

**INCREASING STUDENTS' ABILITY IN WRITING
PROCEDURE TEXT BY USING DEMONSTRATION
TECHNIQUE**

**(An Experimental Study to the Eleventh Grade Students
of SMA Negeri 4 Langsa)**

THESIS

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ABSTRACT

INCREASING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING DEMONSTRATION TECHNIQUE AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 4 LANGSA

The thesis discusses about the effectiveness of demonstration as a technique of teaching to increase students' ability in writing procedure text at the eleventh grade students of SMA Negeri 4 Langsa in the academic year of 2014/2015. Writing is one of the ways to communicate. Writing a procedure text is one of the writing competence that the students have to produce or perform. They must be expected to grasp the meaning of the procedure text both oral and written in the form of manual and tips. The aims of this research is to describe how is the students ability in writing procedure text and whether teaching procedure text through demonstration technique is efective to increase students ability in writing procedure text to the eleventh grade students of SMA Negeri 4 Langsa.

The population of this research was the eleventh grade students of SMA Negeri 4 Langsa. The research method was an experimental research, which conducted in two classes; the experimental group (IIS¹) and control group (IIS²). The experimental group was taught by using demonstration, while the control group was taught without demonstration. The researcher gave writing test to gather the data. There were two tests; pre test and post test. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significant difference between students' score in experimental group and students' score in control group.

The student's ability in writing procedure text was good. It based on the average grade of students ability from the percentage. Students who got A is 11,90%, students who got B is 54,76%, the students who got C is 21,42%, students who got D is 9,52% and none of the students who got E. Therefore, they are good in writing.

After the data had been collected by using test, it was found that the pre-test average of the experimental group was 77.55 and control group was 61,78 While, the post-test average of the experimental group was 80,00 and control group was 68.00. The obtained t_{score} was 3.215, whereas the t_{table} was (2,02)(2,71) for 5% and 1%. The t-test score was higher than the t_{table} ($3.215 > 2.02$). It was meant that H_a was accepted while H_o was rejected. Since t_{score} was higher than the t_{table} , demonstration was effective to increase students' procedure writing in SMA Negeri 4 langsa. Based on the finding, the researcher assumes that demonstration technique can increase students ability in writing procedure text.

Keywords: increase, ability, writing, procedure text, demonstration.

CHAPTER I

INTRODUCTION

A. Background of Study

In learning a language, as well as English, there are four skills which must be mastered by students. They consist of listening, speaking, reading and writing. Writing is a productive skill. However, it must go through a process that is not easy to be mastered. Students need more attention when they learn the rules or the steps from writing form.

Therefore, writing skill is more complex and more difficult than other skills to teach because it is not only requires mastery on grammatically and rhetorical devices but also on conceptual and judgement devices. In the teaching and learning process of writing, the teacher has an important role. The teacher must consider the methodology which is appropriate in presenting the material. As stated by John that the role of the teacher in writing is to help students develop viable strategies for getting started, drafting and editing.¹

Writing a procedure text is one of the writing competence that the students have to produce or perform. As stipulated in Curriculum 2013 as the basic competence (*kompetensi dasar*) the procedure text should be acquired by the eleventh grade students of senior high school. The students

¹ M. Ann John, *Text, Role and Context*, (Australia: Cambridge University Press, 1997), p. 12.

are expected to grasp the meaning of the procedure text both oral and written in the form of manual and tips. It means that the students have to be able to write a very simple short procedure text. The purpose of the text is to instruct how to do something or make something in particular structures such as goal, materials, method and conclusion.

In essence, the students face difficulties in writing procedure text. It based on the researcher's pre-research to the English teacher of the eleventh grade students at SMA Negeri 4 Langsa. They cannot arrange the steps of the procedure text writing. They also cannot describe how something is accomplished through its sequence of actions or steps.

Furthermore, they often confuse in choosing the best word (word choice) and organizing generic structure of the text. They also miss the use of imperative verb, adverb and adjective that should be used in procedure text. They find teacher's way of teaching is boring and uninteresting. The problems above make them do not enjoy writing.

