

**TEACHING WRITING OF PROCEDURE TEXT THROUGH
DEMONSTRATION TECHNIQUE**

AN ARTICLE

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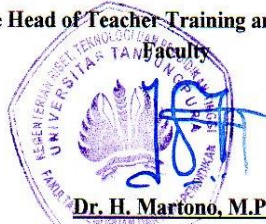
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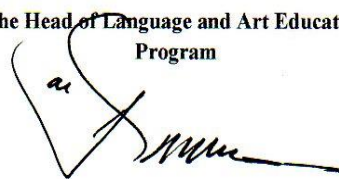
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TEACHING WRITING OF PROCEDURE TEXT THROUGH DEMONSTRATION TECHNIQUE

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Abstract

This research investigated Teaching Writing Procedure Text through Demonstration Technique and finding the effect size of the treatment through Demonstration to the tenth grade students of SMA IBM Pontianak. The form of this research was a pre-experimental study with one group pre-test and post-test design. The population was the tenth grade students of SMA IBM Pontianak, while the sample was class X which consists of 20 students. The technique used in data collection was measurement technique and the tool for the data collection was a test in form of written test. The research finding showed that the mean score of pre-test was 34.70 while the mean score of post-test was 62.5. The result of t-test was 27.8. It was higher than t-critical at $\alpha 0,05$ ($7.35 > 1.729$). As a result, the alternative hypothesis (H_a) was accepted. The calculation of the effect size of the treatments was 1.61 which was categorized as high since $0.2 < ES$ ($1.61 > 0.8$). It can be concluded that there was a moderate significant effect from Teaching Writing Procedure Text through Demonstration Technique to the tenth grade students of SMA IBM Pontianak.

Keywords: Teaching Writing, Procedure Text, Demonstration Technique.

INTRODUCTION

In learning English, learners have to be able to acquire the four language skills, namely listening, speaking, reading, and writing. It is expected that the students will be able to use English both in oral and written communication that can be useful for their further studies, especially in writing skill.

Writing as a productive skill is focus on producing a language rather than receiving a language. It means, writing can represent someone's ideas through written text or concrete form of ideas.

Writing skill is a predicator of academic success and a basic requirement for participant in civic life and in the global economy. Writing in a foreign language is a complex process involving the ability to communicate in foreign

language and the ability to construct a text in order to express the ideas clearly in written form. It is important to apply the process approach in classroom writing, and academic writing also requires students to be able to write various types of writing. There are many types of writing such as procedure, narrative, descriptive and others, but this research will be focuses on the procedure.

Writing skill is more complex and difficult than other skills to teach because it is not only requiring on grammatically and rhetorical devices but also on conceptual and judgment devices. Brown (1992, p. 2) states, "As a technique of communication, writing could be used to establish and maintain contact with others, transmit information, express though, feeling and reactions, entertain and

persuade". In writing process, the students are expected to write their written text grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. It means that the teacher needs to facilitate and guide the students to express themselves with the appropriate grammar, good vocabulary, and appropriate mechanics.

Teaching writing is basically not easy. It is understandable because there are some problems faced by the teacher itself. First, almost all of the students are confused by what they want to write. They have no idea to write. Second, the students do not always hear English or use English in their daily life but only at school. So, it is very difficult for them to master all the English rules and a lot of vocabulary items taught. Third, they learn English because it is a compulsory subject provided by the curriculum. They only want to pass the examination and after that they would be feel free.

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology that developed as tools developed with human society. Writing is the productive skill in the written mode and more complicated than it seems at first even for native speakers of a language. When we write something, it means that we produce the sentences. It will make us start to thinking about the rules and the arrangement. This is also happened with the students that still have weakness in writing. Harmer (2002, p.79) says that writing as a skill by far the most important reason for teaching writing, of course, that is a basic language skill, just as important as speaking, listening, and reading. Harmer (2004, p. 86) stated that writing is a process and what we write is often heavily influenced by constraints of

genres, then these elements have to be present in learning activities. While in genre based approach, the focus of writing is to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community (Tangpermpoon, 2008, p.6).

