

**THE ATTEMPT OF IMPROVING  
ACTIVITIES AND WRITING ABILITY IN  
PROCEDURE TEXT THROUGH  
DEMONSTRATION METHOD**

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**Abstract**

The aim of the research is to increase students' activities and abilities in learning to write procedure texts for English subjects by using a demonstration method for students of class VIII B Kedungbanteng Secondary School 1. This research is motivated by the problem of the low activity of students in learning English and still not achieving classical learning completeness as the analysis of test scores on the ability to write in the initial conditions in the amount of 7 students or 20%, whereas the classical learning completeness criteria which has been determined is 75%. Research efforts to overcome this problem are applying the demonstration method. From the results of the implementation of classroom action research taken place in 2 research cycles, it can be concluded that the average percentage of student activity in the initial conditions is 47.99%, after the research conducted in the first cycle the percentage is 61.71% and in the second

cycle it reaches 87.42 %. The ability of students also increases as the analysis of the value of learning outcomes is known in the initial conditions the percentage of classical learning completeness is 58.67%, in the first cycle it is 71.6%, and in the second cycle it reaches 80.8%.

**Keywords:** improve, writing ability, procedure text, demonstration method

## **A. Introduction**

Based on the instructions from the Republic of Indonesia Minister of National Education Regulation No. 22/2006, one of the objectives of English language learning in SMP/MTs is that students are expected to have the ability to develop reading competencies to express and understand written meanings and short monologues very simple to interact with the nearest environment and to achieve functional literacy levels. English learning in SMP/MTs functions as a tool for self-development of students in the fields of science, technology and art. Teaching English emphasizes mastering four abilities which include listening, speaking, reading and writing skills.

English learning in secondary school in class VIII B should be able to read written text with the correct text structure and be acceptable to interact with the nearest environment. However, in reality most students have not mastered or have not been able to understand a reading. This is due to the lack of training and teaching aids used. The ability to understand the meaning in a short reading which is very simple by using a variety of written languages accurately, smoothly and acceptable to interact with the environment is one of the basic competencies (KD)

that must be mastered by even eighth semester students of junior high school.

Based on researcher's observation, many eighth grade students of Kedungbanteng Secondary School 1 take English lessons, especially in writing learning, are less interested and tend to be passive and less responsive to the material given by the teacher. From the number of 34 students in class VIII B, there are only 25% who look active, interested, and meet the minimum criteria (KKM).

Based on observations done while learning English especially writing procedure text, conventional learning models are still not maximal to improve the learning activities. These low learning activities affect the low writing competence. Analysis of the value of the competency research results writing material for Procedure text class VIII B of Kedungbanteng Secondary School 1 with English KKM on KD is a value of 72 obtained data that as many as 21 students or 67% are still incomplete and 10 students have completed.

From the results of the reflection of the researcher, it is obtained data that during the learning process the students are very passive and emergent of fear of writing wrong sentences in English. They are very difficult to do their tasks. Obviously this learning is very ineffective or in other words the learning is unsuccessful. The above description is a failure of the results and the learning process in writing competence.

This failure is a problem that must be overcome. To overcome the learning failures mentioned above, researchers are trying to find solutions that are in line with the demands of the Education Unit Level Curriculum (KTSP), the PAKEM principle (active, creative, effective and fun learning) must be implemented. Thus, students will be

happier and familiarize themselves with the activities they see. One solution is teaching method by displaying goods, events with rules and sequences both directly and the use of teaching media that are relevant to the subject matter or the material being presented (Shah, 2000: 22).

In this research the demonstration learning model is applied in the ability to write for three meetings by referring to contextual teaching and learning approaches with a cooperative learning. The first meeting is used for planning or giving a model in a way that students pay attention to what the teacher demonstrates, namely the procedure text on “How to Make Birthday Paper Hat” and “How to Make Colourful Paper Flowers Vase” in accordance with the structure of the text described, followed by assignment house to compose sentences or sequence of procedure text steps in accordance with the theme. The second meeting is used to reflect the results of homework and demonstrate the results of student discussions in accordance with the theme that students have chosen. The third meeting is used for daily tests. Thus, it is expected that the use of the demonstration learning model can increase the activity and writing skills for students of class VIII B of Kedungbanteng Secondary School 1 in the academic year 2016/2017.

