

IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH DEMONSTRATION

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Abstract: The objective of this research was to improve the students' ability in writing procedure text through demonstration for the ninth grade students of SMPN 22 Pontianak in academic year 2015/2016. The method used in the research is classroom action research was conducted in three cycles. The observation checklist was used to support the researcher in monitoring the teaching and learning process in the classroom. Field note was used to provide additional data regarding the behavior of students and situation happened in the teaching and learning process. The findings showed that demonstration technique improved the students' ability in writing procedure text. The improvements covered: 1) the students considered writing as an interesting lesson, indicated by their enthusiasm to write, 2) students generated and organized their ideas more easily in a good order, and 3) demonstration improved the students' ability in writing procedure text in terms of grammatical, vocabulary, and sentence structure.

Keywords: Demonstration, Writing, Procedure Text

Abstrak: Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks prosedur melalui demonstrasi pada siswa kelas sembilan SMPN 22 Pontianak tahun ajaran 2015/2016. Metode yang digunakan dalam penelitian ini adalah classroom action research dengan tiga siklus. Daftar observasi digunakan untuk mendukung peneliti dalam memantau proses belajar mengajar didalam kelas. Catatan lapangan digunakan untuk menyediakan data tambahan mengenai perilaku siswa dan situasi yang terjadi didalam proses belajar mengajar. Hasil penelitian menunjukkan bahwa teknik demonstrasi meningkatkan kemampuan siswa dalam menulis teks prosedur. Peningkatan tersebut mencakup: 1) siswa menganggap menulis sebagai pelajaran yang menarik, dilihat dari semangat mereka untuk menulis, 2) siswa menghasilkan dan mengatur ide-ide mereka dengan mudah dalam urutan yang baik, dan 3) demonstrasi meningkatkan kemampuan siswa dalam menulis teks prosedur dalam hal tata bahasa, kosa kata, dan struktur kalimat.

Kata Kunci: Demonstrasi, Menulis, Teks Prosedur

Writing is a productive skill that should be taught besides listening, speaking and reading. This skill becomes important to be studied because it involves communicating message through written mode. The students, in this case junior high school students are expected to be able to write some types of text in English (Depdikas:2006). For those reasons, those become consideration why writing is important to be taught at school.

In learning to write, the students at the ninth grade of junior high school need to deal with some types of text; one of them is procedure text. Procedure text is a text that is designed to describe how something is accomplished through a sequence of actions or steps. This type of text is not only can be learnt at school, but it also can be found in students' daily

life. The students can find procedure text in game rules, cooking recipes, using new phone, etc.

Junior High School students, especially ninth grade students are expected to understand and write procedure text. However, ninth grade students of SMP Negeri 22 Pontianak, based on researcher's pre-observation, still do not understand about procedure text and find difficulties in writing procedure text. According to the English teacher and the pre-observation of researcher himself, there are several problems that the students face while writing in the classroom. Firstly, the students are generally confused by what they want to write since they have limited vocabulary. Secondly, the students have difficulty in constructing the ideas to write procedure text which consists of goal, materials and steps. Besides that, in students' writing there are many errors in grammar and spelling.

Based on the students' problems above, a way that makes the students interested in writing has to be developed. One way that can help the students to be more interested in writing is providing suitable writing materials and learning media as well as using appropriate method of teaching. Here the researcher applied demonstration method. According to Brown (2007:147) demonstration is a teaching technique which often combines oral explanation with the handling or operation of equipment and materials. It means that demonstration not only explain about how something works orally but also involves showing what and how something works in action. By implementing this technique of teaching, students are expected to participate actively in teaching learning process.

From the elaboration above, the researcher conducted a research entitled *Improving Students' Ability in Writing Procedure Text through Demonstration*. Hopefully, this study will inspire English teachers to be more creative in providing media or teaching aid and method in teaching English.

Demonstration is a teaching technique which often combines oral explanation with the handling or operation of equipment and materials. It means that demonstration not only explain about how something works orally but also involves showing what and how something works in action. The technique belongs to demonstration are gesture and action performing. A teacher uses real object and command to show the meaning of the vocabulary. Teacher can use windows, doors, floor, desks, clock, and so on which are available to show the meaning of the words. Teacher can demonstrate about how to replace clock battery to show the students the procedure of changing clock battery.

