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The Influence of Methods of Teaching on Students' Skills of language Performance at Islamic Higher Education in Kalimantan

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Abstract: Teaching methods were predicted to be the most potential factor for successful language learning. This investigation tried to validate the influence of methods of teaching on students' skills of language performance at Islamic higher education in Kalimantan. The 60 participants were classified into groups: writing ($y1$), reading ($y2$) and speaking ($y3$). The treatment was given using three methods: guided composition ($x1$), Jigsaw ($x2$), demonstration ($x3$). Multivariate test was used to respond the research questions. The finding evidenced that the value of Pillai's Trace were (F= 55.735), The significant difference occurred between teaching methods ($x1$, $x2$, and $x3$) to the learners' language skill performances ($y1$, $y2$, and $y3$) at (F= 77.368) reading (F= 138.833) ; and speaking (F= 73.978). All p values were 0.000. It indicated that the significance difference occurred between the learners' writing/ reading/speaking performances caused by the different teaching methods. It was also found that guided composition was appropriate strategy for writing class; Jigsaw was appropriate strategy for reading class; and demonstration was appropriate strategy for speaking class. This study gave contribution to body of knowledge, especially in giving new insight in the teaching of EFL class.

Key words: *Influencet, Teaching Methods, Language Skills, Higher Education*.

Introduction

Method can be defined as the means applied to apply the plan to achieve the learning goal. The method is the process of plan, selecting and grading learning materials. Method is important for successful language learners. Successful language learning depends on how teachers apply teaching methods in a classroom setting. A good teaching method is a method enabling foster learners to study better. Maintaining learners' language skills is a main factor in L2 classes (Larson, 2017). It involves speaking, reading, writing and listening. Additionally, developing thinking skills is also important in every language class. The skills covers making judgments, interpretation, making inference, explain and reflect something (Facione, 2013). Learners having enough those skills will find a new insight to manage information. Learners will systematically think to convey ideas, and to infer some issues. Teaching method is the teachers' way to achieve the learning outcomes, to classify the learning activity in the learning process, and to improve the outcomes and how learners study the materials. The implementation of teaching method is vital to convey learning material to the students in the classroom setting. Teaching EFL methods can be defined as the systems indicating that students are more active in the EFL classes. It is a teaching element that will assist learners to get the learning goals. Teaching methods are mostly assumed to be the potential factor for successful language learning. Teachers play important roles in EFL classes. The roles cover several things: keep the learners on tasks, keep the task clearly, teach EFL process, develop meaningful learning, and teach the rules of writing, speaking, reading, mechanics, grammar, sentence structure, and convention. The teaching method should provide active participation of learners in EFL class activities. Therefore, a teacher should use variety of teaching method to motivate learners. There were, at least, two different teaching methods with its variant: a teacher-centered learning and a student-centered learning. Some investigations suggest that teaching method is appropriate to promote language skills (e.g. Graham, Harris, & Troia,

2000). Despite the facts, that there are many discussion on the influence of methods of teaching in EFL classrooms (Ansin, 2006), the same investigations were important to establish an effective way to teach language skills. Teaching method, by definition, is a wider technique applied to assist learners achieve the learning goal. It is used to assist students to obtain knowledge and assist them to realize the learning goals. Additionally, it assists learners to understand the learning materials, and help learners apply the procedure of certain context. It is obvious that learning is the outcome of teaching. The characteristics of a good teaching are the outcome of learning that learners obtained   (Shahida, 2011). It is no doubt that learners in the classroom setting learn with different learning styles, level of ability, and different passion for any particular course. Therefore, teachers should use different teaching method to achieve a better learning outcomes. This investigation attempts to implement the three kinds of teaching methods: guided composition, jigsaw, and demonstration in EFL setting.

Guided composition is a model of class where each student is assigned to do the language instruction using step by step. Here, the language instructor provides learners the process of writing (Carol Simpson, 1998, p. 1). It provides the model, and sentence structure of the essay and foster learners to compose writing systematically on the basis of directed pattern. By doing so, learners enable to have chances to demonstrate the writing technique. Learners enable to write essay with less grammatical errors   Tyner (2014) states that guided composition is an instruction in teaching writing using modeling, and practicing. Guided composition is a technique, which is suitable in the teaching of writing. Guided Composition is a teaching method in which the teachers provide a topic discussion for learners to write. Referring to Sanders (1980), it is necessary to relate the writing topics with learners' interest: hobby, travelling, education, life style, environment, and so forth. The language teacher may write learners' idea to be copied by students. This enables to help learners start writing and provide them some clues to be used in writing essay. The teaching using guided composition means   using topic motivating learners since it provides more chances to develop imagination. Additionally, learners obtain more opportunity to write with their own essay based on the topic given. Moreover, this model can improve better the learners' writing skills. The other benefits of using guided composition are that it is directly related to the grammar and word choices studied in classroom setting. Learners study grammar not in separated and isolated space. However, they apply grammar in real situation and communication. There are some various way to tech learners using guided composition technique. Chen (1988, p.20) classifies learning essay into tow folds: teacher guided and learner centered. First, teachers assist learners to select an interesting topic. Next, the learning activities become learner centered, covering FGD, learners' performance, editing, and so on.. The teacher's role is to give suggestion on the learners' essay.. After the topic is selected, teachers may give guidance learners to search different learning sources such as internet, online journal, books, and so forth, in order to support their view in the related topic. To sum up, guided composition is a chance to provide learners to use word maps to develop ideas and compose essay. The learners' writing performance can improve better when they are taught using guided composition. The previous investigations such as Holdich and Chung (2003) confirmed that this strategy gave more opportunity to students to create powerful relationship among text. Next, (Oczkus, 2007) revealed that the principle of the guided composition is to give instruction to assist learners to compose writing better. It provides scaffolding to assist learners to compose writing freely. Here, Matsuda (2003) confirmed that this strategy empower the need to avoid grammatical errors. The model of Guided Composition is as follows.

