

**THE EFFECT OF USING DEMONSTRATION TECHNIQUE ON THE
FIRST GRADE STUDENTS' PROCEDURE TEXT WRITING ABILITY
AT SMP MUHAMMADIYAH 2 KALISAT
IN THE 2015/2016 ACADEMIC YEAR**

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Abstract

Writing is one of important skills of English language. Related to condition and situation in first grade students, there are some students who get difficult in using appropriate vocabulary and grammar and also difficult to understand about the generic structure of procedure text. Considering that problem, teaching procedure text writing was applied using demonstration technique to improve the students' procedure text writing ability.

The problem in this research is "Does using demonstration technique have any significant effect on the first grade students' procedure text writing ability at SMP Muhammadiyah 2 Kalisat in 2015/2016 academic year?".

The purpose of this study is to investigate whether there is or not significant effect of using demonstration technique on the first grade students' procedure text writing ability at SMP Muhammadiyah 2 Kalisat in 2015/2016 academic year.

The kind of this research is experimental research. The design of this research is randomized control group pre-test and post test design. To collecting the data, the researcher uses subjective test in procedure text writing test.

The result is by using demonstration technique can give a significant effect, because can improve the students' procedure text writing ability. Because by using demonstration technique the students can observe, listen, and look the process that the teacher was shown directly. So that, the students more understand about the lesson.

Key words: students' procedure text writing ability and demonstration technique.

INTRODUCTION

Writing is generally known as a way to communicate by expressing feelings or minds in written form to give information to readers. To write well, the writer must have good capabilities in writing process and aspects of writing. Besides, the writer must be able to organize the idea, to construct the sentence, to use punctuation and spelling well and also to arrange their writing into cohesive and coherent paragraphs and texts (Zaulana, 2012). Considering the abilities that should be fulfilled as a good writer, the learners usually get difficulties in writing, such as in vocabulary and grammar. Those problems make the students find that the writing task is very difficult and they will be unable to produce a good writing. In this case, the English teachers are expected to be creative in applying teaching techniques and the media for teaching writing to make the students motivated and interested during the teaching and learning process.

There are many ways to develop students' motivation in teaching writing. One of them is applying appropriate teaching technique. Through the use of several kinds of interesting teaching technique the teacher can create comfortable atmosphere for the students in the writing class. One of the appropriate teaching techniques, especially for procedure text writing is demonstration technique. Demonstration technique is a technique that represents something by showing the objects directly. The students can observe the process, situation or certain tools while the teacher is giving the explanation orally (Djamarah, 2010:90). In writing a procedure text, the students should be able to write different procedures in sequences. In this case, the demonstration will allow the students to view a real example of procedural steps. The students may observe the procedural steps through demonstration performance conducted by the teacher. Then, this technique can guide the students in composing the procedure text as expected to give them meaningful learning experience.

There are some advantages of using demonstration technique, such as gaining the students concentration and improving the students' comprehension of the lesson. According to Djamarah (2010:90) by using demonstration technique, the students can accept the lessons well, so that they can understand the lessons perfectly. Moeade (2002) has conducted a classroom action research about using demonstration for teaching writing. He said that demonstration technique could improve students' writing ability. The reason is the students become interested in joining the writing class, could break their boredom and improve their knowledge in writing skill.

Based on the above information, it is known that demonstration technique has many advantages in teaching writing. In this research, SMP Muhammadiyah 2 Kalisat is chosen based on some considerations such as the first grade students' still have difficulties in writing ability, demonstration technique never applied before by the English teacher in teaching writing, and the school principal gives permission to the researcher to conduct this experiment at the school. Therefore, a research entitled "The effect of using demonstration technique on the first grade students' procedure text writing ability at SMP Muhammadiyah 2 Kalisat in 2015/2016 academic year" will be conducted.

RESEARCH METHOD

This research is an experimental research, because it tries to investigate the effect of using demonstration technique on the first grade students' procedure text writing ability at SMP Muhammadiyah 2 Kalisat in the 2015/2016 academic year. Arikunto (2006:3) states that experimental research is a way to look for the cause and effect relation between two variables. In addition Suryabrata (2011:88) says that experimental research is research which involves a study to see the effect of one variable on other variable by giving treatment to experimental group. Finally the research result of experimental and control group will be compared.

RESULT AND DISCUSSION

RESULT

After the researcher giving pre-test and post-test then the researcher calculate the mean score of each group. From diagram above, it was known that the mean score of pre-test result of experimental group was 66.44, post-test was 84.72, and the difference was 18.28. The mean score of pre-test result of control group was 61.88, post-test was 66.05, and the difference was 4.17. After that, it could be seen deviation for experimental and control group that were 291.72 and 591.43. The result from t-test formula was 2.27. After that, the degree of freedom (df) was calculated and the result was 1.67356 that was compared with t-table by using error significance 5%. The result is clear that the result of t-test is higher than t-table ($2.27 > 1.67356$).

