



**THE EFFECT OF APPLYING DEMONSTRATION TECHNIQUE ON THE  
PROCEDURE TEXT WRITING ACHIEVEMENT OF THE TENTH  
GRADE STUDENTS AT SMAN DARUSSHOLAH SINGOJURUH**

**THESIS**

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ART EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2016**



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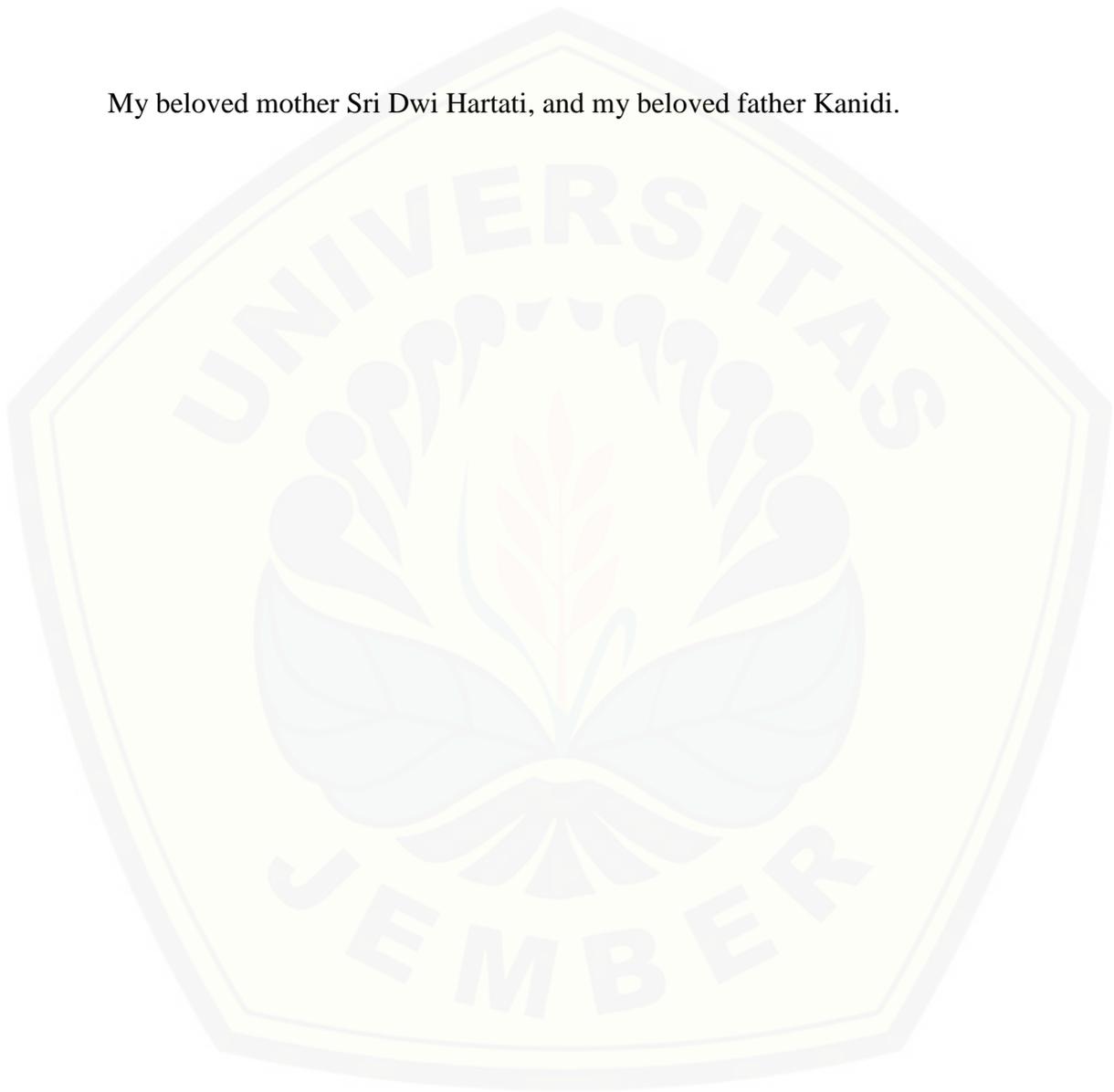
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## DEDICATION

This thesis is honorably dedicated to

My beloved mother Sri Dwi Hartati, and my beloved father Kanidi.



**MOTTO**

“O my God! Expand for me my chest. Ease my task for me. Remove the impediment from my tongue, so that they may understand what I say.”

(Surah Taha verse 25-28 translation)



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<sup>)\*</sup> Departemen Agama Republik Indonesia. 2008. *Al Qur'an dan Terjemahannya* [Al-Qur'an and Its Translation]. Bandung: CV Penerbit Diponegoro.

### STATEMENT OF THE THESIS AUTHENTICITY

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Dhionanda Oktanata Satriya  
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**CONSULTANTS' APPROVAL**

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## ACKNOWLEDGEMENT

First and foremost, I would like to praise my greatest gratitude to Allah the Almighty God, because of its endless mercy, guidance, and for blessing me in accomplishing this thesis entitled **“The Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh”**. Therefore in this moment, I am also willing to express my sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Art Department.
3. The Chairperson of the Language Education Study Program.
4. Dr. Aan Erlyana Fardhani, M.Pd. as my first consultant and Drs. Sugeng Ariyanto, M.A. as the second consultant, thank you very much for your valuable guidance in helping the writer finishing this thesis.
5. The Examination Committee, thank you for the suggestion to make this thesis better.
6. All lecturers of the English Education Study Program and staffs of the Faculty of Teacher Training and Education, Jember University.
7. The school Principal, English teacher and staffs of SMAN Darussholah Singojuruh.

Finally, the writer is completely aware that this research is far from perfect. Any constructive suggestion and criticism are fully appreciated to make this thesis better.

Jember, 28 October 2016

Writer

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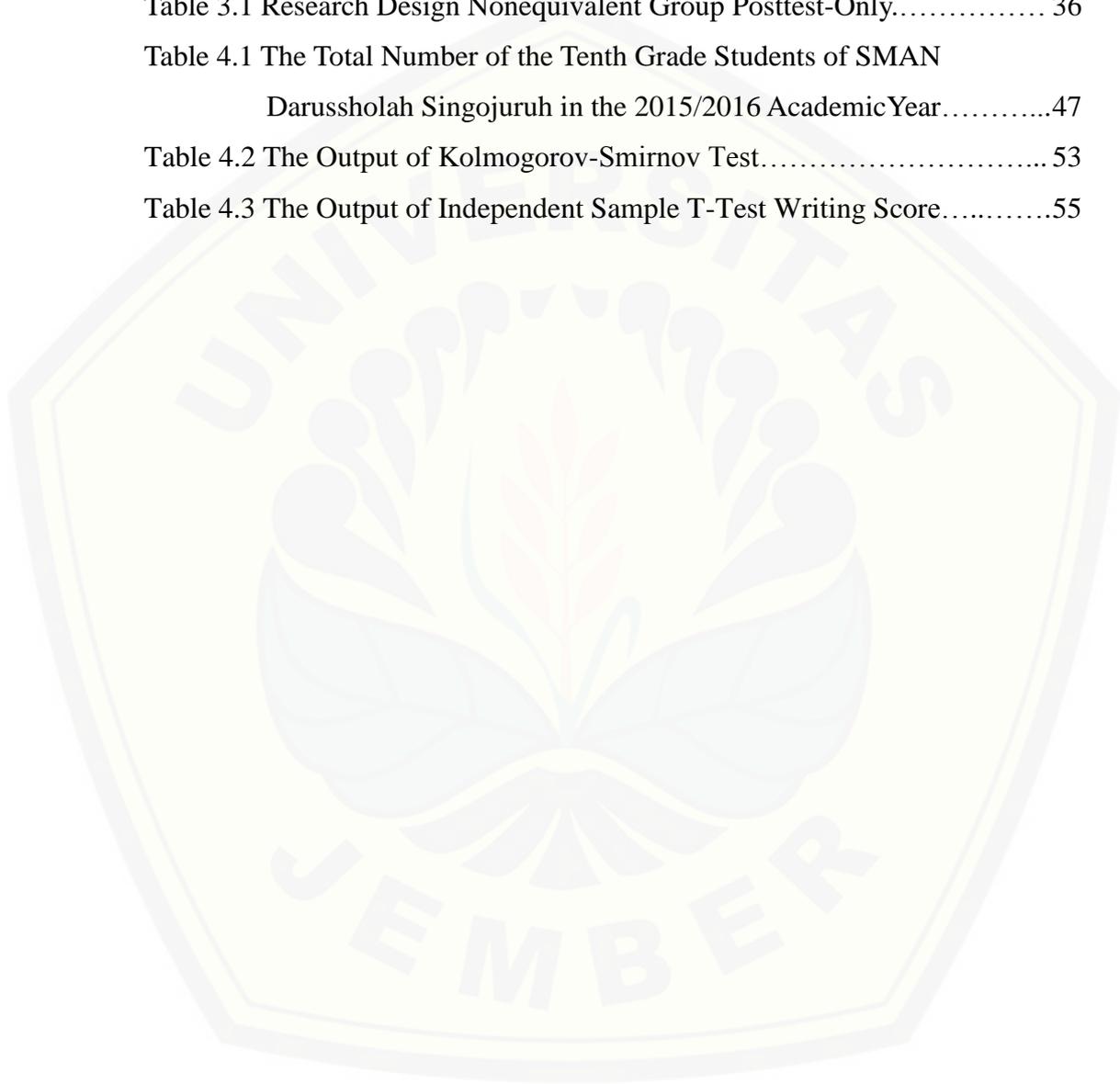
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## SUMMARY

**The Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh in the 2015/2016 Academic Year;** Dhionanda Oktanata Satriya, 120120401046: 2016: 66 pages: English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

The demands of communication in the 21<sup>st</sup> century promote writing as an instrument of communication that plays an important role like oral communication does. The foundation of writing mastery is developed through sustainability in assisting and controlling the students' writing activities using appropriate teaching technique. One of the instructional techniques that can be used for teaching writing is through demonstration. In the present study, Demonstration Technique is applied to help students strengthen and organize their ideas in chronological order to write a procedure text.

This quantitative research applied quasi-experimental research using the design of nonequivalent-group posttest-only. This study was intended to investigate the Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh in the 2015/2016 Academic Year. The respondents of the research were the tenth grade students who were chosen by cluster random sampling using a lottery to have 30 students of Class X-6 as the experimental group and 31 students of Class X-8 as the control group. The primary data of the study were collected from the students' writing posttest, while the supporting data were compiled from conducting unstructured interview and documentation.

Before analyzing the posttest data, normality test was executed to know the normality of the data distribution by using Kolmogorov-Smirnov test. The result shows that the values of significant column of both groups were higher than 0.05 (.200 for X-6 and .139 for X-8) meaning, the posttest data were normally distributed. They were possibly analyzed quantitatively by using Independent Sample T-test on SPSS (Statistical Package of Social Science) program.

Based on the output of T-test analysis, the mean score of the experimental group was greater than the mean score of the control group ( $64.47 > 54.65$ ). The value of significant (2-tailed) was lower than 0.05 ( $P_{0.000} < 0.05$ ). The result of the calculation shows that the formulated alternative hypothesis ( $H_a$ ): “There was a significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh” was accepted. Therefore, the result of this research was statistically significant.

The result of the research gave empirical evidence that there was a significant effect of applying demonstration technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh. Therefore, the English teachers are expected to apply Demonstration Technique in the teaching of procedure text writing by using different, simple, interesting, and unfamiliar models of demonstration.

## I. INTRODUCTION

This chapter presents some aspects related to this research namely: the background of the research, the problem of the research, the objective of the research, the scopes of the research, and the significance of the research.

### 1.1 The Background of the Research

English has been widely spoken and written by people all over the world to deliver thoughts for various purposes. At the level of educational system in Indonesia, English itself has been included as one of compulsory subjects that is officially tested on National Examination for junior high school level up to senior high school level. This points out that Ministry of Education has been struggling to print out a new cadre of professionals: the students of English foreign language (EFL), to equip them to survive well at recent increasingly demanding era. According to Institutional Based Curriculum (Depdiknas, 2006), it is stated that one of the objectives of teaching English aims to develop communication competency, both spoken and written forms to attain the level of the functional literacy. That communication ability can be obtained through the development of four language skills namely listening, speaking, reading, and writing.

The increased of communication throughout the world during recent decades in turn promotes writing as an instrument of communication that plays an important role like oral communication does. Through writing, we can build up unlimited contacts with other people using printed form of communication to share information, knowledge, and feelings without being interspaced by time and location. This is powered by White and Arndt (1991:1) who state that by writing, we have more chance to share ideas, arouse feeling, persuade, and convince other people. Meanwhile, McWhorter (2010:10) interposes that writing is not just for academic purposes in which spending a few minutes to encode details about our worries and emotions can move a long way toward relieving stress. It means that having ability in writing remains valuable contribution to convey our retention of thoughts in such way to educate, help, entertain, and enlighten readers. The most

importantly, we have our own right to utilize a freedom of speech in the form of written, to maintain contact with readers effectively, even more for satisfying psychological and academic needs (Byrne, 1988:6). Accordingly, it is badly needed to adapt writing skill in-depth new language skill acquisition.

Having ability to write well in English is uneasy, even it is a suffering job primarily for most students who learn writing in the context of EFL. The ability to write assigns special talents since English is no generally used a means to communicate in the surrounding community. As Richards (1990:100) says, learning to write well in English is a difficult and – lengthy process. Writing is not simply matter acts of encoding, nor is it decoding ideas as they approach to mind, students have to cope with ability to generate – suit the selected ideas whereby the context of writing happens, in such a way to convince readers that the writing is truth or correct. At the level of philosophy, students have also to discover chunks of information level up to recapitulate adequacy of arguments prior to filling a reader's head with information. This means the writing ability lays mastery not only in terms of possessing knowledge of lexicogrammatical, but also sensitivity of audience needs.

In teaching of English in High School level, the students are prompted to refine communicative competence, not only oral, but also written communication. Based on 2006 Institutional Based Curriculum, the purpose of teaching writing aims at developing the students ability in expressing meaning in the form of short simple essays covering narrative, procedure, descriptive, report texts, etc. in the daily context (KTSP, 2006). This research only focused on the procedure text writing for the Tenth Grade Students at SMAN Darussholah Singojuruh. In congruence to the inclusion of writing that should be fulfilled, the teacher plays critical role in establishing “win to win” solution to help students in the way of learning writing. One of ingredients in leading students attain the competency of writing is by way of applying suitable teaching technique in order to transfer contents for teaching and learning more effectively and efficiently.

Teaching technique is the component of learning tool and physical mode that contains activity for attaining the set goals and objectives of the study

(Adekoya and Olatoye, 2011:321). The teaching technique practiced by the teacher should be interesting to the students so that they can sustain their interest in studying writing as the target language. As McWhorter (2010:26) interposes, writing is substantially a learned skill, not a set of facts on which students can decode of it in literatures, it is the best learned by interactions of the teacher and classmates. According to Adekoya and Olatoye (2011:321), the level of students' proficiency on any fields of study (writing) cease to improve quantitatively if instructors are incapable of summoning up appropriate strategies to impact desired knowledge and skills on learners. Therefore, sustainability in controlling and assisting the students' writing activity using appropriate teaching technique is very important because it is the main decisive factor to succeed in the learning of writing. "Through demonstrations, educational games, simulations, field trips and other interesting activities, students in secondary school classes have many opportunities to be engaged actively in the learning process" (Blair, et al. quoted in Adekoya and Olatoye, 2011:321).

One of appropriate techniques for teaching English, especially for teaching writing is demonstration. Demonstration can be defined as activity represents something by showing real objects directly. Additionally, Piller and Skillings (2005:12) convince that "demonstration can be used for sentence patterns that stand for concrete ideas". This means that demonstration can be proposed for the sake of broadening students' knowledge and understanding the concept of learning in a more speedy process.

Standing for the same idea, Farooq (2014) confirms that demonstration represents a physical display of the form, outline or substance of objects or events that has purpose of increasing knowledge in particular content area. It means that showing such demonstration activity can stimulate and provide information referred to convince discussion of a series of events in the writing activity. Besides, when the students forget and have no ideas about what to say in their writing, demonstration, with real objects, can help them remember to emphasize language meaning making. It is a highly effective strategy to help the students who are not likely to write bravely to something they know little about.

Demonstration Technique of the present study was proposed to help students to learn procedure text writing.

Bringing Demonstration Technique in the instructions may help and motivate the students to write a procedure text more effectively. In writing the procedure text, the students should have the ability to write detailed of procedural steps in systematically order. In such case, Demonstration Technique will help the students to sequence procedural steps in terms of providing real models of procedural events. Through demonstration, the students can be helped in discovering new ideas, compile chronological statements, and study about connectors in such real situation. Therefore, the students are immensely guided to construct the procedure text chronologically. Besides, since real objects are used as visual media, they can raise the students' interest and motivation, and help to grasp the concept of learning more effectively (Kahler et al., 1985:141). Therefore, the teacher and students will get many advantages by using Demonstration Technique in the teaching of writing.