Guided Composition

NAME: _____   DATE: _____

INVENT THE ANSWERS FOR THE FOLLOWING QUESTIONS
AND WRITE A PARAGRAPH ABOUT THIS BOY

1- What's his name?
2- How old is he?
3- Where is he from?
4- What hair style has he got?
5- What color hair has he got?
6- What color eyes has he got?
7- Has he got a small or a big family?
8- What's his mother's name?
9- What's his father's name?
10- How many siblings has he got?
11- What animals does he keep as pets?
12- Has he got a modern or an old house?
13- How many rooms are there in his house?
14- What objects are there in his room?
15- What are his favorite sports?
16- What are his favorite colors?
17- What's his favorite fruit?
18- How many friends has he got?
19- What are their names?
20- Is he a good friend or a bad friend?

BOO!

HE IS A SPECIAL BOY!

GOOD LUCK!

Figure. 1. Model of Guided Composition

Jigsaw technique is a model of classroom interaction, which is implemented to establish cooperative learning. Meanwhile, Perkins (2001, p.12), confirmed that jigsaw technique is a teaching model enabling every learner of original group members to master a certain topic deeply. In the view of Aronson (2010), it is a teaching method of cooperative learning where the learners are classified in group into four to six learners in one group. By doing so, it creates the learners focus on the materials given. Moreover, Kagan (1994) states that Jigsaw method emphasizes on the use of bilingual atmsphere. Sahin (2010) confirms that jigsaw allows students to involve actively in the learning process. It is appropriate for learners to construct knowledge. Jigsaw strengthens speaking and listening performances, since in jigsaw class, group members should perform cooperatively as a team work to reach the learning goals. Each learner depends on the other learners in the classroom setting. Jigsaw class provides interaction amongst class members (Pennstate, 2007). There are some steps to implement jigsaw technique (Aronson, 2008). a) classify learners into five or six student as jigsaw group (original group). b) Assign one learner of each group to be the leader of the group) classify the material into 5-6 sections. d) one of chosen learner should learn deeply on one of the sections. 5) Give time for learners to study the section. They will become expert groups 6) the member of the expert group should return to the original group and inform the section materials to the members of the group. 7) Lastly, give them the post test on the learning material given. Furthermore, Mengduo and Xiaoling (2010) state the five elements in jigsaw technique. It assists learners to establish teamwork skills. Their study revealed that the application of jigsaw evidenced to improve learners' achievement (Mengduo and Xiaoling, 2010). Additionally, Simsek and Baydar (2019) revealed that jigsaw consisted of peer tutoring. Then, Zhang et al. (2015) confirmed that establishing working togetherness provided a faster achievement. It can easily reach the learning outcomes through small group discussion (Foldnes, 2016). Since jigsaw technique is regarded as collaborative teaching, which is focused in the twenty first century, it is needed to perform further investigation on L2 classes. Moreover, prior investigation strongly relied on qualitative paradigm, the current study applies quantitative paradigm to validate the previous finding.   The Jigsaw Technique is as follows.
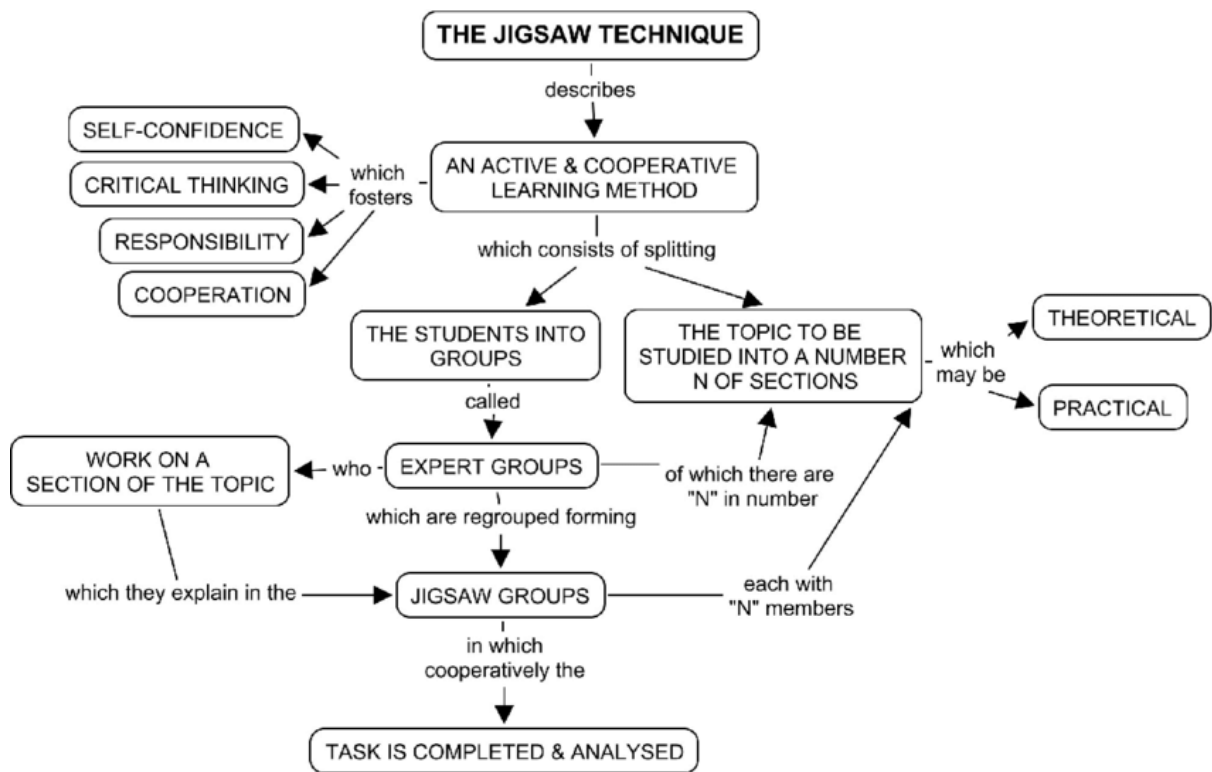
Figure 2. The Jigsaw Technique