As a teaching technique, demonstration is a valuable alternative to getting students to learn by doing. It means that by doing or acting something, the students also learn from what they have done. Another example is the teaching the part of the body. Allen (1983:26) states commands are given perhaps first in the students' language, quietly, to one or two who demonstrate the action. They should be standing with their back to the rest of the class. After the meaning of each command has been shown, the teacher repeats it in English. Groups of students stand and perform the action.

There are some advantages of demonstration as teaching technique. According to Cole and Chan (1994:124) there are advantages when teachers use demonstration as a technique for teaching. It is useful technique because of their high interest value such as capture students' attention. Demonstration is one that is meaningful, clear, and contains interesting elements as well. By demonstration, students get stimulate visual imagery which improve students' understanding. Demonstration helps students developing a positive self concept, acquiring more self confidence in front of group, organizing and expressing their ideas clearly, spontaneously respond to questions, acquiring subject matter knowledge and life long skill. Demonstration also develops interest in the learners and motivates them for their active participation.

Morison (1964:316) states that demonstration brings some values. Demonstration brings students into close personal contact with materials or equipment demonstrated. Demonstration focuses attention and dramatizes important basic steps and procedures. It provides functional practice for the students who seek to improve their ability to observe accurately and completely. Besides that, demonstration also helps to socialize learning experience when there are provisions for interplay of ideas, observations, and comments from students.

There are some disadvantages of demonstration. Firstly, demonstration may take considerable time and be rather expensive. Secondly, demonstration may require a large amount of preliminary preparation. If there are too many participants some of them may be unable to hear and see clearly what is being demonstrated and may adopt wrong techniques.

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Spratt, Pulverness, Williams (2005:26) states that writing is one of the productive language skills which deal with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols.

As the main function of writing is for communication (Langan, 2005:14), one as a writer should be able to make their readers understand the message they conveys. Thus, to express ideas, thoughts and the feelings clearly and effectively, the understanding of the graphic system is not enough. The writer requires knowledge of grammar and the art of using rhetoric such as arranging words, phrases, sentences, and paragraphs to produce a good written text. In writing, the writer must also master the rules of vocabulary, spelling, grammar, morphology and syntax. Therefore, many learners think that writing is a difficult.

In support of the above statement, Richard and Renandya (2002:303) state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Therefore, the learners have to practice their writing as many as possible in order to produce a good written text.

The learners need some processes to produce a good written text. Brown (2000:335) states the process of composing written text as the result of thinking, drafting, and revising that required specialized skills. Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

Procedure text is the text which describes how something is accomplished through some sequence of actions or steps. In the text of procedure, there are a lot of steps or instructions to do to make something and the instructions explains systematically and usually in imperative sentence and use simple present tense in order that the readers understand what something to do. It also uses conjunction such as *first, second, then, next, after that, etc.*

Procedure text is used to tell someone how to do or make something. This type of text comes in many forms, such as instruction manuals and recipes. The structure of a procedure text consists of three parts:

- Aim/goal or title. It states the goal to be achieved.
- List of materials. It lists the material needed. It often gives detail on the size, color, number, quantity, etc.

- Steps/methods/procedures. It describes steps in logical order to achieve the goal. The steps are often marked with numbers (1,2,3,...), letters (a,b,c,...), or bullet marks (*,-,#,...) or by writing paragraph(s). Sometimes the steps include caution(s) or warning(s). They can also in form of drawing or picture to make the steps clearer.

In this research, there are four stages to teach writing procedure text through demonstration, they are:

Building the context, in this stage, the teacher tries to develop students' prior knowledge of procedure text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher shows pictures and asks some questions based on it. Pictures in this stage can enhance students' motivation and interest in writing. Moreover, it also can stimulate students' students to find what they going to write.

Modeling the text, in this stage, teacher tries to develop students' understanding of procedure text from its feature and purpose. Here, the teacher does a demonstration about making something in correct procedure. Then, the teacher asks the students to take note and write a procedure text based on the teacher's demonstration. Finally, teacher asks some students to write their procedure text in front of the class and check it together.