It is unquestionable that that the students are likely to acquire skills better when they have the opportunity to “interact” with materials, “participate” in activities, and “manipulate” the real real objects directly. The principle still adopts the theory of Confucious over twenty-four hundred years ago (in Silberman, 2006:2) declared that when learners only hear, they forget; what learners see, they remember a little; when learners do, they do understand. Hansrajh (2010) also supports the notion that Demonstration Technique is aligned to the principle, learning is more in seeing; learning is more in doing than in seeing and hearing. The researcher assumes that such a hand's on learning activity ultimately enriches the students' practical skill, helps discovering ideas, enlarges vocabulary and refines grammatical mastery, and stimulates memory with variety of language input and authentic context.

The use of Demonstration Technique for the teaching of writing is an interesting topic for research. Therefore, there were many researchers interested to document various studies related to the application of Demonstration Technique on the students' writing achievement. Hayah (2011) proved that the use of silent

demonstration could affect the seventh grade students' achievement in writing procedure text at MTs Hasan Kafrawi Pancur as indicated from the result of the pretest average of the experimental group was 60.00 and the control group was 61.78, while the posttest average of the experimental group was 77.56 and the control group was 70.33. The obtained T-Test was 3.794, while the t-table was 1.67 for  $\alpha = 5\%$ . T-Test score was higher than that in the t-table ( $3.794 > 1.67$ ). Another study by Huda (2015) found that the treatment using demonstration could improve the seventh grade students' procedure text writing achievement at MTs. Al Islam Jepara. His finding showed that there was improvement of the students' percentage, 64.9% in the first cycle and 72.3% in the second cycle.

This present research had some differences and similarities with the previous researches. The differences between the present research and the previous researches lied in terms of the type of demonstration, the research design, the level of the students and the topics that were used. The research by Hayah (2011) presented silent demonstration, while this research applied demonstration with oral explanation. Furthermore, the study by Huda (2015) was a classroom action research (CAR), while this study was experimental research. In terms of the respondents, Huda's and Hayah's engaged the seventh grade students, while this study was intended for the tenth grade students. In addition, the procedure text topics based on Huda's and Hayah's researches were mostly about recipes. The present study tried to use manual instructions for the teaching of procedure text writing by using demonstration.

The similarity between these three researches was in the sense of applying demonstration for teaching procedure text writing. This experimental study was intended to investigate whether or not the application of Demonstration Technique had a significant effect on the procedure text writing achievement of the tenth grade students in SMAN Darussholah Singojuruh.

Based on the preliminary study held at SMAN Darussholah Singojuruh on March 24<sup>th</sup>, 2016 through an unstructured interview with the tenth grade English teacher, it was revealed that the teacher never used demonstration for teaching writing. In the teaching of writing skill, the teacher always relied on lecturing

technique. In implementing the teaching of writing using lecturing technique, the teacher explained all instructional materials by the use of power point media. English teacher added that the students often could not concentrate well to the teaching and learning process if the topics of the lesson were not interesting.

In congruence to the implementation of lecturing, Mohan (2011:123) portrays that lecturing technique lays emphasis on the penetration of contents in which the teachers are more active, and the students are passive, but they also light up question-answer to keep them attentive in class. It seems that over reliance on lecturing possibly leads students to boredom, lack involvement, or limited learning for the students, that in turn influences activity of learning to get more troublesome as followed by the students.

Being inspired by the information and the findings of the previous studies as revealed above, an experimental study entitled **“The Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah”** was necessary to be conducted.

## **1.2 The Problem of the Research**

Based on the research background, the problem of this research was formulated as follows: “Was there any significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh?”

## **1.3 The Objective of the Research**

Based on the research problem, the objective of administering this research was to know whether or not there was a significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh.

## **1.4 The Scopes of the Research**

The research respondents were limited to the Tenth Grade Students at SMAN Darussholah Singojuruh in the 2015/2016 academic year. The curriculum

applied in the school was 2006 Institutional Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan 2006/ KTSP*). The demonstration technique that was used as the technique in the teaching and learning process of procedure text writing were about manual instructions such as demonstration that showed procedural events about watching YouTube video in smartphone, saving YouTube video offline, charging cell phone properly, and inserting SIM card into cell phone. At last, the result of this research could only be generalized for the Tenth Grade Students of SMAN Darussholah Singojuruh.

### **1.5 The Significance of the Research**

The result of this research was expected to give contributions for the following people:

#### **1.5.1 The English Teacher**

This research is expected to give a new knowledge about Demonstration Technique to teach procedure text writing. The English teachers are also expected to apply this technique to help the students discover, develop their idea and motivate them to learn writing. Besides, the teacher can use this technique to introduce students towards a set of connectors that are known as the method of organization in writing.

#### **1.5.2 The Students**

Through the implementation of the Demonstration Technique, the students are expected to get first-hand learning experience. In addition, they are hopefully motivated to observe any demonstration as self-practice in organizing ideas through connectors by searching for similar models of demonstration which available in the surrounding community.

#### **1.5.3 The Future Researchers**

The result of this research can hopefully contribute as references for other researchers to conduct a further research with the same topic but using different research area and research design.

## II. REVIEW RELATED LITERATURE

This chapter highlights some theories related to the study. The discussion presents the general concept of writing, procedure text, the general concept of Demonstration Technique, the relevance of using Demonstration Technique for teaching procedure text writing, the process of teaching writing using Demonstration Technique, the previous research on the effect of Demonstration Technique in procedure text writing and hypothesis.

### 2.1 The General Concept of Writing

This sub-part outlines some aspects and related theories about writing that encompass the nature of writing, the characteristics of effective paragraph, the aspects of writing assessment and teaching writing at senior high school.

#### 2.1.1 The Nature of Writing

The nature of writing is defined variously by some practitioners. Byrne (1988:1) views writing is not simple matter acts of associating graphic symbols, and making marks on flat surface. The selected symbols must be arranged involving conventions to construct words; they are creatively developed to produce whole coherent sentences. Writing encompasses the ability to encode inner message of some kind: writer translates its thoughts into language. Meanwhile, Elbow (in Brown, 2001:336) shows that writing is a two-step process. The writer initially begins most acts by figuring out the meaning, and turning such meaning into written language. Elbow says that the central of this activity is the idea of keeping control, keeping things in hand. In summary, writing is not a linear process (McWhorter, 2010:19) in which writer can easily transcribe their thoughts down on paper and back off afterwards. The most important, its writing has to remain significant parts to communicate with readers interactively.

Writing and speaking, both are the same as a means of communication. However, the acts of writing substantially differ from the acts of speaking. In speaking, someone can easily share their ideas spontaneously to other people

because speaking has its own nature experience, but the ground of writing still involves a complex and lengthy process to reveal itself. When we intend to write, we need to know about the concept and theory on how to write, including mastering some points of producing good writing. As Broughton, et al. (2003:116) state, “when we write unlike when we talk in which writing is less spontaneous, more permanent, and the resources which are available for communication are fewer because we cannot as we do that – in conversation that is flexible – interact with listener and adapt as we go along”. In spoken language, listeners still have more chance asking for clarification when speaker’s utterance is vague, meanwhile the speaker will try to refine it using verbal description, facial expression, and little supporting gestures. However, in written medium, readers are unable doing anything, excluding activating their nature intuition to interpret what writer is trying to reveal.

The circumstances are also strengthened by Fairbairn and Winch (1996:4) who state that "when the writers are writing to someone, tone of voice, physical proximity, and possibility of quick interaction are not available and the writer needs to be able to communicate effectively without resorting to these features". In short, writing is about practice, requiring sustainable performance to attain competence, such as studying to apply effective choice of words and idioms, turn ideas into grammatically correct sentences, and mastering several points of creating a good paragraph in purpose to produce eligible written product for readers to read.

### **2.1.2 The Characteristics of Effective Paragraph**

In order to attain an appropriate style for a specific writing occasion, the writer has to speak to the reader in an effective way. It is particularly important to sequence information in a way that helps the reader to more readily understand what the writer intends to say. In line with this, Fardhani (2005:97-116) elaborates four elements needed to develop an eligible writing, namely unity, completeness, order, and coherence. Each of the writing elements will be explained in the following sections respectively.

#### 2.1.2.1 Unity

The notion of unity means oneness; it is whereby whole available sentences accurately connected to the topic sentence. According to Fardhani (2005:99), to maintain paragraphs unity, the supporting sentences have to directly elaborate the controlling idea in the topic sentence. However, if the sentences have relating or interesting accurate information about certain topic but they do not directly support the controlling idea, the sentences are judged to be irrelevant.

#### 2.1.2.2 Completeness

Then, completeness represents all information that is going to be shared to readers. Fardhani (2005:102) states that a paragraph gets labelled of completeness when it provides sufficient information to convince readers that the paragraph's content is correct or truth. That adequacy of information consists of specific topic sentence and enough details to clarify the readers' question from the presented information. It relates to thesis statement and its controlling idea.

#### 2.1.2.3 Order

The order contributes to create effective paragraphs. Good order in the paragraph means when the paragraph is systematically developed by putting information orderly. The method of development deals with a correlation of information, ordering what information comes first, second, and what information continues the second information until the final ending is given. Generally, there are three kinds of logical order, namely spatial order, chronological order, and order of importance.

The spatial order is the arrangement of information based on space (Fardhani, 2005:107). It is often characterized by using a movement of information from one visual reference point to the next. Therefore, the schema of spatial order can be prominently found in the descriptive paragraph.

The chronological order involves a sequence format of information which is usually employed to elaborate imperative phenomena from the beginning to the end chronologically. It usually helps readers to follow a trail of logic space between the first information to one another. Thus Fardhani (2005:111) emphasizes, the structural pattern of chronological order cannot be scrambled. She

claims that the scrambled order has the tendency to create confusing information so it will be difficult to understand by readers. The pattern of chronological order often works properly in the procedural paragraphs.

The order of importance can be defined as schema of information which is laid out based on the progress (McWhorter, 2010:118). It is called order of importance since the supporting details of information are put from the most to the least, or from the least to the most important, familiar, or interesting. The most important points are clearly stated at the beginning, and the less important evidences are relegated to minor positions in the body, or vice versa. We can find the order of importance easily in the writing styles of division essays.

#### 2.1.2.4 Coherence

A well-organized paragraph cannot be separated from the role of coherence. McWhorter (2010:149) states that coherence has important role as logical connection where all ideas are organized and flown smoothly, allowing the readers to follow the ideas progression with ease. It means that relating ideas must stick together and work each other to make the writing understandable for readers.

In order to get coherency, Fardhani (2005:115) convinces writer to heavily resort on accurate transition signals, which the hints are showing direction of ideas to fit together in some kind of logical connection. It means that transition signals are used to maintain the ideas to have relating accurate connectivity with others.

Transition signals are words, phrases, and sentences that bridge ideas in order to make the paragraph flows smoothly from one point to the next. The following is the example of paragraph coherence that contains transition signals:

You can safely swim with piranhas, but it is important to know how and when to do it. **First**, chose an appropriate time, preferably at night and during the rainy season. Avoid piranha-infested waters during the dry season, when food supplies are low and piranhas are more desperate. Piranhas feed during the day, so night-time swimming is much safer. **Second**, streamline your movement. Wild or erratic activity attracts the attention of piranhas. Swim slowly and smoothly. **Finally**, never enter the water with an open wound or raw meat. Piranhas attack larger animals only when they are wounded. The presence of blood in the water may tempt the fish to attack. If you follow these simple precautions, you will have little to fear.

(<http://writingcenter.unc.edu/handouts/paragraphs/paragraph-development-examples/>)

The paragraph above consists of some transition signals such as: *first*, *second*, and *finally*. Each one shows that the availability of the transition signals makes easier for readers in finding out relationship between each following sentence. However, without connecting the sentences using suitable transition signals, it is difficult for most writers to produce coherent paragraph. The supporting information could be scrambled, so the paragraph will be difficult to understand although the following sentence has relating accurate information with others. There are some types of transition signals that can be used by the writer as listed in figure 2.1

**Figure 2.1** Transition signals

Transition	Example
➤ To give examples	for example, for instance, namely
➤ To add information	and , next, in addition
➤ To compare	in contrast, by comparison, on the other hand
➤ To show time	finally, after, before
➤ To emphasize	for these reasons, obviously, without a doubt
➤ To show sequence	first, second, third, next
➤ To summarize	therefore, thus, in conclusion,

(McWhorter, 2010:149)

Writer can write some transition signals as listed above. However, it is not suggested for the writer employs all types of transitions at the same way of each sentence because it has the tendency to cause confusing connection for readers to read the writing. Consequently, readers will spend much time in reading; deduce some organization in attempts to make the details logical and acceptable. To avoid such matter, writer should be careful when selecting the transition signals on his/her writing. For example, the predominantly transition signals written in the text of procedure are which showing times and sequences.

### 2.1.3 The Aspects of Writing Assessment

The term assessment in language teaching can be viewed as process to examine how well students in mastering the course objective. In line with this, Heaton (1990:5) shows the purpose of assessment is intended to measure the students' performance in language teaching and learning, as well as instrument to

reinforce students in the learning progression. It means that assessment is the central of teaching and learning process in order to know beyond the students' understanding, and enable them moving forward in their learning development of an estimated period gained of the course quality and quantity of the students' work.

An achievement of writing represents efforts, skills, and performances that must be or have been achieved by students towards the writing course. For ensuring this, accurate and consistent measurement must be conducted. It seems scoring guide containing some aspects of writing are needed to be instruments measuring the students' writing achievement. Dealing with indicators of writing assessment, Cohen (1994:328-329) classifies them into five indicators; namely content, organization, vocabulary, grammar and mechanics. In this experimental study, the above indicators were used to measure students' achievement on the procedure text writing. Each indicator of writing assessment is explained in details as follows.

#### 2.1.3.1 Content

Content is the main component of writing which tells about the writing itself. This area represents the ability to think creatively and develop thoughts, excluding all relevant information (Heaton, 1990:135). Writer must pay more attention to the content of writing since it contains the development of ideas and information from which readers will absolutely store within mind. The content of writing should be clear and complete. It must be able to grasp the readers' needs of adequacy of information that includes some supporting details. In line with this, Saraka (in Fardhani, 2005:103) specifies that qualified content should not leave out details of information blocks, containing supporting details and facts, i.e. names of specific individuals, dates, costs, locations, figures or statistical details. Writer has to have a range of knowledge to make up the writing as informative as possible by outlining, developing, and limiting the topic in the written form accurately.

In this study, the researcher tried to apply demonstration by using familiar topics (i.e. watching youtube video in smartphone, saving youtube video offline,

charging smartphone properly and inserting sim card into cell phone) in attempts to help students strengthen their prior knowledge, introduce on technical vocabulary, and polish the ability to sequence procedural events. By doing so, it may help students in producing an informative and satisfying content for readers.

#### 2.1.3.2 Organization

The concept of organization in writing is the aspect referred to students' ability in grouping ideas, and maintaining them on the path of logical order. It assigns students to select, organize, and order relevant information. Ploeger (2000:69) states that "the organization in the paragraph influences the readers' interest in reading the writer's writing product". When transforming the ideas into written medium, writes has to avoid making uncorrelated information emerges in the writing. Additionally, Ploeger (2000:69) says that writer has to link the subtopic of the paragraph, and hint readers to the only one idea on the so called providing coherence and unity. Furthermore, McWhorter (2010:118) states that one of well-organized procedural paragraphs prioritizes in putting whole information together based on the arrangement of chronological order.

#### 2.1.3.3 Vocabulary

Vocabularies are the basic tools in writing as list of words functioning to create an effective meaning. They can represent ideas of writer in the written form. Wilkins (in Thornbury, 2002:13) argues that "without grammar less can be conveyed, with no vocabulary nothing can be conveyed". Vocabulary items play important roles in order to shout out the meaning that the writer tries to convey their message of thoughts in the written form. Thus, without having vocabulary range, writer might not be able to communicate its thoughts to readers effectively.

Supporting the above statements, McWhorter (2010:45) insists that extensive selection of vocabulary items is powerful tools and is essential to effective written communication. Knapp and Watkins (2005:95) also state that wide range of technical vocabulary is aimed to have emotive effects on the readers. Therefore, having adequate and accurate choice of dictions will enlighten readers to know the main purpose of the message conveyed by the writer.

However, students are likely to find several challenges in the mastery of vocabulary for developing writing skill. One of the challenges lies in discovering and putting precise dictions in certain sentence.

Here is an example: At the 2016 Olympic Games in Rio de Janeiro, a runner named Gilang Pramudya of Indonesia beat his rivals from a hundred of countries around the world. He is a **good** runner.

Based on the example above, the word good is inadequate to describe a runner who has beaten competitors from a hundred of countries in an Olympic Games. Therefore, good word is better replaced using other appropriate words that more precise (such as: exceptional or outstanding) in purpose to tell readers that Gilang Pramudya is more than a good runner.

Regarding the importance of selecting accurate vocabulary, the students must not only have great store of words, but also an ability to reflect them accurately in the written medium. Generally, the vocabularies of English are classified into eight different items; such as nouns, pronouns, verbs, adjectives, adverbs, preposition, conjunctions and determiners (Thornbury, 2002:3). In this research, the vocabulary concerned dealt with nouns, action verbs, adjectives, adverbs, and prepositions that suit well to the context of procedure text topics.

#### 2.1.3.4 Grammar

Grammar plays crucial role for students who want to master English writing well. Brown (2001:362) states grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Moreover, Thornbury (1999:4) defines grammar as a tool for making meaning. It can be concluded that grammar is the rules of the language that can manipulate and combine words into good and correct sentences in order to make them have meaning. A knowledge of grammar by writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate texts (Knapp and Watkins, 2005:32). Inability to write grammatically correct sentence can diminish the clearness of the intended ideas by the writer.