Based on the above problems, the formulation of the problem in this study is as follows: (1) whether demonstration method can increase the activity of writing the procedure text of English subjects in class VIII B Kedungbanteng Secondary School 1 in the academic year 2016/2017, (2) whether demonstration method can improve the ability to write procedure texts for English subjects in class VIII B Kedungbanteng Secondary School 1 in the academic year 2016/2017, (3) how much increase in activity and

writing ability through the procedure text English subjects in VIII grade students B Kedungbanteng Secondary School 1 in the academic year 2016/2017. The methods and techniques used by the teacher have not been able to improve student learning activities.

The objectives to be achieved in this study are as follows: (1) increasing learning activities in writing procedure texts for English subjects in class VIII B of Kedungbanteng Secondary School 1 even semester in the academic year 2016/2017, (2) enhancing the ability to write procedure texts for English subjects for students in class VIII B of Kedungbanteng Secondary School 1 in even semester in the academic year 2016/2017, (3) knowing how much the activity and competence in writing procedure text increases in class VIII B of Kedungbanteng Secondary School 1 even semester in the academic year 2016/2017 after the demonstration method is applied.

The benefits of this study include: (1) It can increase students activities in writing procedure texts by using a variety of written languages accurately, fluently and gratefully to interact in the context of everyday life in the form of procedure text, it can increase the ability to write procedure text by using a variety of written languages accurately, fluently and thankfully to interact in the context of everyday life in the form of procedure text, it can improve learning feeling and motivation; it can increase activity, creativity and higher student learning outcomes in English subjects; (2) For schools, demonstration learning method can help to improve the learning of English in the eighth grade students of Kedungbanteng Secondary School 1 in the even semester in the academic year 2016/2017 so that the learning process and learning outcomes are increasing; (3) Teachers can develop an effective, efficient learning model that can

actively involve students in the process of learning English to improve their writing competence, help to improve the process and results of teaching and learning, help to improve the quality of teacher professionalism as educators; (4) For the English MGMP, the results of the research can be used as information material and a joint study on the English MGMP forum based on the findings and experience of the English teacher in conducting action research practices, providing one example of a learning model for other English teachers who are members of English MGMP to be able to do writing learning that is more interesting and fun for students.

## **B. Literature Review**

According to Sriyono (in Rosalian, 2005: 2) activities are all activities carried out both physically and spiritually. Student activities during the teaching and learning process are one indicator of students' desire to learn. Student activity is an activity or behavior that occurs during the teaching and learning process. The activities in question are activities that lead to the learning process such as asking questions, submitting opinions, doing assignments, answering teacher's questions and being able to work with other students, as well as responsibility for the assignments given.

Learning according to Dimiyati and Mudjiono (1999: 7) is a complex student action and behavior. Furthermore Sardiman (1994: 4) states that learning as a process of interaction between human beings and their environment may be personal, facts, concepts or theories. Thus, it can be concluded that learning activities are all activities carried out in the interaction process (teacher and students) in order to achieve learning goals. The activity meant here is the emphasis

on students, because with the activities of students in the learning process will impact the creation of active learning situations.

Self-learning activities are many kinds, so experts hold classifications. Sardiman (2004: 101) makes a list containing 177 kinds of activities of students classified into 6 groups, namely:

1. *Visual Activities*, including activities such as reading, paying attention to (pictures, demonstrations, experiments and other people's work).
2. *Oral Activities*, such as stating, formulating, asking, advising, issuing opinions, and conducting interviews, discussions and interruptions.
3. *Listening Activities*, such as: listening to descriptions, discussion conversations, music and speeches.
4. *Writing Activities*, such as: writing stories, writing essays, writing reports, questionnaires, copying, making summaries.
5. *Drawing Activities*, such as: drawing, making graphics, maps, and diagrams.
6. *Motor Activities*, such as: conducting experiments, making model construction, repairing, playing and raising livestock.

Eric Gould, Robert Di Yanni and William Smith (1989: 18) state that writing is a creative act, the act of writing is creative because it requires to interpret or to make sense of something: an experience, a text, an event. That is, writing is creative behavior, creative writing behavior because it requires understanding or feeling something: an experience, writing, events. The indicators of writing ability include: accuracy of content, suitability of rhetoric steps, structure/grammar, and tidiness of writing.

Procedure text is a text that aims to provide instructions about the steps/methods/ways to do things (Djuhaeri, 2006: 38). Procedure texts generally contain tips or a series of actions or steps in making an item or carrying out an activity. Procedure text is also known as directory. The procedure text generally has a structure, namely: goal of the activity (goal), materials needed to make an item/carry out an optional activity (material/ingredients), and a series of steps (steps).

