THE EFFECT OF DEMONSTRATION METHOD ON WRITING PROCEDURE TEXT AT SENIOR HIGH SCHOOL

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Abstract

This research was conducted in order to find out the effect of demonstration method on writing procedure text at eleventh grade of SMA Negeri 1 Kembangbahu.This research used a quantitative design. In collecting data, The researcher used quasi-experimental research. There were involved two classes for the research, namely experiment class and control class. The researcher used ttest to calculate the data. The finding of the research indicated the implementation of demonstration method on writing procedure text was effective. It could be known from the result of calculation that the students gained scores between pre-test and post-test in experiment class was higher than control class. The gained scores of experiment class is 15.25. Meanwhile, the gained scores of control class is 8. Furthermore, based on statistical calculation with the significant 5%. It showed that t-test is higher than t table that was $3.98 \geq 2.02$. Therefore H_0 is rejected and the Ha is accepted. It can be conclude that using Demonstration method on writing procedure text is success.

Keyword: *demonstration method, procedure text*

Abstrak

Penelitian ini dilakukan untuk mengetahui pengaruh metode demonstrasi terhadap menulis teks prosedur di kelas XI SMA Negeri 1 Kembangbahu. Penelitian ini menggunakan desain kuantitatif. Dalam pengumpulan data, peneliti menggunakan penelitian eksperimen. Peneliti menggunakan penelitian eksperimen semu. Ada dua kelas yang terlibat dalam penelitian ini, yaitu kelas

eksperimen dan kelas kontrol. Peneliti menggunakan t-test untuk menghitung data. Hasil penelitian menunjukkan bahwa penerapan metode demonstrasi dalam menulis teks prosedur efektif. Dapat diketahui dari hasil perhitungan bahwa siswa memperoleh skor antara pre-test dan post-test di kelas eksperimen lebih tinggi dari kelas kontrol. Nilai yang diperoleh kelas eksperimen adalah 15,25. Sedangkan nilai yang diperoleh kelas kontrol adalah 8. Selanjutnya berdasarkan perhitungan statistik dengan taraf signifikansi 5%. Hal ini menunjukkan bahwa thitung lebih tinggi dari t-tabel yaitu 3,98 ≥ 2,02. Oleh karena itu H_0 ditolak dan Ha diterima. Dapat disimpulkan bahwa penggunaan metode Demonstrasi dalam menulis teks prosedur berhasil.

Kata kunci: *metode demonstrasi, teks prosedur*

Introduction

Language is a communication tool or tool to interact, in the sense to convey thoughts, ideas, concepts or feelings. Language skills are very important for students to communicate well. Language skills include four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Tarigan, 2008). Of the four skills are interconnected, before the writing phase it takes listening and reading activities. Through listening and reading students not only get ideas or information for their writing but also get inspiration to write with a good structure. Speaking and writing skills of an active language skill, messages conveyed in writing can students get from the results of speaking. So from these four skills students can easily express their ideas or ideas in written form.

Learning English for the senior high school at eleventh grade in the 2013 curriculum uses a text-based approach. This is so that students can develop the ability to reason in oral and written form Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastery, proficiency, and formation of attitudes and beliefs in students can occur. In text-based English learning there are writing activities, namely, writing invitations, writing letters, writing exposition texts, writing the text of the observation report, and writing procedure texts.

While the researcher does research at SMA Negeri 1 Kembangbahu, based on observation the researcher found that were some problems in learning

English, one of the problem is writing still low. When there is learning to write, the students seem unenthusiastic and lazy to write.

Simon & Schuster (Murviana, 2011) said good writing does not happen overnight. It involves a process. That process will force a writer to go through the revision required to produce a polished piece of work. This process is below:

1. Pre-writing

Prewriting is the first stage during which the writer needs to consider three main factors: topic, audience, and purpose. Thorne said pre-writing is the most importance skill to emphasize and practice extensively in basic writing classes. There are several pre-writing strategies that can help get going: brainstorming, visualization, free writing (M. Mogahed, 2013).

2. Writing First Draft

After completing several pre-writing activities, start writing the first draft. The first thing to do is clarify, start writing in introduction and conclusions, and start working on the body paragraph (Farih & Karimata, 2022)

3. Revising and Proofreading

After completing the first draft, it must find ways to improve the writing. Part of this writing process is generally called revision. According to Hedge (Alves, 2008) said revising is part of the writing process which entails assessing what has already been written and is an important source of learning. After writing is complete, it must correct to find out any grammar, spelling and format errors. After writing is complete, it must correct to find out any grammar, spelling and format errors.

Knapp and Watkins (Putri & Saun, 2019) states that procedure is an order of doing something through a sequence of action or steps. The purpose of a procedure text is to tell the reader what to do or how to do something; this can be achieved through arrangement of textual forms. Procedure may also refer to a set of commands that show how to prepare or make something. To be a procedure, a text must include at least one instruction or step that the reader should take. In brief, a procedure may also refer to away or method of doing something. So, the procedure text is a genre has a series of steps followed in a regular, orderly, definitely way.

