

**IMPROVING STUDENTS' WRITING PROCEDURE TEXT ABILITY  
THROUGH DEMONSTRATION METHOD  
AT THE X-3 SMA NEGERI 6  
PADANGSIDIMPUAN**

**By:**

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**Abstract**

The objective of this research was to describe about how to improve students' writing procedure text ability through demonstration method at the X-3 students of SMA Negeri 6 Padangsidimpuan. Action research method was the research method that used by the writer to conduct this research. Subject of this research was the X-3 students of SMA Negeri 6 Padangsidimpuan, namely 34 students in the 2018/2019 Academic Year. Next, the writer limits this method in two cycles. Next, the writer took many kinds of techniques for collecting data, namely observation, field note, test, and documentation. To analysis data, the writer used qualitative analysis based on the Hubermen's model. For this case, the writer should make reduction, description, and take conclusion of the data. The result of this research showed that the students got improvement. Whereby, the improvement could be seen from students' result on test, exactly the improvement move from cycle 1 to cycle 2. In cycle 1 students got 71.17 and students got 76.32 in cycle 2.

**Kata-kata Kunci:** *Menulis, Metode Demonstrasi, Teks Prosedur.*

**Abstrak**

Tujuan dari penelitian ini adalah untuk menggambarkan bagaimana peningkatan kemampuan menulis teks prosedur siswa melalui penerapan metode demonstrasi pada siswa Kelas X-3 SMA Negeri 6 Padangsidimpuan. Metode penelitian tindakan kelas adalah metode penelitian yang digunakan oleh penulis di dalam penelitian ini. Subjek dari penelitian ini adalah siswa Kelas X-3 SMA Negeri 6 Padangsidimpuan yang berjumlah 34 siswa pada Tahun Pelajaran 2018/2019. Kemudian penulis membatasi penelitian ini ke dalam dua siklus. Selain itu, penulis menggunakan beberapa teknik pengumpulan data, seperti observasi, catatan lapangan, dan tes serta dokumentasi. Untuk menganalisis data penelitian, penulis menggunakan analisis kualitatif berdasarkan model Miles dan Hubermen. Dalam hal ini, penulis melalui proses analisis data, yakni reduksi, menggambarkan, dan mengambil kesimpulan terhadap data penelitian. Hasil dari penelitian ini adalah siswa mengalami peningkatan. Di ana, peningkatan tersebut terlihat dari hasil tes menulis teks prosedur, yakni peningkatan dari siklus 1 ke siklus 2. Pada siklus 1, siswa memiliki nilai rata-rata 71,17 dan siswa mendapatkan nilai rata-rata pada siklus 2 adalah 76,32.

**Key Words:** *Demonstration Method, Writing, Procedure Text.*

## 1. INTRODUCTION

Writing is the skill in teaching and learning of English which has purpose to compose ideas into sentence, paragraph, or text. In the writing, students can show their characteristic by arranging words, sentences, or paragraphs into text. Therefore, writing is a learning material that should be learned by the students in students' education level, such as in SMA level.

Nowadays, teaching writing in SMA level has oriented to the genre. It means can be defined as learning material which belongs to the text and context. In VII grade of SMA level, there are many kinds of genre that taught to the students, such as procedure and descriptive text, in which both of the text are taught to the X-3 grade students of SMA Negeri 6 Padangsidempuan.

Writing procedure text is one of material which is taught in students levels, especially in SMA level. This is known from the *Standar Isi* of SMA level. *Standar Isi* write that writing procedure text is one material that should be fulfill by the students in VII grade (Badan Standar Nasional Pendidikan, 2006:127). Furthermore, it can be explained that writing procedure text is activity to write a text which explains how to do a work in sequent steps. Thus, the direction about steps that must be done can be packed in a procedure text.