Learning Method is a plan or a pattern that is used as a guide in planning learning activities in the classroom. Joyce and Weil (in Abimanyu, 2008: 5) define that the demonstration method is a learning model whose conceptual framework describes systematic procedures in organizing learning experiences to achieve certain learning goals that serve as a reference and guide for learning designers and instructors in the implementation plan learning and implementing learning activities.

According Shah (1995: 2008), demonstration learning method is a method of teaching by demonstrating goods, events, rules and sequencing of activities, either directly or through the use of teaching media relevant to the subject matter or material being presented. Whereas according to Rasyad (2002: 8), the demonstration method is a way of learning by demonstrating or showing something in front of students in class or outside the classroom.

According to Hasibuan and Mujiono (1993: 31), the steps of demonstration learning method are as follows:

1. We have to clearly define what skills and or skills are expected to be achieved by students after the demonstration.
2. We have to consider seriously, whether the method is reasonable to use, and whether it is the most



effective method for achieving the objectives formulated.

3. The tools needed for the demonstration can be obtained easily and have been tried first so that the demonstration will not fail.
4. The number of students allows for a demonstration clearly.
5. We have establish the outlines of the steps to be carried out, preferably before the demonstration, it has been tried first so as not to fail on time.
6. We have to take into account the time required, whether there is time to give students the opportunity to ask questions and comments during and after the demonstration.
7. During the demonstration, things that must be considered are: Information can be clearly heard by students; Tools have been placed in a good position, so that every student can see clearly.
8. It has been suggested to make notes as needed.
9. We have to establish plans to assess student progress. Discussions are often needed after the demonstration takes place or students try to demonstrate.

Therefore, the action hypothesis of this research is that demonstration learning method can increase the activity of writing English procedure text for students of class VIII B Kedungbanteng Secondary School 1 in even semester in the academic year 2016/2017.

### **C. Method of Investigation**

The object of action in this classroom action research is the application of demonstration method to increase the activity and ability to write procedure texts in English subjects. This classroom action research is carried out at Kedungbanteng Secondary

School 1, Kedungbanteng District, Tegal Regency, in the academic year 2016/2017.

The study is conducted by English teachers as well as researchers and assisted by colleagues as a collaborator, an English teacher from another class in two cycles. Research time for four months is September, October, November and December. This activity is carried out in accordance with the first semester program that the English teacher has planned based on KTSP in Kedungbanteng Secondary School 1, Kedungbanteng District, Tegal Regency.

In this classroom action research, the researcher acts as a teacher, the subjects are students namely class VIII B Kedungbanteng Secondary School 1 Kedungbanteng District, Tegal Regency even semester in the academic year 2016/2017 consisting of 34 students. Meanwhile the object under study is the activity and ability to write procedure texts using demonstration method.

There are two types of data collection techniques namely test and non-test. The test technique can be in the form of a written test, verbal test, performance or performance. Non-test techniques can be in the form of observations, documents and journals. Definition of test is a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups (Suharsini, 1996: 138). Based on the variables studied, in this study, two types of data collection tools are used, namely observation sheet and written test sheet/item.

Observation is used to collect data about students' activities in learning in each research cycle. Observations are made when conducted by researchers and colleagues. The focus of observation is the

activities of students in learning with demonstration method.

This research is carried out in two cycles using a design method developed by Kemmis and Mc. Taggart. Action research model according to Kemmis and Mc. Taggart consists of four components, namely: planning, implementing, observing and reflecting. Stage 1 is developing an action plan that explains what, why, when, where, by whom and how the action is carried out. Stage 2 is implementation of the action, namely the implementation or application of the contents of the design in the arena that is using actions in the classroom. Stage 3 is observation, which is the observation by the observer. Stage 4 is reflection.

The conclusion of this research is determined by the researcher by determining the following performance indicators. Students' activity in learning is determined by its success indicator if the activity of students in learning has reached  $\geq 76\%$  with very high activity criteria. The percentage of students who achieve writing competence score  $\geq 72$  (KKM) increases from 64% to more than 85% students obtain writing competence scores  $\geq 72$ .

## **D. Findings and Discussion**

The findings comprise three parts: pre-cycle, cycle 1, and cycle 2.

### **1. Pre-Cycle**

As an alternative solution to the low activity and ability of students in learning English, the efforts that have been done by the researcher in the initial conditions before the demonstration method is implemented are applying cooperative learning based on learning, but the effort is still not enough to improve the activities and abilities through students in the learning. As observations

made by researchers and peers in English learning, the procedure text material is for students of class VIII B Kedungbanteng Secondary School 1 in the academic year 2016/2017.