In the writing of English as foreign language, high school students often produce grammatical errors during the writing process. A frequently made error occurs in the verb form. Thornbury (1999:114) confirms that grammatical error often encounters in the verb form, the tense, and the sentence structure. For instance, “He go to school”. This sentence is grammatically incorrect because it left *-es* after the verb *go*. It has been an accepted rule of English that if the pronoun is singular (he), the verb must be added with suffix *-es*. Therefore the grammatically correct sentence should be written “He goes to school”. In addition, another grammatical error tends to happen when using preposition of time; such as *at*, *in*, *on*. For example, “my flight departs in 5:00 am”. The proposition of *in* within the sentence is grammatically incorrect because the preposition of *in* is engaged to indicate a lengthy period of time. Thus *in* must be replaced with *at* because preposition of *at* tells a precise and detail of time. Therefore, grammatically correct sentence has to be written “my flight departs at 5:00 am”.

The correct grammar sentences of this research concerns on the students’ ability in writing some sentences in simple present tense in the form of imperative, i.e. *switch on the TV*, *download the file from internet*, etc.

#### 2.1.3.5 Mechanics

Mechanics is one of the important aspects in writing. They play essential role like other technical writing aspects do. Mechanics represent students’ competency in applying graphic conventions of written language that cover the aspects of spelling, capitalization, and punctuations (Heaton, 1990:135).

Spelling is a process concerns how each word is spelt. According to Harmer (2001:256), miss-spelling rarely interferes directly to the written communication, but it can affect reader’s judgment. Also, Fairbairn and Winch (1996:102) confirms that “bad-spelling creates bad impression in writing”. Accordingly, the ability to spell words well is something that cannot be ignored by writer in order to build up good images for readers towards our writing.

Capitalization is one aspect of mechanics. Capitalization is defined as editorial style and preference that enables writer to turn the first letter of particular words into capital letter. McWhorter (2010:803) mentions some capital letters are

worked out in the first letter of the words in terms: direct quotations, proper nouns, common nouns, titles and personal titles.

Writing accurate punctuation is considered an important skill which aids readers to an understanding and the correct reading. In line with this, Fairbairn and Winch (1996:81) state that “punctuation is a variety of devices that we use in order to help readers understand our meaning when we write”. The following is an example to show how powerful punctuations are:

1) A womanan, without her manan, is nothingan.

*(Emphasizing the importance of men)*

2) A womanan: without heran, man is nothingan.

*(Emphasizing the importance of women)*

(<http://www.dailywritingtips.com/>)

The example of punctuation devices above shows that they greatly affect the output of the sentence meaning completely. In addition, Harmer (2004:49) argues that sometimes audiences lay judgments on writing quality not only in the aspects of content and language use, but also on their use of punctuation as well. For these reasons, writing down proper punctuations is crucial ability in making readers understand what the writer intends to communicate. Concerning the importance of writing correct punctuation, McWhorter (2010:781-801) states some standard marks of punctuation are as follows: period (.); a question mark (?); exclamation point (!); comma (,); semicolon (;); colons (:); quotation marks (“...”); ellipsis mark (...); apostrophes (’); parentheses and brackets (— ( ) —, [...]); hyphen (-) and dash (—).

In summary, the students have to write the words in correct spelling, capitalize each word accurately, and apply punctuation in a correct way to avoid having misunderstanding of the message conveyed in the writing.

#### **2.1.4. Teaching Writing at Senior High School**

Writing has been considered as a difficult skill to develop and to teach, especially for most students who learn in the context of English as a foreign

language. Richards (1990:100) says that learning to write, either in a first or second language is one of the most difficult tasks a learner encounters and one that few people can be said fully master. Further, Bram (1995:25) states that for most beginning writers whose mother tongue is not English, to express what they intend sometimes difficult.

As a means of communication, writing is not a natural ability, prominently a learned skill, in which students have to be able to cope with standard language, full control of complex structures, having well-organized ideas, outlining content, and placing accurate mechanical devices in order to produce a good piece of writing. Besides, writing is likely to get more troublesome wherein that ability includes the purpose of writing itself. Heaton (1990:135) confirms that writing skill is complex and hard to teach since it lays mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. These written traits badly penetrate students to select and organize their ideas, keep in mind the purpose for which they are writing, and the audience they are addressing, along with the ability to use standard written forms and other conventions of language. In line with this, Bram (1995:25) affirms that when we write, we intend to interact with readers using written language. Therefore, without any consensual of readers, writer might not be able to develop and reflect their thoughts in the written medium directionally. It is hard for most students to master writing skill, even not only for foreign and second language students, but also for students whose English is their first language.

In the teaching of English in high school, the students are expected to develop communicative competence, both oral and written communication. In written competence, a set of teaching writing activities have been manifested in curriculum 2006 Institutional Based Curriculum (KTSP, 2006) by which the students are directed to develop writing skill towards several kinds of genres, such as narrative, descriptive, procedure, news items, report, recount, anecdote, hortatory exposition, analytical, commentary, discussion, and explanation. This research focused on the students' achievement in the procedure text writing as one of subjects that should be taught in senior high school for the tenth grade students.

In order to attain the competency of writing, high school English teachers usually apply several learning techniques and writing activities, such as completing missing words, re-arranging jumbled words and sentences in correct order, writing a simple short simple essay, etc. The instructional materials used in teaching and learning have a close relationship with the technique used. The selected teaching technique is interdependent on the materials that will be delivered. For example, the teacher is going to teach procedure text. The characteristic of the procedure text consists of chronological events. Therefore, an appropriate teaching technique used is by writing a simple text by showing demonstration, because it provides some procedural steps which have close relationship with the purpose of the procedure text. In the present study, the researcher tried to investigate writing short simple essay in a form of procedure text by applying Demonstration Technique.

## **2.2 Procedure Text**

Procedure text is one of factual texts that let readers know how thing is accomplished orderly. As Depdiknas (2006:49) defines, a procedure text is a text designed to describe how something is accomplished through a sequence of steps or actions. The communicative purpose of the procedure text is primarily to instruct, inform, and explain people how carry out something completely. Barwick (1998:44) specifies that procedure text is used to elaborate how to do particular activities, i.e. road safety rules, experiments, following itinerary, manual instructions, and recipes. This research was only focused on manual instruction in which it tells readers about technical device (s) and to explain how to operate and use such thing (s) chronologically.

### **2.2.1 The Generic Structures of a Procedure Text**

The generic structures are the elements which focused in the way the text are structured in standardized stages to attain particular purpose. Procedure text has its generic structures consisting of three parts, they are goal, materials or tools/ equipments, and steps.

The generic structures of procedure in particular consist of three major structures: goal, materials, and steps. (1) *The goal* contains heading, introduction statement, the aim of activity and states what procedure is aiming to achieve. Goal represents a cue of what the writer tries to do and to make. (2) *The materials or the equipments* are used for the procedure to accomplish the achieved task. Any instructions, such as directions to use an appliance, might not include such information. (3) *The steps* are written in the order in which they should be completed (Barwick, 1998:45).

In summary, generic structures are the way in which particular texts are constructed to suit on its purpose well. Knapp and Watkins (2005:91) confirm that by focusing on the generic structures, any students can concentrate in organizing the content knowledge towards functional framework or structure. Thus, they help the students to be able to construct a procedure text more easily.

### 2.2.2 The Language Features of a Procedure Text

Besides the generic structures, the presence of language features gives invaluable contribution in constructing a whole text. The language features are used to relate to other several characteristics which mark them a lot different with other text types and make readers easier to recognize the text as the procedure text. The language features of procedure text are commonly using nouns group, transition signals to show chronological order, using action verb, using short imperative sentences, and present tense (Barwick,1998:45). The details are explained as follows:

1) *Nouns or nouns group are often used,*

Examples: charger, smartphone, battery, simcard, screen, button, etc.

They are commonly used in the listed or unlisted materials which closely relate to the context of writing being used. They are written to introduce the readers how the goals are made up or done with.

2) *Transition signals of showing chronological order,*

Examples: first, second, third, after that, then, next, finally, etc.

Transition signals of chronological order are used to express relationship between ideas and to combine sequence of sentences. They help the readers and the writer to link the sentences.

3) *The use of action verbs,*

Examples: tap, open, select, enter, save, download, upload, etc.

Action verbs are needed to describe what the subject of the sentence is doing. In the procedure text, they are often employed a means to represent the processes involved in completing a task.

4) *Short imperative sentences are used,*

Examples: plug out the cable, insert the simcard, switch off your phone, etc.

Imperative sentence is also commonly known command sentence to request and inform people how to carry out something. Commonly, imperative sentences often appear to be missing subjects and use action verbs, verbs which show physical or mental action to begin its sentence. When imperative sentences are directed on readers who read the text, the subjects of the text are the readers itself.

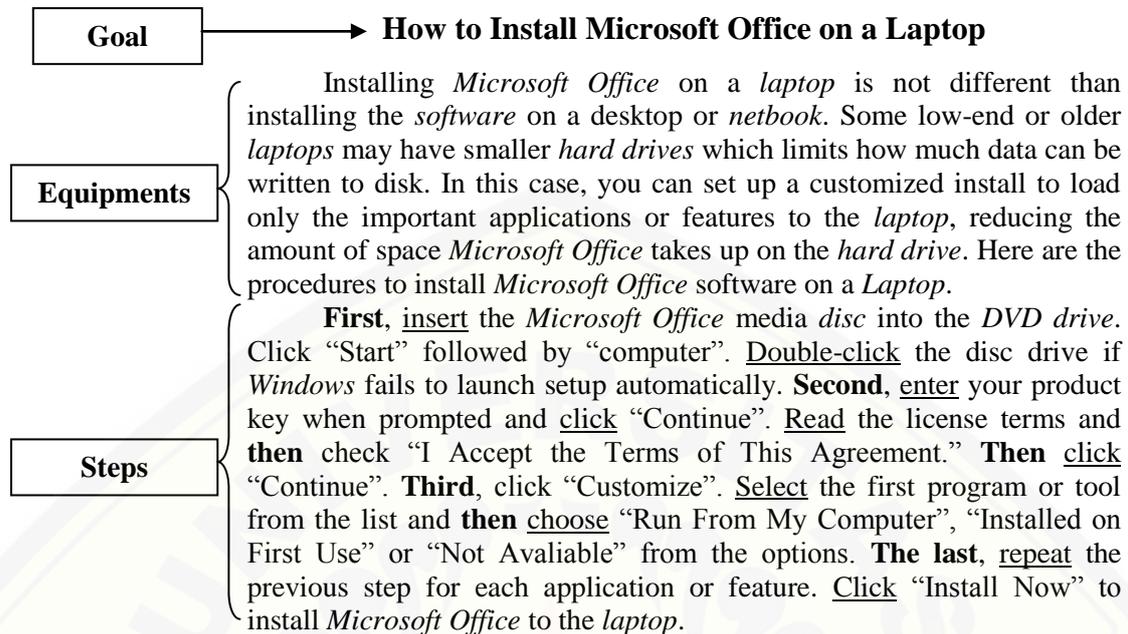
5) *Present tense is generally used,*

Examples: you go straight ahead, then you turn right, etc.

The use of present tense in the procedure text is used to provide instructions in series so it helps the readers to follow the steps in correctly order.

In summary, procedure text has generic structures and language features that are very important to follow when constructing a piece of procedure text. Generic structures are very needed in order to suit the text to its purpose. Meanwhile, language features are needed to make the sentences of the text support the rhetorical structures, and attempt to make the composed details legible for the readers to understand. Therefore, it is necessary for the writers to focus on the generic structures and the language features of the procedure text in order to construct a firm functional framework of the text.

An Example of a Procedure Text:



([Smallbusiness.chron.com/install-microsoft-officesoftwarelaptop42256.html](http://Smallbusiness.chron.com/install-microsoft-officesoftwarelaptop42256.html))

The following are the explanation about the language features of the text above.

1. Using nouns or nouns group: Microsoft Office, laptop, netbook, software, hard drive, windows, DVD, etc.

The use of nouns or nouns group in procedure text is to tell the readers how classification of things contributes of making the goal of the task.

2. Using transition signals to show chronological order: first, second, then, third, the last, etc.

The use of transition signals in procedure text is to make the sentences in the paragraphs and the texts are kept on the right path of coherence, so the relating information will not be scrambled.

3. The use of action verbs: insert, click, read, select, choose, repeat, etc.

The use of actions verbs in procedure text is to bring direction for readers.

4. The use of imperative sentences: click "start", double-click the disc, enter your product, etc.

The use of imperative sentence is used to address readers if the writer is going to ask them to do something.

5. Using present tense: have, set, install, load, insert, click, enter, fails, etc.

The use of present tense in the procedure text is to indicate the events are accomplished in progressive activities which help readers and writer to follow systematically operational proceeds.

### 2.3 The General Concept of Demonstration Technique

Demonstration Technique represents sequence activities of showing how phenomena work directly by using particular tools. Piller and Skillings (2005:12) define demonstration includes real objects, performing actions, using gestures, and facial expression. They say demonstration can be applied for sentence patterns that stand for concrete ideas. Additionally, Harmer (2001:152) interposes that this strategy consists of language forms by which teacher wishes students to study by offering authentic situation that represents language in action, further scaffolding such language ourselves. All conceptions of demonstration are by means to stimulate and provide knowledge to be referred in discussion of the lesson to help students attain certain instructional objectives. In line with this idea, Whitton (2015:80) state that teachers are suggested to summon up demonstration activity when they encounter insufficient resources in teaching the concept. Thus, the demonstration here plays crucial role in making students understand and get knowledge related to the skill being taught. In the present study, demonstration was deliberately proposed to make students have rich base and stimulus about what they want to write, especially in the teaching of the procedure text writing.

In introducing English as new language, teachers should reduce doing too much translation in order for the students become proficient users of the target language. In this case, demonstration can absolutely be used as one of alternative ways to translate meaning of a language. This idea is powered by Thornbury (2002:78) who notifies that alternative to translate meaning of the language is the best introduced using real media, picture, and demonstration; as defining technique from Direct Method. In order to do this, the teacher should introduce words, phrases, and sentences by demonstrating its meaning straightforward by integrating real objects, picture, and actions. It can be stated that demonstration is

a good help that works in harmony with the teacher to introduce students meaning of certain language directly using the target language. Therefore, with the help of real objects, narrations, and actions, it is unnecessary for the teacher to translate the meaning of target language by using the students' native language.

In line with this, Ulfa (2011:41) states that the combination of real objects and actions is useful to help illustrate word and sentence clearly. They make explanation concrete by showing visually what the teacher is saying. Also, Silberman (2006:3) claims that the time required for presenting the concept of the teaching can be reduced up to forty percent as visual aids are used to augment a verbal presentation. Therefore, showing demonstration activity is a lot effective and a more speedy process to encourage students understand a concept of the learning, rather than words standing alone in a whole of instruction.

### **2.3.1 The Types of Demonstration Technique**

There are two types of Demonstration Technique in teaching and learning process, namely the step by step and the whole process demonstration (Iline, 2013:3). Each type of demonstration will be discussed as follows.

- a. Step by step demonstration is demonstration type which actions are collaborated between the instructor and the students. Gwarinda (in Iline, 2013:3) elaborates that step by step demonstration is carried out step by step in which the teacher is explaining each action as operation proceeds. It often takes place when the process is performed in instructional situation, which is interspaced by the students' participation. For example, when making a shirt, the teacher demonstrates how to attach a patch pocket and students work on their shirts independently, after the demonstration. The teacher will further demonstrate how to work the seams and students follow, suit until all the processes are completed. In short, this type of demonstration allows students to demonstrate particular actions while the process is on progress.
- b. In the whole process demonstration, the teachers are allowed to demonstrate full process from beginning to the end without being interrupted by students' participation. For example, the teacher is showing how to tack the dart, stitch

it, fasten the thread, and pressing the dart to the correct side. Later on, students will follow the process by making their darts independently. Soroka, et al. (in Iline, 2013:3) state that whole process demonstration enables the students to have a clearer insight towards the process.

This research applied these two types of demonstration in teaching procedure text writing for the students of the experimental group. Step by step demonstration was used three times, while the whole process demonstration was used once. The topics of the demonstration were about manual instructions.

### **2.3.2 The Guidelines for Effective Demonstration**

The teacher has to consider some guidelines for an effective demonstration. There are some guidelines to create an effective demonstration, they are as follows:

- a) Whitton (2015:80) states that one of the guidelines for effective demonstration is the teacher needs to trial the demonstration before sharing it to a class or group of students. A preliminary preparation is very needed to check the time, and to minimize potentially made errors (including action, and narration) in presenting demonstration activity.
- b) Before starting the demonstration, clear statement about the purpose of showing demonstration activity should be delivered to the students (Farooq, 2014). In this case, the teacher should clearly define what is likely to be demonstrated. Accordingly, this strategy is very essential encouraging the students to be mentally alert (Silberman, 2006:130). It brings students to a more readiness to learn in the teaching and learning process.
- c) When choosing the place for an actual demonstration, the teacher must try to select location typical of community, so that large numbers of students are able to see the components of demonstration clearly (Kahler et al., 1985:141). Further, Whitton (2015:80) states that it is also badly needed for ensuring and locating all tools are easily accessible and are ready to be picked up by hands. The real objects are important to place on the right position to help the teacher manipulate those easily while performing demonstration in front of the class.

