

**DEMONSTRATION AS A MEDIUM  
IN THE TEACHING OF WRITING PROCEDURE TEXT  
AN ACTION RESEARCH CONDUCTED IN THE SEVENTH GRADE OF  
SMP AGUS SALIM SEMARANG IN THE ACADEMIC YEAR OF  
2008/2009**

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**Abstrak:** Mengajar *writing* dalam Bahasa Inggris pada dasarnya dapat didukung oleh guru-guru yang berpengalaman, lingkungan yang mendukung, fasilitas yang lengkap, serta pemilihan media, metode, dan tehnik pengajaran yang tepat. Tanpa penggunaan metode serta tehnik yang tepat, dikhawatirkan siswa akan mengalami kejenuhan dan bahkan tidak tertarik lagi dalam mengikuti kelas Bahasa Inggris. Tujuan dari penelitian ini adalah (1) untuk mendeskripsikan penggunaan *demonstration* yang diaplikasikan oleh guru dalam menuliskan teks *procedure*, (2) untuk mendeskripsikan cara siswa dalam menuliskan teks *procedure*, (3) untuk mengetahui sejauhmana perkembangan siswa dalam menuliskan teks *procedure* dengan menggunakan *demonstration*. Penelitian dilakukan melalui tiga (3) siklus, yaitu melalui tahapan-tahapan sebagai berikut: (i) *planning*/perencanaan, (ii) *action*/tindakan, (iii) *observing*/pengamatan, (iv) *reflecting*/refleksi. Data-data dikumpulkan dengan menggunakan tiga (3) jenis instrumen, yaitu: tes menulis, kuesioner, dan pengamatan. Subjek penelitian ini adalah siswa kelas VII SMP Agus Salim Semarang. Temuan menunjukkan bahwa nilai rata-rata siswa dalam menulis teks *procedure* mengalami peningkatan yang signifikan. pada kondisi awal, nilai rata-rata siswa adalah 54, 60%. Pada siklus pertama meningkat menjadi 62, 37%. Sementara pada siklus kedua, rata-rata meningkat menjadi 69, 02%, dan rata-rata meningkat sebesar 73, 03% terjadi pada siklus ketiga.

Kata Kunci: *Demonstration*, *writing*, *Procedure Text*.

## **Introduction**

Teaching English writing is basically not easy. It is understandable because there are some problems faced by the English teachers. First, the students are generally confused by what they want to write. They have no idea what to write. Worst, a few minutes before the class ends, they just write one to three sentences. Second, the students do not always hear English in their daily life. They just hear English at school. So it is very difficult for them to master all the English rules and a lot of vocabulary items taught. Third, the students have different reasons to learn English.

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They learn English because it is a compulsory subject provided by the curriculum. They only want to pass the examination. Therefore, the students do not always have a motivation to reach the optimal target.

Based on my pre-observation, The SMP Agus Salim Semarang students' understanding and ability in writing procedure text are still low. They tend to imitate the sample that is given by the teacher without considering the difference of the text. It is caused by the use of inappropriate technique in teaching writing of procedure text. That is why I did an action research for teaching writing of procedure text.

The problems of this study are: (1) how does the teacher apply the use of demonstration in writing procedure text? (2) how do the students write procedure text? (3) to what extent can the improvement of students' writing of procedure text be shown by using demonstration?.

The objectives of this study are: (1) to describe the use of demonstration applied in writing procedure text by the teacher, (2) to describe the way of the students in writing procedure text, (3) to find out to what extent the improvement of students' writing of procedure text can be shown by using demonstration.

## **Theoretical Framework**

### **Standard of Content**

The English Standard of Content (*standar isi*) contains five components. They are background, objective, scope, standard of competence and basic competence, and direction of the instructional development.

### **General Concept of Writing**

#### **Definition of Writing**

Definition of writing is conveyed differently by some experts. Two of them are stated below:

- 1) Wikipedia (2009) states that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).
- 2) Harmer (2007:113) says that writing is various stages (planning, drafting, editing, etc) that writers go through in a variety of sequences in order to compose written text.

