



Application of the Demonstration Method in Improving Student's Abilities in Describing Physical Appearance and Personality for the 5th Grade at SD Negeri 057214 Muka Paya

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Abstract

The ability to describe people is one of the important skills in learning English. This skill allows students to be able to understand and describe a person's personality and physical appearance appropriately. In learning English, it is important to improve students' communication skills in English and prepare them to interact with foreigners or in an international environment. This study aims to improve the results of learning English in class V SD Negeri 057214 Muka Paya. In the pre-cycle, 50% of students had not reached the KKM. After the improvement in cycle I with the demonstration method, the percentage of students who had not completed it decreased to 35%. In cycle II, by repeating the previous material and interactive activities, it managed to achieve a success indicator of 90%. There was an increase in teacher skills and student participation. Factors causing low learning outcomes include lack of interaction, focus on delivering material, and absence of questions. The results of this study indicate success in improving student learning outcomes in describing people's physical appearance and personality.

Key words: Demonstration Method, Physical Appearance, Personality

INTRODUCTION

Learning English is an activity that is an important focus in the world of education. Handayani (2018: 37) explains that the priority in English proficiency is the assignment of vocabulary. One of the most important skills in learning English is the ability to describe people. This ability allows students to understand and describe a person's personality and physical appearance appropriately. The ability to describe people in English is important because it will improve students' communication skills in English, so that they are ready to interact with foreigners or in an international environment.

In an effort to improve the ability to describe people, effective and innovative learning methods are needed. The use of technology, such as photographs, can help students understand the characteristics of the people being described and practice their skills in relevant situations. The influence of technology plays a crucial role in facilitating the exchange of knowledge and information around the world, thereby making a very meaningful contribution to the progress and development of learning. (Iskandar, A. 2020: 4).

Describing people involves providing information or characteristics that help create a visual or conceptual understanding of a person's appearance, personality, or traits. This can include physical attributes, such as height, hair color, eye color, and body type, as well as personality traits, interests, skills, and behaviors. When describing a person, it is important to consider both objective and subjective aspects. Objective descriptions focus on factual information that can be observed, whereas subjective descriptions involve personal interpretations or impressions.

In learning to describe people, physical appearance is an important aspect to pay attention to. Physical appearance includes various things, such as height, face shape, skin color, hair type, and clothes worn by a person. Describing a person's physical appearance can help in giving a clearer and more detailed picture of that person. This is especially important in narrative, literary contexts, or in communication situations where a physical description is required. This includes characteristics such as age, gender, height, weight, body shape, hair color and style, eye color, skin tone, and any other distinguishing features (e.g., freckles, scars, tattoos).

In their role in carrying out their development, adolescents have also realized that physical conditions have a fairly important role in social interaction (Dianningrum, S.W. 2021: 194). However, it is

also important to remember that physical appearance is only one aspect of a person's identity. When describing people, we must also consider other aspects such as personality, attitudes, abilities, and character. Avoiding stereotypes and prejudices related to physical appearance is also critical to creating an environment that is inclusive and values diversity. With a negative outlook, they perceive unattractive people more negatively than attractive people because unattractive faces show more resemblance to the faces of unhealthy or unhealthy people that we are adaptive to recognize.

Personality does not refer to physical characteristics, abilities or temporary circumstances. Personality refers to differences between people in their psychological characteristics, not physical or biological differences. Someone who has good personality health is able to plan their goals carefully based on proper considerations, without any pressure from outsiders, and then they are committed to achieving these goals by developing their personality and improving their skills (Saifullah. 2018: 81). Personality does not include many skills or abilities. Personality is about what people are generally like, not about their best abilities. The subject of personality is too complex for such a simplified description, because humans are too complex and can change in different situations and with different people (Feist, J. et al. 2018: 4).

The problems that arise in learning English at SD Negeri 057214 Muka Paya class V, include: very few students pay attention to the teacher when explaining about describing people's physical appearance and personality, students are not careful in working on exercises from the teacher, lack of student motivation. Supported by observational and evaluation data on learning English in class V, the results obtained from 20 students in class V were 10 students scoring above 68, while 10 other students had scores below 68. The learning outcomes data showed the lowest score was 20, the highest score was 80 on average 55.5.

