

**THE EFFECT OF DEMONSTRATION METHOD IN STUDENTS' WRITING ABILITY
PROCEDURE TEXT AT THE EIGHTH GRADE OF SMP NEGERI 2 DOLOKSANGGUL
IN ACADEMIC YEAR 2021/2022**

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Abstract

The objective this study was to know the effect of using demonstration method on students' writing of procedure text at the eighth grade of SMP Negeri 2 Doloksanggul. The method used in this study was quantitative method using experimental design. Two classes were taken as the sample of the study with 30 students in each class. Both classes were assigned into experimental and control class. Experimental class was taught by implementing demonstration method while control class was taught without using demonstration method. The data was collected through pre-test and post-test. Based on the calculation, the mean of gain score of experimental class was 15.6 and the control class was 10.6. The mean score of post-test in experimental class was 79.8 while the control class was 70.83. Furthermore, the data from both experimental and control classes were analyzed by using t-test formula. The result of statistical analysis data showed that the value of $t_{observe} (t_o)$ was 19.08 and the degree of freedom (df) 58 in the table t-score at significance level of 5% is 1.671. By comparing the value of $t_o=19.08$ and $t_{table}=1.671$, it is clear that t_o is higher than t_{table} . In other words, it proved that the null Hypothesis (H_o) is rejected and the alternative Hypothesis (H_a) is accepted. Therefore, it can be concluded that demonstration method is effective in teaching procedure text at eighth grade of SMP Negeri 2 Doloksanggul.

Keywords: Writing, Procedure Text, Demonstration Method

INTRODUCTION

English is one of international language used by many people in the world, language is used communication in society. People use language to convey the message each other, also they believe that language is the way to introduce their social identity to the other.

Oxford advanced learners' dictionary, 1987 stated that language is the system of sounds and words used by human to express their thought and feelings. For Indonesian people, English is the first foreign language which is taught to the student from elementary school until university. By using English, a student can know the other countries. Writing is one of the most important skills in learning English in daily communication. People use

writing as the way to show their ideas, opinions, experience, events and histories. When teaching practice in real class (PPL) at SMP NEGERI 2 DOLOKSANGGUL I am found some difficulties that was student face in the school write well in English. They could not write their idea especially Procedure Text. That is why I suggested to use Demonstration Method in teaching writing ability text.

The Problem Of The Study

Based on the description of the background of the study above, the problems of the study is formulated as following: Does using Demonstration Method can effective in Students' writing ability procedure text at the eighth grade

of SMP Negeri 2 Doloksanggul In Academic Year 2021/2022?

REVIEW RELATED LITERATURE

One of writing that should be mastered is procedure text. Writing procedure text is one of English materials in Eight grade syllabus. The purpose of learning procedure text based on syllabus is to make students able to produce the simple procedure text. The writer considered about using demonstration method in teaching procedure text. Demonstration can visualize students and create mentally alert. For the reasons, it helps the students to understand in constructing the text.

Defenition of effect

Effect is the result of a particular influence; something that happens because of something else.

Defenition Of Demonstration Method

Demonstration method is a teaching method that is used when we are teaching a procedure with the aid of visuals such as flip charts, poster, power point. A demonstration is the process of teaching someone how to make or do something. Garcia (1989) demonstration method is a method of teaching that relies heavily upon showing the learners performance that he should match or pass after he has seen presentation that is live, filmed or electronically operated. Some activities in demonstration method: performance, action, and explanation.

Step of using Demonstration Method

There are six step of using demonstration method namely planning and preparation, introducing the lesson, presentation of subject matter, demonstration, teaching aids, evaluation. Types of Demonstration Method: Chikuni(2003); There are two types of demonstration method:

1. The step by step demonstration done: the step by step demonstration take place when the process is presented in stages that are inter-space by learners' participants.
2. The whole process Demonstration: the teacher demonstrates the full process from the beginning to the end without interruption by learners' participation.

The Advantages and Disadvantages of Demonstration Method: There are some advantages of Demonstration Method;

- a. Students' concentration will focus only on the demonstrations that are given by the teacher
- b. Students to be mentally alert
- c. Give a practice experience to students that can create a good memorize and skill
- d. Minimizing students' error in taking conclusion.

There are some disadvantages of Demonstration Method;

- a. The preparation and the implementation needs a long time
- b. This method will not be effective, if the equipment's are not completed
- c. It will be difficult to do, if the students are not ready to do it.