Demonstration method is a teaching method relying on performing the learners a live performance. Petrina (2007) states modelling is the basis of demonstration method. A classroom setting in which the language instructor performs the model. Therefore, it is a teaching technique assigning learners to demonstrate the information. Several activities can be done by teachers such as demonstrating how something performs, showing an action step- by- step and so forth. This can be stated that demonstration is the teacher's way in running the class using modelling and imitating via learning media related to the topics. It encourages learners to understand the learning material and motivate learners to practice it. Therefore, it will make easier for the learners to compose what they saw, hear, and performed. Additionally, it is useful for long-term memory retention (McCabe 2014). It gives chance to connect ideas and stimulates learners' passion (Crouch et al. 2004). Learners will get more visual information (Felder et al. 2000). Some studies revealed that demonstration method can increase learners' performance in L2 classes such as (Cabibihan, 2013; Jaksa, 2009; Adekoya and Olatoye, 2011; Maizuwo, 2011; and Kini and Podolsky, 2016). The steps to carry out demonstration method in classroom setting is as follows.

Figure 3. Demonstration Method

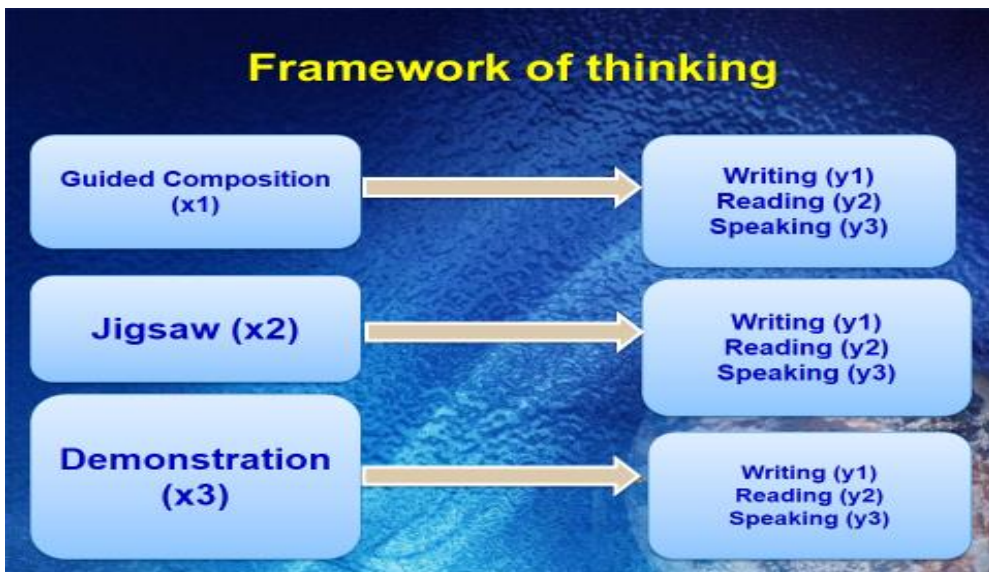The current investigation attempted to measure the influence of teaching methods on the learners' language skills.

Figure 4. Theoretical framework

Method

The investigation used quasi experiment design. Multivariate test was applied to answer the research question. The current investigation involved one categorical independant variable: methods of teaching (guided composition, jigsaw and demonstration) and three dependent variables: writing, reading, and speaking performance. There were 60 participants involved in the study consisting of writing group (n=19), reading group (n=22), and speaking group (n=19). The 60 L2 learners were the respondents of the investigation.

