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THE EFFECT OF DEMONSTRATION METHOD ON TEACHING WRITING

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Abstract

This research presented the effects of the Demonstration Method in teaching writing to the second-grade students of SMP Negeri 1 Baula. This research question was, "Are there any significant effects of using the Demonstration method in teaching writing to the second-grade students of SMP Negeri 1 Baula?" The objective of this research is to determine whether the demonstration method significantly affects students' writing in the second grade of students in SMP Negeri 1 Baula. This research design was quasi-experimental, using an experimental and control group with pre-test and post-test designs. The variable of this research consisted of two variables: the Demonstration method as the independent variable and the student's writing ability as the dependent variable. The sample was 41 students and was taken using a purposive sampling technique. The instrument used in this Research is a writing test. There, the demonstration method significantly affected teaching writing to second-grade students of SMP Negeri 1 Baula.

Keywords: effect, demonstration, writing.

INTRODUCTION

In Indonesian schools, particularly at the Junior High School level, writing is a vital, productive skill taught alongside speaking. There are several texts in English, including encompassing procedure, narrative, descriptive, recount, explanation, analytical exposition, report, discussion, review, news, and anecdote. The primary goal of writing, guided by this principle, is to express ideas and convey messages effectively to the reader. Therefore, the central importance of writing lies in its ability to articulate ideas clearly and facilitate reader comprehension.

Robert and James (2017) mention four general purposes for writing: to inform, persuade, entertain, and express thoughts. Zhang (2013) noted that productive skills like speaking and writing are often considered more challenging for learners. Additionally, Myles (2016) contends that writing is a skill that necessitates conscious learning and practice. It is commonly regarded as the most demanding language skill due to its requirement for a high level of control over productive language, surpassing other language skills. This perception of writing's difficulty among students is often attributed to deficiencies in vocabulary mastery, difficulties

in generating ideas, poor grammar comprehension, and other factors.

Numerous strategies exist for enhancing students' writing skills, mainly when composing procedure texts. One such approach involves the use of the demonstration method. This teaching technique is applied when instructing students on procedure text writing. Demonstration entails presenting information through logical reasoning, explaining, or elucidating concepts using examples or practical experiments. In simpler terms, demonstration aims to 'clearly illustrate' the subject matter. When employed in teaching, it enables students to grasp the course material more effectively. This Research is evident in a study that explicitly examines chemistry demonstrations conducted by educators. Demonstrations are frequently employed when students struggle to bridge the gap between theoretical knowledge and real-world application or when they encounter difficulties comprehending the practical application of theories.

The demonstration method is one of the methods that might be effective and influence the students' writing ability. In learning English writing skills, this method is very supportive of learning to write sentences related to the real object because everything related to the material that will be described in the activity procedure is more meaningful, not just memorizing but understanding what is being done.

The demonstration is an activity that shows the course of a process, reaction, or how a tool works by a demonstrator in front of an audience. In this case, the demonstrator is the teacher, resource persons, or students appointed by the teacher, who carry out the tasks in front of all students. In addition, Rudolph and Katleen's (2008) demonstration explains a process of telling how to do something, how to say something with a real object, or how something works. In addition, the key to a successful demonstration is for the students to take what the teacher has told them home and recall it. Before commencing the learning process, it is imperative to design the learning steps by the chosen instructional method. For the effective execution of the demonstration method, experts have outlined several essential steps that teachers should follow. As elucidated by Ramadhan and Surya (2017), the demonstration method involves the following steps:

1. Identifying a Problem: The first step entails identifying a specific problem or challenge that needs to be addressed.

2. Considering Cognitive Levels: Tailor the teaching approach based on students' cognitive abilities. Ensure that the content matches their comprehension level.
3. Clarity in Concepts: Clearly articulate the underlying concepts or principles that must be conveyed during the demonstration.
4. Availability of Tools: Ensure that all necessary tools and materials for the demonstration are readily available.
5. Classroom Environment: Create a conducive classroom environment for the demonstration.
6. Student Data Collection: Provide students with the opportunity to collect data during the demonstration.
7. Correct Answers: Ensure accurate answers align with students' required data.

Ranya et al. (2013) state that implementing the demonstration method can foster active student engagement in the learning process. It encourages students to speak up, gain practical experience through experiments, ask questions, and actively participate in discussions. Therefore, educators should employ teaching models that promote student activity, as passive learning can lead to boredom and disengagement, as noted by Nihayatuzzahra (2020). Demonstrations are designed to empower students to seek and discover answers to their questions by conducting experiments, fostering critical thinking, and allowing them to find evidence supporting the theories they are studying. In essence, through demonstrations, students are equipped with the tools to validate and understand the practical application of the theories they encounter.

Sanjaya (2014) elaborated on the advantages of the demonstration method as (a) Through the demonstration method, verbalism will be avoided because students directly pay attention to the learning material that is explained, (b) The learning process is more interesting. After all, the role of the students is not only to listen but also to watch the process that happened. (c) By doing direct observation, the students will have a chance to compare the theory with reality.

METHOD

This study employs a quantitative approach and a quasi-experimental research design to establish a cause-and-effect relationship between two variables. According to Creswell (2014), a quantitative approach involves the investigation primarily focused on using positivist statements to advance knowledge. It employs research strategies such as experiments, surveys,

and data collection using predefined instruments to obtain specific statistical data.

Moreover, the researcher divides the participants into two groups: one group serving as the experimental class and the other as the control class. Both groups are administered pre-tests and post-tests. In the experimental class, the treatment involves teaching the writing of procedure texts using the demonstration technique. In contrast, the control class follows the conventional method, which consists of written instructions or lecture-based teaching.