The definitions above imply that writing is an activity of creating and composing written text.

### **The Writing Process**

Richards (2002: 14) states that "learning to write involves imitating and manipulating models provided by the teacher and is closely linked to

learning grammar”. It means that the students need to know the sequence of activities involved in a writing lesson. They are as stated below:

- 1) Familiarization
- 2) Controlled Writing
- 3) Free Writing
- 4) Guided Writing

### **Procedure Text**

Procedure, according to Anderson and Anderson (1997: 50) means “a piece of text that gives us instructions for doing something”. The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual, and itineraries.

Anderson and Anderson (1997: 52-55) state that the generic structure of a procedure text contains:

- 1) An introductory statement that gives the aim or goal  
This may be the title of the text or an introductory paragraph
- 2) A list of the materials that will be needed to complete procedure
  - a. This may be a list or a paragraph
  - b. This step may be left out in some procedures
- 3) A sequence of steps in the order they need to be done
  - a. Numbers can be used to show first, second, third, and so on
  - b. The order is usually important; such words as *now*, *next*, and *after this* can be used
  - c. Usually the steps begin with a command such as *add*, *stir*, or *push*

While the linguistic features of a procedure text are:

- a. The use of technical language
- b. Sentences that begin with verbs and are stated as commands
- c. The use of time words or numbers that tell the order for doing the procedure
- d. The use of adverbs to tell how the action should be done  
(Anderson and Anderson, 1997: 52).

### **Teaching Writing Procedure Text**

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a huge variety of types of writing in our real life. It is suggested that we choose some of the writing situations that largely feature the students’ daily activities. Hence, there are some situations that are conducted in this study, such as how to send an e-mail, how to sharpen a pencil, how to make a pencil box, etc.

Hyland (2004: 12) explains that to create a well-formed and effective text, students should know how texts are organized, and the lexico grammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of text users, the types of textual variation, and how the genre is related to the target context.

Furthermore, Hyland (2004: 54) states that “Genres are specific to particular cultures and communities...”. It means that if the students create texts in English, they should know the rhetorical stages used in English.

The cycle of teaching and learning activities in genre approach consists of a number of stages. Hammond et al. (1992: 17) states that “the classroom program is based on four stages in a teaching-learning cycle: Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction of the Text”.

### **Scoring Writing of Procedure Text**

There are three contrasting ways of grading student writing: holistic scoring, primary trait scoring and analytic scoring.

In this study I use analytic scoring. It is most appropriate for writing procedure text. Because it is more appropriately called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing.

### **General Knowledge of Demonstration**

#### **What is “Demonstration”?**

Before further explanation, I would like to present the definitions of demonstration:

- 1) Demonstration is an instance of somebody showing and explaining how something works or is done. (Hornby, 1995: 310)
- 2) Joesoef Djajasastra (1982: 93) states 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) Demonstration means the simple act of pointing to an object, area, or place like the sun, the moon. (Wikipedia: 2009).

From the definitions above, I come to the conclusion that demonstration is a medium used in the teaching-learning processes to show something by using objects directly.

### **The Function of Demonstration in Language Learning**

The functions of media in general, demonstration in particular, and their contributions to language learning according to De Porter and Hernacki (2004: 13) are “to create an optimal environment, either physical or mental”.

Furthermore, Sukartiwi, cited in Depdiknas (2004: 13) explains that demonstration gives some advantages in the teaching-learning processes: to improve students’ motivation, to avoid students’ boredom learning in the classroom, to ensure that the teaching-learning processes run systematically, to make it easier for students to understand the teacher’s instructions, to build the students’ knowledge of the expected teaching in the context.

### **The Principles of Selecting and Using Teaching Aids**

There are many teaching aids that can be used in teaching-learning process, but not all teaching aids must be applied in the classroom. In using teaching aids, teacher should pay attention to some basic considerations.