Procedure

To perform the investigation, posttest control group of factorial design was used. The 60 respondents were involved in the investigation. Cluster sampling was applied to take the sample. The tests of three language skills were given in different period of time to the respondent after the treatment given. The validation process through pilot study was performed before the research instruments were applied. Afterwards, the data were analyzed through descriptive analysis to describe data and inferential statistical analysis using Manova test to test the hypothesis. The steps to collect data was as follows.
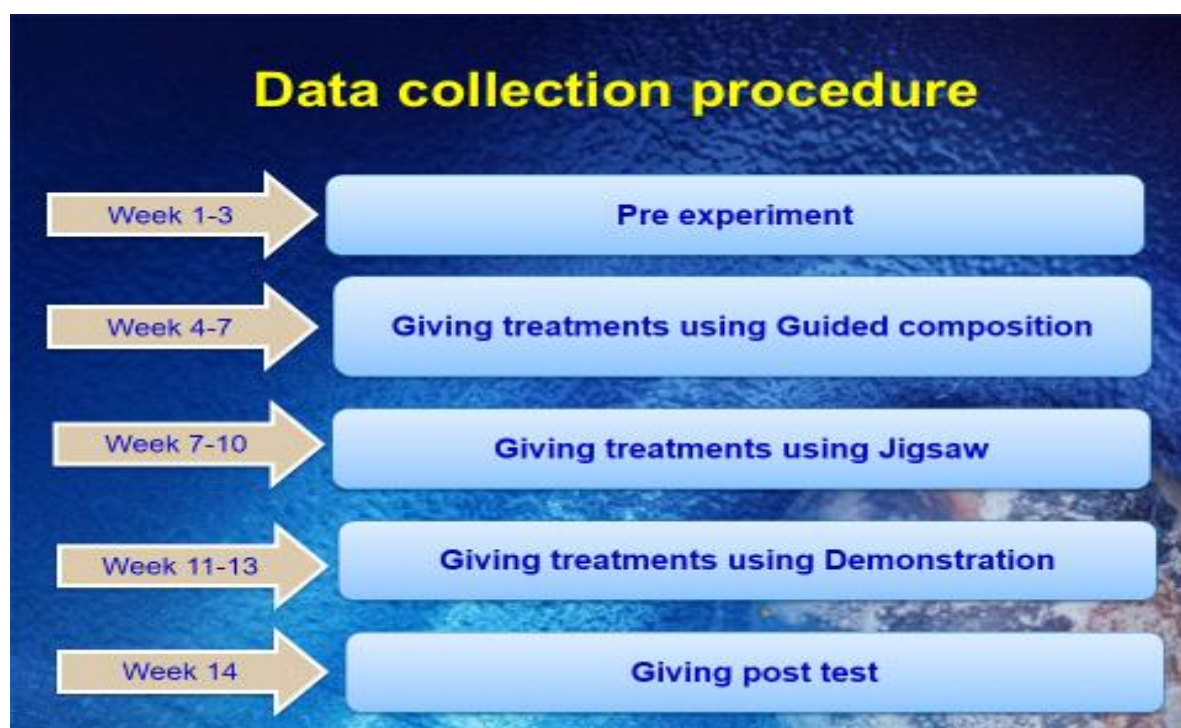
Figure 5. Data Collection Procedure

Result

The current investigation tried to respond the research question whether there was a significant difference or not amongst various teaching methods on the learners' writing, reading and speaking performances? Before testing the hypothesis, normality and homogeneity tests were counted.

Description

The data presentation covered the scores, normality test result and homogeneity. Scores were as follows.

Table 1. The scores of each course

Courses	Teaching Methods	Mean	Std. Deviation	N
Writing	Guided Composition	80.7368	6.00779	19
	Jigsaw	68.7727	6.93460	22
	Demonstration	61.6842	7.23458	19
	Total	70.3167	10.19553	60
Reading	Guided Composition	64.4737	7.22164	19
	Jigsaw	83.5000	4.90626	22
	Demonstration	61.7895	7.29215	19
	Total	70.6000	11.82528	60
Speaking	Guided Composition	62.3158	8.14489	19
	Jigsaw	67.1364	6.43129	22
	Demonstration	79.5789	3.90606	19
	Total	69.5500	9.54104	60