According to (Bashir, 2017) the structure of procedure writing are : 1) Generic structure are Title / Goal, Ingredients / Material, Steps / Method and Tips .2) Language features are Using Simple Present Tense, Using an imperative form (Prepare mushrooms, add some sugar, etc.), Using temporal conjunction (connectives): (First, firstly, second, secondly, then, after that … etc), Using action verb (material process) : (take, put, cut, pour, etc. Using adverbials to clarify the

time, place, or manner (wait for fifteen minutes, mix thoroughly, stirring gently, etc.)

According to American Heritage Dictioary (Wijaya, 2017), "Procedure text is a set of instruction that performance specific task of function." We can say that procedure text describes how something is accomplished through a sequence of actions or steps.

Writing a procedure text can be done with the initial activity of reading instructions on the procedure for making something that is usually practiced in life. Kosasih (Wijaya, 2017) Procedure text is a text that explains steps in a complete, clear, and detailed way of doing things. Based on its function, the procedure text is classified into exposure text; the text aims to provide an explanation of the procedure for doing things as clearly as possible.

According to Sudjana as quoted by (Kurniawan, 2015) "the method of demonstration is a teaching method to pay attention to how the process of something happens". Syaiful as quoted by (Kurniawan, 2015), explains that "the demonstration method is a performance about the occurrence of an event or object to the appearance of behaviour exemplified so that it can be known and understood by students in real or imitation". Meanwhile, according to Putra, et al (Kurniawan, 2015), "the demonstration method is a way of presenting subject matter by directly demonstrating objects or ways of doing things to demonstrate certain processes". The same thing was also stated by Djamarah (Kurniawan, 2015), which states that "the demonstration method is a method used to show something the process or way of working an object relating to learning material".

The followings are the steps of applying the Demonstration method in writing procedure text: 1) Planning and preparation. The teacher plans the step in the demonstrational process, including the things that should be done and the key points to be emphasized whit each step. And also prepare apparatus required for the experiment. 2) Introducing of the lesson. The teacher explains the goal of the learning, so that the students know what they will do. 3) Performance In performance. The teacher has to focus on the students whether they can view the object of what the teacher performed. Then, the teacher demonstrates each step slowly and carefully. And add demonstration with illustration and explanation. 4) Supervision the teacher asks students to write the goal of previous performance, the material used, and all steps demonstrated by the teacher.

According to Hamdani (Wijaya, 2017) Demonstration method is a method that involves students in learning to demonstrate directly the process of something that is a learning material. This demonstration method can make

teaching become clearer and more concrete, because in this demonstration method students can observe objects to be demonstrated, then students can practice directly from what has been observed using steps that have been determined in sequence.

Based on the definition above, it can be concluded that the demonstration method used in learning is accompanied by modeling directly; with the demonstration method the learning process of students towards the lesson will be more enthusiastic. Therefore, the researcher is interested to use demonstration method in writing procedure texts. The researcher found the demonstration method in writing procedure texts is effective and have any positive effect. It is know from the result of previous study which conducted by *Tyas (2017) with the title, "*The Effectiveness of Using Demonstration Method in Teaching Writing Procedure Text on Senior High School". The objective of this study is to know whether demonstration method is effective or not in teaching writing a procedure text. Several studies found that the demonstration is effective in teaching writing procedure text. Hence, this study will give contribution to the previous studies if it finds that demonstration method is effective in teaching writing a procedure text. It is also supported by (Farih & Fatmawaty, 2018) the result of their research can conclude that there is a significance effectiveness of teaching writing procedure text by using demonstration method at the seventh grade of MTs Darrusalam Getung Turi Lamongan in the academic year 2017/2018. As the result, their scores were going up significantly. The students who just gained the mean of 64,5 in the pre-test, were able to increase their score up to the mean of 78,2 in the post test. It indicated that they made considerable improvement in some aspects of writing skills such as content organization, vocabulary, and grammar and mechanics. The process of teaching writing procedure text by using Demonstration method at the seventh grade of MTs Darussalam Getung Turi Lamongan in the academic year 2017/2018.

Based on the definition above, it can be concluded that the demonstration method is a learning method that is accompanied by modelling directly, and demonstration method in teaching procedure text, it will develop understanding of students in writing the steps of sequence in good order. The students will be able to see the steps of doing or making something closely and directly. So, the students will be able to arrange the steps of writing procedure easily and the students can also observe and pay attention to what is shown during the lesson.

Research Methods

The type of research used in this study is quasi-experimental (Ary et al., 2010). This research was conducted by giving treatment to the experimental group and providing a control group as a comparison. The determination of this type of quasi-experimental research is based on the reason that this research is in the form of educational research that uses humans as research subjects. Humans are not the same and are unstable. Therefore, foreign variables that affect treatment cannot be strictly controlled as desired in pure experimental type research.