Students' abilities in learning English include a number of aspects which include speaking, listening, reading, and writing skills in English (Siswandi. 2018: 396). Learning English often focuses on evaluating and developing students' abilities in these four skills.

Speaking ability includes students' ability to express thoughts, communicate, and use English orally. Research can focus on developing vocabulary, sentence structure, correct pronunciation, and students' ability to understand and use appropriate varieties of language in various communicative contexts.

The ability to listen (listening) involves students' ability to understand messages conveyed in English orally. Research can look at how students develop their ability to understand conversations, instructions, lectures, or audio materials in English. Factors such as vocabulary comprehension, intonation recognition, and effective listening skills can also be the focus of research.

The ability to read (reading) involves students' ability to understand text in English, be it narrative, descriptive, informative, or scientific text. Research can examine students' ability to understand and analyze text structure, look for the meaning of unfamiliar words, identify main ideas, and connect information in the text.

Writing ability (writing) involves students' ability to compose texts in English. Research can look at how students develop their writing skills, from grammatical knowledge, proper use of vocabulary, to text organization and cohesion. Research can also focus on students' ability to write different types of text, such as narratives, descriptions, expositions, or arguments.

In identifying the problems that exist in fifth grade at SD Negeri 057214 Muka Paya students. There are several problems identified, in which students have limited choices of vocabulary in English when carrying out activities to describe physical appearance and personality in class, then lack of understanding of physical appearance and personality accurately in English. Students' limited vocabulary skills can hinder students' ability to express accurately and in detail in English. This can be caused by a lack of adequate exposure to English outside the classroom or teaching methods that do not focus enough on developing students' vocabulary. With this lack of understanding of physical appearance and personality it becomes a barrier in describing people in English. Students may not have an adequate vocabulary to describe detailed physical or personality attributes. This could be due to a lack of emphasis on identifying specific vocabulary or a lack of exploration of physical and personality traits in learning contexts.

Limited vocabulary alternatively, applying an integrated vocabulary learning approach, such as the use of vocabulary cards, word games, or context-based activities to improve students' understanding and use of vocabulary. Limitations priority, increasing understanding and use of students' vocabulary should be a top priority in learning. Teachers can identify relevant vocabulary and design activities that focus on developing vocabulary in the context of describing people. Lack of understanding of material about alternatively describing physical appearance and personality: Using learning materials that depict people with diverse physical appearance and personality. Teachers can present and discuss these traits with students, provide examples, and encourage active discussion of the differences and similarities between them. Priority in this material to increase understanding of physical appearance and personality should be a secondary priority. Students need to have a clear understanding of the physical and personality attributes commonly used to describe people in order for them to convey accurate and detailed descriptions.

The main objective of this study was to improve students' vocabulary skills in describing a person's physical appearance and personality in English at the elementary school level. This will be achieved through implementing a learning approach that focuses on developing relevant vocabulary and using interactive and contextual activities. The final objective is to broaden students' understanding of people's physical appearance and personality, so that they can accurately describe it in English. This will be achieved through the use of learning materials that reflect a variety of physical and personality traits, as well as through discussions and activities that encourage students' deep understanding and reflection.

RESEARCH METHOD

The learning method is a strategy or approach used by educators to teach and facilitate the student learning process. The learning method focuses on how the subject matter is delivered, how students are involved in the learning process, and how students' knowledge and skills are developed. Learning methods play an important role in achieving learning goals, so accuracy in choosing learning methods is very important (Rosana & Iswara, 2021: 1-8). Learning methods can assist students in developing various skills, such as critical thinking skills, communication skills, collaboration skills, and problem solving skills. Effective learning methods can motivate students to learn actively, increase their participation, and generate deeper understanding.

