THE EFFECTIVENESS OF DEMONSTRATION METHOD ON PROCEDURE TEXT WRITING SKILL IN 10th GRADE SMK MUHAMMADIYAH 1 PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies Purwokerto as a Partial Fulfilment of the Requirement for Obtaining the Bachelor Degree on Education (S.Pd.)

By :
FITRIYANTI
1522404020

ENGLISH EDUCATION STUDY PROGRAM
TARBIYA AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO
2019

ABSTRACT

Fitriyanti (NIM: 1522404020). *The Effectiveness of Demonstration Method on Procedure Text Writing Skill in 10th Grade SMK Muhammadiyah 1 Purwokerto.* A thesis from English Education Study Program Tarbiya, and Teacher Training Faculty, State Institute of Islamic Studies Purwokerto, 2019.

The objective of this study was to get the empirical evidence of the effectiveness of using demonstration method for the students' procedure text writing skill. This study was held on August 2019 at SMK Muhammadiyah 1 Purwokerto. The method used in this study was quantitative method applying the design of Quasi experimental study. The sampling technique used in this study was total population sampling. Two classes were taken as the subjects of this study namely experimental class and controlled class. The data were collected from both experimental class and controlled class, the pre-test and post-test were analyzed by using *N-gain* formula. There was an increasing value of post-test in writing procedure text of students in experimental class SMK Muhammadiyah 1 Purwokerto after the application of demonstration method in learning, implementing *N-Gain* analysis in the high category with an average *N-Gain* post-test score of *0.69*. While there was an increase in writing of procedure text by students in controlled class of SMK Muhammadiyah 1 Purwokerto after the conventional application of method in learning, using *N-Gain* analysis it was in the medium category with an average *N-Gain* score of *0.37*. The experimental class had *N-gain* value that was higher than the control class value. The difference in the average of *N-gain* score between the experimental class and the controlled class showed that this research had an effectiveness implementing demonstration method for procedure text writing skill in 10th grade SMK Muhammadiyah 1 Purwokerto.

Keywords: Demonstration Method, Procedure Text, Writing Skill

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. Background of the Problem

All of people in the world need communication with others. Language is one of the important elements in human life. Language is a verbal behavior that usually people use to communicate with other people around them. People can communicate each other and express their ideas, emotions, and feelings through the language. In addition, it is one of the tools to do some interactions and give response to someone (Harmer, 2007: 21). There are many languages in the world such as African, Australia, Dutch, English, Indonesian, and many others. From many languages in the world, English becomes an international language so that English is really important to be learned.

Maybin (2009: 113) says that English is an important language that has a role in global media, international forums, business, finance, politic and diplomacy.People use English to communicate with people from other countries because English has become an international language. They can exchange information about the culture, share about their daily life and also introduce the science and technology. In every school in Indonesia,the students are always given an education about the second language that is English language.

In order to getthecommunicative competence, the students need to learnfour language skills namely listening, reading, speaking and writing. Those fourlanguage skills play an important role for the students in learning foreign language.From all the language skills, writing seems to be less considered by the students as itis a very complicated language skill which requires high ability to express ideas,thoughts, feeling and the like to produce good a written text. This idea is alsosupported by Richard and Renandya (2002: 303) who state that writing is the mostdifficult skill for foreign language learners. The difficulty lies not only ingenerating and organizing ideas but also in translating these ideas into a readabletext. Therefore, learning how to write well as early as possible is very

importantfor the students to achieve better understanding and to practice it along theiracademic life.

There are several types of writing text such as procedure, narrative, descriptive, recount, explanation, analytical exposition, report, discussion, review, news, item anecdote, but this study will focus on the procedure only. Procedure writing is one type of writing genre which is found in our daily life. Knapp and Watkins (2005) state that, "We need to be competent in this genre". Therefore, the students are expected to gain competence in understanding how English works in all categories of texts.

Some students who are learning English face some difficulties in writing an English text. Maybe some students will think that writing a procedure text is easy, but then it is actually not. The students still have difficulty in determining the verb. They should use the suitable verb of every action in the steps of procedure text. In a procedure text, there are two components; namely generic structure and language features. For generic itself, there are three parts; they are goal or purpose, material and steps. Goal will show the purpose of the text; what you are going to make or do. Then material provides the material needed to make or do something. The last part is the steps which tell the steps or phases to make or do something of the procedure text.