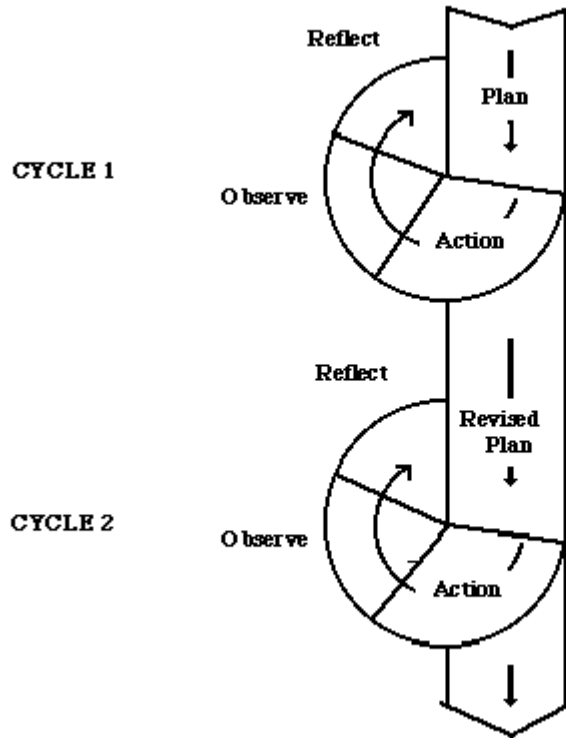
Joint construction of the text, in this third stage, teacher tries to develop students' writing skill to make procedure text. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumbled sentences into a correct order and combining them into a good writing based on a series of pictures. After that the teacher discusses it with the students.

Independent construction of the text, the fourth stage leads students to have independent activities. They will construct (write) a procedure text based on the picture series given. The picture series show the process of how something is made or done. Here, teacher tries to develop students' writing skill to produce procedure text individually.

METHOD OF RESEARCH

In research, the method which is being used need to match the topic mentioned and the problem which is faced. The appropriateness of method used will affect the whole research in terms of success and failure on it. As this research has been done, the most suitable method applied was a Classroom Action Research. The researcher used the method as a path to improve the students' ability in writing procedure text as mentioned in the topic.

Carr and Kemmis (1986) in Burns (1999:30) argue that action research is a form of self-reflective enquiry done by participants in social situations (e.g. teachers, students, school principals in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. There are four major steps. There are planning, action, observation and reflection". In this scheme, the researcher together with the teachers found the problems, formulated a possible solution, implemented the action, and reflected on the outcome of the action. The process in action research can be shown in the scheme taken from Kemmis and McTaggart in Burns (1999) as follows:



(Figure of Classroom Action Research from Kemmis and McTaggart in Burns:1999)

From the figure above, we can see there are some cycle's processes depend on requirement that occur in classroom action research. Each cycle also consists of some steps: planning, action, observation and reflection. Planning is done in the first of cycle as an examination of complication; which becomes a focus of research. In this stage, a researcher is identifying and develop plan of action in order to bring out about upgrading in a special area of the research context. After planning, a researcher then does the deliberate intervention action as an alternative ways to solve the problem on the current situation.

During action, a researcher also makes an observation to collect information about what is happening in the classroom such as students' responses, participation, achievements, etc. The observation becomes source of consideration in reflection phase, whether the research has made it or not. If the research does not attain the goal, then the research can be evaluated and carried out in cycle II as an amelioration sense for cycle II.

Technique of Data Collecting

The technique to collect data in research holds a crucial position as it will affect the conclusion made from the outcome. In this research, the researcher used observation checklist and field note as a way to recognize the students' improvement in writing procedure text through demonstration, while the measurement implemented through test to know the students' progress in writing procedure text.