Defenition of writing

Writing is one component of English language skill in teaching English there are four components. Cohen and Riel, (1989) define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others.

Genre of writing

Knapp and Watkins (2005), Genre is an organization concept for cultural practices. Genre is classified according to their social purpose and identified according to the stages they move to attain their purpose. There were four fundamental genres of writing; describing, arguing, explaining, and narrating.

The process of writing

Writing process is the series of overlapping steps that most Writer follows in composing text. It is an approach to write that views is as an ongoing experience that is more than simply sitting down to write.

Brown(2004) stated that written product were often the result of thinking, drafting and revising descriptive that requires specialized skills. Harmer stated that there were four elements in writing process; planning; drafting; editing final draft.

Definition of Text

Longman Dictionary of Applied Linguistics, "Text / Teks is piece of spoken or written language. A text maybe considered from the point of view of its structure and its function. It means that text has its own function and purpose based on its structure and/ or its function based on the context and express the meaning of context.

Kinds of Text

There are five kinds of text namely a. Descriptive; To describe something, someone, or a place b. Procedure; To tell someone how to make and how to do something c. Recount; Retells an experience in which the writer was personally involved to inform, entertain, the readers/listener d. Narrative; To entertain the readers/listener by the stories e. Report; To describe and classify information, usually talk about living things and non-living things.

Defenition of Procedure Text

Procedure text is type of text that give instruction how to make and how to do something. Purpose of procedure text are to describe how something is completely done through a sequence of steps. Rudi Hartono states that procedure text is to describe how something is accomplished through a sequence of actions or steps. The information is presented in a logical sequence of events which is broken up into small sequenced steps. So, the text will provide the procedural organization that will lead the reader to act or to do something in sequence.

Generic Structure of Procedure Text

There are three generic structure of procedure text, they are;

- a. Title/Goal The purpose of the activities to be carried out lies in the title of the text
- b. Material/tools/ingredients Contains the the material or tools needed in the steps to make the process
- c. Steps/methods Contains the methods/steps done to achieve the purpose of the text. It is a numbers can be used to show first, second, third and so on steps in making something. Actually the order is usually important such word as now, next, after this.

Social Function Of Procedure Text

The social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

Grammatical Features of Procedure Text

There are three grammatical features of procedure text namely;

- a. Simple Present Tense, Especially imperative form Eventually, procedure text has the social function is to tell someone to do something
- b. Conjunction Sometimes, that is not enough to make a good instruction just using imperative form of present tense
- c. Numbering The function of numbering here is same as conjunction. It will be needed if the writer wants to show some variant of sequence.

Basic assumption (hypothesis)

1. Null hypothesis (Ho): There is no the effect of using demonstration method in teaching writing ability procedure text at the eighth grade students' of SMP Negeri 2 Doloksanggul
2. Alternative hypothesis (Ha) : There is the effect of using demonstration method in teaching writing ability procedure text at the eighth grade students' of SMP Negeri 2 Doloksanggul.

RESEARCH METHODOLOGY

Research Design

This research used quantitative method and the design of the research was quasi experimental study that aimed to find out the cause-effect between two variables. In conducting this researcher the research uses experimental design in order to know the effect of using Demonstration method in teaching writing procedure text. The researcher applied two classes of students that consist of one class as the experimental class and another class as the control class in this research. Which can be divided into two main categories, there are pre-test and post-test only.

Research variable

- a. Independent Variable as demonstration method as:
 - a. method in teaching writing that effect the dependent variable.

b. Dependent Variable Dependent variable was the students' writing ability procedure text. It was effected by independent variable.

Population and Sample

The population of this study is the eighth grade of SMP Negeri 2 Doloksanggul. There are 10 classes and its consists 30 person/class. According to Arikunto if the subject of the population consist of a large number, the sample can be take 10%-15% or 20%-25% of the population or it depends on the research ability.

From the statement above the researcher takes 20% students (60 students) as sample from 300 students total of population.

Technique of Data Collection

1. Pre-test; The pre-test is given before the treatment. The researcher gives pre-test to experimental and control class. It is done to know students' procedure text writing ability before they are getting treatment. In pre-test the student ask to choose one topic, then the students made a procedure text.

2. Post-test; The post-test was do after the students in experimental and control class give the treatment. It is done to recognize the students' procedure text writing ability after they are getting treatment by using demonstration method in experimental group and control group. Post-test is done to measure the student's procedure text writing in order to know the development² of the students' procedure text after Demonstration method have been applied.