Although many media and styles of visual presentation are useful to the language learner, there is no general rule to indicate which medium and visual style is appropriate at any one time. In choosing and using media for language teaching, according to Mc Connel, cited in Depdiknas (2004: 15), "if the medium fits, use it". While Haycraft (1983: 1) says that "in choosing and using objects for language teaching, we have to consider: the age of the students, the kind of objects which interest the students, the physical circumstance of the classroom, the type of intelligence and experience of the students, and the cost and convenience of the material available".

Allen, cited in Depdiknas (2004: 16-17), suggests that in choosing an appropriate medium, teachers should consider the instructional goal used.

### **Teaching Writing using Demonstration**

Much of what we say in daily conversation in any language is prompted by what we see or have seen. Therefore, Haycraft (1978: 97) proposes that "in a language learning situation a teacher should give much practice in reacting in English to objects, or things". Objects or things allow us to explain a word or concept in a simple way. As has been mentioned before, time can be saved by using objects or things because showing the objects directly is a more rapid process than speaking or explaining.

Based on practicality, case in production and economic reason, I choose demonstration as a medium for teaching-learning processes in my research, in this case, the teaching of writing procedure text.

### **Framework**

The students' ability in creating and organizing their idea in procedure text were still low so that the writing that they create was not based on the generic structure of the text. They tended to combine the information needed without considering the generic structure. They seemed only to translate the text from Indonesian to English. Consequently, the text was not systematic. I tried to help the students to find the appropriate way to create and organize the text based on the generic structure. So the presentation of their information or idea would be well-organized systematically and logically. Demonstration could be used as an alternative way to help the students in creating and organizing their ideas in a text.

Based on the literature review and the framework above, it could be said that demonstration could improve the students' ability in writing procedure text.

## **Research Methods**

### **Research Setting**

This research was done in grade VII A SMP Agus Salim Semarang. The number of the students is 35. The reason for choosing this class was because of the lack of students' ability to create procedure text.

### **Research Subject**

The research subject was the students of grade VII A of SMP Agus Salim Semarang in the academic year of 2008/2009.

### **Data Source**

The data source was from the students in the seventh grade A of SMP Agus Salim Semarang in the academic year of 2008/2009.

### **Methods of Collecting the Data**

- a. Test
- b. Questionnaire
- c. Observation

### **Instruments of Collecting the Data**

- a. The instrument for writing test is test item,
- b. The instrument for questionnaire is questionnaire, and
- c. The instrument for observation is observation sheet (sign system).

### **Validity**

Gronlund (1981: 67) states that there are three types of validity i.e. content validity, criterion-related validity, and construct validity. While Brown (2003: 22) mentions that there are five types of validity: content-related validity, criterion-related validity, construct-related validity, consequential validity, and face validity. But the primary concern for classroom achievement testing is content-related validity and face validity.

In this writing of procedure text, I used content and face validity by comparing the instruction and the content of the instrument with the teaching materials.

The validity for questionnaire involved a collaborator. The initial questionnaire consisted of ten questions. After being validated, the questions that were not suitable and correlated to the material were omitted. Then, the questionnaire only consists of eight questions.

The observation sheet was also done by a collaborator who knew whether the observation sheet had represented the data that would be taken. The data got from the observation was validated through triangulation.

### **Data Analysis**

- 1) Students' writing was scored based on the aspects of scoring rubric including goal, materials, steps, language features, and spelling, capital letter, punctuation and grammar. Then, the result was analyzed descriptively by comparing the mean of the scores of writing test for each cycle.

- 2) Conducting descriptive analysis of questionnaire before and after the treatment in cycle I, II, and III.
- 3) Conducting descriptive analysis of the result of observation to know the students' activities or condition during teaching-learning process.