DISCUSSION

From the data analysis above the value of t-test is higher than t-table at significance level of 5% ($2.27 > 1.67356$). The result indicates that using demonstration technique is important in teaching English especially teaching procedure text writing because in this research, it could be found that the experimental group got better result on procedure text writing ability. Based on the researcher's treatment, the students understand more how to write procedure text by using appropriate vocabulary, appropriate grammar and the structure of the generic structure of procedure text. So it made the result of post-test better than pre-test.

According to Roestiyah (2008:83) demonstration is a way to teach where the teacher showing something, so that the students can look, observe, and listen to the process that the teacher has shown. In this research, the experimental group students could observe the procedural steps of doing something step by step through the researcher's demonstration performance. Besides that, the students also could look and listen to what the researcher demonstrated in front of the class so that, they more understood about the vocabularies that the researcher demonstrated directly. Therefore, the students could understand the use of appropriate vocabulary and grammar, and also understood about the generic structure of procedure text.

This technique is very useful in teaching learning process because it could improve the student's score of procedure text writing ability. From these demonstration technique above, the researcher found the fact that there are differences between experimental and control group. The students in experimental group (VII B) that was taught by using demonstration technique and the response of the students are interesting, and fun in teaching and learning process. They also could be active in the class and build the compactness in the group. In addition, the atmosphere at the class became lively and it makes them easier and clearly to understand the material.

In the other hand, in control group (VII A) that taught by lecturing or discussing with only by using book as the teaching. They passive in the class and only listened the teacher's explanation without any responses. Moreover, they sometimes joke and talk with their friends, they seem bored in following the teaching and learning process in the classroom because they just have the same activity like usual.

In sum, the result of this research showed that using demonstration technique was useful, interesting and effective to improve the procedure text writing ability in teaching learning process.

Piller and Skillings (2005:12) explain that demonstration includes the use of real objects, performing actions, using gestures, and facial expressions. In this research, the students were very interested to the researcher's demonstration such as when the researcher performed the steps of doing something by using gestures and facial expression in explaining the procedural steps, for example when the researcher showed off how to stir and to pour.

The differences of the result score of post-test between experimental and control group can be seen in their result of the test (see on the appendix 10), where the students of experimental group that was taught by using demonstration technique, they got better result than the control group that was taught without demonstration technique.

This technique is also very effective because the students gave a good response and more attention in the learning process when the researcher demonstrated something, such as when the researcher demonstrated about "how to make a glass of instant coffee" and "how to charge a hand phone" the students answered the researcher's question such as the steps of making it. According to Roestiyah (2008:83-84) the advantages of demonstration technique are teaching learning process become more interesting, so that it makes the students understand the lessons better and they can be more focused to the lesson given. They seemed enthusiastic by focusing to listening and looking to the researcher's demonstration and enjoyed the learning without busying in the class when the researcher was demonstrating. The use of demonstration technique was easier for teaching and learning proses in the class because this technique was not boring. All of the students were interested in the teacher's demonstration and paid attention to it. On the other hand, in the control group that learned using only teacher's explanation looked so bored in the class.

From the differences between experimental and control group above, it showed that demonstration technique is one of the way which can the teacher use to teach

writing English word to the students because by using demonstration technique they not only have better ability in writing but also they are able to increas their vocabulary, and use the words based on the grammatical function.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result of the data analysis and the hypothesis, testing the value of t-table with significance level of 5% the degree freedom of 54, it was found the value of the t-test is higher than the value of the t- table ($2.27 > 1.67356$). It can be concluded that there is a significant effect of using demonstration technique on student's procedure text writing ability on the first grade students at SMP Muhammadiyah 2 Kalisat in the 2015/2016 academic year.

SUGGESTION

From the discussion and conclusion above, the researcher hopes to give suggestion to English teacher, to the students and to other researchers.

The researcher gives suggestion to the English teacher to use demonstration technique in procedure text writing class. By using demonstration technique, English teachers are suggested to apply this method when teach procedure text writing ability. Teachers also expected to be able to provide more interesting technique. So, the students will have fun in the teaching learning process.

The researcher suggests to the students to have more attention to study procedure text writing by using demonstration as a technique to improve their procedure text writing ability and to make it easier for them to write it.

The result of this research can be used as input or reference to conduct a further research dealing with a similar problem by using another design, such as classroom action research to develop student's procedure text writing ability by using demonstration as a technique at Junior High School.

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