Selection of appropriate learning methods is very important to achieve the desired learning objectives. Some common learning methods that are often used include lectures, discussions, question and answer, assignments, group work, demonstrations, and problem solving (Hamid, A. 2019: 4). Each method has different advantages and disadvantages, and the choice of method must be adjusted to the learning objectives, student characteristics, and the material being taught. In this study, researchers used the demonstration method as a model of learning English to improve students' ability to describe a person's physical appearance and personality.

The learning method used in this study is the demonstration method. This method was chosen because this study aims to discuss the importance of being able to describe people's physical appearance and personality in learning English and how the development of these skills can be realized through effective and innovative learning methods.

In addition, this study will also use observational techniques to see how students learn in the context of developing the ability to describe physical appearance and personality in learning English. Observations were made by observing the learning activities and interactions of students. The results of these observations will be used to strengthen the conclusions and suggestions in this study. Data obtained from observation techniques will be analyzed using a quantitative approach. Analysis is carried out by reducing, organizing, and evaluating data to obtain significant findings and clear conclusions. The results of this research will be presented in a structured narrative form and supported by detailed analysis results. The use of demonstration methods in describing people can help elementary school students to understand and practice these abilities. As is the case with teaching methods where the learning process is conveyed through direct and real action, by involving students in demonstrating or observing situations as well as oral explanations given by the teacher and supported by the use of visual media, such as pictures or props, to strengthen student understanding (Bhidju, R. , H. 2020: 14).

RESULT AND DISCUSSION

RESULT

In the pre-cycle implementation, the activities will be held on Friday, April 21, 2023 with English as the subject. In the pre-cycle, learning outcomes were obtained in a written test, namely 10 students scored below the KKM and 10 students scored above the KKM or if the percentage was 50% complete and 50% incomplete. Because there are still many students who have not completed it, the researcher carries out learning improvement activities. The following is the result of reflection on pre-cycle learning improvements:

1. By applying the lecture method learning approach, students have not been able to understand the material being taught.
2. From the analysis of the results of the pre-cycle learning evaluation, it shows that the learning completeness only reaches 50%. This is not maximized because it has not yet reached the success indicator of 85%, thus it is necessary to improve learning.
3. With this the researcher changes the teaching method to a demonstration method.

Seeing the results of the pre-cycle, the researcher made improvements to learning in cycle I which was held on Friday, April 28, 2023 in the English subject at basic competency 3.7. Analyzing material in simple descriptive texts about personality such as honest, shy, outgoing, patient, talkative, nice, confident. And regarding appearance such as attractiveness, weight, age, height, hair, clothes in describing person with due

regard to the correct language elements and in context. The learning process in cycle I was carried out through 3 stages, namely initial activities, core activities and final activities. After going through the cycle I learning improvement activities, the learning outcomes cycle I were obtained which can be seen in the following table:

No	Student scores	Number of Students
1.	10	-
2.	20	-
3.	30	-
4.	40	-
5.	50	3
6.	60	4
7.	70	6
8.	80	3
9.	90	4
10.	100	-
	The number of students	20
	Total Value	1.410
	Class Average	70,5

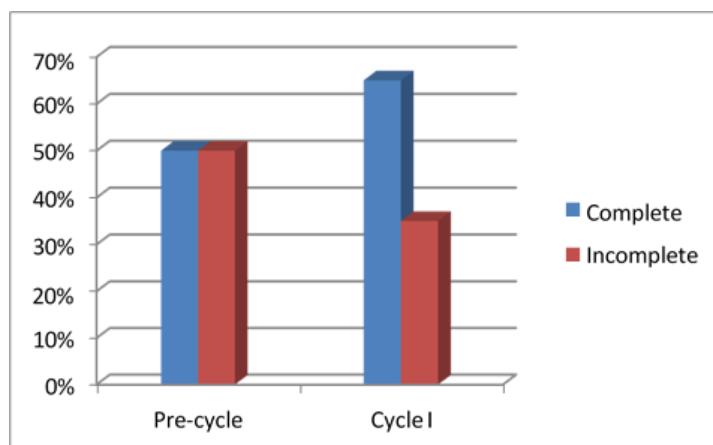
Table 1. Formative Test Results of Cycle II Learning