### **Work Indicator**

The success indicator of the use of demonstration in learning procedure text in this cycle is as follows:

- 1) The students' score of the writing of procedure text increased from the average of 54.60 to 73.03.
- 2) In this research, the students had positive thought, feeling and/or opinion about learning writing procedure text with the average of questionnaire's result more than 80%.
- 3) Based on the result of the observation, more than 80% of the students were enthusiastic and active to work in groups because they knew how to arrange the information that they had systematically and logically related to the generic structure of the text.

### **Research Procedure**

This research was done by using Classroom Action Research which consisted of three cycles. The stages of each cycle consist of: (1) planning, (2) action, (3) observation, (4) reflection.

## **Research Findings and Discussions**

### **The Description of Initial Condition**

In the initial condition before using demonstration, the students' ability in creating procedure text was low. In the stage of *Joint Construction of Text*, the students did not show their positive opinion and impression to learn writing procedure text. Most students seemed confused, had daydreaming, and knocked their pens on the table because they did not know how and where they ought to start to write from. Even until the class was almost over, they got nothing.

The average of questionnaire's result on pre-cycle was 60.71%. When they started to write, they always made some mistakes in writing noun phrases. They also did not arrange the text that they created based on the generic structure of procedure text. They did not use command to begin the sentence. Even they ignored the use of time adverbials to put sentences in the right order. The information given could not be read and improved. Consequently, the score of their writing procedure text was not satisfying.

### **The Description of First Cycle**

In the first cycle, the students were familiar with writing condition. They were interested in the topic given about how to make "milkado" juice. The teacher in this case, could introduce the vocabulary items needed by the students by showing the materials to make "milkado" juice. Some of students were so familiar with the materials given that they could answer the teacher's

questions. They tried to pay attention to the teacher's explanation and demonstration. The teacher also gave chances for the students to guess and write what would be done in the next steps.

### **The Description of Second Cycle**

There were still many problems faced by the students in writing procedure text including the lack of students' mastery in vocabulary, the lack of students' ability in writing noun phrases well, some mistakes in writing time adverbials, the use of "to infinitive" to make command, the use of inappropriate spelling, capital letter, punctuation, and grammar. Although the text that they created was better than the initial condition in which it had been based on the generic structure of procedure text, their ability in constructing and organizing the information that they got must be improved in the second cycle.

### **The Description of Third Cycle**

There were some problems faced by the students in the second cycle. Some students still got difficulties in vocabulary. That was why their text sometimes did not improve. Then, the test given to the students in post-cycle II was rather complicated. And it became a crucial factor influencing the result of their text.

In the third cycle, the teacher was keen to draw on experiences that were familiar and relevant to the students to provide a basis for extending their control of English. The teacher still chose the topic of food as the basis for developing the students' writing.

## **Discussions and Findings**

### **First Cycle**

The first cycle was done in two meetings (4 X 40 minutes). In the first meeting (2 X 40 minutes), students got explanation about the general knowledge of procedure text including vocabulary, noun phrases, action verbs, adverbs of manner, time adverbials, imperative sentences, and the use of capital letter and punctuation. In the next meeting, students were given a text of procedure as a sample and analyzed the text together with the teacher based on the generic structure of the text. The students were also shown the use of demonstration of "how to make milkado juice" step by step after working in groups in arranging the sentences into a good procedure text. At the end of forty minutes, students began to create a procedure text based on the picture series available in the work sheet.

Theoretically, students did not have big problems with procedure text. The average for students' writing of procedure text in the aspect of purpose/goal was 14.25%. The average for the aspect of equipments and materials used was 15.14%. For the aspect of methods/steps, the average was 12.65%. The average for language features was 10.31%. While for the fifth aspect, the average was 9.94%. The total of the average for students' score of writing procedure text in the first cycle was 62.37%.



Based on table 4.1, it can be seen that only 42.86% of students passed in writing procedure text. And more than 57.14% of students failed in writing procedure text.

Table 4.1. The Average of Students' Score Writing of Procedure Text in the First Cycle.