Research Procedure

1. Finding the Subject of Research; The researcher chooses the student of the eighth grade of SMP Negeri 2 Doloksanggul as a subject of the research. One class is experimental class and one class is the control class.

2. Designing the Instrument of the Research ;The instrument of this research uses writing test. The students get the same instrument for both classes in several topic and pictures that should be described by the students.

Validity And Reliability

The validity of the essay is taken from the triangulation of school's curriculum and text book

used by the teacher. Meanwhile inter-rater reliability (agreement between raters) was used in assessing students' procedure text writing both in pre- test and post-test, because two raters were involved.

Inter-rater reliability refers to the tendency of different raters to give, the same scores to the same scripts. Then, to know the validity of inter-raters, one can start by asking few basic questions.

Reliability of the Test refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of tems to another. A good test must have high reliability besides having high validity. To get the reliability of the test, the researcher was used inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that were gotten by two raters or more simultaneously.

The Method of Scoring

There are some aspects that should be used to measure the result of students' score in writing. They are; content, organization, vocabulary, language use and mechanics.

Technique of Analyzing Data

To find out the difference means of scores of the test between the experimental group and control group, the researcher will use t-test. The formula as following;

$$t = \frac{MX - MY}{\frac{\sqrt{(MX + MY) + (1 + 1)}}{(n1 + n2) + (n1 + n2)}}$$

Where:

t = Test

MX - MY = The observed difference between two means

MX = The mean of experimental class

MY = The mean of control class

N1 = The number of students in experimental class

N2 = The number of students in control class.

RESEARCH FINDING

The Data

As the writer has been explained in the third chapter, the data were collected by using

test, given to the sample, the students of SMP Negeri 2 Doloksanggul.

The result was used to get empirical evidence about the effect of using demonstration method on students' writing of procedure text at eighth grade of SMP Negeri 2 Doloksanggul in academic year 2021/2022.

The result of the study is presented as the data description based on the result of the test. The result of the data analysis obtained through writing test. After the researcher gave the tests to the samples, the researcher got the data.

They were;

1. The score of pre-test and post-test in Experimental Class(X);

N=30		Pre-test	Post-test
	Total	1926	2394
	Mean	64.2	79,8

2. The score of pre-test and post test in control class (Y);

N=30		Pre-test	Post-test
	Total	1813	2125
	Mean	60.43	70,83

Data Analysis

After there was the result of the test, then the data was analyzing by applying the t-test to prove hypothesis in order to get empirical evidence about the effect of using demonstration method on students' writing of procedue text at eighth grade students of SMP Negeri 2 Doloksanggul in academic year 2021/2022.

The researcher used data from experimental classes and control classes. The difference score between of the experimental class (X) and the control class (Y) is presented as below:

1. Determining mean of variable X (Experimental Class) Sugiyono (2005) The average (mean) is a value that represents the set (a set of data).

$$MX = \frac{MX}{N1}$$

MX = The mean of experimental class N1= The number of the students in experimental class

$$\begin{aligned} MX &= \frac{MX}{N1} \\ &= \frac{468}{30} \\ &= 15.6 \end{aligned}$$

2. Determining mean of variable Y(Control class) Sugiyono (2005:p43) The average (mean) is a value that represents the set (a set of data).

$$MY = \frac{MY}{N2}$$

MY = The mean in Control Class N2 = The number of the students in Control Class

$$\begin{aligned} MY &= \frac{MY}{N2} \\ &= \frac{302}{30} \\ &= 10.6 \end{aligned}$$

3. Determining Standard Deviation Of Variable X:

$$SD_X = \frac{\sqrt{\Sigma X^2}}{N}$$

SD_X = Standard Deviation Of Variable X ΣX^2 = Square Devition of Variable X

N = The Number Of Students In Experimental Class

$$\begin{aligned} SD_X &= \frac{\sqrt{1281.64}}{30} \\ &= \frac{11.34}{30} \\ &= 1.19 \end{aligned}$$

4. Determining Standard Deviation Of Variable Y:

$$SD_Y = \frac{\sqrt{\Sigma Y^2}}{N}$$

SD_Y = Standard Deviation Of Variable X ΣY^2 = Square Devition of Variable X N = The Number Of Students In Experimental Class

$$\begin{aligned} SD_Y &= \frac{\sqrt{977.769}}{30} \\ &= \frac{31}{30} \\ &= 1.03 \end{aligned}$$

5. Determining Test: Sugiyono (2013) T-test is systemic procedure in which the tested individual is presented with a set of stimulsnts to their responses that can indicate into numbers.