- d) Whitton (2015:80) explains that the teacher should accept questions during or at the end of the demonstration. Giving a brief pause after demonstrating each process is a good strategy to check the students' responses and comprehension, in order to make the students escape from doubt, low attention, and confusion. Additionally, the teacher can also give opportunities to direct each step of the demonstration (Kahler et al., 1985:141). Therefore, this strategy will keep students attentive in teaching and learning process.
- e) Hansrajh (2010) states that the teacher should be able to demonstrate step by step, match explanation with manipulation, and avoid lengthy period. In other words, the teacher should be precise in the visual presentation and narration because the demonstration will become the model students emulate. However, if the teacher's demonstration is poorly executed, the incorrect model will stay with students (Whitton, 2015:76). Consequently, it has the tendency to damage the credibility of materials related to the skill being taught.
- f) Farooq (2014) explains that for active participation of the students, the teacher may call individual students in turn to help him in demonstration process. Even possible, the teacher may ask all students to carry out live demonstration in order to avoid teacher in overshadowing the whole process. Besides, it will motivate and give the students first-hand learning experience.

Based on the guidelines above, there are many guidelines to present an effective demonstration so that students are exposed to acquire new skills and knowledge. The first, the demonstration should be rehearsed, including necessary real objects and actions planned beforehand. It is also convenient to set up all the materials accessible and ready to be picked in order to help the teacher in demonstrating. Besides, it will give more opportunity for students to observe and follow the teacher's demonstration properly. In the introduction, the teacher should clearly define what is to be demonstrated in order to improve students' alertness towards the teaching process. When demonstrating, the teacher should consider giving short pauses and accept questions from the students to check reaction, or direct students' comprehension in mastering demonstration steps well. Further, it is necessary for collaborating procedural steps by inviting some

students, as an attempt to give first-hand learning experience and motivate them during learning process. The most importantly, the teachers are supposed to give supplement to students using appropriate illustration and explanation. By applying some guidelines above, it is hoped that the teacher can run an effective demonstration in order to attain the teaching objective.

### **2.3.3 The Advantages of Demonstration Technique**

The use of Demonstration Technique in teaching and learning process has many advantages. According to Kahler et al. (1985:139), Demonstration Technique plays important roles in helping students perform manipulative and operative skill, develop and strengthen understanding, present how to carry out new practices, and secure acceptance of new improved methods of doing things. The followings are the advantages of demonstrations according to Whitton (2015:79):

- 1) “They are a model from which students can learn”. It is because demonstration provides rich base of knowledge that can be referred in discussion of the lesson. The use of real things and actions will make the students understand the materials more easily because it shows something real; the concept and the application of the concept. For example, the students emulate procedural activity and learn how connectors work in such a real situation to construct procedure text writing.
- 2) “They are a motivating device, drawing the students into the learning”. Presenting real demonstration makes students have opportunity to learn by doing. The students can see the real objects being used and help the teacher in demonstrating; thereby they are motivated and attended in learning.
- 3) “They can show students something that is unique”. That because demonstration can be used by teacher as an alternative teaching technique of lecturing in which the students are partially never taught with. The students may use the information they already know from watching and doing the demonstration activity as new knowledge acquisition for their language reproduction.

- 4) “They show students how to use a particular item or undertake a specific skill”. It means that demonstration cannot only be used for teaching and learning in the class, students may expose the teacher’s demonstration to expand their related experience and knowledge outside of the teaching hours, for authentic purposes.

Furthermore, Whitton (2015:79) states that in learning, demonstrations are often utilized by the students to exhibit their: understanding of a particular skill, knowledge of particular content area, and ability to show others how to do something, such as operating a projector.

Based on the explanations above, it can be concluded that Demonstration Technique possesses several advantages. It can be one of the ways to overcome several problems occurred in the teaching and learning process such as declining of learning motivation and confusion about the materials. Its advantages are to foster the students to master the concept of learning better and to reinforce them in participating to the teaching and learning process. This technique can make the lesson more memorable and also interactive, or the initiation of the interaction goes in both ways, from teacher to students, or from students to teacher. Besides that, the students may use demonstration to reinforce their own soft skill outside of the classroom.

#### **2.3.4 The Disadvantages of Demonstration Technique**

Despite the advantages that have been mentioned, there are also some potential disadvantages of using demonstration technique that must be considered as follows:

- 1) This technique will not work effectively if the real objects are too small. In this case, the students might not be able to observe the demonstration clearly.
- 2) If the demonstration is not interspaced by the students’ participation, the demonstrational process will be less understandable. Thus, demonstration may fail in teaching and learning process.
- 3) The time required for teaching and learning process will be longer rather than conventional teaching method. Therefore, the teacher must have more

preliminary preparation and manage everything efficiently.

(Roestiyah, 1991:85)

Knowing some weaknesses of this technique, the researcher tried to propose alternative solutions to handle these limitations. First, the teacher should give real objects in appropriate size, in which they are not too small and not too big so that students will not be confused about the events in the demonstration are. Second, it becomes compulsory of being more creative in determining the topics in order to cover whole students' engagement in the class. In addition, the selected topics should be as simple as possible, but they have to capture students' interest to engage with. For example, the teacher simply utilizes real objects of some kinds brought by students to model particular procedure(s), such as utilizing students' smartphone to enable any applications from Google Play App. By having adequacy of real things, the students can be drawn under step by step demonstration. Concerning the time management, demonstration should be rehearsed at home and in place in which it will happen. It is particularly important to ensure the duration of demonstration and to know which actions seem ineffective and irrelevant.

#### **2.4 The Relevance of Using Demonstration Technique for Teaching Procedure Text Writing**

The teacher will have many advantages from applying Demonstration Technique for the teaching of procedure text writing. According to Silberman (2006:60), demonstration represents the activity that gives an initial description of skill to be learned of the lesson. Such an activity helps to introduce course in a dramatic, active manner that draws participants into learning process right from the beginning of the session. It shows retention of activities which help students understand and master the meaning of words and phrases to be written in systematically order by integrating their direct experiences.

The combination of real objects and operations plays essential role to reinforce aspects of writing, such as vocabulary and grammar. When transferring

ideas in written forms, students need a range of appropriate vocabulary to produce grammatically correct words, phrases, and sentences structure. In this case, real objects with manipulation will help students to produce phrases or sentences more effectively by making direct association between actions, things, and language. As Soames (2010) states that using real objects or realia helps to make English lesson memorable by creating a link between the objects to the words, sentences, and phrases they present. This shows that demonstration facilitates students illustrate words and sentence pattern clearly.

This is in line with Piller's and Skillings's statement (2005:12) who say that the demonstration can be used for sentence pattern that stand for concrete ideas; for example, saying "*I'm looking at my watch*" while performing this action. It makes easier for students to develop ability in mastering writing simultaneously with the aspects of vocabulary and grammar which are taught inductively and directly by using the demonstration, with real objects.

In writing a procedure text, students are assigned to write different sequences events chronologically. To help students in writing the procedural text, they must carefully observe, and do the demonstration directly from beginning to the end. Due to in the demonstration, students will observe real visual display of a few key terms specific chronological behaviors to be modeled (Silberman, 2006:137). These chronological events are further benefitted by the teacher to stimulate students to construct a good piece of procedure text. They can also give valuable contribution for students in organizing ideas into a good procedure text writing because its activities are carried out chronologically. It can be stated that the implementation of demonstration for teaching procedure text writing is appropriate because the characteristics of the demonstration are similar with the characteristic of the procedure text writing. Both of them tell sequence of events or procedural steps chronologically. The students can be helped to learn about connectors in which they adhere in each moving verbal description and compile knowledge for developing their procedure text writing.

These statements are also strengthened by Knapp and Watkins (2005:155) who state that English instructors are suggested to design concrete activities when

the first working with the genre of procedure and to represent stages in the teaching pictorially (visually). As a representative of concrete activities, demonstration shares concrete learning experience for students to learn. This does not only help students to produce sequence of sentences easily, but also leading students to get all details down in chronological arrangement more effectively. It is because students encounter real models of chronological activities which bridge in the process of meaning assimilation by involving all five senses, such as by seeing, hearing, smelling, touching, or even tasting. This idea is powered by a psychologist, named Silberman (2006:4) arguing that brains start the work of learning better because it has a question about information it is obtaining from the sense (hearing, sight, touch, and taste) that feeds it. Further, he also convinces that learning is enhanced if students are asked to do: stating the information in their own words, giving examples of it, seeing connections between it, and other facts or ideas, and applying it to case situation. In this phenomenon, the presence of demonstration should be the appropriate one since it is capable of illustrating vague concepts like no any other techniques, illustrations, or photographs are. Therefore, presenting this strategy in English language teaching makes easier for students to get knowledge, rather than asking them to dig up information by imagining the objects.

## **2.5 The Process of Teaching Writing Using Demonstration Technique**

Demonstration that shows students about sequence of events can help the students construct a well-organized procedure text writing because it has similar characteristics to each other. This characteristic is similar with the purpose procedure text writing that tells the readers about how something is done chronologically. Therefore, all conception about demonstration technique can hopefully help them set the activities happen in the process in a sequence event from the beginning until the end of the process.

The process of teaching procedure text writing using Demonstration Technique in this research was adapted from the teaching procedure by Ulfa

(2012:19). The process in implementing the use of Demonstration Technique were as follows:

- 1) The teacher prepares the equipments or the real objects needed as the media for doing demonstration activity.
- 2) After preparing the media, the teacher gives explanation clearly about the activity that the students are going to do and the ability that should be achieved by the students at the end of demonstration activity.
- 3) The teacher demonstrates procedures of making something based on topic.
- 4) After doing demonstration, teacher asks the students to write and share with their peer about the procedures demonstrated by the teacher in the form of procedure text.
- 5) The teacher will emphasize the important things that should be considered about the procedures. This is also appropriate time for the students to be introduced with appropriate vocabularies.
- 6) The teacher gives chance to some of students for doing demonstration.

Considering the above teaching procedures, the process of teaching procedure text writing using Demonstration Technique of this research were explained as follows:

- 1) The teacher prepares the media or the real objects needed to support the demonstration in the classroom. In addition, the teacher also shows the real objects to the students to make the clear insight. Furthermore, the teacher decides appropriate position so the students can see the teacher's demonstration clearly.
- 2) The teacher states the activity that the students are going to do and the objective of the lesson. The teacher emphasizes what ability that should be achieved by the students at the end of the demonstration. If possible, the teacher may give a chance for all the students to engage in the demonstration.
- 3) The teacher demonstrates procedures of how to make or do something based on the topic. The teacher demonstrates certain topic step-by-step carefully along with oral explanation. The teacher may re-demonstrate at necessary points to make the students understand the steps well.
- 4) After the demonstration, the teacher asks students to contribute by doing exercise to write a simple procedure text based on the teacher's demonstration. Then, the teacher gives feedback on the students' works.

Some adaptations were made to suit the needs of the present research in terms of real objects preparation, demonstration performance, and feedbacks that students received. The real objects used of this research were mostly provided by students, while in Ulfa's research, all real objects were completely set up by herself. In term of demonstration activity, most students were allowed to commit live demonstrations along with the researcher, while based on Ulfa's treatment, only one or two students were given such opportunity. At last, the feedbacks on writing gained by students were provided by the researcher, while according to Ulfa's research, the feedback were given by students' peers.

## **2.6 The Previous Research on the Effect of Demonstration Technique in Procedure Text Writing**

The availability of theoretical foundation of demonstration in English Language Teaching (ELT) had given rooms for the previous researchers to conduct in-depth investigation towards the effectiveness of using demonstration for the teaching of writing. Ulfa (2011) reported the result of her study using Demonstration Technique on procedure text writing achievement on the seventh grade students' at SMP 3 Tanggul. Her finding showed that teaching writing procedure text using demonstration technique was effective. Under the topics of recipes, she claimed that demonstration provided clear concept in the form procedural steps that was in line with the purpose of procedure text writing. The demonstration allowed the students to view lifelike examples of procedural steps so this technique guided the students in composing procedure text after they experienced the teacher's demonstration directly. Ulfa proved that using demonstration created comfortable learning atmosphere in which she was aware of the students' active participation in performing the real objects.

An experimental study by Prawati, et al. (2013) proved that the Demonstration Technique had significant effect to increase the students' achievement in writing procedure text at Conversation Elementary III E-Colink Education Centre Pontianak. The students were also more encouraged to study writing because they resorted to some real objects in the demonstration. Also, the

successful result was obtained since they combined teaching writing procedure text through demonstration along Genre-Based Instruction teaching procedures in which the stages of teaching consisted of four stages, namely building concepts, modeling and deconstructing the text, joining construction of the text, independent construction of the text, and linking to related text. The demonstration was introduced in the second phase that included the activity of gaining knowledge from the teacher's demonstration. A numbers of students were also given opportunities in turn for practicing a demonstration in front of the class.

Based on the findings of the previous studies above, it was found that demonstration for the teaching of writing was proved to be the effective one in developing students' proficiency as indicated by the level of significance of means difference in the scores of the posttest. This technique guarantees that the students will fully integrate learning experiences, make knowledge as their own, and that in turn makes demonstration activity truly memorable for the students in accomplishing their future instructional works.

In relation to the teaching of writing, Porter and Hernacki (in Prawati et al., 2013:2) confirm that "demonstration in particular and their contribution to language learning is to create an optimal environment either physical or mental". This means demonstration is an alternative way to supplement students with rich base stimulus of information and have their understanding and motivation strengthened the skill being taught. It seems that demonstration stands up as the only technique that bridges students' learning theory towards its real practical application. Therefore, demonstration technique contributes positively for students in the way of getting knowledge for making composition of a procedure text.

## **2.7 Hypothesis of the Research**

Based on the research problem and the above literature review, the research hypothesis can be formulated as follows:

- 1) Null Hypothesis: "There Was No Significant Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh".

- 2) Alternative Hypothesis: “There Was a Significant Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh.



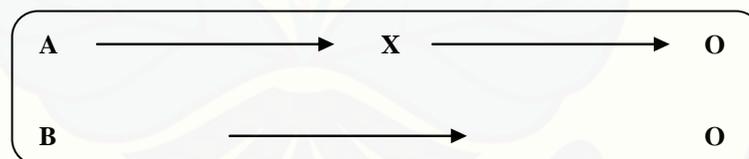
### III. RESEARCH METHODOLOGY

Research methodology highlights the explanation about methodology used to accomplish a research. This chapter presents about research design, area determination method, respondents determination method, definition key terms, data collection method, and data analysis method.

#### 3.1 Research Design

This research design applied quasi experimental using the design of nonequivalent group posttest-only. According Fraenkel and Wallen (2008:261), quasi-experimental research is a research design that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause and effect relationship. The present study focused on investigating whether or not there was a significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh. The design of the research was illustrated in the following figure:

**Figure 3.1** Research design of nonequivalent-group posttest-only



Note:

- A : Experimental group
- B : Control group
- O : Posttest
- X : Treatment

(McMillan, 1992:175)

In the typical research, McMillan states that one group of subjects receives the treatment (A), while the other group (B) acts as a control, receiving no treatment all in the above diagram. In some nonequivalent group posttest only design, two or more groups receive different treatments. Considering the above explanation, the research procedures were described as follows.

First, the researcher determined two groups that had similar ability through homogeneity analysis. The data for administering the homogeneity analysis were compiled from the previous score in English midterm test provided by the school documents which were analyzed statistically by using ANOVA (Analysis of Variance) computation. The result of the ANOVA computation showed that the value of variance at the significant column was higher than 0.05 ( $P_{0.103} > 0.05$ ). This means the classes were homogenous, so the researcher can determine the respondents as research samples by assigning two of eight classes randomly. Further, a lottery was carried out to both classes in order to select the experimental group (X-6) and the control group (X-8). Next, the research treatments were administered to both experimental and control groups. In the research, the experimental group was treated by using Demonstration Technique in the teaching of procedure text writing, while the control group was taught procedure text writing by using Lecturing Technique. After conducting all treatments, writing posttest was administered for the experimental and the control groups in order to find out mean score difference of both groups. The result of the posttest was analyzed quantitatively by using Independent Sample T-Test on SPSS (Statistical Package for Social Science) program. The last, the researcher progressed to draw a conclusion to answer the research problem. For clearer illustration, chart of the research procedure has been provided on *appendix B*.

### **3.2 Area Determination Method**

The method of determining the research area used purposive method. It is a method of determining area of the research that based on prior information by certain purposes. The research was conducted at SMAN Darussholah Singojuruh in the 2015/2016 academic year due to some considerations; first, the use of Demonstration Technique had never been used by the tenth grade English teacher in teaching procedure text writing. Second, there was no previous research that was conducted in the school related to the use of the Demonstration Technique in teaching procedure text writing. Third, the school principal and the English teacher gave permission to conduct an experimental research at the school.

### 3.3 Respondents Determination Method

The respondents of this research involved the tenth grade students of SMAN Darussholah Singojuruh. There were nine classes of the tenth grade students available; X-1 up to X-9. Class X-9 was Bahasa class (language class), therefore this class was not used as the respondents since the students of the class were selected from the students who have better English proficiency compared to other classes. It can be stated that the students' English ability of the class was considered higher rather than any other classes. As a result, there were eight classes left (X-1 up to X-8) to be the research respondents.

In order to administer an experimental research, two comparable groups were needed; they were experimental group and control group. Before taking two classes as the respondents of research, the data contained of the students' previous score in English midterm test were used to examine whether the respondents of these classes had similar ability or not. This action was taken because it was hard for the researcher to administer the test for all available classes due to limited time, cost, and schedule. Therefore the previous scores of the students were used as an alternative way as the data to be analyzed by using SPSS program in order to know the homogeneity of the available respondents.