In fact, it can be seen that the X-3 grade students of SMA Negeri 6 Padangsidempuan still have problem in writing procedure text. This is known from observation and interviewed which is done by the writer in SMA Negeri 6 Padangsidempuan. Moreover, it is known from the pretest toward students when the students enter to the SMA Negeri 6 Padangsidempuan. The result show that majority (more than 70%) of the X-3 grade students of SMA Negeri 6 Padangsidempuan still have problem in writing procedure text. Therefore, it can be conclude that the X-3 grade students of SMA Negeri 6 Padangsidempuan have problem in writing procedure text. If the problem of the students can be solved, it is afraid the X-3 grade students of SMA Negeri 6 Padangsidempuan cannot write their ideas or thought in procedure text. Moreover, the students get any problem in other writing materials.

There are two factors that influences of problem in writing procedure text. Internal factors refer to the some factors which come from the students, such as: intelligence, motivation, interest, grammar mastery, and so forth. Meanwhile, the external factors refer to the factors which come from outside of students, such as teaching method, personality of the teacher, environment, facility of the students, society, library, family, etc. Basically, there are many efforts that teachers have done in writing procedure text, such as: preparing teaching materials completed the facilities of learning, gives motivation, and so forth. But, no one of them give the effective effect or it can be said that the X-3 grade students of SMA Negeri 6 Padangsidempuan still have problem in writing procedure text. In other words, it can be said that the X-3 students of SMA Negeri 6 Padangsidempuan in 2013/2014 Academi Year cannot write how to make something in procedure text.

Related to the previous explanation, the writer tries to see another factor of teaching method, namely demonstration method. The reason is the writer believes that using of demonstration method can solve the X-3 grade students of SMA Negeri 6 Padangsidempuan can solve their problem in writing procedure text.

Demonstration method is a kind of teaching method where the teacher explains and practices what she/he explains. It means that demonstration method is the method which the teacher or another designated individual stands before the class, shows something, and tell what is happening or what has happened, or ask students to discuss what happened.

Based on the previous explanation, the writer sees that there many effects if the problem is not searched. Therefore, as the English teacher of SMA Negeri 6 Padangsidempuan, the writer thinks that it is very important to do a research about, "Improving Students' Writing Procedure Text Ability through Demonstration Method at the X-3 Grade Studens of SMA Negeri 6 Padangsidempuan".

### **Teaching Method**

Teaching method is an organization and application of teaching technique, teaching materials, teaching aids and supplementary materials by the teacher, with the aim of achieving the teaching and learning objectives. Teaching methods focus on the goals which will achieve in teaching and learning process.

Sabri (2007:49) says that teaching method is the ways or technique of reserving subject which will be used by teacher in handling the class individually or group. In addition, Sagala (2003:201) says that all teaching method that are used must be related to the goals of teaching learning process, hence, the teacher should understand the function, steps in a teaching method.

Based on explanation previously, the writer assumed that teaching method is the way or a tool which is used as medium or to convey the information or knowledge to the students. Furthermore, the method must be related to the goals of teaching learning process.

### **Demonstration Method**

Demonstration method is one of method which is used in teaching learning process. It presents demonstration which related to the material of the teaching and learning process.

Sanjaya (2006:150) says that demonstration method is a method present thing by demonstrating to students about process, situation or thing, whether real or just trial. In addition, Sagala (2003:211) states that there are some advantages of demonstration method, such as: (a) students' attention can be focused to the important thing which is needed to be clear and brief; (b) guiding students through the same thought; (c) effective in using to the teaching learning process by using short demonstration; (d) minimization wrongness in teaching learning process than reading or listening, because the students get clear description from their observation to the demonstration; (e) because it is acting, so it does not need much notice; (f) any problem which arise any questions can be explained in demonstration.

Based on the quotations previously, the writer assumed that demonstration method is a method which present acts by doing demonstrations. Furthermore, the demonstration points out process, situation, or thing. In other word, this method has effectiveness use in teaching learning process because the students can observe directly to the demonstration.

### **Writing Procedure Text Ability**

Procedure text is kind of genre which explain about how to do a work in sequent steps. Writing procedure text means an activity to get build a text by arranging sentence and connecting the ideas in the text which give information of knowledge how to do or get something.