The table showed that the average for writing class through guided composition method was 80.74; Jigsaw 68.72 and demonstration 61.68. The mean score for reading class using guided composition method was 64.47; Jigsaw 83.50 and demonstration 61.79. The mean score for speaking class using guided composition method was 62.32; Jigsaw 67.14 and demonstration 79.59. Each score was as follows.
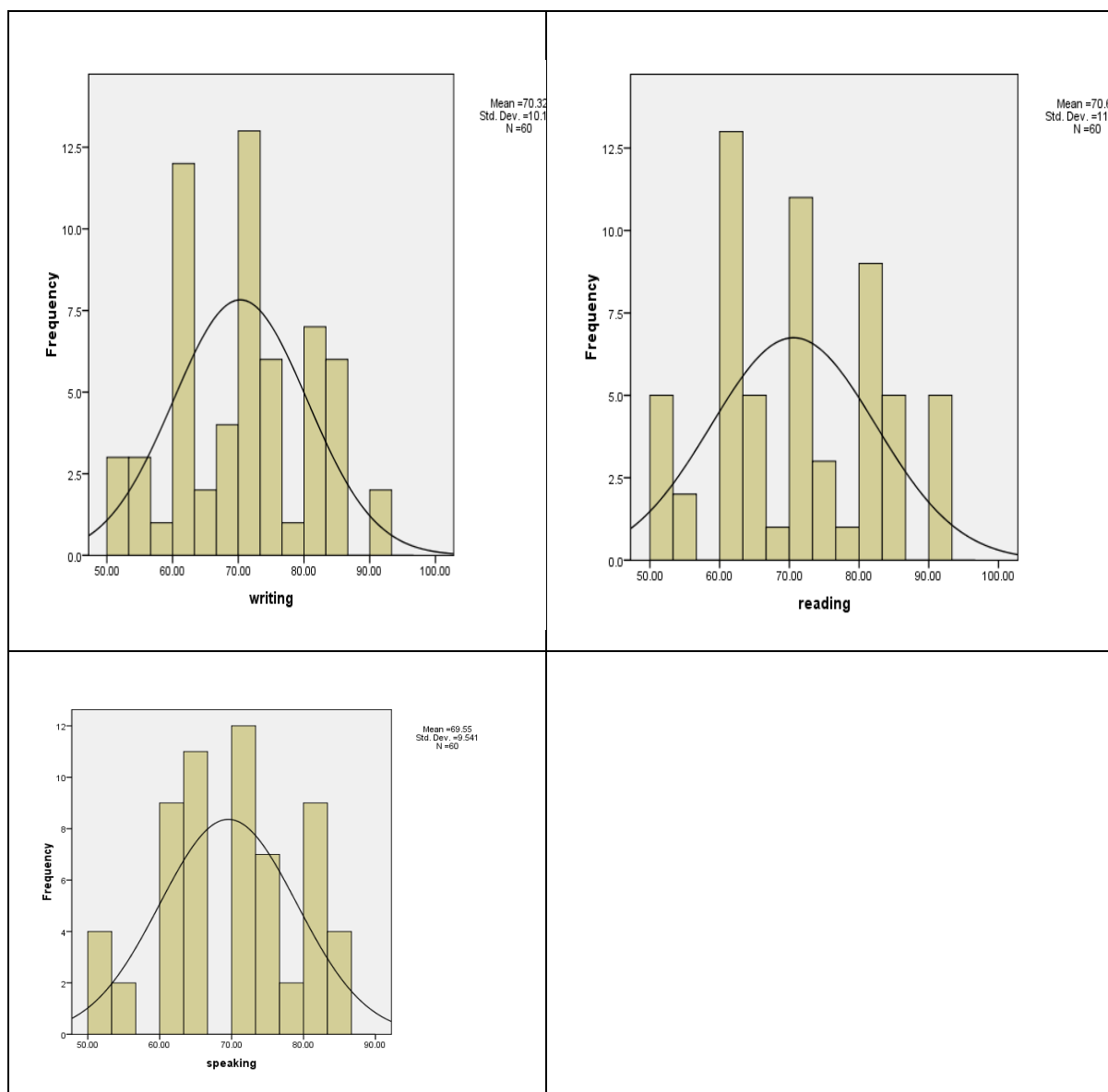
Figure 6. the learners' score

a. *Testing normality*

Shapiro-Wilk test was used to identify normality of data.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
writing	.080	60	.200[*]	.976	60	.295
reading	.103	60	.177	.961	60	.053
speaking	.117	60	.041	.961	60	.050

The out put showed that the sig. value of writing (0.295) reading (0.053) and speaking (0.050). As they were bigger than 0.050, then, it was normally distributed.

b. Homogeneity.

The levene's test was applied to see homogeneity.

Table 3. Levene's Test

	F	df1	df2	Sig.
Writing	.093	2	57	.911
Reading	1.889	2	57	.161
Speaking	3.049	2	57	.055

The table showed that the value of F (writing was 0.093, p = 0.911; reading was 1.889, p = 0.161, and speaking 3.049, p = 0.055). Since all p values were bigger than 0.05, the data were not homogeneous.

c. The matrices covariance.

The Box's Test was shown Table 4.

Table 4. Box's Test

Box's M	22.875
F	1.759
df1	12
df2	1.508E4
Sig.	.149

The Manova required matrices covariance were the same across groups. The out put was applied to know the equality of covariance between groups. The table showed the Box's M was 22.875 with the probability 0.149. It was stated that they were equal.

Finding

The manova was applied to measure the significant difference amongst the independant variables toward some dependant variables. The measurement was measured based on Pillai's Trace, Wilks' Lambda, Hotelling's Trace,and Roy's Largest Root.