	Goal	Materials	Steps	Language Features	Spelling, Capital letter, Punctuation, and Grammar	Score	Category	
							Pass	Fail
<b>Average</b>	<b>14.25</b>	<b>15.14</b>	<b>12.65</b>	<b>10.31</b>	<b>9.94</b>	<b>62.37</b>	<b>42.86</b>	<b>57.14</b>

The result of questionnaire given in the post-cycle I showed that more than 82.86% of students had positive thoughts, feelings, and opinions about writing procedure text. More than 85.71% of students had known the rhetorical stages of procedure text. But 51.43% of students could not arrange and organize the information that they had based on the generic structure of procedure text. Only 48.57% of students were able to construct the information based on the generic structure of procedure text.

**Second Cycle**

The score of the students' writing in the second cycle showed the improvement with the average score of 69.02%. The writing purpose/goal of the text had been improved up to 14.42% than the first cycle that was only 14.25%. Equipments and materials used had also been presented well with the average of 15.45%. In the second cycle, the students could provide the methods/steps well with the average up to 13.57%. The score of the aspect of language features improved from 10.31% to 12.20%. And the score for spelling, capital letter, punctuation, and grammar also improved up to 13.31% compared with the first cycle which was only 9.94%.

From the table below, it can be seen that more than 71.43% of students passed in writing procedure text, only 28.57% of students failed in writing procedure text. The following table is the students' scores of writing procedure text in the second cycle.

Table 4.2. The Average of Students' Score Writing of Procedure Text in the Second Cycle.

	Goal	Materials	Steps	Language Features	Spelling, Capital letter, Punctuation, and	Score	Category	
							Pass	Fail

				s	Grammar			
<b>Average</b>	<b>14.42</b>	<b>15.45</b>	<b>13.57</b>	<b>12.20</b>	<b>13.31</b>	<b>69.02</b>	<b>71.43</b>	<b>28.57</b>

The result of the questionnaire showed that more than 91.43% of students had positive thoughts, opinions, and feelings about the teaching of writing procedure text. It improved compared with the first cycle which was only 82.86%. Based on the result of the questionnaire, it was shown that only 31.43% of students did not know how to arrange the information got based on the generic structure of procedure text. More than 71.43% of students tried to find the supporting information to create a procedure text. There were 54.28% of students who faced some difficulties about the language features of procedure text. Only 25.71% of students still had a problem with the use of command to create a procedure text.

**Third Cycle**

In the third cycle, the score of students' writing procedure text improved significantly up to 73.03%. Students could write the purpose/goal better than they did in the second cycle. It was shown with the score average which improved up to 15.31%. The writing of equipments/materials in the procedure text also showed improvement with the average of 16.17%. The average for writing of steps improved up to 14.37%. The students' mistakes of language features in the second cycle had also decreased 1% with the average up to 13.20%. For the aspect of spelling, capital letter, punctuation, and grammar improved from 13.31% up to 14.00%.

Table 4.3 shows that more than 97.14% of students passed in writing procedure text. Only 2.86% of students failed in writing procedure text. The following is the table of students' score of writing procedure text.

Table 4.3. The Average of Students' Score Writing of Procedure Text in the Third Cycle

	Goal	Materials	Steps	Language Features	Spelling, Capital letter, Punctuation, and Grammar	Score	Category	
							Pass	Fail
<b>Average</b>	<b>15.31</b>	<b>16.17</b>	<b>14.37</b>	<b>13.20</b>	<b>14.00</b>	<b>73.03</b>	<b>97.14</b>	<b>2.86</b>

From the result of questionnaire, it can be seen that 100% of students showed the positive opinion and responses to the writing of procedure text. In the third cycle, 97.14% of students knew the rhetorical stages of procedure

text. Only 17.14% of students who could arrange the information they had based on the generic structure. This result showed the improvement compared with the average in the second cycle up to 31.43%. The students' weaknesses in making command to create a procedure text also decreased 11.44% with the average of 14.28% compared with the second cycle up to 25.72%. There were 71.43% of students who did not face the difficulties in writing based on the language features of procedure text.

