

THE USE OF DEMONSTRATION TECHNIQUE TO IMPROVE WRITING SKILL OF THE ELEVENTH GRADE STUDENTS

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ABSTRACT

The objective of this research is to prove whether the application of demonstration technique can improve writing skills of the eleventh-grade students of SMA Negeri 1 Witaponda or not. The population of this research is the eleventh-grade students of SMA Negeri 1 Witaponda, the sample was XI IPS2 as experimental class and XI IPS3 as control class. The number of each sample was 21 students. The research applied quantitative method. The instruments of the data collection were pre-test and post-test. The finding showed that the experimental group's mean score on the post-test was 72 and the pretest was 56.6. Whereas the control group's mean score on the post-test is 45.7 and the pretest is 53.5. The results of data analysis revealed that the value of the t-counted (3.804) was higher than the value of the t-table (1.684) by applying a significant level of 0.05 with a degree of freedom (df). It means that the hypothesis is accepted. It indicates that there is a significant improvement. In addition, the implications of these findings can be concluded that the use of demonstration techniques was effective for teaching writing procedure texts because it can help practice their ideas and help teachers transfer material related to the lesson.

Keywords: Improving; Demonstration Technique; Writing Skill; Procedure Text

INTRODUCTION

Teaching writing to students at the senior high school level is based on the type of text. The recommended types of text are recount, narrative, descriptive, report, and procedure text. Recount text teaching refers to the teaching genre in which students are enabled to write past tenses. While the teaching of narrative texts is intended so that students are able to understand certain texts written in relation to the time sequence. Furthermore, both reports and descriptive texts try to show the factual conditions of the object. The difference is that report text describes an object in general, while the descriptive text describes an object in particular. In addition to these four types of text, there is one other type of text, namely procedure text, which describes how to do, create, or operate something from beginning to end.

The purpose of learning procedure text according to the syllabus of SMA/SMK incurriculum K13 is that students can analyze the social function, text structure, and linguistic elements of procedural text in the form of a manual according to the context of its use. Students must be able to grasp the meaning of procedural, spoken, and written texts in the form of manuals, and students can edit procedural texts in the form of manuals and tips by paying attention to social functions, text structure, and correct linguistic elements according to context.

When the researchers conducted preliminary observation at SMA Negeri 1 Witaponda, many students still have difficulties in writing procedure text. There are some difficulties that students get in learning procedure text; students cannot make sentence grammatically, write text in a good organization, use mechanics in writing, and lack of vocabulary mastery. In fact, the purpose of learning procedure text at SMA Negeri 1 Witaponda is not in accordance with the reality that is happening. Therefore, to overcome these problems the researchers proposes the idea of using demonstration technique which could be effective as a learning strategy to help students overcome problems and enhancing their writing in procedure text.

Demonstration is one of the techniques in active learning that can be applied to teach procedure text. Troia and Graham (2017) state as a language educator, a teacher should continually find a way to teach writing skills effectively. The researchers have conducted this research to investigate the process of teaching writing skills via demonstration techniques in procedure texts. Students can get benefit from demonstration techniques to learn the process of writing procedure text such as the technique allow students to see, perform, or imitate the steps to directly identify the material being used. Therefore, it will be more interesting for students. There are two characteristics of demonstration technique, gesture and action. Teachers can use gestures and actions to convey the meaning of words and the writing process. A teacher can demonstrate the procedure for making things or how things work, and then students can write down the demonstration activities that the teacher demonstrated. It means that demonstrating or acting on something assists students in writing the process of action in the proper procedures.

In conclusion, writing as a language skill that requires many aspects in its application, can be taught and more easily and interestingly by teachers and students by using appropriate techniques according to the purpose of what is being communicated in writing. For example, the application of demonstration techniques in creating procedur text. Additionally, demonstration

techniques can be combined into applications involving teachers and students. Therefore, it can improve students' ability to write procedur text.

Some studies related to the concern of this study have been conducted. Firstly, a study by Farih and Fatmawaty (2018) who investigated the effectiveness of teaching writing procedure text by using demonstration technique. The aim of the research was to give stimulus students to improve their writing. The population of this research was the seventh-grade students in the MTs Darussalam Getung Turi Lamongan. The data analysis of this study based on the use of observation instrument, the researchers analyses the data using checklist. Checklist is used to observe the teacher activity. The research design was experimental research. The result showed that the use of demonstration technique can improve stydents writing skills on procedure text.