The instruments or tools of data collecting used by the researcher were:

- a) Observation checklist sheet

Observation sheets are used in what is sometimes called systematic or structured observation, in which it involves the use of coding system or checklist prepared before (Burns 2010:62). In this research, the researcher used the checklist which provided with range of choice of options and some indicators in order to have much wider perspective outcome. The observation checklist itself acted as a source or reflection for the next actions as it meant to be a description of the condition and situation that happened in the classroom during the teaching and learning process.

b) Field note

Field note was made by the researcher when the teacher applied the technique. In this research, the researcher wrote down and listed anything happened when the research being conducted, in order to cover the limited version of teacher on duty. The field note contained complete description of classroom activity and the reflective part that put the observer's impression regarding the classroom activity. Field note covered the observation checklists which in the end improve the validity of the outcome.

c) Test

Test was meant to provide students with a sense of achievement and progress in their learning. In the lesson plan, it was made to know the attainment of students in cognitive part. It was done as written procedure text after learning progress. In reflection and evaluation step, the score was taken as a consideration.

Technique of Data Analysis

The researcher used analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability. The analytical scoring rubric using as follows:

Table 1
Scoring Rubric

| Components of Writing | Score | |
|-----------------------|-------|---|
| Content | 4 | the topic is clear and complete and the details are relating to the topic |
| | 3 | the topic is clear and complete but the details are almost relating to the topic |
| | 2 | the topic is clear and complete but the details are not relating to the topic |
| | 1 | the topic is not clear and the details are not relating to the topic |
| Organization | 4 | materials are complete and steps are clearly stated with proper connectives |
| | 3 | materials are almost complete and steps are stated with almost proper connectives |
| | 2 | materials are not complete and steps are not clearly stated with few misuses of connectives |
| | 1 | materials are not complete and steps are not stated clearly |
| Vocabulary | 4 | effective choice of words and word forms |
| | 3 | few misuses of vocabularies, word forms, but not change the meaning |
| | 2 | limited range confusing words and word forms |
| | 1 | very poor knowledge of words, word forms, and not understandable |
| Language Use | 4 | effective complex construction |
| | 3 | effective but simple construction |
| | 2 | major problems in simple/complex construction |
| | 1 | virtually no mastery of sentence construction rules |
| Mechanic | 4 | it uses correct spelling, punctuation, and capitalization |
| | 3 | it has occasional errors of spelling, punctuation, and |

| | |
|---|--|
| | capitalization |
| 2 | it has frequent errors of spelling, punctuation, and capitalization |
| 1 | it is dominated by errors of spelling, punctuation, and capitalization |

Students' individual score will be counted as:

$$\frac{\text{Students' score} \times 100}{2}$$

To get the mean of students' writing score uses the formula:

| | |
|--------------------------|--|
| $M_x = \frac{\sum X}{N}$ | <p>M_x : Mean Score X : individual score N : number of students</p> |
|--------------------------|--|

RESEARCH FINDINGS AND DISCUSSION

In conducting the research, the researcher applied Classroom Action Research in order to solve problems found in the classroom. The implementation of demonstration as a technique in the research was to improve the students' ability in writing procedure text.

During the implementation of the demonstration as a technique in teaching, the researcher acted as the collaborator and the teacher demonstrate the technique in the classroom. The researcher here observed the teaching learning process through the observation checklist, field notes, and recordings. After the whole activities of implementing demonstration as technique to improve students' ability in writing procedure text including the distribution of the test, the teacher collected and scored students' writing based on the scoring rubric. All of the steps were done in the effort of acquiring the research findings.

1. First Cycle

In this first cycle, the researcher found several problems that had to be solved. The problems were related to the teaching and learning process, along with the teacher and the students. The problems came from both external and internal factors. Based on the field note, the researcher noted some findings which might help the explanations over the teaching learning process. First, the focus of the students easily distracted by the external factors such as noise from the outside, the appearance from another class that passed by, and even the rang of the bell. Second, there were several male students who did not pay full attention to the teacher's explanation and even disturb other students. Because of that, they did not get the idea about teacher's explanation about procedure text. After the teacher showed the video of demonstration, the classroom suddenly became quiet and the students paid full attention to the video. Although the teacher had asked the students to take note from the video they watched, some of them just watch without taking note.