This research design has three stages. The first is pre-test; the researcher gave pre-test to know the students' competence on writing procedure text. The second this treatment, the researcher taught the procedure text by using demonstration in experiment class and without demonstration in control class. The third is post-test; post-test is given in the last meeting to find out any effect of using demonstration method in writing procedure text.

The data collection is quantitative and the technique in this research is pre-test and post-test. Pre-test conducted before applied of Demonstration method and also from post-test after the Demonstration method were implemented.

The test technique in the study are used to know whether there is any difference between the students in the pre-test and the post-test or to know the effect of demonstration Method on writing procedure text.

The technique of data was conducted to analyze the validity and then pre-test and post-test of the questions. After the writer collected the data, then the writer analyzed the result of data from pre-test and post-test and then related both of them through the formulas of validity. The writer used the formula that is independent sample T-test.

Results and Discussion

The researcher used T-test formula. Before the calculation of T-test the researcher made the calculation table to gain Mean and Deviation Standard from two variables, the table as follows:

Table 1
The Comparison Scores in Experiment Class and Control Class

Student X	Student Y	Gained (d) Score Student X	Gained (d) Score Student Y	$X-M_x$	$Y-M_y$	X^2	Y^2

1	1	20	15	4.75	7	22.5625	49
2	2	20	15	4.75	7	22.5625	49
3	3	15	-5	-0.25	-6	0.0625	36
4	4	15	15	-0.25	7	0.0625	49
5	5	15	0	-0.25	-8	0.0625	64
6	6	15	5	-0.25	-3	0.0625	9
7	7	10	5	-5.25	-3	27.5625	9
8	8	20	25	4.75	17	22.5625	289
9	9	15	5	-0.25	-3	0.0625	9
10	10	10	-5	-5.25	-13	27.5625	169
11	11	10	5	-5.25	-3	27.5625	9
12	12	10	10	-5.25	2	27.5625	4
13	13	15	10	-0.25	2	0.0625	4
14	14	15	5	-0.25	-3	0.0625	9
15	15	10	5	-5.25	-3	27.5625	9
16	16	25	10	9.75	2	95.0625	4
17	17	30	10	1.25	2	1.5625	4
18	18	10	5	-5.25	-3	14.0625	9
19	19	10	20	-5.25	12	27.5625	144
20	20	15	5	-0.25	-3	0.0625	9
∑		305	160			344.25	937
Mean		15.25	8			17.2125	46.85

The researcher calculated the data based on the procedure of the calculation. The formulation as follows:

Formula to determine Variable X

$$M_x = \frac{\Sigma x}{N_1}$$

$$M_x = \frac{305}{20} = 15.25$$

Formula to determine Variable Y :

$$M_y = \frac{\Sigma y}{N_2}$$
$$M_y = \frac{160}{20} = 8$$

Formula to determine Standard Error of Difference of Mean of Variable X and Variable Y^2:

$$SE_{Mx-My} = \sqrt{SE_{Mx^2} + SE_{My^2}}$$
$$SE_{Mx-My} = \sqrt{0.92^2 + 1.57^2}$$
$$SE_{Mx-My} = \sqrt{0.85 + 2.46}$$
$$SE_{Mx-My} = \sqrt{3.31}$$
$$SE_{Mx-My} = 1.82$$

Determining t test

$$t\ test = \frac{M_x - M_y}{SE_{Mx} - SE_{My}}$$

$$t\ test = \frac{15.25 - 8}{1.82}$$

$$t\ test = 3.98$$

Determining t-table in significance level 5% (0,05) with degree of Freedom (df): df = $(N_1 + N_2) - 2$

df = (20+ 20) – 2

df = 38

Based on the description of the calculation above, it can be inferred that:1)The value of t-test 3.98, 2)The value of t-table in significance 5% is 2.02

Because the value of degrees of freedom 38 is not mentioned in t-table, so the researcher uses the closer value to 38 that is 40 as degrees of freedom. The value of df 40 at the degrees of significance 5% is 2,02. It was known that the result of t-test was 3.98, while t-table for the degree of significance 5% (2.02) with df 40. It means that this score of t-test is higher than the score of t-table.

The researcher was focus on the effect of Demonstration method on writing procedure text. Based on the research finding, Demonstration method had effect towards students on writing procedure text at the eleventh grade of SMA Negeri 1 Kembangbahu.

Conclusion

The focus of the research was the effect of Demonstration method on writing procedure text on writing procedure text at the eleventh grade of SMA Negeri 1 Kembangbahu. The samples in this study were students of class XI MIPA 2 and class XI MIPA 3 in SMA Negeri 1 Kembangbahu. XI MIPA 3 is used as experiment class which consists of 20 students, and then XI MIPA 2 is used to control class which consists of 20 students.

Based on the calculation of t-test formula, it was known that the result of t-test was 3.98, while t-table for the degree of significance 5% was 2.02. It means value of t-test is higher than the value of t-table. If t-test is higher than t-table. It means significant difference between the students writing   procedure text being taught by using Demonstration Method (experiment class) and being taught without using Demonstration Method.

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