

**THE EFFECT DEMONSTRATION TECHNIQUE ON STUDENTS' WRITING OF
PROCEDURE TEXT AT ELEVENTH GRADE OF SMKSWASTA HKI SIPAHUTAR
IN ACADEMIC YEAR 2023/2024**

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Abstract

This research aimed to find out the effect of using the technique demonstration in writing procedure text at eleventh grade of SMK swasta HKI Sipahutar. This study is conducted by experimental and Quantitative method, the writer was involved two groups, one class as an experimental class, and another class a control class. In the research, the sample of the study was 65 students of the eleventh grade of SMK swasta HKI Sipahutar. The class taught by using Demonstration Technique. The pre-test and post test were given to the students in both experimental and the control class. The treatment has been applied in experimental class which is writing procedure text through demonstration technique. The result between the experimental class and the control class differed in the pretest and posttest. This can be seen from the difference in the average value of the experimental class obtained from the posttest value of 78.75 and the pretest value of 64.84 and the difference in the average value of the control class obtained from the posttest value of 77.87 and the pretest value of 65.90.

Key Words: *Writing, Demonstration, Procedure text.*

INTRODUCTION

The Background of the Study

Writing is one of productive skills besides speaking which is taught in Indonesian schools. According to Tarigan (2020), writing is a language skill that is used to communicate with other people indirectly, not face to face with other people. Writing is also described as a productive and expressive activity. Writing is also beneficial for a person, one of which is motivation to remain interested in writing activities.

To motivate students to develop their writing skills and guide them with their feedback, teachers must include them in writing class. The majority of students do not have basic writing technique. Teachers should prioritize the writing process rather than the result as the most important factor (Astrini et

al., 2020). The teachers need to use technique appropriate to the material and student circumstances so students can write the procedure text properly and correctly.

A technique that has the right combination with learning to write procedure text is the demonstration technique. The demonstration is the act of acting in front of others, either to teach them how to do it themselves or to complement a presentation by illustrating a key idea. Demonstrate anything by carrying it out physically and providing justification as you go along with the action (Team Prabhat, 2023).

The demonstration technique investigates here the technique used by the teacher to show the process of how to make or do something in procedure text. For example, how to make a plate of fried rice, how to use a

blender, etc. The demonstration technique made the process of learning more interesting and conducive (Husnu, 2017).

Procedure text is a type of text in English that contains the method, purpose of making of carrying out activities, either directly or through the use of teaching media that is relevant to the subject matter or material being presented.

The purpose of this text is to explain or talk about how to make or operate or do something through a series of steps or actions precisely and sequentially, for example how to operate electronic devices, how to make cakes and so on. Procedure Text generally has a text structure: goal or objective of the activity, materials or materials needed to make an item or carry out an optional activity and steps or methods or instructions.

The Problem of the Study

Based on the background above, a research problem is formulated as follows: "Does demonstration technique on student's writing of procedure text have an effect on students at eleventh grade of SMK swasta HKI Sipahutar"?

The Objective of the Study

Based on the problem of the study, the objective of the study will focus on finding out the effect of using the technique demonstration in writing procedure text at eleventh grade of SMK swasta HKI Sipahutar.

The Scope of the Study

There are some several ways to determine students' writing abilities in procedure text. In this study, the writer focuses on using the technique demonstration for eleventh grade of SMK swasta HKI Sipahutar.

Review Of Literature

Effect

According to Hugiono and Poerwantana "effect is encouragement or persuasion and has the character of forming." Whereas according to Badudu and Zain "effect is the power that causes something to happen, something that can shape or change something else and submit or

follow because of power or power others. Meanwhile, Louis Gottschalk defines effect as a persistent and shaping effect on human thoughts and behavior, both individually and collectively.

Based on the concept of influence above, it can be concluded that influence is a reaction that arises (can be an action or situation) from a situation of treatment due to the urge to change or shape a situation in a different direction.

Writing

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in written form. According to Harmer (2012) says that writing is a way to produce language and express idea, feeling and opinion. Also, Abbas (2012), writing skills is the ability to express ideas, opinions, and feelings to other parties through written language.

In summary, writing is an activity to express something in written text. In writing, someone will lead the process how to adjust his/r culture, value and emotion in different context because as a foreign language students, our sociocultural is literally different with the native language students.

Demonstration Technique

Ilene (2019) states that demonstration is where the teacher shows how something is done by actually doing it. Demonstration method involves the teacher showing pupils how to do something while they observe. Pupils practice will follow the teacher demonstrations. Demonstrations are used to show procedures and to explained techniques. Thus, demonstration is a direct means of explaining things to the pupils.

As described by Amalia (2017), there are several ways to teach procedure text. One of them is using demonstration. Teachmint (2022) elaborates that demonstration method in teaching can be defined as giving a demo or performing a specific activity or concept; in other words, the demonstration technique is a teaching-learning process carried out in a very systematic manner.