Writing is needed to compose meaningful text of sentence length or longer, communicating ideas, messages and information in understandable words and language for a variety of audiences. In addition, Browne (1999, p. 2) stated that writing as a method of communication could be used to establish and maintain contact with others, transmit information, express thought, feeling and reactions. In this case, learners have the knowledge of appropriate second language use and can apply their knowledge to write in the rhetorical patterns, comparison/contrast, cause-effect, classification and definition (Harris, 1993).

In writing we need to think abroad about the ideas and also the choice words. Writing is not only arranging words into a sentence, linking a sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written.

There are many techniques that can be used to teach writing. One of them is through demonstration. According to Barton, et al (1976: 157), the demonstration technique, when properly selected and used, may be very effective. It is not a universal technique; however, demonstration technique is most likely to be successful in teaching operative skill, developing understandings, showing how to carry out new practice and in securing the acceptance of new and improved ways of doing things. This technique is recommended for teaching a skill because

it covers all the necessary steps in an effective learning order. The demonstration step gives students the opportunity to see and hear the details related to the skill being taught.

Through De Porter and Hernacki (2004, p. 13) said, "The function of demonstration in particular and their contributions to language learning are to create an optimal environment, either physical or mental". Further, to create an optimal environment is important so that every student has come prior knowledge of the task. As a result, demonstration is effective technique for the students in writing a procedure text. Moreover the beginner students are kinaesthetic learners who love to move and take part in every occasion, including in the teaching and learning process.

Procedure text is designed to describe how something is achieved through a sequence of steps. It can explain how people perform different procedures in a sequence of steps. Based on the experiences of the researcher when having teaching in SMA IBM Pontianak, the researcher found that the problem might be caused in the writing procedure text. First, they have limited vocabularies for mentioning some nouns or materials needed and some action verbs in a procedural text. Second, the students have limitation in the text organization of a procedural text. Besides that, sometimes the steps of a procedure they make are not listed in a good order. Third, they often make mistakes in language features of a procedural text. Procedure text is commonly called as an instruction text. Anderson and Kathy (1998, p.2) stated that a procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instructions for making something, doing something, or getting somewhere.

In this research, the researcher had to find out whether or not this technique is effective in teaching procedure text. The objective of this pre-experimental

research is to find out how effective the demonstration technique to improves students' writing procedure text. The researcher chooses the procedure text because there are many students have the problems how to write steps from procedure text.

There are some students' problems in writing a procedure text. First, they have limitation in vocabularies of some nouns or materials needed and some action verbs in a procedure text. Second, they have limitation in the text organization of a procedure text. Third, they often make mistakes in language features of a procedure text.

As a language teacher, this situation also will be challenged for the teacher to make the activity of writing becomes attractive and enjoyable. Using demonstration can help the students come out from this problem. Newby, Stepich, Lehman, & Russell (1996, p. 48) states some of the advantages from demonstration: 1) There are can utilize several senses; students can see, hear, and possibly experience an actual event. 2) Stimulate interest. 3) Present ideas and concepts more clearly. 4) Provide direct experiences. 5) Reinforce learning.

Writing procedure text through demonstration indirectly creates a concrete experience for the students. In general, students need more concrete experiences which facilitates in learning. When students are required to write procedure text, first of all, they should be able to know what is going to write. Then, what is their seeing from the demonstration should be match in their writing procedure text. As the researcher said in the previous explanation, in writing procedure text there are goals and materials. When the demonstration is done and presented by the stages of a procedure text with reference to the "goal", "step", and "materials". For example in making a cup of coffee, the

“goal” is to make a cup of coffee. The steps are the “steps” involved and the “materials” are the tools and resources needed to make a cup of coffee. Teaching writing procedure text will be very effective if the teacher knows what technique is appropriate. By using demonstration technique, it gives a new atmosphere for students. They would be motivated and interested to study when they see the real object and direct demonstration to what the teacher explain and finally, it gives a good outcome to the students’ comprehension.

This research is expected to help the teachers and students. For the teachers, this research can be useful for the teachers to find out a new technique that may help them in teaching and the teachers can use demonstration as a reference when they want to improve their ability in teaching writing. For the students, after being given the treatment the students are expected to be able to write a good procedure text. The writer hopes that the students are able to build-up their ideas to create a concrete form of ideas to get a good writing.