The researcher summarized the problems into several points: a) Some students still find difficulties in constructing ideas since they did not know the word to be used, b) Some students still write a procedure text in a paragraph and mix the materials and the steps instead of separate it, c) There are still some errors in grammar and spelling in students' writing, d) The class was not conducive because the students easily distracted by the noise and people passed by outside the

classroom, e) There are several male students who did not pay full attention to the teacher's instruction and explanation and distracting other students, f) The teacher was not strict enough to the students who were not giving full attention, g) The students tend to be passive and only few students that actively involved with the questions and feedback. The students' mean score in first cycle is 61.84.

2. Second Cycle

In the second cycle, after having discussion with the English teacher, the researcher concluded that cycle 2 is better than cycle 1. Some problems appeared in cycle 1 had been minimized in cycle 2. The students' ability in writing procedure text improved. The students were able to construct the procedure text well, they write each parts separately and in a good order. Besides that, they also were able to write the procedure text using all English words, though there are still errors in grammar and spelling compared to the first cycle.

Realizing that problem, the researcher and the teacher agreed to continue the study to the next cycle in order to minimize these problems: a) Students' errors in grammar and spelling, b) Students did not pay full attention while discussing other students' writing, so they might make the same mistakes. The students' mean score in second cycle is 70.13.

3. Third Cycle

In this stage of third cycle, the students' ability was improved. The ideas were well organized and good word choice. The students' grammar also improved with little mistakes in spelling. All of the intended actions from teaching and learning process able to be done much better than the first and second cycle. The students' mean score in third cycle is 77.63.

This classroom action research was conducted in three cycles. Each cycles consisted of four stages which are planning, acting, observing and reflecting. Each acting stage was conducted in three meetings that was executed during the teaching and learning process. To improve the data obtained, the teacher cooperated with collaborator to observe and monitor the activity which was happening in the classroom through the use of observation checklist and field notes.

From the pre-observation, it can be implied that students assumed English as a difficult subject, especially writing. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were done by using demonstration as technique of teaching. The aim of this solution was to motivate the students to do their writing with enjoyment. The use of demonstration could promote the students' positive behaviour during the learning process. The students seemed more enthusiastic to write and participated actively in writing process. Moreover, the use of demonstration also could attract their attention so that they could enjoy the learning. Thus, they could change their assumption that writing was difficult and boring. Meanwhile, the students also found difficulties in vocabulary usage, grammatical features, punctuation and capitalization. The researcher gave a model and asked the students to list the difficult words which were combined with group work. This activity could help them in solving their problems in terms of vocabulary usage, grammatical usage, punctuation and capitalization.

As the final reflection, the English teacher and the researcher collaboratively discussed the result of the research. They drew a conclusion that the use of demonstration could be the effective way to help students in writing the procedure text. In other words, demonstration could improve students' skills in writing procedure texts.

The significant results of the research were obtained from observation checklist, the field notes, and students' writing.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research done on the ninth grade students of class D at SMP Negeri 22 Pontianak in academic year 2015/2016, the researcher derives conclusions as follows: Firstly, the students' ability in writing procedure text was improved through demonstration. The improvement covered the variety use of vocabulary on the students' writing, the correct use of imperative sentences, well organized ideas, grammar and spelling. Secondly, the students' participation in learning and writing procedure text was improved. The students were engaged in teaching learning process and they seem enjoyed the learning. Lastly, the use of demonstration created a new atmosphere for the students in the classroom. It is because demonstration had two important points. Those are practicality and clarity. Because of those two points, the students experienced positive progress during the teaching and learning process.

Suggestion

Based on the research findings, the researcher would like to offer several suggestions to improve teaching learning process specifically for teaching writing procedure text. The suggestions are defined as follows: 1) it is suggested for English teacher to apply demonstration in teaching learning process since the researcher has found out that this method is able to improve students' ability in writing procedure text; 2) the teacher should pay great attention to the time management in applying demonstration in the classroom as this technique would need a lot of preparation; 3) the teacher should be more active in motivating and giving the positive feedback for the students' writing; 4) the teacher should explain every action clearly so that the students are able to understand what those actions are called in English and it can be new vocabularies for them that might help them in their writing.

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