Langan (2010:5) sates that writing ability is related to exploring sentences and paragraphs in a clear direct way. Furthermore, Djuhaeri (2007:38) says, “Teks prosedur bertujuan untuk memberi petunjuk tentang langkah-langkah/metode/cara-cara melakukan sesuatu”. It means that the purpose of procedure text is giving instruction about steps/methods/ways in doing something. Next, Nugroho and Hafrizon (2010:9) add that some sociocultur functions of procedure text are to instruct, to warn and state temporal sequence.

Based on the quotations above, the writer takes conclusion that writing procedure text is an activity to explore sentences into text in which the text explain how to do or get something. Thus, it can be known how to do the instruction based on the steps order.

## **2. METHOD OF RESEARCH**

Setting of this research is SMA Negeri 6 Padangsidimpuan. Basically, there are many reasons why the writer takes this school as setting of the research. First, the writer can find data which related to this research. Second, the problem about improving students’ writing procedure text through demonstration method has not ever done for a research. Third, the writer teaches in the school, exactly at the seventh grade students of SMA Negeri 6 Padangsidimpuan. Furthermore, subject of this research is the X-3 grade students of SMA Negeri 6 Padangsidimpuan in 2018/2019 Academic Year. The total of the X-3 grade students of SMA Negeri 6 Padangsidimpuan is 34 students.

Moreover, the writer used classroom action research method. In other words, the writer used this method as kind of method that used to improve students’ ability in learning. By doing this research, the teacher should attention to the action which should be done by the teacher in the class until the teacher can solve students’ problem in learning process. Next, the writer limits this method in two cycles. Therefore, this research runs in cycle 1 and cycle 2. Next, the writer took many kinds of techniques for collecting data, namely observation, field note, test, and documentation. Therefore, the writer used observation check list, sheet of field note, sheet of test, and photos’ document.

In doing this research, there were many steps that used in this research. In cycle 1, steps of this research were: identification of the problem, planning, action, observation and reflection.

Next, in cycle 2 the writer took planning, action, observation and reflection. Furthermore, this research planned to be continued about three months, namely September, October, and November 2014. In analysis data, the writer focused on reduction, description, and conclusion of data. Finally, the writer used qualitative analysis to analyze data based on the Huberman's model.

### 3. RESULT

Based on analysis data, it could be seen that the X-3 students of SMA Negeri 6 Padangsidempuan got improvement in this research. In other words, there was improving of students' writing procedure text ability through demonstration method at the X-3 SMA Negeri 6 Padangsidempuan. The improvement of this research could be seen from students' observation and test. In observation, the students got improvement from cycle 1 to cycle 2. Whereby, the improvement could be described at the following table.

**Table 1**  
**Improving Students' Observation from Cycle 1 to Cycle 2**  
**at the X-3 Students of SMA Negeri 6 Padangsidempuan**

No	Cycle	Meeting	Aspect of Observation		
			(1)	(2)	(3)
1	1	First	58.82%	58.23%	55.88%
2		Second	65.88%	60.58%	60.58%
3	2	First	69.41%	67.64%	64.70%
4		Second	75.88%	73.52%	72.35%

Note: Aspects of Observation

- 1) students' focus on teaching – learning process
- 2) students' focus on tools and materials of demonstration
- 3) students' activation in teaching – learning process of writing procedure text through demonstration method

Moreover, the improvement of students at the X-3 students of SMA Negeri 6 Padangsidempuan could be seen from students' result of test. The test of this research related with how to make a cup/glass of tea in cycle 1 and how to chew gum in cycle 2. Next, the improvement of students in these test could be seen in the following table.

**Table 2**  
**Improving Students' Result of Test from Cycle 1 to Cycle 2**  
**at the X-3 Students of SMA Negeri 6 Padangsidempuan**

No	Category	Test' Result					
		Pre-Cycle	KKM/65	Cycle 1	KKM/65	Cycle 2	KKM/65
1	Average	69.11	T	71.17	T	76,32	T
2	Percent	69.11 %	-	71.17 %	-	76,32 %	-

Based on the result of the research above, it could be seen that demonstration method worked to improve students' writing procedure text ability at the X-3 students of SMA Negeri 6 Padangsidempuan. It meant that improving students' writing procedure text ability through demonstration method at the X-3 SMA Negeri 6 Padangsidempuan really successful. The

improvement of students in this research could be seen from students' attitude or attention in teaching – learning process of writing procedure text. Students got improvement from first meeting in the cycle 1 until second meeting in the cycle 2. Moreover, the students' improvement above also continued with improvement of students in test.