After completing the implementation of cycle I learning improvements, it can be described as in the table below:

Assessment Aspects	Achievement
The Lowest score	50
The highest score	90
Class average	70,5
Complete students	13 students (65%)
Incomplete students	7 students (35%)

Table 2. Cycle I Student Learning Completeness

If the percentage of student learning completeness in the pre-cycle with cycle I is compared, it will be seen in the following graph:



Graph 1. Percentage Comparison of Student Completeness in Pre-Cycle and Cycle II

Based on the graphic data above, it can be seen that there was an increase in the percentage of learning completeness from pre-cycle to cycle I, up from 50% to 65%. However, even though there was an increase, the results of cycle I still did not meet the indicators of success, so improvements were needed.

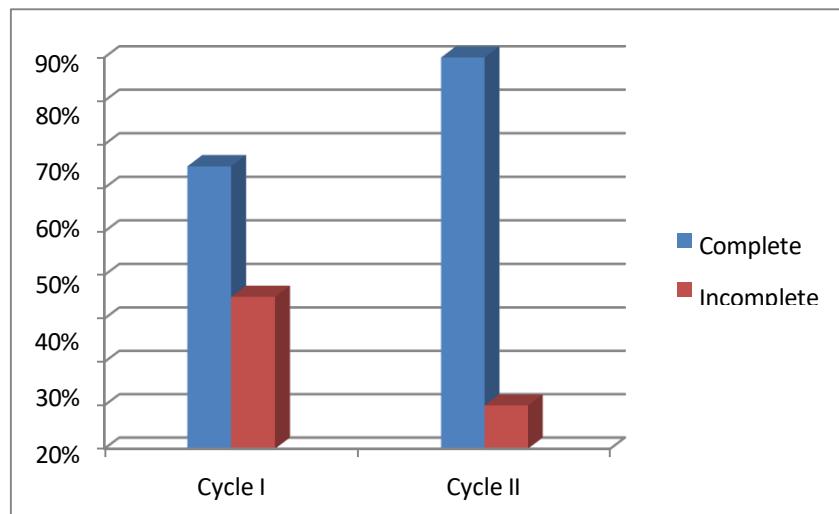
The following is the result of reflection on the improvement of learning in cycle I: (1) The use of the demonstration method succeeded in increasing students' understanding of the material being taught. (2) The results of the learning evaluation in the first cycle showed that the mastery level of learning reached 65%, which did not meet the success indicator of 85%. Therefore, it is necessary to improve learning in cycle II.

In cycle II, the researcher made learning improvements which were carried out on Friday 5 May 2023. Learning began in accordance with the objectives of learning improvement, after going through cycle II learning improvement activities, the learning outcomes of cycle II were obtained which can be seen in the following table:

No	Student scores	Number of Students
1.	10	-
2.	20	-
3.	30	-
4.	40	-
5.	50	-
6.	60	2
7.	70	4
8.	80	5
9.	90	5
10.	100	4
	The number of students	20
	Total Value	1.650
	Class Average	82,5

Table 4. Cycle II Student Learning Completeness

If the percentage of student learning completeness in the pre-cycle with cycle I compared to cycle II, it will be seen in the following graph:



Graph 2. Percentage Comparison of Student Completeness in Cycle I and Cycle II

DISCUSSION

In the pre-cycle, the results of learning English held at SD Negeri 057214 Muka Paya, Hinai District, class V had not yet reached an indicator of success. There are still 50% of the number of students getting scores below the KKM. This is evidenced by the findings of written test results on material describing physical appearance and personality of people, there were 10 students (50%) who had not completed it and 10 students (50%) who had completed it. The success indicator set is 85% must be completed. Therefore it is necessary to improve learning in learning English. Factors that cause student learning outcomes to not reach the KKM include: (a.) The teacher only focuses on conveying the material. (b.) In learning there is no interaction between students and teachers. (c.) Students only focus on the

explanation given by the teacher. (d.) The teacher does not ask about the material that has been delivered to students.