t = Test

MX-MY = The observed difference between two means

MX = The mean of experimental class

MY = The mean of control class

N1 = The number of students in experimental class

N2 = The number of students in control class

$$t = \frac{MX - MY}{\sqrt{\frac{(MX + MY) + (1 + 1)}{(n1 + n2) + (n1 + n2)}}}$$

$$t = \frac{79.80 - 70.83}{\frac{\sqrt{(15.6 + 10.06) + (2)}}{(30 + 30) + (30 + 30)}} = \frac{8.97}{8.97}$$

$$t = \frac{\sqrt{(25.66 + (2))}}{(60) + (60)} = \frac{8.97}{8.97}$$

$$t = \frac{\sqrt{27.66}}{120} = \frac{8.97}{120}$$

$$t = \frac{0.23}{8.97} = \frac{8.97}{0.47}$$

$$t = 19.08$$

6. Determining with degree of freedom (df) in significant level of 5%: British Biologist and statistician Ronald Fisher used the term "Degree of freedom" degrees of Freedom refer to the maximum number of logically independent values, which are values that have the freedom to vary in the sample data.

Df= degrees freedom N=the number of values in the data set(sample size)

$$Df = (N_1 + N_2) - 2$$

$$Df = (30 + 30) - 2$$

$$Df = 60 - 2$$

$$Df = 58$$

$$t_{table} \rightarrow 5\% = 1.671$$

It can be concluded that $t_0 > t_{table} = 19.08 > 1.671$.

The Reliability Of The Test

$$KR_{21} = \left(\frac{K}{K-1}\right) \left(1 - \frac{K-M}{k.S}\right)$$

Where:

KR_{21} = Koefisien reliability

K = The number of item in the test

M = The mean of the test score

S = The standard Deviation of the score (Kuder Richardson formula 21 (KR21))

$$KR_{21} = \left(\frac{K}{K-1}\right) \left(1 - \frac{K-M}{k.S}\right)$$

$$K = 60$$

$$M = 15,6$$

$$S = 2,22$$

$$KR_{21} = \left(\frac{60}{60-1}\right) \left(1 - \frac{60-15,6}{60 \times 2,22}\right)$$

$$= \left(\frac{60}{59}\right) \left(1 - \frac{44,4}{133,2}\right)$$

$$= (1.01)(0,67)$$

$$= 0,67$$

The reliability of the test is considered based on sudijono (2000:180) as follow: 0.00-0.20 = the test invalid 0.21-0.40 = the test is low validity 0.41-0.70 = the test is fair to validity 0.71-0.90 = the test is high to validity 0.90-1.00 = the test is complete to validity After matching the result of

the calculation to the list of determination above, the reliability of used in this research is fair validity.

Testing Hypothesis

Testing hypothesis has done in order to know whether the hypothesis is accepted or rejected. Based on the t-table, with the value of degree of freedom ($N_1 - N_2$) - 2 = (30 + 30) - 2 = 58 at t-critical 0.05, it is obtained 1.671. If we compared the value of $t_0 = 19.08 > t_t = 1.671$ it means that the alternative Hypothesis (H_a) is accepted. It can be concluded that there is a significant effect of using demonstration method on students writing of procedure text.

CONCLUSION AND SUGGESTION

Conclusion

Based in the data described previously, the writer draws the conclusion that using Demonstration Method writing has a great and positive effect in teaching writing. The students who are taught using Demonstration Method writing have higher score than the students taught without Demonstration writing. Demonstration method can improve students' ability in writing procedure text at SMP Negeri 2 Doloksanggul. Based on the experiment known that there is significance difference between the score of the students who are taught using Demonstratin method writing and without Demonstration Method writing.

Suggestions

Based on the conclusion of the result of the study, the writer would like to suggest that;

1. The teacher are suggested to using Demonstration method writing as the way of teaching, on order to improve language skill of students, especially in guiding procedure text.
2. By using Demonstration Method Writing some aids should be provided to make the students more interesting in the materials taught.
3. Teacher should be able to be a facilitator to guide the students to give their own opinion about the lesson and guiding the discussion process during writing class actively by Demonstration Method writing. So the students will feel comfort when teaching process in done in the class.

4. After comparing the t calculation to the table, it was found that the t calculated (19.08) was higher than t table (1.671) at the level of significant of (0.05) it can said that H_a accepted and H_o was rejected, this mean that Demonstration method more significant the teaching without using Demonstration method Writing.

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