### Intercycle

The following is the table of the students' score of writing procedure text from the pre-cycle to the second cycle.

Table 4.4. The Average of Students' Score Writing of Procedure Text in the Intercycle

	<b>Pre-cycle</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Cycle III</b>
<b>Average</b>	<b>54.60</b>	<b>62.37</b>	<b>69.02</b>	<b>73.03</b>

Based on the table above, it can be seen the improvement of students' score of writing procedure text by using demonstration. In the initial condition, the average of students' scores was only 54.60%. In the first cycle, it improved up to 62.37%. And in the second cycle, the average of students' score of writing also improved to 69.02%. This result had not shown a high improvement compared with the result in the third cycle which was to 73.03%. While based on the result of the analysis of questionnaire, students' attitude to the teaching of writing procedure text was improved significantly.

Based on the students' responses to the questionnaire, the percentage of their positive response/attitude in pre-cycle was 60.71%. It means that students had not shown the positive responses to the learning of procedure text. After the treatment in the first cycle, students' positive responses improved to 69.28%. In the second cycle, the average of students' positive responses to the learning of writing procedure text improved to 77.14%. After there was modification in the third cycle, the average of the scores of the responses to the questionnaire improved significantly up to 84.29%.

The result of the observation for each cycle showed that students did not look confused with what they had to do to write. Generally, they could do the test easier by giving the picture series and working actively during the process of writing from the beginning until the end. The students' ability in writing a procedure text improved from cycle I to cycle III. Students then could do the test systematically so that the writing that they created improved well.

## Conclusions and Suggestions

### Conclusions

- 1) Demonstration can be applied in the teaching writing of procedure text. How to demonstrate something can be shown to the students with the sequence of steps done by the teacher while writing the text of the demonstration model on the blackboard. The students, in this case, did not only pay attention to teacher's demonstration, but also guess the answer to teacher's questions of demonstration. So here, the teacher created the teaching-learning process to become interactive learning. By applying the demonstration, teaching writing of procedure text became more understandable. Besides, students became interested in joining the writing class, could break their boredom, and improve their knowledge in writing skill.
- 2) The students' ability in writing procedure text in the initial condition was low. They did not know how to start and where they had to start from. They also did not show the positive responses, opinion, and attitude to the learning of writing procedure text. Theoretically, students did not have problems with the generic structure of procedure text. But, in fact they could not convey the information that they had based on the generic structure i.e. goal, materials and steps systematically. After being given the treatment for three cycles, the students' ability in writing procedure text showed an improvement significantly. They could create a procedure text based on the generic structure of procedure text. The students' mistakes in writing time adverbials, the use of "to infinitive" in making command, and the use of inappropriate spelling, capital letter, and punctuation could be decreased.
- 3) This action research has actually proved that the use of demonstration was able to improve students' ability and understanding in creating a procedure text. In the first cycle, the average of students' score writing improved. The second cycle showed that the average of students' scores of writing was better than the first cycle. And in the third cycle, the average of students' scores of writing improved significantly. In creating a procedure text, there was a high improvement from the initial condition to the third cycle. In the initial condition, the students' ability and understanding of writing procedure text was still low. They knew the generic structure of procedure text, but they could not arrange the information that they had based on the generic structure.

### **Suggestions**

Although the result of this study was satisfactory, I would like to offer the following suggestions:

1. The teacher should prepare the materials, time schedule, place and media very well.
2. In selecting the topic, the teacher should consider the students' heterogeneity, e.g. students' ability, intelligence, sex, and interest.
3. In class where there are a large number of students, the teacher should be able to handle each student and evaluate them.
4. Demonstration is only one of many teaching media that should be developed to make teaching writing of procedure text better.

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