Cycle I, the results for students at SD Negeri 057214 Muka Paya, there were improvements made in class V learning. There were still 35% of students who scored below the KKM. In the written test which was attended by 20 students, there were 7 students (35%) who had not completed it and 13 students (65%) who had completed it. The expected target is that 85% of students get scores above the KKM. Failure in cycle I was caused by several indications, including: (1.) The teacher's lack of attention to the class atmosphere when explaining the material. (2.) There is no interaction between the teacher and students, so that students hesitate in taking action during the lesson. (3.) The teacher rushes in explaining the material, causing only a few students to understand it. (4.) Imbalance in card games, where the teacher only looks for other students to answer correctly, reduces student morale. (5.) There is no explanation of the core of the game, so students think of it as mere entertainment. To overcome these problems, teachers need to make improvements in cycle II. In improving cycle I, the teacher uses the demonstration method. Even though there has been an increase compared to the pre-cycle, the results obtained still do not reach an 85% success indicator. The pre-cycle completeness results were only 50% and increased to 65% of students who passed above the KKM. Many indicators cause students to score below the KKM, including the absence of repetition of previous material.

Cycle II, after making improvements to learning in cycle II, it can be concluded that these activities have achieved a success indicator of 90% of students who complete. There were 18 students who scored above the KKM and only 2 students who were still below the KKM. In addition to increasing learning outcomes, there was also an increase in teacher skills and student activity during the improvement of cycle II learning. The use of demonstration learning methods has a significant influence on the learning process. After seeing the mistakes made before, the teacher improved the way the material was delivered by creating a comfortable atmosphere and giving a positive response to students who gave wrong answers. In addition to guessing the vocabulary from the cards, the teacher also implemented an activity in which students had to describe their classmates based on the vocabulary cards they had learned, with the hope that students could interact using English.

The steps of the learning method are carried out regularly according to the established structure. Because it has achieved a predetermined success indicator, learning improvements in the material describing physical appearance are considered complete and do not require improvement in the next cycle. In the process of improving learning cycle II, the teacher repeats the previous material to make it easier for students to understand the material to be studied. The teacher's success in guiding and directing students in applying the demonstration method makes students enthusiastic in participating in learning. At the end of the activity, the teacher provides material reviews, provides feedback on what has been learned, and conveys material to be studied in the next meeting.

CONCLUSION

Overall, the results of the study show that learning English in the material describing the physical appearance and personality of people at SD Negeri 057214 Muka Paya, Hinai District, in class V has increased from pre-cycle to cycle II. In the pre-cycle, the percentage of students who had not reached the KKM was 50%, while in the cycle I there was an improvement with 35% of students still below the KKM. Even so, the success indicator of 85% is still not achieved. Factors that affect low student learning outcomes include the teacher's focus only on delivering the material, the lack of interaction between the teacher and students, students only relying on the teacher's explanations, and the absence of questions from the teacher to students. In cycle II, after improvements were made using the demonstration method, there was a significant increase with 90% of students achieving KKM. In addition, there is also an increase in teacher skills and student involvement in learning. In the cycle II improvement process, the teacher repeated the previous material, implemented interactive activities, and provided feedback to students. Thus, it can be concluded that the improvement of learning has succeeded in increasing student learning outcomes from pre-cycle to cycle II.

SUGGESTION

For teachers, more than just delivering material, teachers need to pay attention to interactions with students and create a conducive classroom atmosphere. Use interactive learning methods such as demonstrations to increase student understanding. Give students the opportunity to ask questions and give positive responses to wrong answers. Need to repeat previous material before introducing new material.

For Students, be active in the learning process, don't just focus on the teacher's explanation. Interact with teachers and classmates during lessons. Take advantage of interactive activities such as describing your classmates in English to improve your speaking skills.

For schools, support teacher competency development through training and mentoring. Create a supportive learning environment, including adequate facilities and infrastructure. Evaluate and improve the curriculum and learning methods regularly. Set realistic and sustainable indicators of success.

By implementing these suggestions, it is hoped that the results of learning English with material describing the physical appearance and personality of people at SD Negeri 057214 Muka Paya can continue to improve and reach the set targets.

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