A procedure text is a text designed to describe how something isaccomplished through a sequence of actions or steps. Here, the procedure text isnot only a text learned at school but also the one found in the daily life. Studentscan find procedure texts in game rules, cooking recipes, using ATM machines, etc.Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.

Some of the vocational high school students in tenth grade, however they have not reached thefunctional level well. They still have difficulties in the writing lesson.When theEnglish teacher asked them to write aproceduretext,only few of them understoodthe procedure text. The result of their assignment of procedure text was below the standard. Someof them still had difficulties in using

the correct grammar. Theyalso had low vocabulary mastery. According to the English teacher, they did notactivelyjoin the teaching and learning process. It was concluded that thestudents still had low ability in writingproceduretexts.

Based on the results of preliminary observations on April 25th 2019, SMK Muhammadiyah 1 Purwokerto is one good institution. This school is located on YosSudarso Street, Kebanaran PasirKidul West Purwokerto, Central Java. The students in SMK Muhammadiyah 1 Purwokerto also experienced the same thing in which they considered writing as themost difficult skill to learn. It could be seen from the result of their writing. Themajor problem that students faced was to get the ideas and generate it. Moreover, theyalso made many grammatical mistakes. They did not use imperative verb in thebeginning of the sentence. Some of them still used Indonesian word in theirwriting. It was due to the fact that they had low vocabulary mastery. Those problem arose mightbe because of the teaching method, materials, technique, media or thecombination of them. In order to gain the students' active participation in the classactivities, the teachers must be communicative and creative.

Based on the elaboration above, the researcher was interested in conducting the research at the school. According to research conducted by Amelia Sartikarani on the results of the thesisshe wrote in 2014 entitled "The Effects of Demonstration Technique Toward The Students' Vocabulary" stated that the use of demonstration methods provided a satisfying effect as evidenced by the results of data analysis using the t-test showed that the t-value was equal to 5.38 with t-table at a significance level of 5% at 1.67, while at the significance level of 1% at 2.38. Explained that there was a difference in the students' vocabulary taught using the demonstration method and students taught using rote-memorization.

Reflecting to the students' problems above, a solution that makes the studentsinterested in writing has to be developed. One way that can help the students appreciate and be more interested in writing is through providing suitable writingmaterials and learning method.Considering that writing proficiency is highly needed, and the fact that thestudents' writing ability is still

low, the researcher proposes several ways toincrease students' writing proficiency. One of the ways in increasing the students'writing skills especially in writing procedure texts is using demonstration method.

Demonstration method is teaching methods by demonstrating goods, events, rules, and sequences to carry out an activity, both directly and through the use of teaching method that are relevant to the subject matter or the material being presented (Shah, 2000: 22). It is expected that the use of this method can make the students more concentrated, invites the students to actively listen, talk, read and write, but not boring. Demonstration method can be helpful for teachers in teaching how to write a procedure text. According to Bartom, et al. (1976: 157), the demonstration method, when properly selected and used, may be very effective. It is not a universal method; however, demonstration method is most likely to be successful (1) in teaching operative skills, (2) in developing understandings, (3) in showing how to carry out new practice, and (4) in securing the acceptance of new and improved ways of doing things. After the demonstration method has been applied in teaching learning process, the students will develop more understanding toward the procedure of steps in doing something. Therefore, the researcherwanted to find out how effective this method was applied to the school especially in writing procedure text.

B. Operational Definition

1. Effectiveness

According to E. Mulyasa (2002: 82), he argued that effectiveness is the suitability between the person carrying out the task and the intended target. An activity will be said to be effective if the results achieved are in accordance with the stated objectives.

2. Demonstration Method

According to Djajasastra (1982), he explained that demonstration is a way to represent the subject by showing the objects directly or a way to do something by showing its process.

`

3. Procedure Text Writing Skill

According to Zamel (1982: 195), he defines writing as a process through which the meaning is created. This leads to composition instructions that recognize the importance of generating, formulating, and refining one idea. Then, procedure text is an order of doing 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. Procedure are instructions full of commands. Recipes are example of a procedure. Procedure involves a sequence of technical details. 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 (Knapp and Watkins (2005).

So, writing procedure text is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. There are several indicators to assessa good writing procedure text such as content, organization, vocabulary, grammar, and mechanics.