Table 5. Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power[b]
Intercept	Pillai's Trace	.996	5.118E3[a]	3.000	55.000	.000	15354.329	1.000
	Wilks' Lambda	.004	5.118E3[a]	3.000	55.000	.000	15354.329	1.000
	Hotelling's Trace	279.170	5.118E3[a]	3.000	55.000	.000	15354.329	1.000
	Roy's Largest Root	279.170	5.118E3[a]	3.000	55.000	.000	15354.329	1.000
teachingmethods	Pillai's Trace	1.498	55.735	6.000	112.000	.000	334.407	1.000
	Wilks' Lambda	.062	55.547[a]	6.000	110.000	.000	333.283	1.000
	Hotelling's Trace	6.149	55.339	6.000	108.000	.000	332.034	1.000
	Roy's Largest Root	3.675	68.605[c]	3.000	56.000	.000	205.815	1.000

The table showed that the F value and the p-values as follows: Pillai's Trace (F= 55.735;), Wilks' Lambda (F= 55.547); Hotelling's Trace (F= 55.339),and Roy's Largest Root(F= 68.605). all p values were 0.000. As p values were lower than 0.05, it can be concluded the

siginificant difference occurred amongst teaching methods (guided composition, Jigsaw technique, demonstration method) on all dependant variables (writing /y1 , reading/y2 and speaking scores/y3). Next, the tests of between-subjects effects was shown as follows.

Table 6. Tests of Between-Subjects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power[b]
Corrected Model	Writing	3531.330[a]	2	1765.665	38.684	.000	77.368	1.000
	Reading	5849.005[c]	2	2924.503	69.417	.000	138.833	1.000
	Speaking	3033.522[d]	2	1516.761	36.989	.000	73.978	1.000
Intercept	Writing	295936.122	1	295936.122	6.484E3	.000	6483.708	1.000
	Reading	291940.372	1	291940.372	6.930E3	.000	6929.557	1.000
	Speaking	289906.229	1	289906.229	7.070E3	.000	7069.892	1.000
Teaching methods	Writing	3531.330	2	1765.665	38.684	.000	77.368	1.000
	Reading	5849.005	2	2924.503	69.417	.000	138.833	1.000
	Speaking	3033.522	2	1516.761	36.989	.000	73.978	1.000
Error	Writing	2601.653	57	45.643				
	Reading	2401.395	57	42.130				
	Speaking	2337.328	57	41.006				
Total	Writing	302799.000	60					
	Reading	307312.000	60					
	Speaking	295603.000	60					
Corrected Total	Writing	6132.983	59					
	Reading	8250.400	59					
	Speaking	5370.850	59					

The table showed the significance of corrected model was 0.000 and F=38.684 (writing) 69.417 (reading), and 36.989 (speaking). This indicated to be valid to count the effect amongst variables. Then, the significance of intercept was 0.000 and F= 6.484E3 (writing) 6.930E3 (reading), and 7.070E3 (speaking). It was said that the intercept was significant.Tests of Between-Subjects Effects introduced the model of test univariatly. The table indicated the effect of the teaching methods (X) to the writing was (F= 77.368) reading (F= 138.833) ; and speaking (F= 73.978). All p values were 0.000. *Tests of Between-Subjects Effects* explained the model of test univariatly. As p values was 0.000, it can be stated that teaching methods (x) gave significant contribution for all courses (writing/y1, reading/y2 and speaking/y3). The significance effect occurred on the learners' writing/ reading/speaking score caused by various teaching methods. It meant teaching methods gave significant effect for all courses (writing, reading and speaking). The next was to know each mean score and teaching method as in Table 7.

Table 7. Teaching Methods

Dependent Variable	Teaching Methods	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Writing	Guided Composition	80.737	1.550	77.633	83.841
	Jigsaw	68.773	1.440	65.888	71.657
	Demonstration	61.684	1.550	58.581	64.788
Reading	Guided Composition	64.474	1.489	61.492	67.456
	Jigsaw	83.500	1.384	80.729	86.271

	Demonstration	61.789	1.489	58.808	64.771
Speaking	Guided Composition	62.316	1.469	59.374	65.258
	Jigsaw	67.136	1.365	64.403	69.870
	Demonstration	79.579	1.469	76.637	82.521

The out put showed that the learners' writing mean score in guided composition class was 80.73; Jigsaw class 68.77; and demonstration class 61.68. Meanwhile, the learners' reading mean score in guided composition class was 64.47; Jigsaw class 83.500; and demonstration class 61.79. In contrast, the learners' speaking mean score in guided composition class was 62.32; Jigsaw class 67.14; and demonstration class 79.59. Based on the out put above, it was said that the model of teaching methods, which gave significant effect to the learners' writing was guided composition; reading class was jigsaw and speaking class was as follows.