Analysis of observation sheets on student activities in learning the initial conditions is obtained that the average student activity in the initial condition learning is 47.99%. This shows that the activity in learning is low; an impact on the writing ability is also low. Identification of the cause of the problem is the education of the initial condition learning method still does not improve the enthusiasm and learning activities of all students because it is still dominated by certain students, so that the abilities obtained by students are not evenly distributed as shown in the classical learning provisions which reaches 7 students (20%). Looking at the above problems, it is necessary to make efforts to improve more creative and interesting learning that involves all students with the demonstration method.

## 2. Cycle 1

The learning activities carried out in the first cycle were held on November 7 and 12, 2016. In this cycle the material presented by the teacher about parts of procedure text type 1. The main description of the learning activities in cycle 1 consists of 4 stages, namely planning, implementing actions, observing, and reflection. Observations are carried out during learning, both in the process of action and the results of actions. Observations are carried out by observers to record all student activities using observation sheets, as well as the learning process carried out by researchers as subject teachers.

After seeing the results of the learning process in the first cycle with the demonstration method, it turns out that it has not reached the established success indicators. This is due to among others the low activity of students, the large number of group members, there are still many students who are ashamed to ask teachers and groups, and teachers are not evenly distributed in providing guidance to existing students and groups.

From the results of the learning process that has not yet reached the predetermined success indicators and see the enthusiasm of students in following the learning process, the research will continue in the second cycle by taking into account the following: (1) The teacher must motivate students more in learning, (2) The teacher in dividing the group pay attention to gender and each group consists of 4 members, (3) The teacher must manage the learning time well so that all stages of learning can be carried out, (4) The teacher needs to give more attention to students equally.

### 3. Cycle 2

Learning activities in the second cycle were carried out on November 19 and 21, 2016. In this cycle the material presented is the material about parts of procedure text type 2. Description of the cycle 2 activity consists of 4 stages, namely planning, action, observation and reflection.

Observations are carried out during learning both in the action process and in the results of actions. Observations are made by observers to record all student activities using observation sheets, as well as the learning process carried out by researchers as subject teachers.

Based on observations of student activities in the cycle 2 learning process, it can be seen that the completeness of learning to write for the aspect of content indicators has reached 29 students (85.72%) after rhetoric 31 students (91.42%) grammar 29 students (85.71%) and neatness of 30 students (88.5%).

Student activity in the learning that is observed using the observation sheet of student activity in learning by using the demonstration method in the procedure text increases in each cycle in this study. The largest increase in student activity is obtained in group discussions, where in conditional only 28 students or 80% in the first cycle experience an increase of 31 students or 88.37% and the second cycle is 33 students or 97.14%. The question and answer indicator has increased, where in the initial conditions only 13 students or 37.14%, in the first cycle experience an increase of 16 students or 45.71% and the second cycle is 31 students or 88.57%.

The results of the students' writing ability are seen through a lot of writing work tests that are carried out at the end of each learning activity which has increased in each cycle of this action research. Improvement is found in two aspects of learning outcomes in writing skills. Compared to cycle 2, there is an increase of 42.86%. Conversely, classically students who have not yet completed learning have decreased where in the initial condition of students who have not finished learning is the condition of 28 students or 80% in cycle 1 is 19 students or 54.29% and in cycle 2 is 4 students or 11.43%.

Based on the research described in the discussion above, it can be concluded that the action hypothesis in this class action research entitled "Efforts to Increase Activity and Ability to Write

English Language Procedure Texts through Demonstration Methods for Class VIII B Students of Kedungbanteng Secondary School 1 Even Semester in the Academic Year 2016/2017" is accepted.

## **E. Conclusion**

Based on a theoretical study supported by field observations as well as the formulation of the problems raised regarding the application of the demonstration method to increase activity and the ability to write the text of English procedure in class VIII B Kedungbanteng Secondary School 1 even semester in the academic year 2016/2017, conclusions are drawn as follows:

1. The initial conditions of student activity only reach an average percentage of 47.42%. After the action is taken by applying the demonstration method, the student activity increases by 61.71% in cycle 1 and continued in cycle 2 to achieve an average percentage increase student activity 87.42%.
2. Increasing student activity also has implications for the spirit of students to master the subject matter. This can be known as the test value of the ability to write the procedure text measured by the researcher, namely the value of writing ability with classical indicators in the initial conditions only by 20%, while in the first cycle it reaches 45.71% and in the second cycle it increases by 88.57%.

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