Homogeneity analysis data were statistically analyzed by using ANOVA computation. If the value of the significant column was more than 0.05 ( $P_{sig} > 0.05$ ), it means that the result of the homogeneity analysis was homogeneous, or the respondents of the classes had similar ability. Therefore, the respondents of the research can be taken by cluster random sampling by using a lottery. According to Fraenkel and Wallen (2008:277), cluster random sampling is the selection of groups, clusters, of subjects rather than individuals. It was executed due to the respondents were large, or it was impossible to assign the students one by one randomly to the treatment groups.

### 3.4 Definition of Key Terms

Definition of key terms were guidelines to understand the key terms used in the title of the research. They were used to prevent misunderstanding between

the writer and the readers as well as to direct the research on the right path. The terms defined were Demonstration Technique, procedure text, and writing achievement.

#### **3.4.1 Demonstration Technique**

Demonstration is defined as a teaching technique that shows a model and action directly by using certain tools. In the treatment of the study, the students were invited to follow the teacher's demonstration using their own stuffs. Further, the demonstration done by the teacher became models whom the students emulated to complete the writing tasks. The topics for the demonstration were about manual instructions such as watching YouTube video from smartphone, saving YouTube videos offline, charging cell phone properly, and inserting sim card into cell phone.

#### **3.4.2 Procedure Text**

Procedure text is one of simple essays that tells how something is accomplished through a sequence of steps or actions. The rhetorical structures of the procedure text are namely goal, tools/materials and steps. In this research, the students were asked to write a simple procedure text writing after shown some demonstrations about manual instructions.

#### **3.4.3 Writing Achievement**

The writing achievement represented the results of the students' scores of procedure text writing (posttest) after they were taught writing by using Demonstration Technique for the experimental research, while the control group's students were taught using lecturing technique. The measurement of this writing achievement consisted of five aspects of writing assessment; they were content, organization, vocabulary, grammar and mechanics.

### **3.5 Data Collection Method**

This study used two kinds of data: primary data and supporting data. Primary data was collected from the students' procedure text writing by administering a procedure text writing test (posttest), while the supporting data was compiled from conducting unstructured interview and conducting documentation. The procedure of data collection used the following instruments.

#### **3.5.1 Writing Test**

The writing test was used as the main instrument to collect primary data of the tenth grade students' procedure writing achievement. Hughes (2003:11) classifies test into four types, they are: proficiency test, diagnostic test, achievement test, and placement test. In this research, an achievement test was used to measure the tenth grade students' writing achievement after they were taught writing by applying Demonstration Technique for the experimental group and lecturing technique for the control group. As Hughes (2003:13) states that achievement test is directly related to language course, the purpose is to establish how successful individual or group of students, or the courses themselves have been achieving the teaching objectives. Also, Broughton, et al. (2003:158) state that tests of achievement look only backwards over a known program of teaching.

Generally, there are two forms of testing; they are subjective testing and objective testing (Broughton, et al., 2003:146-147). Objective tests are referred to the mode by which the tests are marked almost entirely mechanically, by a tick or a cross in a box, a circle round a number or letter or the writing of a letter or number. Meanwhile, the objective test can only be marked by human beings with the necessary linguistic knowledge skill and judgments. In this research, subjective test form was used because the evaluation of the test was done in the format of essay. This mode of test assigned the students to answer the writing test in the form of essay focussing on the genre of procedure text writing. Further, the topic for the test was formulated by the reseacher and was also consulted to the tenth grade English teacher and both of the consultants. The writing test was in the form of free-writing in which the students had to do the test in the form of writing

procedure text consisting of at least 8-10 sentences by following the generic structures of procedure text, such as writing the title, mentioning tools/ programs, and elaborating the steps chronologically. The time allocated in constructing a procedure text writing was in 45 minutes. Both of the experimental and the control groups got the same models for writing test, in which the topic of the test was about manual instruction.

Dealing with the characteristics of a good instrument, Hughes (2003:26) states that a test used must be valid and reliable. Validity is the concept of a test measuring what it is supposed to be measured (Heaton, 1990:159). In the study, the researcher established content validity since the test material was constructed based on the writing competency as stated in the 2006 Institutional Based Curriculum (KTSP, 2006) which was applied in the research area. The students' writing competency that was intended to be measured was their competency in expressing meaning into functional text and short simple essay in the form of procedure to interact in the daily context. Besides, the writing test item was also consulted to the tenth grade English teacher to ensure whether it was appropriate with the students level or not.

Meanwhile, the concept of reliability of the test is referred to a consistency of scores or results gained by the students. In line with this, Fraenkel and Wallen (2008:150) state that reliability refers to the consistency of scores or answers from one administration of an instrument or another. In this research, the researcher paid more attention to the subjectivity in scoring the students' writing. To reduce subjectivity, Hughes (2003:32) states that the writing tests can be scored by two different scorers (inter-rater) or one scorer scoring the same writing test in different occasion (intra-rater).

In this research, inter-rater was applied. The students' writing tests were scored by the researcher as the first rater and the English teacher as the second rater. First, the researcher scored the students' writing posttest then the researcher gave the result of the students' writing test sheets to the English teacher. This technique was chosen because it would give more objectivity and reduce subjectivity. Besides, inter-rater was applied to get more reliable scores. For

preventing gap in scoring the students' writing achievement, the researcher and the English teacher applied the same scoring guide for the writing assessment. According to the agreement between the researcher and the English teacher, the final score difference might not be more than 10 points.

In reference to the scoring method, the students' writing test sheets were scored using analytical scoring system. The analytical scoring system refers to a system of scoring that requires a separate score for each number of task aspects (Hughes, 2003:100). There were five writing aspects scored analytically; they were content (C), organization (O), vocabulary (V), grammar (G) and mechanics (M). The analytic scoring method of the research was adopted from Cohen (1994: 328-329) by which the scoring rubrics and the ways to score the students' writing have been clearly described and enclosed in *appendix C*.

### **3.5.2 Interview**

The purpose of conducting interview was used to get the supporting data. There are two kinds of interview: unstructured interview and structured interview. The unstructured interview was used in this experimental study in which the researcher prepared an interview guide from which constituted the main point only to be asked (see *appendix D.1*). The interview was intended for the tenth grade English teacher of SMAN Darussholah Singojuruh to obtain information about the usually used technique by the English teacher in the teaching of writing and the students' activities in the learning of writing.

### **3.5.3 Documentation**

Documentation is a method of finding information from a number of documents to support the primary data. In this research, the researcher concerned on some objects; they were paper and person. The data of the research consisted of the students' previous score in English midterm test and the names of the students of the tenth grade.

### **3.6 Data Analysis Method**

The data analysis method was used to analyze the obtained data. In this experimental research, there were two data analyzed; they were the supporting data and the primary data. The supporting data dealt with the students' previous score in the English midterm test, while the primary data was the result of the students' posttest. They were explained as follows:

#### **3.6.1 The Supporting Data Analysis Method**

The supporting data of this research were the result of unstructured interview and the students' previous score on the English midterm test that had been collected from conducting documentation. The result of unstructured interview was analyzed quantitatively, meanwhile the data of documentation were used to conduct homogeneity analysis in order to check the homogeneity of the whole respondents. Furthermore, they were analyzed quantitatively using SPSS (Statistical Package for Social Science) through ANOVA (Analysis of Variance) computation.

#### **3.6.2 The Primary Data Analysis Method**

The students' writing posttest result was used as the primary data in order to determine the students' achievement in the procedure text writing. The researcher compared the mean scores of the experimental group which was taught procedure text writing by using Demonstration Technique and the mean scores of control group which was taught writing by using Lecturing Technique.

Before analyzing the posttest data, the researcher had to examine the distribution of the posttest data by using Kolmogorov-Smirnov test in order to check whether the data were in normal distribution or not. If the values of the significant column of both experimental and control groups were higher than the value of significant level 5% or 0.05, It means that the data were normally distributed. Therefore the posttest data can be analyzed on SPSS (Statistical Package for Social Science) by using the Independent Sample T-Test.

The statistical hypotheses of this research were formulated as follows:

$H_0$  : There was no significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students

$H_a$  : There was a significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students

After analyzing the result of posttest data, the posttest result was consulted to the t-table in significant level of 5% or 0.05 in order to know whether the result was significant or not. If the result of the value of significant (2-tailed) was less than that in significant level of 0.05 ( $P_{sig} < 0.05$ ), it means that the  $H_0$  (the null hypothesis) was rejected; on the other hand,  $H_a$  (alternative hypothesis) of this research was accepted. Therefore the result of the research was statistically significant. It means that there was a significant effect of applying demonstration on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh.

## V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings and suggestion for the English teacher, the students, and the future researchers. The points are explained in this following part:

### 5.1 Conclusion

This experimental research was intended to investigate whether or not there was a significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh in the 2015/2015 academic year. The result of this research showed that the students of the experimental group attained better result in the writing posttest than the students of the control group. The mean score of the experimental group was higher than the mean score of the control group ( $64.47 > 54.65$ ). In addition, the value of significant column (2-tailed) was less than 0.05 ( $P_{0.000} < 0.05$ ). As the result, the null hypothesis ( $H_0$ ) formulated: “There is no effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh” was rejected. On the other hand, the formulated alternative hypothesis ( $H_a$ ): “There is a significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh” was accepted. This means that the experimental group students had better result in their writing achievement than those of the control group.

### 5.2 Suggestion

Referring to the significant effect of applying the Demonstration Technique for teaching procedure text writing, the researcher proposes some suggestion to the following people:

### **5.2.1 The English Teachers**

The English teachers of SMAN Darussholah Singojuruh are suggested to apply Demonstration Technique as a technique in teaching writing, especially for procedure text writing. The English teachers are also expected to select different, interesting, and simple models of demonstration of which students are still unfamiliar with in order to encourage and motivate them in the teaching and learning of writing. In the teaching of writing using a demonstration, the teacher has also to consider several guidelines for running an effective demonstration. Besides, the teacher should also take some limitations of using this technique into account.

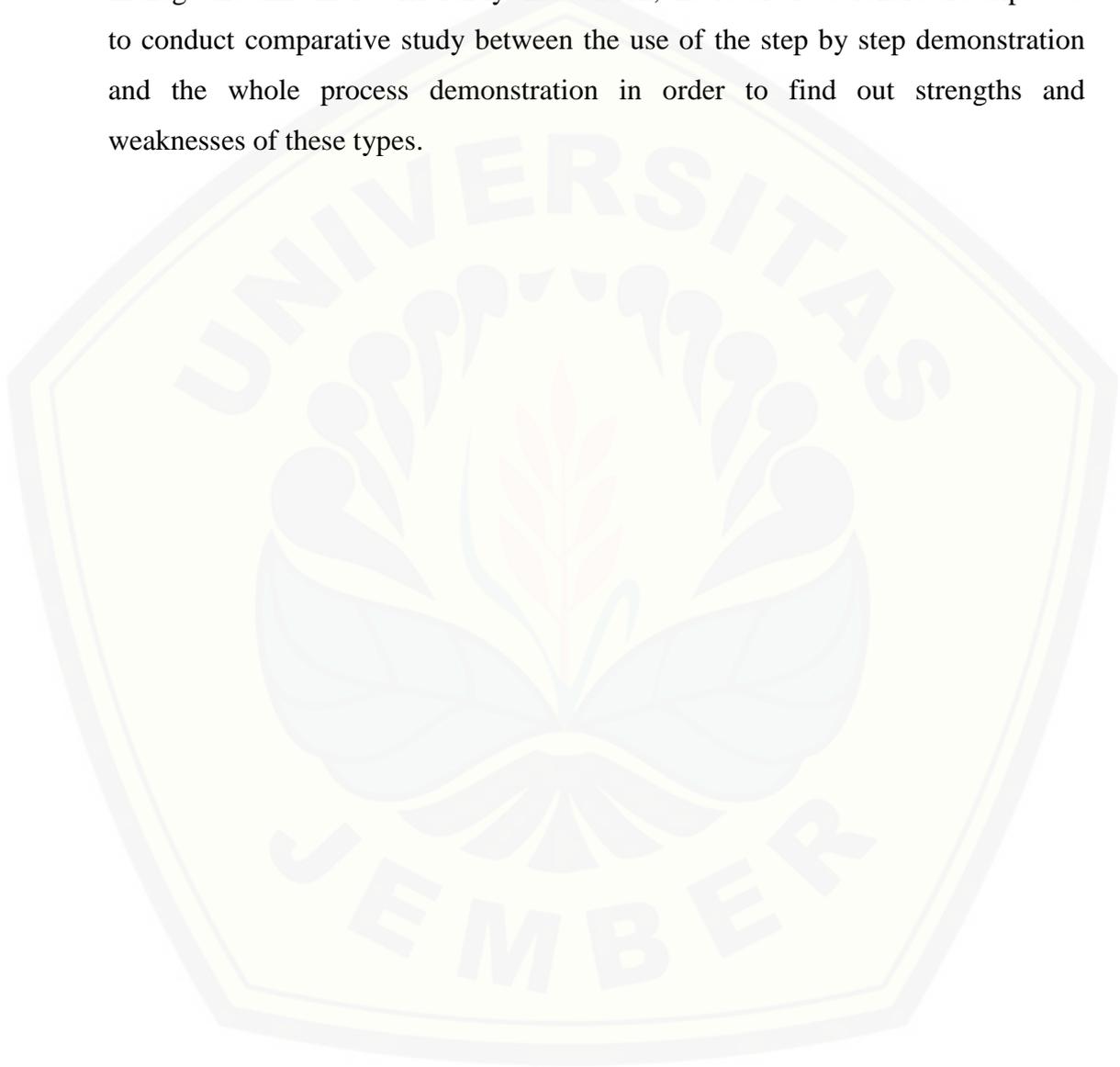
### **5.2.2 The Students**

The result of this result showed that Demonstration Technique helped the students to develop their abilities to sequence and organize information into chronological order as in line with the purpose of the procedure text writing. The students are recommended to use demonstration regardless in any learning situation, not only in school hours. The students can use demonstration to learn about transition signals as medium to practice organizing ideas into logical order. For finding a model for the demonstration, they can rely on demonstrations in the surrounding community, such as cooking demos from street-food sellers, demonstration of making handcrafts available on YouTube site or other relevant sources. The students can utilize those models of demonstration as a means to train them to be independent learners of practicing to organize their ideas orderly. Further, they are expected to put the result of the writing on their private web, such in blog and any other social media for helping other people completing their procedural activities of the real life.

### **5.2.3 Future Researchers**

In conducting this research, the researcher was constrained with a problem in applying Demonstration Technique. The problem which occurred was dealing with the time management when using this technique, in which the researcher

could not finish the teaching and learning process at the second meeting with the experimental group's students to discuss the written task to give a feedback on the students writing. Therefore, for the future researcher who wants to conduct the other researches depending on this instructional technique, it is suggested to manage the time more efficiently. In addition, the future researchers are expected to conduct comparative study between the use of the step by step demonstration and the whole process demonstration in order to find out strengths and weaknesses of these types.