Second, a study was conducted by Wadi, Mukhaiyar, & Hamzah (2018). This research was designed to improve the students' writing skills on procedure text by using demonstration technique. The purpose of this research was to find out the effect of demonstration technique can improve students writing skills on procedure text. The study employed a classroom action research design in which the researchers and his collaborator worked together in designing the lesson plan, implementing the action, analyzing the data, and doing the reflection. The participants of this research was 23 students at Grade IX A SMPN 1 Kerinci. The result showed that demonstration method could improve the students' writing skills.

Last, a study by Mantra, et.al (2020) Procedural Demonstration as a Practical Learning Contrivance to Ameliorate Students' Writing Skills. The purpose of this research was to discuss students' improvement in writing skills through executing a demonstration technique. This research used classroom action design. Researchers collect data by administering pre-tests, post-tests, and questionnaires. The result of the research showed that students had various obstacles in learning writing and they were struggling to obtain a higher level of knowledge in writing procedure texts, however, through a careful and intensive implementation of demonstration technique, students' writing achievement improved significantly from session to session in all classroom writing practices.

Based on the previous findings, the use of demonstration technique can improve students writing skill in procedure text. Therefore, the researchers will conduct research using demonstration methods to improve students' writing skills.

METHOD

This study used a quasi-experimental research design. The same material were given to both classes, but only the experimental group was given treatment using demonstration techniques while the control group was taught without demonstration technique. This research used to the model from Cohen et al (2000:214) that can be seen as follows

Experimental group	O ₁	X	O ₂
Control group	O ₃	-	O ₄

The population of this research was the eleventh-grade students of SMA Negeri 1 Witaponda in academic year 2022/2023. Based on the research design, the researchers chosen two classes as the samples by using the purposive sampling. the researchers used this sampling because the characteristics of the population are not homogeneous.

The sample of this research is class eleventh IPS3 as the control group and class eleventh IPS2 as the experimental group.

The instrument used to collect data was a writing test. It was a procedural text, the topic was about: how to make sweet tea, avocado juice, how to use electronic iron, etc. The reason of why selected those topics because it is more realistic in everyday life how to make something and students understand food more easily. There are some criteria of aspects that are evaluated. Furthermore, the researchers adapted scoring rubric from Brown (2007) in Yulanda (2018:28) that can be seen as follows:

Table 1 – Aspect of Writing

Aspect of Writing	Criterion
Content (C) 30%	The topic is complete and clear and details are relating to the topic.
	The topic is complete and clear but the details are almost relating to the topic.
	The topic is complete and clear but the details are not relating to the topic.
	The topic is not clear and the details are not relating to the topic.
Organization (O) 20%	Identification is complete and description are arranged with proper connectives.
	Identification is almost complete and description are arranged with almost proper connectives.
	Identification is not complete and description are arranged with few misuse connectives.
	Identification is not complete and description are arranged with misuse connectives
Grammar (G)	Very few grammatical or agreement

20%	<p>inaccuracies.</p> <hr/> <p>Few grammatical or agreement inaccuracies but not affection meaning.</p> <hr/> <p>Numerous grammatical or agreement inaccuracies</p> <hr/> <p>Frequent grammatical or agreement inaccuracies.</p>
Vocabulary (V) 15%	<p>Effective choice of words and word forms.</p> <hr/> <p>Few misuse of vocabularies, word forms, but not change the meaning.</p> <hr/> <p>Limited range confusing words and word form.</p> <hr/> <p>Very poor knowledge of words, word forms, and not understandable.</p>
Mechanics (M) 15%	<p>It uses correct spelling, punctuation, and capitalization.</p> <hr/> <p>It has occasional errors of spelling, punctuation, and capitalization.</p> <hr/> <p>It has frequent errors of spelling, punctuation, and capitalization.</p> <hr/> <p>It is dominated by errors of spelling, punctuation, and capitalization.</p>

The tests in this study are divided into pre-test and post-test as follows:

1. Pre-test was used to know the students' ability before were giving treatments, so the researchers can find the students prior knowledge. It is conducted for both experimental and control group. They are asked to answer the question that will be given in oral test. It can be initial information about students' speaking ability mastery before treatment. The result of this test provided the researchers preceding information about the students' speaking ability.
2. After giving a treatment, the researchers gave post-test. Post-test is the last test to experimental and control group, after conducting the treatment. The purposes of this

post-test was to find out students' willingness to learn speaking after getting the treatment. In addition, it is intended to find out the significant difference between the students speaking ability before and after treatment and to find out whether the media is suitable or not.