Table 8. Multiple comparison

Dependent Variable		(I) Teaching Methods	(J) Teaching Methods	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Writing	Bonferroni	Guided Composition	Jigsaw	11.9641*	2.11588	.000	6.7449	17.1833
			Demonstration	19.0526*	2.19192	.000	13.6458	24.4594
		Jigsaw	Guided Composition	-11.9641*	2.11588	.000	-17.1833	-6.7449
			Demonstration	7.0885*	2.11588	.004	1.8693	12.3077
		Demonstration	Guided Composition	-19.0526*	2.19192	.000	-24.4594	-13.6458
			Jigsaw	-7.0885*	2.11588	.004	-12.3077	-1.8693
	Games-Howell	Guided Composition	Jigsaw	11.9641*	2.02127	.000	7.0397	16.8885
			Demonstration	19.0526*	2.15740	.000	13.7717	24.3335
		Jigsaw	Guided Composition	-11.9641*	2.02127	.000	-16.8885	-7.0397
			Demonstration	7.0885*	2.22273	.008	1.6654	12.5117
		Demonstration	Guided Composition	-19.0526*	2.15740	.000	-24.3335	-13.7717
			Jigsaw	-7.0885*	2.22273	.008	-12.5117	-1.6654
Reading	Bonferroni	Guided Composition	Jigsaw	-19.0263*	2.03282	.000	-24.0406	-14.0120
			Demonstration	2.6842	2.10587	.623	-2.5103	7.8787
		Jigsaw	Guided Composition	19.0263*	2.03282	.000	14.0120	24.0406
			Demonstration	21.7105*	2.03282	.000	16.6962	26.7248
		Demonstration	Guided Composition	-2.6842	2.10587	.623	-7.8787	2.5103
			Jigsaw	-21.7105*	2.03282	.000	-26.7248	-16.6962
	Games-Howell	Guided Composition	Jigsaw	-19.0263*	1.95934	.000	-23.8487	-14.2039
			Demonstration	2.6842	2.35447	.496	-3.0708	8.4393
		Jigsaw	Guided Composition	19.0263*	1.95934	.000	14.2039	23.8487
			Demonstration	21.7105*	1.97303	.000	16.8529	26.5682
		Demonstration	Guided Composition	-2.6842	2.35447	.496	-8.4393	3.0708
			Jigsaw	-21.7105*	1.97303	.000	-26.5682	-16.8529
Speaking	Bonferroni	Guided Composition	Jigsaw	-4.8206	2.00552	.059	-9.7676	.1264
			Demonstration	-17.2632*	2.07759	.000	-22.3879	-12.1384
		Jigsaw	Guided Composition	4.8206	2.00552	.059	-.1264	9.7676
			Demonstration	-12.4426*	2.00552	.000	-17.3896	-7.4956
		Demonstration	Guided Composition	17.2632*	2.07759	.000	12.1384	22.3879
			Jigsaw	12.4426*	2.00552	.000	7.4956	17.3896
	Games-Howell	Guided Composition	Jigsaw	-4.8206	2.31767	.109	-10.4990	.8578
			Demonstration	-17.2632*	2.07233	.000	-22.4143	-12.1120
		Jigsaw	Guided Composition	4.8206	2.31767	.109	-.8578	10.4990
			Demonstration	-12.4426*	1.63801	.000	-16.4499	-8.4352
		Demonstration	Guided Composition	17.2632*	2.07233	.000	12.1120	22.4143
			Jigsaw	12.4426*	1.63801	.000	8.4352	16.4499

Based on the out put above, it was stated (1) on writing score, the methods having significance difference was Guided Composition and Jigsaw (Mean difference 11.964, p=0.000) and Guided Composition and demonstration (Mean difference 19.0526, p=0.000). (2) on reading score, the methods having significance difference was Jigsaw and Guided Composition (Mean difference 19.0263, p=0.000) and Jigsaw and demonstration (Mean difference 21.7105, p=0.000). (3) on speaking score, the methods having significance difference was Demonstration and Guided Composition (Mean difference 17.2632, p=0.000) and demonstration and Jigsaw (Mean difference 12.4426, p=0.000). The output confirmed that guided composition was appropriate strategy for writing class, Jigsaw was appropriate strategy for reading class, and demonstration was appropriate strategy for speaking class.

Conclusion

Based on the above findings, the F value were Pillai's Trace (F= 55.735) Wilks' Lambda (F= 55.547); Hotelling's Trace (F= 55.339), and Roy's Largest Root (F= 68.605) and all p-values were 0.000. As the probability was lower than 0.05, the significant effect occurred amongst teaching methods (guided composition/ x1, Jigsaw/ x2, demonstration/x3) toward all dependant variables (writing /y1, reading/y2 and speaking scores/y3) multivareately. The out put indicated the effect of the teaching methods (X) to the writing was (F= 77.368) reading (F= 138.833) ; and speaking (F= 73.978); all the probability values were 0.000. Since the sig value for each language skill was less than 0.05, it was concluded that teaching methods (X) gave significant effect for all courses. It was also concluded that the model of teaching methods, which gave significant effect to the learners' writing was guided composition; reading class was jigsaw and speaking class was demonstration. It meant guided composition was appropriate strategy for writing class; Jigsaw was appropriate strategy for reading class; and demonstration was appropriate strategy for speaking class.

Discussion

The study showed the significant difference occurred amongst teaching method (guided composition/ x1, Jigsaw/ x2, demonstration/x3) toward all dependant variables (writing /y1 , reading/y2 and speaking scores/y3) multivareately. It also revealed that the model of teaching methods, which gave significant effect to the learners' writing was guided composition; reading class was jigsaw and speaking class was demonstration.