Therefore, the teacher needs to work hard to enable students achieve the competence of writing procedure text. The teacher should use an appropriate technique such as a demonstration technique. As stated by De Porter and Hernack that demonstration in particular and their contribution to language learning is to create an optimal environment, either physical or mental.² The demonstration step gives students the opportunity to see and to hear the details related to the skill being taught.

² Porter De Bobbi & Hernack Mike, *Quantum Teaching*, (Bandung: Kaifa, 2004), p. 13.

Thus, all of the problems above inspire the researcher to conduct a research on demonstration technique. It might create new atmosphere for the students in writing procedure text. They might enjoy the activities and be interested in learning the material. The researcher hopes that a demonstration technique could increase students' ability in writing procedure text.

Based on the description above, the researcher is interested in conducting a research entitled **“Increasing Students' Ability in Writing Procedure Text by Using Demonstration Technique (an Experimental Study to the Eleventh Grade Students of SMA Negeri 4 Langsa)”**.

B. Problems of Study

Based on the explanation above, the researcher states the research problems as follow:

1. To what extent is the students' ability in writing procedure text at the eleventh grade students of SMA Negeri 4 Langsa?
2. Is there any significant effect of using a demonstration technique in increasing students' ability in writing procedure text at eleventh grade students of SMA Negeri 4 Langsa?

C. Objective of Study

In accordance with the problems of the study, the aims of this study are as follow:

1. To investigate the students' ability at the eleventh grade students of SMA Negeri 4 Langsa in writing procedure text.
2. To find out is there any significant effect of using a demonstration technique in increasing student's ability in writing procedure text at the eleventh grade students of SMA Negeri 4 Langsa.

D. Significance of Study

The result of this study is expected to have both theoretical and practical contributions. Theoretically, the result of the study can be used by those who want to conduct a reseach in teaching procedure text as a reference. Furthermore, for the readers, they will get more information and experience from this research. Moreover, the result of the study can be used as an input for English teaching learning technique, especially for teaching procedure text by using a demonstration technique.

Practically, for the students, it is expected to improve their motivation in learning English especially in writing procedure text. Besides that, it may help them to disappear their boredom in learning. Furthermore, for the teachers, it is expected to be a technique which is appropriately used to increase the students' ability in writing procedure text. Moreover, it could be a good technique variation that can be shared to other teachers in order to apply it in teaching, especially in teaching English.

E. Definition of Key Terms

Definition of term is needed to avoid different explanation from different point of view of the readers. The researcher defines some terms according to her point of view. It will avoid misunderstanding that can drive us to ambiguous meaning.

Increase means to make or become greater.³ The researcher interpretes that increasing an effort to make students writing procedure text mastery better in value.

Ability means skill or power.⁴ In this case, ability is a natural or acquired talent or skill which is possessed by students.

Writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.⁵ Writing is conducted to demonstrate a knowledge of the real in context with a little awareness of a reader beyond the teacher-examiner.

Procedure text is a piece of text that gives us instructions for doing something. The purpose is to explain how something can be done.⁶ That procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

Elley states that *demonstration* “is a way to show how to do something step by step so that the students can learn new skills and how to

³ <http://Merriam-webster.com/dictionary/increase> (Retrieved on May 18, 2014)

⁴ *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press 2008), p. 1.

⁵ Jeremy, Harmer. *How To Teach Writing*, (New York: Longman Inc 2004), p. 86.

⁶ Anderson, Mark and Kathy Anderson, *Text Types in English 1*, (South Yarra: Machmillan Education Malaysia, 1997), p. 50.

do something themselves”.⁷ Demonstration is used as a medium in the teaching-learning process to show something by using object directly.

Technique is a way of doing something, especially one that needs special skills.⁸

⁷ Elley J. Barclay, And Vynckt, Susan Van der. Vynckt, *Easy to Make Teaching Aids for Nutrition Teaching-Learning*, (Paris: UNESCO 1984), p. 124.

⁸ *Oxford Learner's Pocket Dictionary*, (Oxford New York: Oxford University Press, 2003), p. 455.