Data analysis represents an activity after data from all of the respondents on other sources have gathered (Sugiyono, 2006). In quantitative research, the data analysis technique used is statistical test. Through this statistical test, it can be used to calculate the data obtained and can later be analyzed. After submitting the test and collecting the data, the researchers calculated the score in several steps. First, the researchers calculated individual scores using the formula provided by Arikunto (2006:308) as follows:

$$\sum = \frac{\sum X}{N} \times 100$$

After the individual scores are collected, the researchers calculated the mean scores of each experimental and control class in the post and pre-test use the formula proposed by Hatch and Farhady (1982:56) below.

$$\bar{X} = \frac{\sum x}{N}$$

After the individual scores are collected, the researchers calculated the mean scores of each experimental and control class in the post and pre-test use the formula proposed by Arikunto (2006:313) below.

1. The formula used for experimental class:

$$M_x = \frac{\sum x}{N}$$

2. The formula used for control class:

$$M_y = \frac{\sum y}{N}$$

After that, the researchers used square deviation formulas purposed by Arikunto (2006:312) are follows:

1. The formula will be applied experimental group:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

2. The formula will be applied post group:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

In order to find out whether the result of the test is significant difference, the researchers used the formula proposed by Arikunto (2006:311) as follows:

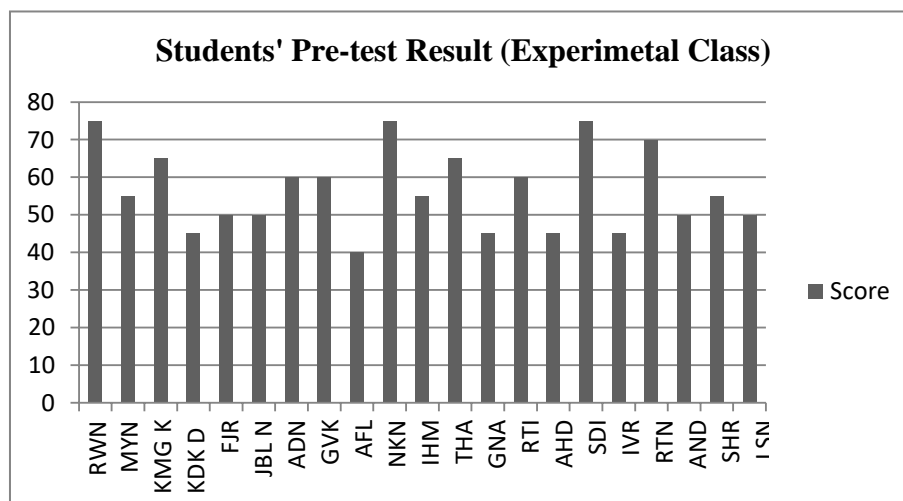
$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Hypothesis is defined as a prediction about the result of research. It can be the direction of the expected relationship between two or more variables. In measuring the data, hypothesis has criteria. It can be accepted or rejected. The criteria of hypothesis testing are stated below. If the t-counted is higher than t-table, it means that the hypothesis of the research is accepted or the treatment is effective for the students in learning speaking skill.