The finding, in terms of guided composition, was in line with (Gibson, 2008; Oczkus, 2007). To cope learners' writing skills, it is necessary for the language instructor to use appropriate teaching method. The finding evidenced that guided composition was proven to enhance learners' writing skills. First, with the use of guided composition technique, learners had a chance to deeply understand about the topic to be written. Additionally, learners had a chance to improve their writing skills. As in guided composition class, teachers provided various writing tasks helping learners increase their self-efficacy to write write. Some writing tasks such as: (1) essay modelling enabled learners to understand the model of text; (2) comprehension questions enabled to assist learners to know more the essay; (3) Small group discussion in guided composition class enabled learners to share ideas amongst the group members; and (4) practicing writing enabled learners to implement their prior knowledge in real writing. This technique was performed in the classroom setting so that the language instructors could interact with learners. In this way, the study applied comprehension questions to elaborate the topic so that learners could write the essay well. It assisted learners to develop ideas by responding the questions given. Hence, learners could write freely and organize ideas easily. Teaching language skills is a process of cognitive discovery in which it assisted learners to make new thoughts. As it prepared well, learners enabled to write an essay using guided composition technique. They also improved better in developing ideas and organizing essay. The feedback provided by the teacher enabled them to revise better and it helped them to concern with

grammatical awareness in writing essay. Through guided composition practices, learners enabled to increase writing skills as they study writing essay having unity and coherence. Also, by implementing guided composition, it motivated learners to write better. The first finding suggested that language instructor (1) applied various teaching method in teaching writing, and especially guided composition technique; (2) made writing assignments as possible as natural and made them as an integral part of writing curriculum; (3) provided a meaningful atmosphere to compose writing; (4) focused writing as a tool for exploring information; (5) used integrative language skills in assigning learners to write such as reading, speaking and listening; (6) gave feedback on the learners' writing product, and assigned learners to revise the draft based on feedback; (7) practiced writing once a week; (8) gave reward leaners having good work and kept learners on tasks; (9) showed learners the area of improvement to be revised; and (10) trained learners to assess their writing using peer review in a constructive behave.

The finding, in terms of jigsaw technique, was in line with Nyeneng (2011). She found a significant effect of Jigsaw on reading comprehension. Moreover, Kazemi (2012) found that the Jigsaw gave significant effect on learners' reading performance. Then, Adhami and Marzban (2014) found that jigsaw was powerful method to teach reading. Therefore, jigsaw technique provided learners to construct knowledge. In Jigsaw class, every member of the team had responsibility to master one section of the learning materials and to teach it to their group members (Arends, 2004). In reading class, learners divided the section to be mastered and then they had to teach it their group members. By doing so, it enabled learners to learn the material from friends. This study was in the agreement with Holdich and Chung, 2003; Matsuda, 2003; Badawi, 2008; Sami Ali, 2001; Ghaith and Abd-ELMalak,2004; Abu-Khader, 2006; Ghaith and Bouzeineddine, 2003; Shaaban, 2006. The finding was also supported by Suyanto (2012) confirming that the application of Jigsaw method in EFL classroom setting could create leaners having more responsibility. By doing so, learners can actively involve in the learning process. Students participated with other group members having the same assignment to be solved. After understanding the selected topic, he/she will come back to the original group to teach the mastered topic to his/her group members. In jigsaw class, four or five students were set up. Each member of group has to learn and master a section of learning materials and then to teach it to the members of group. The study recommended the teachers to use jigsaw technique when teaching reading comprehension since the study evidenced that jigsaw gave facilitative effect toward reading comprehension. Moreover, language instructors were recommended to apply effective teaching methods in order to create the interesting atmosphere in classroom setting. Additionally, teachers should motivate learners while learning.

In terms of demonstration, the result was in line with (Crouch et al. 2004; Cabibihan 2013; Jaksa, 2009; Adekoya and Olatoye, 2011; Maizuwo, 2011). It was evidenced that demonstration method was one of powerful method to foster learners' speaking performance in EFL class, since it modified the classroom atmosphere into a joyful and active learning experience. At least, there were three main influences of demonstration method, such as: (a) an interesting class and a joyful class situation; (b) it motivated learners to study; (3) a condition of relaxed and fun of the learners. Therefore, demonstration method was very powerful in teaching speaking to foster and give motivation learners to study a foreign language. The aims of demonstration was to stimulate learners to learn. It provided various activities in order to encourage learners to practice speaking freely. It showed the real objects, giving pictures or performing actions. By doing so, EFL learners would feel relax and enjoy joining the speaking class. It was a challenging method since it gave a simple material but matched with learners' interest. It removed the classroom situation into joyful class, interesting atmosphere, and avoided boring class. Learners felt enthusiastic when they were taught using demonstration method. Moreover, demonstration method provided the learning materials in learners' real life. Therefore, it was suggested that

language instructors should use demonstration method to teach speaking class since it assisted learners to encourage speaking and improve learners' motivation. All in all, it was concluded that teaching methods gave benefits in EFL classes.The finding strongly gave contribution to the knowledge body, especially in teaching methods in EFL classes. Since the limited number of samples, it was recommended other researchers to perform similar investigations with bigger sample size and various variables to validate the finding.

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