METHOD

The aim of this research was to know the achievement of teaching procedure text given to the tenth grade students of SMA IBM Pontianak by using demonstration. In this research, the writer used a pre-experimental design. Cohen, Lawrence and Morrison (2005, p. 212) divides three types of a pre-experimental design, those are One-shot case, One group Pre-test and Post-test design, and Statistic group comparison. The writer used One group Pre-test and Post-test design in conducting this research. This design is written $O_1 \times O_2$, which indicates a pretest given to all subject; they are given the experimental treatment and the posttest. According to Cohen, Manion, & Morrison (2000, p. 213), the single group

of pretest-posttest design is represented as:

Table 1. One Group Pre-test and Post-test Design

| Pre-test | Treatment | Post-test |
|----------------|-----------|----------------|
| O ₁ | X | O ₂ |

Note:

Pretest (O₁) was applied before the treatment. It was to know the ability of the students achievement in writing procedure text before treatment. The treatment (X) was the teaching learning process by applying demonstrations technique in the classroom. The teaching material was about how to write procedure text. In this stage, the teacher introduced and explained demonstrations technique for the students along with generic structure of procedure text. Posttest (O₂) was to know the ability of students’ achievement in writing procedure text after treatment. Cohen, Manion, & Morrison (2000, p. 92) define population is all members of any well-defined class of people, event, or object.

Population

The population of this research is the students of SMA IBM (Ishlah Baitil Mal) Pontianak. There are three classes with the total number of the population is 60 students. In this research, the researcher used cluster sampling research and took class X as the sample with the total number of students in class X is 20 students. To find out the result of the research, the technique of data collection used in this research was measurement technique.

Sample

Sample was part of the amount and characteristic of population. Cohen (2007) stated sample is a smaller group of the population. In determining the sample, the researcher used cluster sampling. By cluster sampling, the researcher could selected a specific number of schools and

test all the students in those selected school (Cohen, 2007). The sample of this research was class X while the number of students was 20 students.

Technique of Data Collection

The measurement is administered twice. The first measurement is called pretest, its purpose is to collect the data before the experiment is conducted, so that the researcher knows the students precondition before treatment. The second one is posttest, its purpose is to collect the data after the experimental treatments are given.

Tool of Data Collection

The tool of measurement technique in this research is written test. The test used twice in pre-test and post-test. The test is same for both of pre-test and post-test in form of making a simple text of procedure text. To see the differences after the treatment, the students, result from pre-test and post-test was compared.

1. Students' Mean Score of Pre-test and Post-test

$$M_1 = \frac{\sum X_1}{N} = \frac{694}{20} = 34.7$$

$$M_2 = \frac{\sum X_2}{N} = \frac{1250}{20} = 62.5$$

2. The analysis on the students' different score of pretest and posttest
The students' different mean score of pretest and posttest was taken from students' mean score of post-test minus students' mean score of pre-test. In this research, the results showed that the students' different score of pre-test and post-test was:

$$MD = M_2 - M_1 = 62.5 - 34.7 = 27.8$$

3. The test significance of the students' score

To find out the significance of the treatment, the researcher applied the t-test.

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum X^2 d = 20897 - \frac{(556)^2}{20}$$

$$\sum X^2 d = 20897 - \frac{309.136}{20}$$

$$\sum X^2 d = 20897 - 15.456,8$$

$$\sum X^2 d = 5440.2$$

$$t = \frac{M\bar{D}}{\sqrt{\frac{\sum X^2 d}{N-(N-1)}}}$$

$$t = \frac{27.8}{\sqrt{\frac{5440.2}{20-(20-1)}}}$$

$$t = \frac{27.8}{\sqrt{\frac{5440.2}{380}}}$$

$$t = \frac{27.8}{\sqrt{14.31}}$$

$$t = \frac{27.8}{3.78}$$

$$t = 7.35$$

From the result of computation above, it was obtained that the value of t-test observed is bigger than t-table (7.35 > 1.729). Thus, it means that the mean score of pre-test and post-test of the experiment group being observed have a significant differences. The calculation of t-test indicates 7.35 and df = N-1 (the number of students who takes the t-test-1) or df = 20-1=19.