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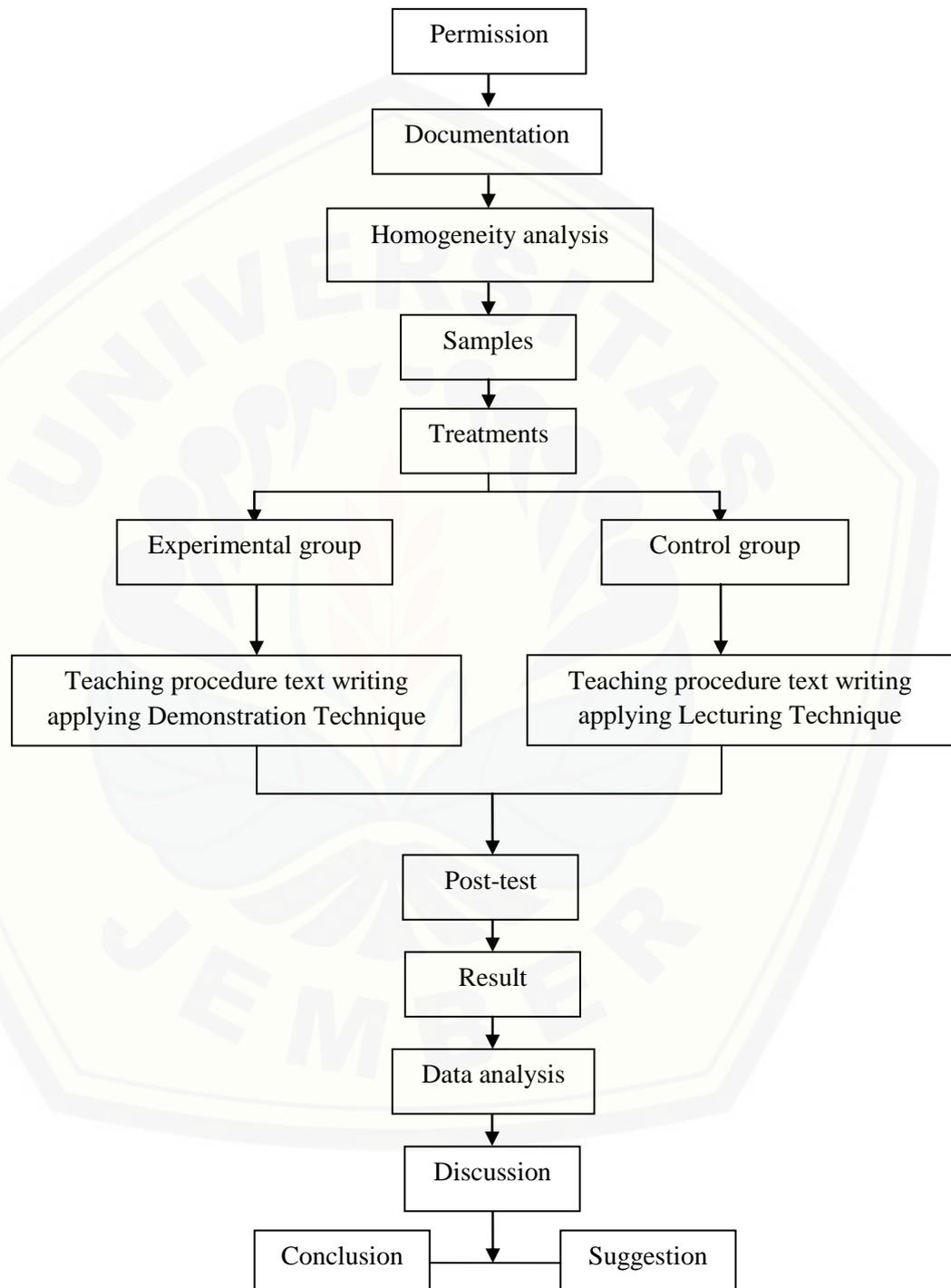
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Research Matrix

Title	Problems	Variables	Indicator	Data Resources	Research Method	Hypothesis
<p>The Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh</p>	<p>Was there any significant effect of applying Demonstration Technique on the procedure text writing achievement of the tenth grade students at SMAN Darussholah Singojuruh?</p>	<p>1. <b><u>Dependent Variable:</u></b> The Procedure Text Writing Achievement  2. <b><u>Independent Variable:</u></b> Applying Demonstration Technique</p>	<p>The students' procedure text writing achievement score after conducting Demonstration Technique on the aspects of: a. Content, b. Organization, c. Vocabulary, d. Grammar and e. Mechanics. (Cohen,1994: 328-329)</p>	<p>1. <b><u>Respondents:</u></b> The Tenth Grade Students of SMAN Darussholah Singojuruh  2. <b><u>Informants:</u></b> a. The tenth grade English teacher  3. <b><u>Documents:</u></b> a. The names of the tenth grade students b. The tenth grade students' recent score from English mid-term test</p>	<p>1. <b><u>Research Area:</u></b> Purposive Method: SMAN Darussholah Singojuruh  2. <b><u>Respondents:</u></b> Cluster Random Sampling: a. The Tenth Grade Classes  3. <b><u>Data Collection Method:</u></b> Primary Data: a. Administering Writing Test Supporting Data: a. Conducting Unstructured Interview b. Conducting Documentation  4. <b><u>Data Analysis</u></b> Independent Sample T-Test using SPSS (Statistical Package for Social Science)</p>	<p>a. <b><u>Null hypothesis</u></b> There Was No Significant Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh.  b. <b><u>Alternative hypothesis</u></b> There Was a Significant Effect of Applying Demonstration Technique on the Procedure Text Writing Achievement of the Tenth Grade Students at SMAN Darussholah Singojuruh.</p>

**APPENDIX B****The Procedures of the Research**

## APPENDIX C

## The Scoring Guide of Writing Test

Aspects of Writing	Scale	Criteria
<b>Content</b>	5	<b>EXCELENT:</b> main ideas stated clearly and accurately, change of opinion very clear
	4	<b>GOOD:</b> main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	<b>AVERAGE:</b> main ideas stated somewhat unclear or inaccurate, change of opinion statement somewhat weak
	2	<b>POOR:</b> main ideas stated not clear or accurate, change of opinion statement weak
	1	<b>VERY POOR:</b> main ideas stated not at all clear or accurate, change of opinion statement very weak
<b>Organization</b>	5	<b>EXCELLENT:</b> well organized and perfectly coherent
	4	<b>GOOD:</b> fairly well organized and generally coherent
	3	<b>AVEREAGE:</b> loosely organized but main ideas clear, logical, but incomplete sequencing
	2	<b>POOR:</b> ideas disconnected, lacks logical sequencing
	1	<b>VERY POOR:</b> no organization, incoherent
<b>Vocabulary</b>	5	<b>EXCELLENT:</b> very effective choice of words and use of idioms and word forms
	4	<b>GOOD:</b> effective choice of words and use of idioms and word forms
	3	<b>AVERAGE:</b> adequate choice of words but some misuse of vocabulary, idioms and word forms
	2	<b>POOR:</b> limited range, confused use of words, idioms and word forms
	1	<b>VERY POOR:</b> very limited range, very poor knowledge of words, idioms and word forms
<b>Grammar</b>	5	<b>EXCELLENT:</b> No errors, full control of complex structure
	4	<b>GOOD:</b> almost no errors, good control of structure
	3	<b>AVERAGE:</b> some errors, fair control of structure
	2	<b>POOR:</b> many errors, poor control of structure
	1	<b>VERY POOR:</b> dominated by errors, no control of structure
<b>Mechanics</b>	5	<b>EXCELLENT:</b> Mastery of spelling and punctuation
	4	<b>GOOD:</b> few errors in spelling and punctuation
	3	<b>AVERAGE:</b> fair number of spelling and punctuation errors
	2	<b>POOR:</b> frequent errors in spelling and punctuation
	1	<b>VERY POOR:</b> no control over spelling and punctuation
<b>Score</b> Content + Organization + Vocabulary + Grammar + Mechanics = Total Writing score = $\frac{\text{Total}}{25} \times 100 =$		

(Cohen, 1994:328-329)

\*Based on the table of scoring guide, the highest score for each aspect is five. For example, the students obtain score 3 for their content, 4 for their organizational, 3 for their vocabulary, 4 for their grammar and 2 for their mechanics. The total number of the five aspects is 16. Then, score 16 is divided by 25 because there are 5 aspects scored, and multiplied with 100. Therefore the students' writing score is 64.

**APPENDIX D****The Guidelines of Instruments****D.1 Interview Guide with the tenth grade English Teacher**

<b>No</b>	<b>Question</b>	<b>Answer</b>
1	What technique do you usually use in teaching writing?	I often use lecturing technique to teach writing.
2	What is your reason of selecting that kind of technique?	I think lecturing is simple and flexible.
3	How do you use that technique?	I explain the learning materials to the students by using power point. After that, I give them exercise such as free-writing.
4	How are the students' activities in writing by using that kind of technique	The students' activities are based on the curriculum syllabus.
5	How are the results of the students' writing achievement by using that kind of technique	The students' writing achievement are very low.
6	What problems do you usually find in teaching writing?	The students often produce grammatical error and they have low motivation.
7	Do you know about Demonstration Technique?	Yes
8	Have you ever used Demonstration Technique to teach writing?	Never

**D.2 The documentation guide**

<b>No</b>	<b>The data</b>	<b>Data Resource</b>
1.	<b>The names of the respondents</b>	<b>The School Documents</b>
2.	<b>The respondents' recent score form English midterm test</b>	

**APPENDIX E****E.1 The Schedule of the Research**

No	Activity	Date (in the year of 2016)
1.	Analyzing the data for homogeneity test	30 <sup>th</sup> April
2.	Matching the schedules with the teachers	3 <sup>th</sup> April
3.	Treatment to Experimental Group	7 <sup>th</sup> , 10 <sup>th</sup> May
4.	Treatment to Control Group	9 <sup>th</sup> , 12 <sup>th</sup> May
5.	Administering the posttest	14 <sup>th</sup> May
6.	Analyzing the posttest	21 <sup>st</sup> May

**E.2 The Schedule of Conducting the Treatments**

No	Treatment	Experimental Group	Control Group
1.	Treatment 1	Saturday, 7 <sup>th</sup> May 2016 07.15 – 08.45 WIB	Monday, 9 <sup>th</sup> May 2016 08.45 – 10.30 WIB
2.	Treatment 2	Tuesday, 10 <sup>th</sup> May 2016 08.45 – 10.30 WB	Thursday, 12 <sup>th</sup> May 2016 10.30 – 12.00 WIB

**APPENDIX F****The Names of the Students**

<b>Experimental Group</b>		<b>Control Group</b>	
1.	Abi Bahtiar	1.	Ahmad Idham Tholid
2.	Adit Ananta	2.	Anggara Widya Pratama
3.	Adzam Bachtiar	3.	Ayang Monica Citra
4.	Agil Nasihul Umam	4.	Ayunda Dwi Lestari
5.	Ainun Nadhifah	5.	Delen Hartaya
6.	Ali Mahrus	6.	Dimas Alfian Guritno
7.	Alya Rohani	7.	Elsa Dwi Cahyanti
8.	Bima Juniar Riski Akbar	8.	Era Niyo Ambara
9.	Delingga Noveliyanti	9.	Gilang Surya Prayuda
10.	Dicky Wahyudi	10.	Hilda Liza Afrida
11.	Doni Robius Sholla	11.	Jodi Setiawan
12.	Firman Dwi Anggara	12.	Masdar Hidayat
13.	Fitri Niken Sari	13.	Mastuti Tri Utami
14.	Fungki Ayu Nursia	14.	Nike Roviqoh Julaeta
15.	Husnul Mawulasari	15.	Nur Cahyadi
16.	Ilham Layli Mursidi	16.	Pratiwi Ningsih
17.	Lidya Santi Susilowati	17.	Puguh Ardiansyah
18.	Moh. Febri Hidayatulloh	18.	Puput Dwi Apriliani
19.	Moh. Hamzah Fanzuri	19.	Raditya Rahmatullah
20.	Mohammad Farijin	20.	Rahmad Hamdani
21.	Novia Hidayah	21.	Riyadi
22.	Rada Agustin	22.	Septya Laila Yuliyatin
23.	Rendi Sugindra	23.	Vicky Malik Anjasmara
24.	Ridho' Alayka Nasrulloh	24.	Wahyu Dwi Ramadhan
25.	Rohmat Kurniawan	25.	Wahyu Suciyanto
26.	Valentina Dina Maharani	26.	Widiana Ningsih
27.	Vidya Windi Rahayu	27.	Winda Andiani
28.	Wardah Amalia	28.	Yoga Ariful Fauzi
29.	Fintan Nivika	29.	Yuangga Eko Saputra
30.	Anisa Puspa Sari	30.	Yuda Nova Gita
		31.	Zulfi Izzatul Lail

**APPENDIX G****The Students' Previous Score on English Midterm Test**

No	X-1	X-2	X-3	X-4	X-5	X-6	X-7	X-8
1.	75	72	70	80	72	67	67	62
2.	70	69	68	72	68	67	69	64
3.	73	67	67	68	67	66	72	70
4.	75	70	72	73	75	66	67	70
5.	85	70	68	70	72	72	68	68
6.	70	75	67	68	68	67	68	68
7.	69	69	71	72	70	70	72	72
8.	68	67	68	70	72	67	70	73
9.	75	72	70	67	74	72	70	70
10.	70	71	68	67	67	73	70	73
11.	69	75	69	68	68	68	62	75
12.	70	65	70	65	72	68	70	67
13.	69	70	70	72	63	72	70	70
14.	73	72	72	68	67	77	68	68
15.	75	68	68	67	68	72	70	67
16.	69	70	70	70	65	71	68	69
17.	70	72	68	72	70	72	67	67
18.	78	68	67	68	72	67	68	70
19.	72	67	70	70	65	68	67	68
20.	73	70	68	72	69	67	67	68
21.	75	74	70	67	73	70	72	70
22.	70	72	68	73	72	76	70	72
23.	72	68	69	69	67	67	67	68
24.	67	74	67	67	72	81	70	81
25.	67	70	70	72	68	67	68	72
26.	73	72	72	70	68	70	75	69
27.	70	67	68	68	70	65	74	70
28.	75	70	70	72	72	70	73	73
29.	70	72	72	76	66	67	78	67
30.	71	70	70	65	66	70	73	69
31.	69	68	68	73	72		70	71
32.	74	70	70	70	67			
33.	67	67	69	65	70			
34.	67	70	70	72	72			
35.	71	78	68	70	67			
36.	73	68	72	70	76			
37.	68	79	75	70	70			
38.	76	72	72	76	67			
39.	68	67	67	65	69			
40.	72	68	70	78	73			
41.	68			63	72			
42.	67							
43.	70							
44.	72							
45.	68							

**APPENDIX H****The Result of ANOVA Computation****Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
1.726	7	291	.103

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	107.515	7	15.359	1.538	.154
Within Groups	2905.401	291	9.984		
Total	3012.916	298			

**Descriptive**

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X-1	45	71.29	3.533	.527	70.23	72.35	67	85
X-2	40	70.38	3.036	.480	69.40	71.35	65	79
X-3	40	69.45	1.825	.289	68.87	70.03	67	75
X-4	41	69.95	3.570	.558	68.82	71.08	63	80
X-5	41	69.59	2.966	.463	68.65	70.52	63	76
X-6	30	69.73	3.638	.664	68.37	71.09	65	81
X-7	31	69.68	3.026	.544	68.57	70.79	62	78
X-8	31	69.71	3.398	.610	68.46	70.96	62	81
Total	299	70.02	3.180	.184	69.65	70.38	62	85

**APPENDIX I****Lesson Plan 1  
(Experimental Group and Control Group)**

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing</b>
<b>Level/Semester</b>	<b>: X/II</b>
<b>Text type</b>	<b>: Procedure text</b>
<b>Topic</b>	<b>: Manual Instructions</b>
<b>Time</b>	<b>: 2 x 45'</b>

**I. Standard Competence**

Expressing meaning into functional text and short simple essay in the form of **procedure** and report to interact into daily life context

**II. Basic Competence**

Expressing meaning and rhetorical steps into short simple essay using variety of written language accurately, fluently, and acceptably to interact into daily life context in the form of **procedure** and report

**III. Indicators****1. Process**

- Identifying the generic structures and the language features of procedure text by answering the teacher's question orally
- Completing missing words and phrases in the procedure text
- Writing some imperative sentences based on the topic given

**2. Product**

- Writing a short procedure text by following the generic structures of a procedure text

**IV. Learning Materials:** Enclosed**V. Method:** Direct Method (experimental group)

**Technique:** Demonstration (experimental group), Lecturing (control group)

## VI. Learning Activities

Experimental Group	Time	Control Group	Time
<b>A. Pre-Activities</b>		<b>A. Pre-Activities</b>	
1. Greeting the students	1'	1. Greeting the students	1'
2. Showing YouTube app	2'	2. Showing YouTube app	2'
3. Giving leading questions	5'	3. Giving leading questions	4'
a) What application is it?		a) What application is it?	
b) Have you ever used this app?		b) Have you ever used this app?	
c) What is it for?		c) What is it for?	
d) Do you know how we can get the application? (The teacher illustrates the steps of getting YouTube app in front of the class based on the students' responses)		d) Do you know how we can get the application?	
4. Stating the objective	1'	4. Stating the objective	1'
<b>B. Main Activities</b>		<b>B. Main Activities</b>	
1. Giving an example of procedure text to the students about manual instruction and asking them about what they know about procedure text	5'	1. Giving an example of procedure text to the students about manual instruction and asking them about what they know about procedure text	5'
2. Giving explanation about the definition, the generic structures, and the language features of procedure text	10'	2. Giving explanation about the definition, the generic structures, and the language features of procedure text	10'
3. Asking the students to mention the generic structures and language features of the procedure text shown orally	4'	3. Asking the students to mention the generic structures and language features of the procedure text shown orally	10'
4. Showing a demonstration about watching youtube video in	3'	4. Asking the students to complete missing blanks in the procedure	10'

smartphone and distributing the students' worksheet		text appropriately (task 1)	
5. Asking the students to complete missing blanks in the procedure text based on the teacher's demonstration (Task 1)	7'	5. Discussing the result with the students and asking them to identify the generic structures and language features of the procedure text by answering the teacher's question orally	6'
6. Discussing the result of the students' work and asking them to identify the generic structures of procedure text orally	5'	6. Asking the students to write some imperative sentences based on the process of "how to print file from printing machine" (task 2)	25'
7. Showing a demonstration about saving youtube video offline	3'	7. Asking some students to share the result the class	3'
8. Asking the students to find and write some related imperative sentences based on the teacher's demonstration (task 2)	10'	8. Giving feedback to the students' work	7'
9. Asking the students to organize the imperative sentences into procedure text by using suitable transition signals provided (task 3)	15'		
10. Asking some students to share the result with class	5'		
11. Giving feedback to the students' works by re-demonstrating steps at certain points.	10'		
<b>C. Closure</b>		<b>C. Closure</b>	
1. Evaluating the students by asking some questions about the topic that has been discussed	5'	1. Evaluating the students by asking some question about the topic that has been discussed	5'
2. Parting	1'	2. Parting	1'

**VII. Media** : smartphones, YouTube app, laptop & power point (for the control group only), worksheet, board marker, whiteboard

**VIII. Sources** : Wijayanti, Ira. (2013). *Be Smart in English: for Grade X of Senior High Schools* . Solo: Tiga Serangkai Pustaka Mandiri.