4. Skill

There arefour language skills that must be mastered including: (1) listening, (2) speaking, (3) reading, and (4) writing skills. Of the four types of skills can be classified into two characteristics, namely productive and receptive skills (Ayudia, Suryanto, & Waluyo, 2016). Productive skills meanthat there is an action (act) done by someone to produce a language. These skills include speaking and writing skills. Productive skills tend to be more difficult because someone is required to speak the language both in the form of speech and writing. Not even a few people who can't write well and can't speak well. Receptive skills include listening and reading skills. Both of these skills require a person to understand a language both verbally and in

`

writing such as vocabulary, diction, use of spelling, and punctuation. Four types of Language Skills are :

a. Listening Skill

Listening is also known as listening, but actually listening has a broader meaning. Listening means picking up sounds with ears, while listening means paying attention well to information that is spoken by someone else. Besides listening also involves the vision, appreciation, remembrance, and understanding an expression of the other person. Tarigan (1991: 4) defines listening as a process that includes listening, identifying, interpreting, evaluating, and reacting to a language sound.

b. Speaking skills

Speaking skills is the ability to communicate to convey ideas or messages verbally (Tarigan, 1981: 15). Talking activity involves at least two people, namely speakers and listener. The components that can be used as a benchmark for the success of speaking are pronunciation which includes (1) intonation, (2) grammatical, (3) vocabulary, (3) fluency, and (4) comprehension.

c. Reading skills

Reading is a skill to understand an idea or ideas that exist in written language. Reading means understanding vocabulary, writing systems, topics, word meanings, grammatical, and drawing conclusions. There are several reading techniques that can be used according to the type of text and reading purpose. These techniques include skimming, scanning, selecting, and skipping. Skimming means reading the text quickly and thoroughly to get an overview and important parts. Scanning means reading the text quickly with the aim of obtaining certain information needed by the reader. Selecting is to read a text that is done before reading the entire text, that is only in the title or subtitle.

`

d. Writing Skills

This skill is said to be the most difficult of the 3 other skills. Writing requires someone to master the linguistic element and the element outside the linguistics which is arranged into a composition. It requires the use of regular and complete sentences. The written language also concerns spelling and punctuation that contain certain expressions or ideas. Variety of written language can be used to express ideas or ideas that are descriptive, narrative, exposition, persuasion, and argumentation.

C. Research Question

Based on the background of the study above, the researcher wants to know the effectiveness of using demonstration method in teaching procedure text at tenth grade in SMK Muhamadiyah 1 Purwokerto. The problem can be formulated as follow: *Is demonstration method effective on procedure text writing skill in 10th grade SMK 1 MuhamadiyahPurwokerto?*

D. Objectives and Significances of the research

1. Objectives of the research

Based on the research problem, this research is to describe that demonstration method can be effective for teaching English to the tenth grade in SMK Muhamadiyah 1 Purwokerto.

2. Significances of the research

This research is expected to provide significant contribution both theoretically and practically:

a. Theoretical Significance

The researcher extremely hopes that readerscan receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support the effectiveness of using demonstration method in teaching writing procedure text.

`

b. Practical Significance

The practical significances of the research can be useful for the students, the teacher, the researcher and also for the school, as follows:

1) For students

The result of this research is expected to increase the students' motivation and contribution in learning English, and also to make the learning meaningful.

2) For the teacher

This research is hoped to help teachers in determining the methods that are more effective and efficient.

3) For the research

The researcher can get more knowledge and develop our ability to teach Englishwell. The researcher also can know how to conduct research especially in a quantitative research.

4) For the school

This research will give information about student background in English learning, it shows a different way to make learning process that is useful for student at SMK Muhamadiyah 1 Purwokerto.

E. Structure of the research

In this part, the researcher explains about the structure of the research as follows:

Chapter I elaborate introduction which are contain the background of the problems, operational definition, problem statement, objectives of the research, and significances of the research.

Chapter II clarifies the literature review that includes review of relevant studies, literature review both Demonstration theory and procedure text, and also the hypothesis.

Chapter III tells the research method which contains the type of the research, time and location, population and sample, variables, indicators, technique of collecting data and technique of analysis data.

`

Chapter IV discusses finding general description and the finding of the research.