The Advantages of Demonstration Technique

Miliana (2018) states that teaching through demonstration method in writing procedure text can help the students to overcome problems such as their limitation of vocabularies, limitation of text organization, and mistakes in language features of procedure text.

Research Methodology

This research use Creswell (2018) stated that a quantitative method is a method which the investigation focusses on the use of post positive statement for developing knowledge, the use of enquiry strategies such as experiment, surveys, and collect data on predetermine instruments to get specific statistic data.

Furthermore, the writer was involved two groups, one class as an experimental class, and another class a control class. The pre-test and post test were given to the students in both experimental and the control class. The treatment was applied in experimental class which is writing procedure text through demonstration technique. Meanwhile in the control class only use usual way that is written instruction or lecturing technique.

Population and Sample

Population

According to Arikunto (2012), if the population is less than 100 people, then the total sample size is taken. The research population of this study the writer decides to choose the eleventh grade students of SMK SWASTA HKI SIPAHUTAR in academic year 2023/2024. The total population is 65 students in that 2 class. Class XI A & XI B.

Sample

Margono (Margono, 2004) states that this sampling technique is used if the research population consists of groups of individuals or clusters and aims to determine a sample of the objects studied in very large or large numbers,

such as the population of a country, province or district.

The instrument of Data Collection

The writer was collected the data by giving test to students. There are two tests will be given to students named pre-test and post-test. Pre-test was conducted for students in both experimental and control groups in order to know students' initial ability in writing procedure text.

The items were used in pre-test and post-test are different. In pre-test, the writer was asked students to make procedure text then writer will be giving the treatment for 3-4 meeting. Lastly, the writer was held the post-test by asking them to make a procedure text based on what theme that writer was prepared and finally it will be given the result about their improvement.

Instrument Validation

Validity is one of the characteristics of good test. Best and Khan (2010) define that validity of the best test is the quality of the data gathering instrument or procedure that enables it to measure what it is supposed to measure. In order word, a test is said to be valid if measure accurately what it is intended to measure.

DATA AND DATA ANALYSIS

The Data Presentation

The data of this research were students' scores in the pre-test and post-test from the two groups. The presentation of the data is shown in the table below.

Data Description

a. Mode (Mo)

Mode is a group explanation technique based on the currently popular (currently fashionable) value or the value that often appears in the group (Sugiyono, 2010: 47).

b. Median (Md)

Median is a group explanation technique based on the middle value of a group of data that has been arranged in order from the smallest to the largest, or vice versa from the largest to the smallest (Sugiyono, 2010: 48).

c. Mean (Me)

Mean is a group explanation technique based on the average value of the group. This mean is obtained by adding up the data of all individuals in the group, then dividing it by the number of individuals in the group (Sugiyono, 2010: 49).

1. Pre-test Results

a. Experimental Group

From the pretest learning results of 32 students in the experimental group, the highest score was 70, and the lowest score was 60. The mode of the scores was 70, the median was 65, and the mean (average) score was 64.84. These results provide an overview of the students' initial performance before the implementation of the treatment.

b. Control Group

From the pretest learning results of 33 students in the control group, the following data were obtained: the highest score was 70, and the lowest score was 60. The mode and the median scores were both 65, while the mean (average) score was 65.90. These results reflect the students' initial level of understanding before receiving any treatment or intervention.

2. Post-Test Results

a. Experimental Group

From the post-test learning results of 32 students in the experimental group, the following data were obtained: the highest score was 85, and the lowest score was 75. The mode of the scores was 75, the median was 80, and the mean (average) score was 78.82. These results indicate an improvement in the students' performance after the implementation of the treatment.

b. Control Group

From the post-test learning results of 33 students in the experimental group, the following data were obtained: the highest score was 85, and the lowest score was 75. The mode of the scores was 75, the median was 80, and the mean (average) score was 77.87. These findings suggest that there was a positive impact on students' learning outcomes following the treatment.

CONCLUSION AND SUGGESTIONS

Conclusion

It can be concluded that there has been an increase in students' writing in narrative after using the demonstration technique. It can be seen from the results of the pretest and posttest of students in the experimental group and control group.

The learning outcomes between the experimental class and the control class differed in the pretest and posttest. This can be seen from the difference in the average value of the experimental class obtained from the posttest value of 78.75 and the pretest value of 64.84 and the difference in the average value of the control class obtained from the posttest value of 77.87 and the pretest value of 65.90.

Suggestions

After conducting research at SMK Swasta HKI Sipahutar, the writer would like to provide some suggestions based on observation.

A. For teachers.

Teachers should provide motivation to students in learning before and after teaching. Also, the teacher must continue for more than two cycles in using demonstration technique in writing.

B. For the students

Students are advised to use effective strategies in writing of procedure text such as: practicing writing English procedure texts, trying to translate English texts into Indonesian, using a dictionary, memorizing vocabulary so students are able to understand the main topic of a text. Vocabulary so that students dare to communicate with each other. Students can make short conversations in class such as wanting to borrow books, going to the canteen and so on.

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