Furthermore, the writer gave clear explanation. In the pre-cycle, there were 20 students that could not get KKM from 34 students. It meant that the X-3 students of SMA Negeri 6 Padangsidempuan just passed about 14 students in pre-cycle. Next, there were 10 students that could not pass in the cycle 1. Meanwhile, in the cycle 2 there were 4 students that could not get KKM in writing procedure text through demonstration method. In other words, it could be said that students passed move from 14 students, 24 students, and 30 students. Next, the improvement that got by students in this research also supported by other researches or theories.

First, Prawati, et.al. (2013), studied, "Teaching Writing Procedure Text Through Demonstration for Conversation Elementary III E-Colink Education Centre Pontianak". This research shows that: (a) teaching procedure text through demonstration to the Conversation Elementary III at E-Colink Education Centre is effective to be applied, (b) using demonstration is an effective way to teach writing of procedure text to the students. The students became encouraged to write, actively involved, paid more attention and interested in teaching and learning process. Second, Aimah (2011), studied, "Demonstration as Medium in Teaching Writing Procedure Text An Action Research Conducted at the Seventh Grade of SMP Agus Salim Semarang in the Academic Year of 2008/2009". The result of this research shows demonstration can be applied in the teaching writing of procedure text

Furthermore, the improvement of students in this research could be look from theory that related to the advantages of demonstration method. For this case, the writer took Syah (2010: 206-207) opinion that there were advantages of demonstration method, such as: (a) students' attention can be focused, (b) students' learning process can be designed to the learning material, (c) students have more understanding to the experience and the learning product.

Based on the research and theory above, it could be said that demonstration method really worked to improve students ability, even writing procedure text ability. This method gave opportunity for students to get experience in writing procedure text. Finally, the writer suggested to the other English teacher to use demonstration method in teaching – learning of English, especially in writing procedure text. But, the teacher should look the learning material in order the teacher could apply the appropriate steps in using demonstration method until the teacher could get the aims of teaching – learning of English through it.

#### 4. CONCLUSION

Based on the result of the research, it could be seen that there was improvement of students at the X-3 SMA Negeri 6 Padangsidempuan in writing procedure text ability through demonstration method. In other words, demonstration method could improve students' writing procedure text. The improvement of students in this research could be seen from result of students' observation. It showed that students got improvement on attention or attitude in teaching – learning process of writing procedure text from first meeting of cycle 1 until second meeting in the cycle 2.

Moreover, the improvement of students in this research could be seen from result of test on writing procedure text. It could be seen that students got movement from pre-cycle until cycle 2. Whereby, in the pre-cycle there were 14 students passed KKM. Meanwhile, in cycle 1 the X-3 SMA Negeri 6 Padangsidempuan passed about 24 students. Finally, in the cycle 2 students passed KKM about 30 students.

Basically, the improvement of students that got by students in this research could be got because they really focused on steps of demonstration in teaching – learning of writing procedure text. For this research, there were many steps of demonstration method. They are called as statements below.

1. Introduction phase:
  - a. Formulate the aim of teaching students' writing procedure text through demonstration in which it belongs to knowledge of procedure text and skill in writing procedure text.
  - b. Prepare material or media in students' writing procedure text through demonstration.
  - c. Doing trial demonstration in the class.
2. Next, in implementation phase:
  - a. Arrange the seat of students until all of them can look with clear about the demonstration.
  - b. Tell the aim what should be got by students.
  - c. Ask the students to write procedure text through demonstration.
  - d. Start the demonstration with activities which stimulate students to think, such as: giving unique questions until students have interesting to look the demonstration.
  - e. Making fresh situation.
  - f. Make sure that all of students follow the demonstration role with observe the reaction of students.
  - g. Give a chance to the students to be active from the process of demonstration.
  - h. Final phase the writer give exercises to the students about demonstration in the class.

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