading skills.

The observation sheet revealed several key insights into the effectiveness of the teacher's use of the demonstration method in teaching reading to 5th-grade students at SDN Banjarsari 02. Most of the indicators observed showed positive implementation of the method. The teacher was reported to clearly explain the reading material before the demonstration, using loud and clear voice projection that made it easier for students to understand. This clarity in communication is crucial in language learning, especially for young learners who are still building basic vocabulary and sentence comprehension skills. During the observation, the teacher demonstrated the correct way



to read aloud, which was particularly helpful for students in modeling pronunciation and intonation. Although visual aids were limited—consisting mainly of text written on the whiteboard—the teacher compensated for this by actively engaging students through interactive activities such as games. These ice-breaking activities helped capture the students’ attention and created a more dynamic classroom atmosphere. Another notable aspect was the teacher’s strategy of repeating the demonstration to reinforce understanding. This repetition allowed students to internalize the pronunciation and sentence structure more effectively. Moreover, the teacher encouraged active observation by involving students during the demonstration and providing opportunities for them to practice reading afterward.

This practice phase was supported by direct feedback and correction from the teacher, helping students identify and learn from their mistakes. An example mentioned in the notes was how students initially mispronounced the word “three” as “tree,” but eventually corrected themselves after repeated exposure and explanation. Despite the generally successful delivery of the demonstration method, some time management issues were noted. The lesson took longer than expected, which may have affected student attention spans. Nonetheless, the overall method was described as well-organized and easy to follow. By the end of the session, students showed noticeable improvement in their reading performance, and their positive emotional response appearing happy and satisfied reflected the engaging nature of the lesson. In conclusion, the data from the observation sheet support the effectiveness of the demonstration method in facilitating reading instruction for elementary students. The combination of clear explanation, repeated modeling, interactive engagement, and corrective feedback contributed to improved student focus and reading accuracy. These findings suggest that, when executed thoughtfully, the demonstration method can significantly enhance young learners’ reading development, even in classrooms with limited resources.

CONCLUSION

Based on the findings of this study, it can be concluded that the demonstration method has a significant and positive influence on the reading ability of 5th-grade students at SDN Banjarsari 02. The method was consistently applied by the teacher and clearly perceived by all students, as indicated by 100% of questionnaire responses agreeing with its use. Through demonstration, the teacher provided clear modeling of how to read aloud, supported comprehension with explanations and gestures, and engaged students actively in the process. This multisensory approach effectively improved students’ attention, motivation, and interest in reading lessons. The results of the reading comprehension test show that most students performed very well in questions involving explicitly stated information, such as identifying the main character, understanding the purpose of actions, and grasping the moral of the story. However, some students still struggled with questions that required inferential reasoning or identifying specific details, suggesting that further emphasis is needed on developing these deeper comprehension skills.

The semi-structured interviews reinforced the conclusion that the demonstration method is highly beneficial for elementary students, particularly those who respond better to visual and auditory input. Students reported feeling more confident and better able to understand reading material when it was taught using direct examples and teacher explanations. The teacher also highlighted how this method helped build vocabulary and supported students in identifying keywords and meaning within texts. However, challenges remain. Limited English instruction time in the school schedule, lack of access to additional resources at home, student focus issues, and a noisy classroom environment were identified as factors that can hinder the full effectiveness of this



method. Therefore, while the demonstration method proves to be effective, it should be complemented by strategies that enhance classroom management, student engagement, and inferential comprehension. In conclusion, the demonstration method is a valuable instructional strategy for improving English reading skills in young learners. When combined with consistent practice, supportive feedback, and an engaging classroom environment, it can significantly enhance students' reading comprehension and language confidence, even within time and resource constraints.

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