RESULTS AND DISCUSSION

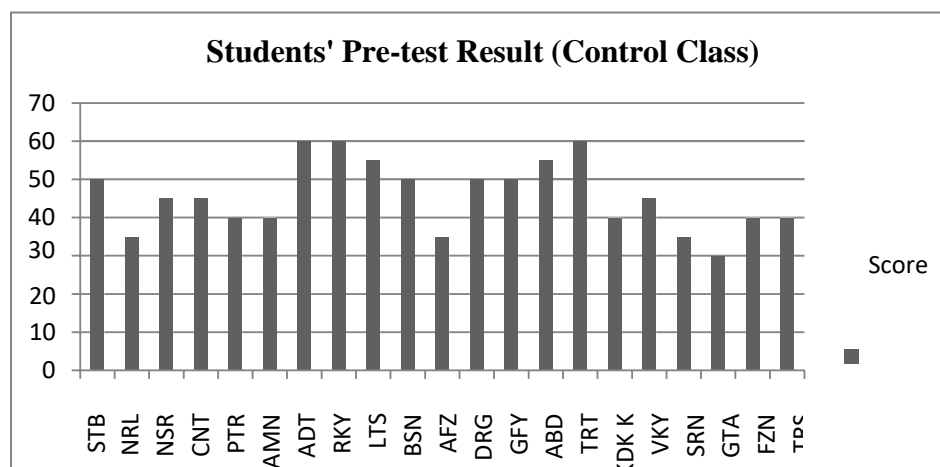
The results of this research were analyzed statistically. Pre-test and post-test are the types of tests that the researchers used in collecting data. From this test, the researchers expected to measure the effectiveness of the treatment used in this research, namely demonstration technique was improved students writing skills. Furthermore, there are five writing elements namely content, organization, grammar, vocabulary, and mechanics that the researchers used to assess students' writing performance. The researchers conducted a pre-test to measure students' abilities before using the demonstration technique. In analyzing the data taken from the pre-test, the researchers divided them into two parts, the first was the result of the pretest in the experimental group and the second was the result of the pretest in the control group.

Figure 1- Students' Pre-Test Result (Experimental Class)



Based on the data in Graphic, it can be seen there were 21 students who received the pre-test in the experimental group. It can be seen that the highest score on the pre-test is 75 while the lowest score is 40. The table as well presented that all students were nearly weak in using aspect of writing in writing procedure text. It means they had problems in writing which needed to be improved immediately.

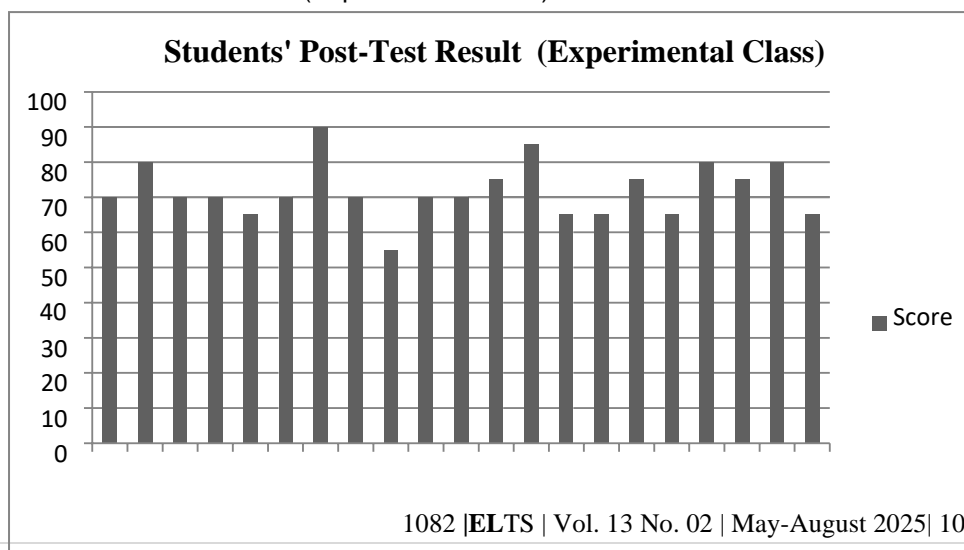
Figure 2- Students Pre-test Result (Control Class)



Based on the data in Graphic, it can be seen there were 21 students who received the pre-test in the control group. It can be seen that the highest score on the pre-test is 60 while the lowest score is 35.