Chapter V is divides into three parts, as follow: the conclusion and suggestion.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion about hypothesis in previous chapter, the researcher concluded that "demonstration method was effective to the student's procedure text writing skill inthe 10th grade of SMK Muhammadiyah 1 Purwokerto". This can be seen from the increasing value of post-test in writing procedure text of the students in experimental class after the application of demonstration method in learning, using N-Gain analysis in the high category with an average N-Gain post-test score of 0.69. While there was an increase in writing procedure text students in controlled class after the conventional application of methods in learning, using N-Gain analysis was in the medium category with an average N-Gain score of 0.37.The experimental class N-gain value was higher than the control class value.The difference in the average of N-gain score between the experimental class and the controlled class shows that this research has an effectiveness in using demonstration method for procedure text writing skill at the 10th grade in SMK Muhammadiyah 1 Purwokerto with medium effectiveness category.

B. Suggestion

The researcher expects some suggestions can be taken from the results of this study. They are for the teacher, the students, and other researcher. The significance of the study are presented as follows:

1. For the English teacher

   It is expected that the results of this study can be used by the teacher in teaching and learning process as one of the alternative methods to improve the students' ability in mastering English writing.

2. For the students

   By applying this strategy, the researcher expects that the students will be able to learn writing better than before by implementing the demonstration method in learning procedure text.

3. Other Researcher

   It is expected that this researcher becomes a reference in conducting other researchers, especially related to teaching and learning writing for Vocational High School.

`

BIBILIOGRAPHY

Anthony, E. M. 1963. *Approach, method and techniqueEnglish Language Teaching* 17:63-7.

Arsyad, Azhar. 2009.*MediaPembelajaran*: PT BumiAksara

Burns, A. 1999.*Collaborative Action Research for English Language Teachers.* Cambridge:Cambridge University Press.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.

Cresweel, J.W. 2010.*Research Design: Qualitative, Quantitative, and Mix Method Approaches (Ed).*California: Sage Publication.

Hyland, K. 2003. *Genre and Second Language Writing*. USA: The University of Michigan Press.

Harmer, J. 2004. *How To Teach Writing*. New York: Longman Inc.

Hernandez, V andTechnicaicto, M. 2009. *Teaching English Language Learners in Career and Technical Education Programs.* New York: Routledge.

Hartono, Y. 2011. *Student Performance Enhancing Efforts to Revealing Monologue in Procedure Texts through Demonstration Method*. Online (http://www.scribd.com).Retrieved on March 20, 2012.

Kamariah, A. 2010.*Using Video as An Authentic Material in Improving Students' Writing Ability.*Unpublished thesis.Makssar: Graduated Program UNM.

Little, T.D. 2013.*The Oxford Handbook of Quantitative Methods.* New York: Oxford University Press.

Mackey, A and Gass, M. S. 2005. *Second Language Research: Methodology and Design.*London: Lawrence Erlbaum Associates Publishers.

Neolaka, A. 2014.*MetodePenelitiandanStatistik.*Bandung: PT Remaja Rosdakarya.

O'Brien, T. 2004. *"Writing in a foreign language: Teaching and learning"*. Integrated approaches to improve students writing skills for English Major Students Language Teaching 37: 1-28

`

Oshima, A & Hogue, A. 1999.*Writing Academic English* (3rd Ed). New York: Addison Wesley Longman.

Rog, L. J. 2004. *The Write Genre*. Canada: Stenhouse.

Pravitasari, Mey. 2009. *A Descriptive Study on The Students' Ability in Writing Procedure Texts at The Third Year of Junior High School 1 Tulung*.

Salija, K. 2004. *The Effects of Using Formal Outlines in Writing Exposition.* Malang: State University of Malang Press.

Sharma, P. L. 2006. *Adult Learning Methods* (vol 22). New Delhi:Sarup& Sons

Setiyadi, B. 2006.*MetodePenelitianuntukPengajaranBahasaAsing: PendekatanKuantitatifdanKualitatif.*Yogyakarta: GrahaIlmu.

Sugiyono, 2015.*MetodePenelitianPendidikan: (PendekatanKuantitatif, Kualitatifdan R&D).*Bandung: Alfabeta.

Weigle, Sara Cushing. 2002. *Assessing Writing.* Cambridge: Cambridge University Press.

`