**IX. Evaluation:** written task (practice)



**MATERIAL**  
**(For the Experimental Group)**

An Example of the Procedure Text

**How to Download YouTube App to your Android Smartphone**

YouTube is available on smartphones, tablets, game consoles and smart TVs, allowing you to watch all your favorite videos on the go or on the best screen in your house. Let me show you how to download a YouTube app from a smartphone.

First, select the Play Store icon on your smartphone which will connect you to the Google Play site. If this your first visit to Google Play, follow the few easy steps to create an account. You will need a G-mail account to download YouTube app. After that, search for YouTube app by selecting the magnifying glass at the top of the screen and typing in a keyword for YouTube application. A list of YouTube apps will appear. Click on the app name and get more details such as ratings and reviews or a longer description. You will also see the price or free displayed in the lower right-hand corner of the app description. Select the YouTube app which you desire and click the install button that is under the app name. Confirm your action by tapping accept and download. Finally, the app will download automatically to your phone, and you can find it in your apps menu.

Adapted from: <https://www.youtube.com/watch?v=U9UtPLaIZWo>

**Study the generic structures and the language features of the procedure text below.**

Explanation: : Procedure text is a kind of texts which tells readers how to make or how to do something completely.

Generic structures:

- Goal : to give information what we want to make
- Materials/tools : things that you need to make the object of the goal
- Steps : the information about making the object in sequence

Language features:

- Action verbs: refers to verbs showing an action, e.g. *open, download, make*.
- Commands or imperative sentences, such as: *turn on, wait until it is done*.
- Using transition signals of chronological order. They are used to connect with the next step: *first, then, after, next, when, before, until, finally*.

**Task 1**

Complete the missing blanks in the text below based on the teacher's demonstration.

**How to watch YouTube Video in Smartphone**

Youtube is an entertaining media. Nowadays, people can access youtube video easier from their Smartphone. It only requires Youtube application and available mobile data. Here are the steps to watch youtube video in smartphone.

**First** (1), **turn on** (2) mobile data in your smartphone. **After that** (3), open your Youtube application, and wait until it is opened. After successfully opened, **type the name** (4) of your favorite video on the provided searching bar then **tap** (5) "search" icon. **Select the video** (6) on the lists that you like best by single tapping on it. **Wait for a moment** (7), your selected video will be automatically opened. **Finally** (8), your video is ready to be watched.

*Note: the bold words are the key answers; so they are omitted when the text is presented to the students*

**Task 2**

Find and write some imperative sentences in the teacher's demonstration about "How to Save YouTube Videos Offline" appropriately.

1. ....
2. ....
3. ....
4. ....
5. ....

**Task 3**

Arrange your imperative sentences in task 3 into a procedure text using suitable transition signals given.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Transition signals**

- a. Then
- b. After that
- c. Finally
- d. First

The model of the text:

**How to Save YouTube Videos Offline**

The offline video saving service is enabled in YouTube application for smartphones. It allows the viewer to save their videos to be offline. The procedure to save YouTube videos offline is shared below.

First, tap on YouTube application in your smartphone. Then, open any video which you desire to view in offline mode. On opening the video, you will see a download symbol at bottom right corner of the video. After that, click on the symbol. On clicking on the download symbol, a pop up will appear which asks for the quality in which you want to view the video in offline mode. Select the quality and tap Ok. Finally, video you selected will start being moved to offline section so that you can view it without internet connection.

Taken and adapted from: <http://www.techuntold.com/now-view-youtube-videos-offline-smartphones/>

## MATERIAL (For the Control Group)

### An Example of the Procedure Text

#### **How to Download YouTube App to your Android Smartphone**

YouTube is available on smartphones, tablets, game consoles and smart TVs, allowing you to watch all your favorite videos on the go or on the best screen in your house. Let me show you how to download a YouTube app from a smartphone.

First, select the Play Store icon on your smartphone which will connect you to the Google Play site. If this your first visit to Google Play, follow the few easy steps to create an account. You will need a G-mail account to download YouTube app. After that, search for YouTube app by selecting the magnifying glass at the top of the screen and typing in a keyword for YouTube application. A list of YouTube apps will appear. Click on the app name and get more details such as ratings and reviews or a longer description. You will also see the price or free displayed in the lower right-hand corner of the app description. Select the YouTube app which you desired and click the install button that is under the app name. Confirm your action by tapping accept and download. Finally, the app will download automatically to your phone, and you can find it in your apps menu.

Adapted from: <https://www.youtube.com/watch?v=U9UtPLaIZWo>

**Study the generic structures and the language features of the procedure text below.**

Explanation : Procedure text is a kind of texts which tells readers how to make or how to do something completely.

Generic structures:

- Goal : to give information what we want to make
- Materials/tools : things that you need to make the object of the goal
- Steps : the information about making the object in sequence

Language features:

- Action verbs: refers to verbs showing an action, e.g. *open, download, make*.
- Commands or imperative sentences, such as: *turn on, wait until it is done*.
- Using transition signals of chronological order. They are used to connect with the next step: *first, then, after, next, when, before, until, finally*.

**Task 1**

Complete the missing blanks in the text below correctly.

**How to watch Youtube Video in Smartphone**

Youtube is an entertaining media. Nowadays, people can access youtube video easier from their Smartphone. It only requires Youtube application and available mobile data. Here are the steps to watch youtube video in smartphone.

**First** (1), **turn on** (2) mobile data in your smartphone. **After that** (3), open your Youtube application then wait until it is opened. After successfully opened, **type the name** (4) of your favorite video on the provided searching bar then **tap** (5) “search” icon. **Select the video** (6) on the lists that you like best by single tapping on it. **Wait for a moment** (7), your selected video will be automatically opened. **Finally** (8), your video is ready to be watched.

*Note: the bold words are the key answers; so they are omitted when the text is presented to the students*

**Task 2**

Write some imperative sentences about the topic of “How to Print File from Printing Machine”.

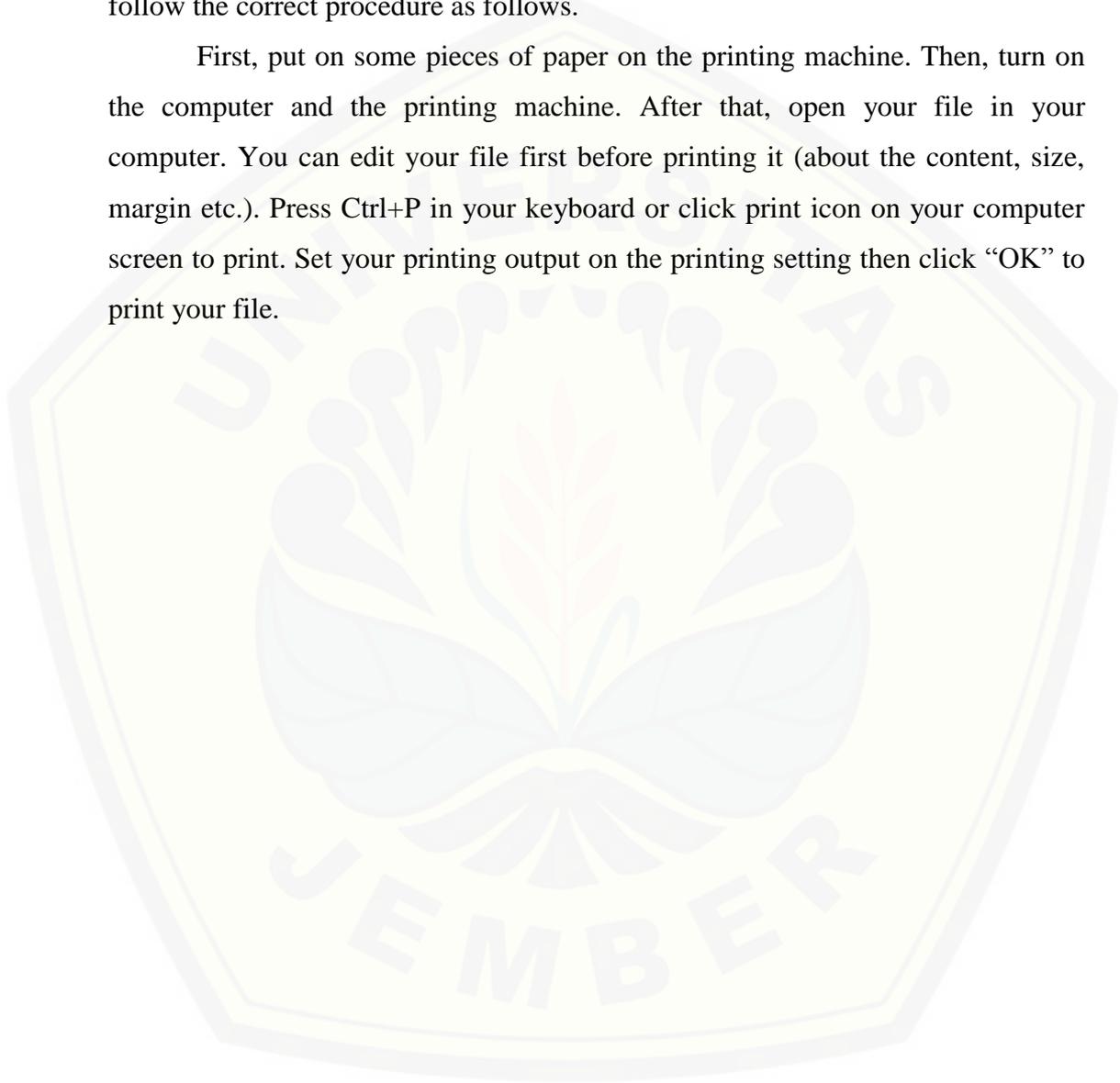
1. ....
2. ....
3. ....
4. ....
5. ....

The model of the text:

### **How to Print a File from Printing Machine**

Printing machines are used by people to print their important file. To print a file, make sure your computer has been well-connected with a printer. You can follow the correct procedure as follows.

First, put on some pieces of paper on the printing machine. Then, turn on the computer and the printing machine. After that, open your file in your computer. You can edit your file first before printing it (about the content, size, margin etc.). Press Ctrl+P in your keyboard or click print icon on your computer screen to print. Set your printing output on the printing setting then click “OK” to print your file.



**APPENDIX J****Lesson Plan 2**  
**(Experimental group and Control group)**

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Writing</b>
<b>Level/Semester</b>	<b>: X/II</b>
<b>Text type</b>	<b>: Procedure text</b>
<b>Topic</b>	<b>: Manual Instructions</b>
<b>Time</b>	<b>: 2 x 45'</b>

**I. Standard Competence**

Expressing meaning into functional text and short simple essay in the form of **procedure** and report to interact into daily life context

**II. Basic Competence**

Expressing meaning and rhetorical steps into short simple essay using variety of written language accurately, fluently, and acceptably to interact into daily life context in the form of **procedure** and report

**III. Indicators****1. Process**

- a. Rearranging jumbled steps into good sequence
- b. Completing a procedure text based on the generic structures of the procedure text

**2. Product**

- a. Writing a short procedure text by following the generic structures of a procedure text

**IV. Learning Materials:** Enclosed**V. Method:** Direct method (experimental group)

**Technique:** demonstration (experimental group), lecturing (control group)

## VI. Learning Activities

Experimental group	Time	Control group	Time
<b>A. Pre-Activities</b>		<b>A. Pre-Activities</b>	
1. Greeting the students	1'	1. Greeting the students	1'
2. Showing Smartphone and USB charger to the students	2'	2. Showing Smartphone and USB charger to the students	2'
3. Giving leading questions	4'	3. Giving leading questions	4'
a) Do you know what it is?		a) Do you know what it is?	
b) What is the function of this?		b) What is the function of this?	
c) Do you know how to use it?		c) Do you know how to use it?	
4. Stating the objective	2'	4. Stating the objective	2'
<b>B. Main Activities</b>		<b>B. Main Activities</b>	
1. Reviewing the previous material	7'	1. Reviewing the previous material	7'
2. Giving explanation about the definition, the generic structures, and the language features of procedure text	8'	2. Giving explanation about the definition, the generic structures, and the language features of procedure text	10'
3. Showing demonstration about "how to charge cell phone properly"	3'	3. Distributing worksheet to the students	3'
4. Distributing worksheet to the students	3'	4. Asking the students to re-arrange jumbled steps in the worksheet (task 1)	15'
5. Asking the students to rearrange jumbled steps in the worksheet based on the teacher's demonstration (task 1)	10'	5. Discussing task 1 with the students	5'
6. Discussing task 1 with the students	5'	6. Asking the students to complete a procedure text about inserting sim card to cellphone properly individually (task 2)	30'
7. Showing demonstration about how to insert sim card to cell phone properly	5'	7. Giving feedbacks to the students' writing	10'
8. Asking the students to complete a procedure text based on the teacher's demonstration individually (task 2)	25		

9. Giving feedbacks to the students' writing by re-demonstrating the procedure text topic.	7'		
<b>C. Closure</b>		<b>C. Closure</b>	
1. Evaluating the students by asking some questions about the topic that has been discussed	5'	1. Evaluating the students by asking some question about the topic that has been discussed	5'
2. Parting	1'	2. Parting	1'

**VII. Media** : USB charger, worksheet, SIM card, cell phone, boardmarker, whiteboard

**VIII. Sources** : Wijayanti, Ira. (2013). *Be Smart in English: for Grade X of Senior High Schools*. Solo: Tiga Serangkai Pustaka Mandiri.

**IX. Evaluation:** written task (practice)

**MATERIAL**  
**(For the experimental group)**

**Task 1**

Rearrange jumbled steps below into good sequence based on the teacher's demonstration.

1. Then, connect the adaptor into the outlet
2. After that, connect the charger to your cell phone
3. Charge the battery approximately five hours or until the battery is fully charged
4. Then, remove the charger from the outlet
5. Finally, pull it out from your cell phone
6. First, connect USB connector to the USB adaptor
7. Wait until the battery icon appears on the screen



Answer:

.....

.....

.....

.....

**Task 2**

Complete the following procedure text based on the teacher's demonstration.

**How** .....

..... is a modern communication device that connects one to others by voice, written message and data. However, this device cannot work until the .....is inserted. When inserting the SIM card into cell phone, make sure that the cell phone has been switched off and follow the direction below.

First,.....

.....

.....

.....

**MATERIAL**  
**(For the control group)**

**Task 1**

Rearrange the jumbled steps below of “How to Charge Cell Phone properly” into good sequence.

1. Then, connect the adaptor into the outlet
2. After that, connect the charger to your cell phone
3. Charge the battery approximately five hours or until the battery is fully charged
4. Then, remove the charger from the outlet
5. Finally, pull it out from your cell phone
6. First, connect USB connector to the USB adaptor
7. Wait until the battery icon appears on the screen



Answer model:

First, connect USB connector to the USB adaptor. Then, connect the adaptor into the outlet. After that, connect the charger to your cell phone. Wait until the battery icon appears on the screen. Charge the battery approximately five hours or till the battery is fully charged. Then remove the charger from the outlet. Finally, pull it out from your cell phone.

**Task 2**

Complete the following procedure text correctly.

**How** .....

..... is a modern communication device that connects one to others by voice, written message and data. However, this device cannot work until the .....is inserted. When inserting the SIM card into cell phone, make sure that the cell phone has been switched off and follow the direction below.

First,.....  
.....  
.....  
.....

The model of the text:

### **How to Insert SIM Card to Cell Phone Properly**

Cell phone is a modern communication device that connects one to others by voice, written message and data. However, this device cannot work until the SIM card is inserted. When inserting the SIM card into cell phone, make sure that the cell phone has been switched off and follow the direction below.