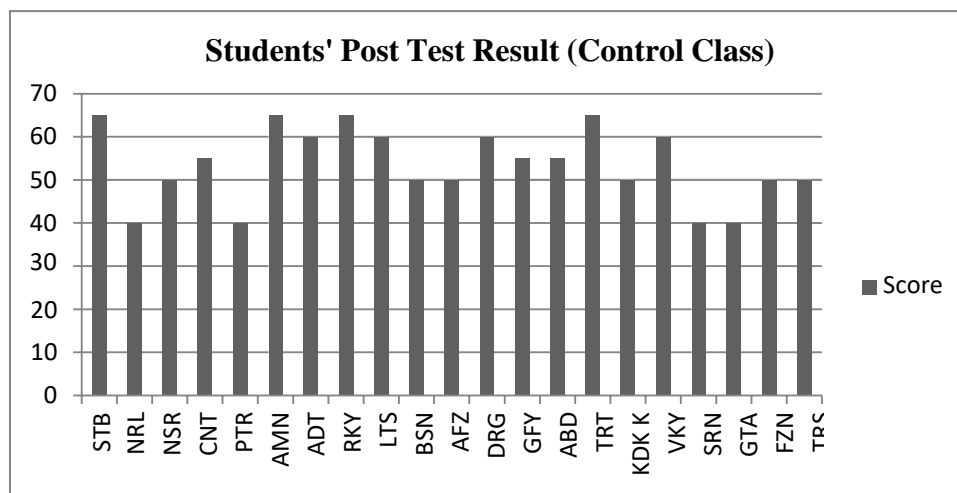
After conducting the treatment, the researchers then gave the students posttest in order to identify the students' development in writing procedure text. As the result, the researchers realized several progresses of students writing. The result presented most student could be able to apply correct aspect of writing (grammar, vocabulary, content, organization, and mechanics). However, using the demonstration technique in teaching the writing skills of the eleventh-grade students of SMA Negeri 1 Witaponda was effective, it was proved by the students' response when the researchers applied the demonstration technique in the classroom the students were enthusiastic and excited. The reason is that first time the students are learning English by using the demonstration technique. The treatment has been applied to the experimental group. Then, the researchers administered the posttest to the students of experimental and control groups. In analyzing the data from the posttest, the researchers evolved the result of posttest in both experimental and control groups by providing them in the Graphics.

Figure 3- Students' Post-test Result (Experimental Class)



Based on the data in Table 4.3, it can be seen there were 21 students who received the post-test in the experimental group. It can be seen that the highest score is 90 while the lowest score is 55. It indicates the mean of student score have increased.

Figure 4- Students' Post-test Result (Control Class)



Based on the data in Graphic, to reveal the mean score of the post-test in control group is 53.5 which meant the students score in control group was increased but not as high as the experimental group.

The purpose of testing hypothesis is to find out whether the use of demonstration technique was conducted successfully or not. It was used to prove whether the hypothesis was accepted or rejected, the researchers needed to test it based on the result of the data analysis. The criteria of testing hypothesis if t-counted was greater than t-table (t-counted > t-table), it means that the hypothesis was accepted. So that the use of demonstration technique to improve students writing skill, but if t-counted is lower than t-table, it indicates that the hypothesis is rejected. So that the use of demonstration technique does not improve students writing skill.

After analyzing the data of the test, the result showed that t-counted was 5.5. The results of the data analysis showed that there was a significant difference between the pre-test and post-test mean score. By applying 0,05 level of significant with 40 degree of freedom or $21+21-2=40$, the researchers found that t-counted (3.804) was greater than t-table value (1.684). Can be conclude, the alternative hypothesis was accepted. In other words, the use of demonstration technique as a technique in learning was effective to improve writing skill of the eleventh-grade students of SMA Negeri 1 Witaponda.

The finding of this study was supported by Fitriyanti (2019) The effect of demonstration technique on students' writing competence in procedure text. The result showed that the implementation of demonstration technique can improve students writing skill. The second research conducted by Alviana (2019). The effect of recipe demonstration technique on students' writing competence in procedure text, the result showed that the implementation of recipe

demonstration is effective to increase students' writing competence in the procedure text of students. The results of both previous researches show that there are similarities of results with this research.

Related to the explanation above, the use of demonstration techniques is effective in teaching writing skills to improve students' writing skills, demonstration technique can be used as a way to teach students to write procedure text. This is because the demonstration can provide a real model of the target language. This is related to Syah (1995) theory that demonstration technique is a technique of teaching by showing objects, events, rules, and orders of doing something. 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.

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