4. The effect size analysis

To describe the findings of significance effect of the treatments

in order to see how effective teaching writing of procedure text through demonstration, the researcher used the formula of effect size. The computation can be seen as follows:

$$ES = t \sqrt{\frac{1}{N}}$$

$$ES = 7,35 \sqrt{\frac{1}{20}}$$

$$ES = 7,35 \sqrt{0,05}$$

$$ES = 7,35 (0,22)$$

$$ES = 1,61(\text{High})$$

Based on the result, the significance score of the effect size is categorized as “highly effective” with $ES > 0.8$ ($1.61 > 0.8$). It means that teaching writing of procedure text through demonstration gives a high significance effect to increase the students’ achievement in writing procedure.

Hypothesis Testing

From the result of the computation of t-test, t-value was higher than t-table ($7.35 > 2.228$). Based on the result that has been explained, the teaching writing of procedure text through demonstration has the significant results of the students achievement in writing procedure text. It means the alternative hypothesis is accepted or the use of demonstration technique significantly affects the students’ writing procedure text.

Discussion

Based on the research finding, using demonstration technique effectively improved students’ writing ability in procedure text. This technique was helpful for the researcher to help students having clear understanding and easier to write a good procedure.

In the process of pre-test, when the students wrote a procedure text, the researcher found that some students used dictionary to find the words. This happened because students did not know the meaning of the words and they did not have enough vocabulary to express their ideas. In this research, the researcher conducted three treatments to the sample. The researcher set the treatments by focusing on material for each treatment.

The first treatment focused on the definition and language features in procedure text, such as generic structure and grammar used. The researcher explained the definition and language features to the students because they did not know the generic structure and language features in procedure. In the teaching learning process, the researcher used LCD projector and black board to present and deliver the material. The researcher explained about the definition of procedure text, purpose of procedure text, generic structure, simple present tense, action verbs, and temporal conjunction.

In second treatment the researcher focused on the demonstration, such as how to demonstrate something in procedure text. In this treatment, the researcher became a role model for the students and gave the students real example of procedure text through demonstration. After explained and gave the real example of procedure text, the researcher asked the students to write a simple procedure text. In this activity, the researcher still found some mistakes in their writing, especially in generic structure and language features.

In third treatment, the researcher reviewed all lesson from the first and second treatment, emphasized the generic structure and grammar used. In this process, the students started to write a simple procedure text and after they finished to write a simple procedure text, the researcher asked the students to demonstrate that simple procedure text.

Actually, the students still got confused how to write a good procedure because their lack of vocabulary, structure, and grammar as the basic skills that should be mastered by the students before they want to write a good procedure. But, it did not make the researcher felt hopeless to support and help the students to be better in writing a procedure text. In fact, the students were easier to do their writing because they could become one of the demonstrator how to make something and it made them fun and enjoyed the teaching learning process. It was proven when they became the demonstrator, they showed their enthusiastic and the students were stimulated to interact, think and learn in teaching learning process.

In implementing demonstration as a technique of teaching writing procedure text to the students, the writer got some obstacles, as follow; 1) In preparing the material, the teacher got some difficulties to find the examples of the procedure text that made the students easier to understand about the material. 2) There were some difficulties to explain all of the material because of the limited of time that given and lack of vocabularies from students itself. 3) The teacher should prepared all the things to support the demonstration because used the real examples.

Finally, based on the data analysis above, the writer found that there was an increasing of the students' achievement in writing a procedure text. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' performance in post-test was better than pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the explanation stated in the previous chapter, it can be concluded

that the demonstration technique in teaching writing procedure text contributed in improving students' ability. It means that the teaching writing procedure text through demonstration technique is helpful and beneficial to the students' writing ability in procedure text.

Suggestions

Referring to the result of this research, the writer provides some suggestions as follow; 1) The teacher is suggested to use the demonstration technique in writing procedure text because this technique helped the students to write a good procedure text and stimulated the students to be more interactive and involved in teaching learning process. 2) The teacher should be a good demonstrator while explaining or giving an example about procedure text to the students so that the students can be imitated what the teacher did. 3) The teacher is suggested to explain more about the language features in procedure text for instance form of present tense that are used in writing of procedure text so the students can understand how to write a good procedure text and the characteristic of the structure or grammar used better.

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