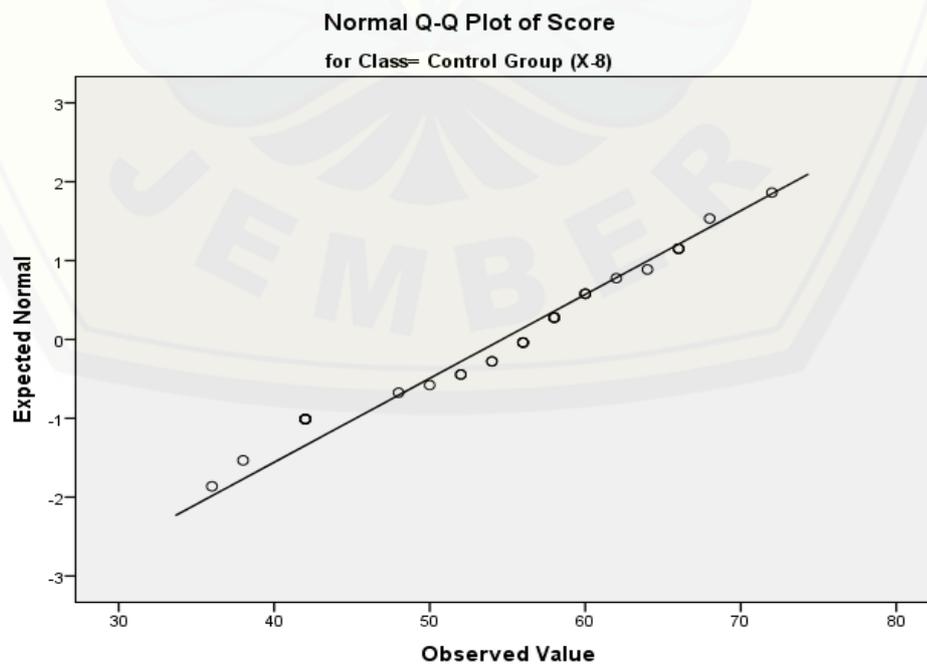
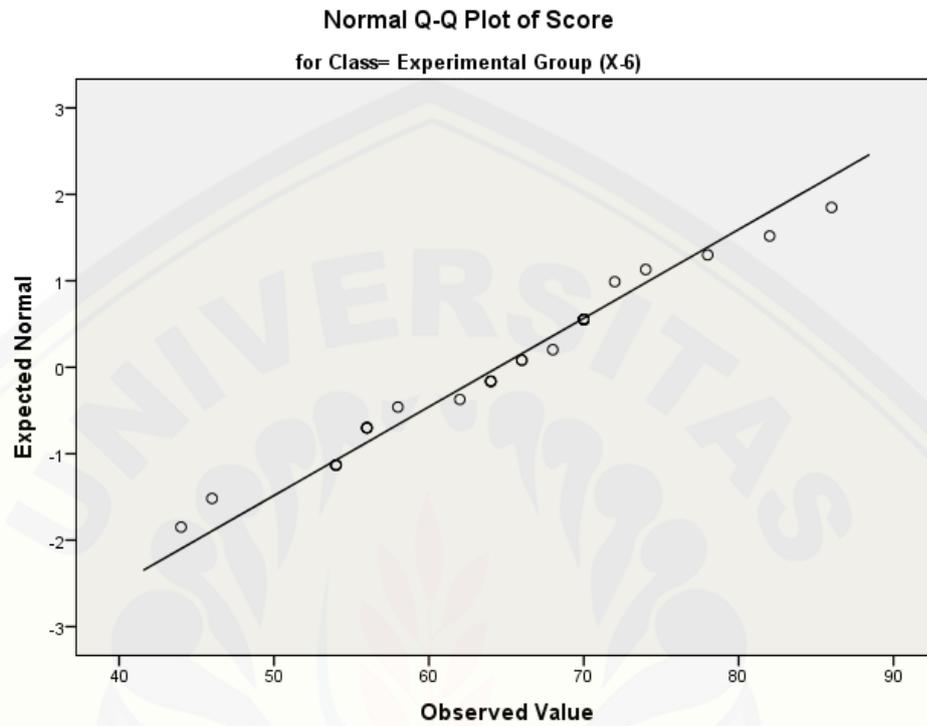
First of all, press the locking catch and slide the cover then lift it off the phone. After that, push two catches in the opposite directions and remove the battery. Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. Then, put the battery and align until it snaps into its place. Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locking into the place. Don't forget to switch on the cell phone. Wait until it is ready to use.

Adapted from: <http://www.nurdiono.com/generic-structure-of-procedure-text.html>



**APPENDIX L**

**The Output of Normal Q-Q Plot Graphic**



## APPENDIX M

**The Result of the Students' Post Test**  
**(Experimental Group / X-6)**

No	Ss' Name	Content		Organization		Vocabulary		Grammar		Mechanics		Total Score		Mean Score
		1 <sup>st</sup>	2 <sup>nd</sup>											
1	A B	3	3	3	4	3	4	4	3	4	3	72	68	70
2	A A	4	4	4	4	4	4	3	4	2	2	68	72	70
3	A B	3	4	3	3	3	3	3	4	3	3	60	68	64
4	A N U	3	3	4	3	3	3	2	3	2	2	56	56	56
5	A N	4	4	4	4	4	4	3	4	3	3	72	76	72
6	A M	3	4	4	4	4	3	4	4	3	2	72	68	70
7	A R	4	4	3	3	3	3	3	3	3	3	64	64	64
8	B J R	3	4	4	4	4	3	4	4	2	3	68	72	70
9	D N	4	4	4	3	2	3	3	3	3	3	64	68	66
10	D W	3	3	3	3	3	3	2	2	2	3	52	56	54
11	D R S	5	5	5	5	4	4	3	4	4	3	84	88	86
12	F D A	3	4	4	3	3	3	3	3	3	3	64	64	64
13	F N S	4	4	5	5	4	4	4	4	3	3	80	84	82
14	F A N	3	4	4	4	4	4	4	4	3	3	72	76	74
15	H M	3	3	3	3	3	3	4	4	2	3	60	64	62
16	I L M	3	3	4	3	3	3	2	3	1	2	52	56	54
17	L S S	3	3	3	4	3	3	2	3	3	2	56	60	58
18	M F H	3	4	3	3	3	3	4	3	3	3	64	64	64
19	M H F	4	4	4	4	4	4	3	3	2	3	68	72	70
20	M F	3	2	3	2	3	3	4	3	2	3	60	52	56
21	N H	4	4	4	4	3	3	3	4	3	3	68	72	70
22	R A	3	3	4	4	3	3	4	4	3	3	68	68	68
23	R S	3	4	3	3	2	2	3	3	2	2	52	56	54
24	R A N	1	3	2	2	3	3	2	2	2	2	40	48	44
25	R K	2	2	3	3	2	2	3	2	2	2	44	48	46
26	V D M	3	4	4	4	4	4	4	4	2	2	68	72	70
27	V W R	4	4	4	4	3	3	3	3	2	3	64	68	66
28	W A	3	3	3	3	3	3	2	3	2	3	52	60	56
29	F N	3	4	3	4	3	3	2	3	2	2	52	60	56
30	A P S	4	5	5	5	3	4	4	3	3	3	76	80	78
Mean Score		3.45		3.6		3.22		3.22		2.6		64.47		64.47

**Notes:**1<sup>st</sup> = The first rater (The Researcher)2<sup>nd</sup> = The Second rater (The English Teacher)

## APPENDIX N

**The Result of the Students' Post Test**  
(Control Group / X-8)

No	Ss' Name	Content		Organization		Vocabulary		Grammar		Mechanics		Total Score		Mean Score
		1 <sup>st</sup>	2 <sup>nd</sup>											
1	A I T	2	2	2	3	2	2	2	2	2	2	40	44	42
2	A W P	3	4	4	4	3	3	3	3	3	3	64	68	66
3	A M A	5	4	4	4	3	4	3	3	3	3	72	72	72
4	A D L	2	3	2	2	2	2	2	2	2	2	40	44	42
5	D H	3	3	3	4	3	2	2	3	3	2	56	56	56
6	D A G	3	3	3	5	3	3	4	4	3	3	64	72	68
7	E D C	4	3	4	3	3	4	3	3	2	3	64	64	64
8	E N A	2	2	3	3	2	2	2	2	1	2	40	44	42
9	G S P	3	3	3	3	4	3	3	3	3	3	64	60	62
10	H L A	3	2	2	2	2	2	2	2	2	2	44	40	42
11	J S	4	3	3	3	3	2	3	3	2	3	60	56	58
12	M H	3	3	3	3	3	4	3	3	2	3	56	64	60
13	M T U	2	2	3	3	3	3	2	3	3	3	52	56	54
14	N R J	3	3	4	4	2	2	3	2	3	3	60	56	58
15	N C	3	4	3	3	3	3	3	3	2	2	56	60	58
16	P N	4	5	3	3	4	3	2	3	3	3	64	68	66
17	P A	3	3	3	3	3	2	3	3	3	2	60	52	56
18	P D A	3	4	3	3	2	3	3	3	2	2	52	60	56
19	R R	2	3	3	3	2	2	3	2	2	3	48	52	50
20	R H	3	3	2	3	3	3	2	2	2	3	48	56	52
21	R	3	3	3	2	3	2	3	2	2	2	56	52	54
22	S L Y	3	3	4	3	3	3	3	3	2	3	60	60	60
23	V M A	3	3	3	3	2	3	2	2	2	2	52	52	52
24	W D R	2	3	3	2	2	2	3	3	2	2	48	48	48
25	W S	3	3	3	4	3	3	3	3	2	2	56	60	58
26	W N	3	3	3	4	3	3	4	4	3	3	64	68	66
27	W A	2	2	2	2	2	2	2	2	1	1	36	36	36
28	Y A F	2	3	2	2	2	2	2	2	2	2	40	44	42
29	Y E S	2	2	1	2	2	2	2	3	2	2	36	40	38
30	Y N G	2	3	4	3	2	3	3	3	2	3	52	60	56
31	Z I L	3	4	4	4	3	2	2	3	2	3	56	64	60
<b>Mean Score</b>		<b>2.93</b>		<b>3.02</b>		<b>2.67</b>		<b>2.7</b>		<b>2.38</b>		<b>54.65</b>		<b>54.65</b>

**Notes:**1<sup>st</sup> = The first rater (The Researcher)2<sup>nd</sup> = The Second rater (The English Teacher)

## APPENDIX O

**The Sample of the Students' Writing Posttest**  
**O.1a (Experimental Group / X-6 / the Highest Score)**

## (POST TEST)

Subject : English Name : *Deni Rebec's Shella*  
 Kind of text : Procedure Text Class : *X6*  
 Time allotment : 45 minutes

## Instructions :

1. Write a procedure text in 8-10 sentences about "how to create a Facebook account from computer" individually  
 (Tulis sebuah teks prosedur terdiri dari 8 sampai 10 kalimat tentang bagaimana cara membuat sebuah akun facebook dari komputer secara individu)
2. Follow the generic structures of the procedure text  
 (Ikuti struktur umum dari teks prosedur)

How to create a Facebook account

Facebook is social media that help people to communicate. Create a Facebook account is easy if you have computer connects with internet and an email account. Here are the procedures to create an Facebook account.

First, type [www.facebook.com](http://www.facebook.com) in your browser then press "Enter". After that, type your first name, your <sup>last name</sup> ~~first name~~ <sup>email address</sup> ~~password~~ and password. Then, fill the date of your birth <sup>in the box</sup> ~~in the box~~ and your gender. Click sign up to register. After sign up, you will have those steps: finding friends, filling profile information and profile picture. You can skip all the steps and go directly to your email to do confirmation. Finally, your Facebook account has been created.

## The first rater (The Researcher)

Total Score:  $\frac{C: 5 + O: 5 + V: 4 + G: 4 + M: 3}{25} \times 100 =$

84

## The second rater (The English Teacher)

Total Score:  $\frac{C: 5 + O: 5 + V: 4 + G: 4 + M: 4}{25} \times 100 =$

88

## O.1b (Experimental Group / X-6 / the Lowest Score)

## (POST TEST)

Subject : English Name : *Ridho Alayka Nashrollah*  
 Kind of text : Procedure Text Class : *X65*  
 Time allotment : 45 minutes

## Instructions :

1. Write a procedure text in 8-10 sentences about "how to create a Facebook account from computer" individually  
 (Tulis sebuah teks prosedur terdiri dari 8 sampai 10 kalimat tentang bagaimana cara membuat sebuah akun facebook dari komputer secara individu)
2. Follow the generic structures of the procedure text  
 (Ikuti struktur umum dari teks prosedur)

*jawab*

*How to watch Facebook from computer*

*Provide a computer, make sure the computer has a mobile data /<sup>m</sup>  
 turn on the computer, click <sup>v enter</sup> google, write in a column <sup>g</sup> google  
 Facebook list, and if in the browser? select it and click <sup>m</sup> sign in  
 Facebook, wait until the column appears ~~Registration~~ and fill in all  
 fields <sup>m</sup> which registration has been determined; then click on the wait  
 until the Chronology of your Fb, ~~then~~ Give the photo on the profile, then  
 find friends Fb account, and Facebook can be used /<sup>m</sup>*

## The first rater (The Researcher)

$$\text{Total Score: } \frac{C: 1 + O: 2 + V: 3 + G: 2 + M: 2}{25} \times 100 =$$

40

## The second rater (The English Teacher)

$$\text{Total Score: } \frac{C: 3 + O: 2 + V: 3 + G: 2 + M: 2}{25} \times 100 =$$

48

## O. 2a (Control Group / X-8 / the Highest Score)

## (POST TEST)

Subject : English Name : *Ayang Monica*  
 Kind of text : Procedure Text Class : *X85*  
 Time allotment : 45 minutes

## Instructions :

1. Write a procedure text in 8-10 sentences about "how to create a Facebook account from computer" individually  
 (Tulis sebuah teks prosedur terdiri dari 8 sampai 10 kalimat tentang bagaimana cara membuat sebuah akun facebook dari komputer secara individu)
2. Follow the generic structures of the procedure text  
 (Ikuti struktur umum dari teks prosedur)

*How to create a facebook account from computer?*  
 Facebook is social media it contain information picture and video. Its easy to make facebook account if you have computer and internet.  
 The first step should have ~~made~~ facebook email. The second step visit the facebook website. The third step enter personal date such as name, email, password, date of birth and gender. Then click register. After that fill in the current city, home town, and the school then click the next button. Then click the button to add photo find photo file on your computer. After that, click the next button then appears facebook profile photo. Finally, ~~and~~ its done how to create facebook.

## The first rater (The Researcher)

$$\text{Total Score: } \frac{C: 5 + O: 4 + V: 3 + G: 3 + M: 3}{25} \times 100 =$$

71

## The second rater (The English Teacher)

$$\text{Total Score: } \frac{C: 4 + O: 5 + V: 3 + G: 3 + M: 3}{25} \times 100 =$$

72

## O. 2b (Control Group / X-8 / the Lowest Score)

## (POST TEST)

Subject : English Name : Winda Andiani  
 Kind of text : Procedure Text Class : X-85  
 Time allotment : 45 minutes

## Instructions :

1. Write a procedure text in 8-10 sentences about "how to create a Facebook account from computer" individually  
 (Tulis sebuah teks prosedur terdiri dari 8 sampai 10 kalimat tentang bagaimana cara membuat sebuah akun facebook dari komputer secara individu)
2. Follow the generic structures of the procedure text  
 (Ikuti struktur umum dari teks prosedur)

How to create facebook account from Computer.

facebook is an application that greatly assists us in communication and very easy to make and is a step-a step made facebook

- 1.) If you have an existing account, you will need it before creating a new one, ~~see~~ close the old account below before proceeding (continuing)
- 2.) go to facebook website, you will see this sign up from ~~fill~~ it out completely make sure the information is accurate.
- 3.) third your friend
- 4.) fill in profile information
- 5.) Plug in your ~~my~~?
- 6.) You new account is ready.

## The first rater (The Researcher)

$$\text{Total Score: } \frac{C: 2 + O: 2 + V: 2 + G: 2 + M: 1}{25} \times 100 =$$

36

## The second rater (The English Teacher)

$$\text{Total Score: } \frac{C: 2 + O: 2 + V: 2 + G: 2 + M: 1}{25} \times 100 =$$

36

## APPENDIX P

## Statement Letter of the Research Permission from the School Principal of SMAN Darussholah Singojuruh



PEMERINTAH KABUPATEN BANYUWANGI  
DINAS PENDIDIKAN  
**SMA NEGERI DARUSSHOLAH SINGOJURUH**  
NSS : 301052514065 – NPSN : 20525601  
Jl. Raya Gumirih No. 39 Telp. (0333) 635381 e-mail smandarussholah@gmail.com  
SINGOJURUH

Nomor	: 421.4/162/429.128.133/2016	Yth. UNIVERSITAS JEMBER
Lampiran	: -	Fak. Keguruan dan Ilmu Pendidikan
Perihal	: <b><u>IJIN PENELITIAN</u></b>	Jln. Kalimantan 37
		<b><u>JEMBER</u></b>

Berdasarkan surat Saudara :  
nomor : 2166/UN25.1.5/2016  
perihal : Permohonan Izin Penelitian  
tanggal : 24 Maret 2016

Kepala SMAN Darussholah Singojuruh Banyuwangi memberikan ijin untuk mengadakan penelitian kepada :

N a m a	: <b>DHIONANDA OKTANATA SATRIYA</b>
NIM	: 120210401046
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Jember

Dengan penelitian tentang *"The Effect of Applying Demonstration Technique on Procedure Text Writing Achievement of The Tenth Grade Students at SMAN Darussholah Singojuruh in the 2015/2016 Academic Year."*

Demikian surat ijin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Singojuruh, 26 Maret 2016  
Kepala Sekolah



**MOCHAMMAD RIFAL, M.Pd.**  
Pembina Tk. I  
NIP. 196204131993021001

## APPENDIX Q

Statement Letter of Research Completion from the School Principal of SMAN  
Darussolah Singojuruh

PEMERINTAH KABUPATEN BANYUWANGI  
DINAS PENDIDIKAN  
**SMA NEGERI DARUSSOLAH SINGOJURUH**  
NSS : 301052514065 – NPSN : 20525601  
Jl. Gumirih No. 39 Telp. (0333) 635381 e-mail smandarussolah@gmail.com  
SINGOJURUH

**SURAT KETERANGAN**

Nomor: 421.4/96/429.128.133/2016

Yang bertanda tangan di bawah ini:

N a m a : MOCHAMMAD RIFAL, M.Pd.  
NIP : 196204131993021001  
Pangkat/Golongan Ruang : Pembina Tk. I / IV b  
Jabatan : Kepala Sekolah

menerangkan bahwa:

N a m a : DHIONANDA OKTANANTA SATRIYA  
NIM : 120210401046  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Universitas : Universitas Jember

benar-benar telah melaksanakan penelitian tentang “*The Effect of Applying Demonstration Tecnique on the Procedure Text Writing Achievement of The Tenth Grade Students at SMAN Darussolah Singojuruh*”.

Penelitian telah dilaksanakan pada tanggal 03 Mei 2016 sampai dengan 14 Mei 2016.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Singojuruh, 27 Mei 2016  
Kepala Sekolah

**MOCHAMMAD RIFAL, M.Pd.**  
Pembina Tk. I  
NIP. 196204131993021001