After implementing the demonstration technique in the experimental class, post-tests are administered to both the experimental and control groups to assess the impact of the demonstration technique on students' ability to write procedure texts. Finally, the researcher analyses the data collected from both the experimental and control groups.

Table 1. The Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O^1	X	O^3
Control	O^2	-	O^4

This study examines two distinct variables: the independent variable, denoted as X, and the dependent variable, denoted as Y. As Arikunto (2013) expounded, the independent variable influences the dependent variable. In simpler terms, the independent variable serves as the catalyst that leads to changes in the dependent variable. Conversely, the dependent variable is responsive to the influence of the independent variable, essentially making it the resultant variable.

In the context of this Research, the independent variable is represented by the demonstration method, which is employed as a teaching approach designed to elicit a specific impact on the students. This method is chosen to impart knowledge and skills to the students. On the other hand, the dependent variable is manifested in the form of students' writing ability. This variable is selected as the focal point of investigation to determine the outcome or result of the Research. In essence, the Research aims to discern how the demonstration method, as the independent variable, impacts students' writing abilities, which are captured as the dependent variable.

Sugiyono (2017) states that a population comprises objects with specific qualities and characteristics determined by researchers to be studied and then concluded. The population of the

Research was all the second graders of SMPN 1 Baula in the academic year of 2022/2023. The population consists of four classes, with a total of 103.

There are 4 classes of the second grade of SMP Negeri 1 Baula. They were VIII A, VIII B, VIII C, and VIII D. This Research uses two classes as a sample from the population. The sample of this Research was a group as the experimental group. The researcher chose class VIII C, which consisted of 19 students, as a control, and then VIII B, which consisted of 22 students, as an experimental class.

The researcher used purposive sampling to determine the sample of this Research. Sugiyono (2017) states that purposive sampling is selecting samples that are representative of quality and non-random. It means that any person has the same chance of being chosen and that the selection of one individual has no bearing on the selection of another.

In this Research, the test was in written form, and the students should write the procedure text about the topic given. The tests were divided into two tests: pre-test and post-test. The pre-test was given to the students before the treatment, and the post-test was given after the treatment. The items used in the pre-test and post-test were different. In the pre-test, the researcher asked students to make procedure text, and then the researcher gave the treatment for 3-4 meetings. Lastly, the researcher held the post-test by asking them to make a procedure text based on what theme the researcher prepared, and finally, it gave the result of their improvement.

Data collection methods and instruments were needed to obtain the research data. The method of collecting data used in this Research was administering the test. In this Research, the researcher used writing procedure text tests such as content, grammar, and punctuation. Procedure text has its generic structure and lexicogrammatically features to determine the student's score for writing procedure text.

FINDINGS AND DISCUSSION

The researcher described the test results to the sample, the students of SMP Negeri 1 Baula. Two types of writing tests are used in this Research. They are the pre-test and the post-test for both experimental and control classes. The results provide evidence of the effect of using the Demonstration Method in teaching writing in the second grade of students SMP Negeri 1 Baula.

The result of the Research is presented as a data description based on the test result.

Table 2. The students' pre-test and post-test description scores in experimental and control class

No	Name	Experimental Class		Name	Control Class	
		Pre-Test	Post-Test		Pre-Test	Post-Test
1	Student 1	42	75	Student 1	50	63
2	Student 2	42	58	Student 2	38	63
3	Student 3	63	67	Student 3	33	58
4	Student 4	38	54	Student 4	33	46
5	Student 5	50	58	Student 5	33	58
6	Student 6	42	58	Student 6	33	58
7	Student 7	38	75	Student 7	33	50
8	Student 8	33	63	Student 8	33	58
9	Student 9	46	63	Student 9	33	63
10	Student 10	42	58	Student 10	38	50
11	Student 11	46	58	Student 11	33	58
12	Student 12	38	54	Student 12	33	63
13	Student 13	46	50	Student 13	42	50
14	Student 14	33	63	Student 14	33	54
15	Student 15	38	50	Student 15	46	58
16	Student 16	58	67	Student 16	50	58
17	Student 17	42	67	Student 17	42	58
18	Student 18	50	58	Student 18	33	50
19	Student 19	46	54	Student 19	50	58
20	Student 20	38	46	Student 20		
21	Student 21	46	63	Student 21		
22	Student 22	54	63	Student 22		
	Mean	**43,9**	**60,0**	Mean	**37,9**	**56,6**
	Minimum	**33**	**46**	Minimum	**33**	**46**
	Maximum	**63**	**75**	Maximum	**50**	**63**

Based on the data presented in Table 2.1, it is evident that there were notable differences in the pre-test and post-test scores within both the experimental and control classes. In the experimental class, the pre-test results indicate a mean score of 43.9, with the lowest score recorded at 33 and the highest at 63. Conversely, the post-test results show a mean score of 60.0, with the lowest score at 46 and the highest at 75. This data suggests a significant improvement in the student's performance following the implementation of the demonstration method. In the control class, the pre-test results display a mean score of 37.9, with the lowest score at 33 and the highest at 46.

Conversely, the post-test demonstrates a mean score of 56.6, with the lowest score at 46 and the highest at 63. While there is also an increase in the mean scores within the control class, the improvement is more pronounced in the experimental class. To put it briefly, both the experimental and control classes experienced an increase in their average scores, indicating some progress. However, it is noteworthy that the experimental class exhibited a more substantial improvement, as evident when comparing the scores range between the two groups.

The result of the student's writing test in evaluation showed a significant effect on the student's writing ability from pre-test and post-test after being treated with the Demonstration method. This Research could be proven by looking at the mean scores of the experimental and control classes' pre-tests and post-tests. The mean score of the pre-test in the experimental class was 43,9. The lowest score was 33, and 63 was the highest. After giving the treatment, the mean score achieved 60,0. The lowest score for the post-test was 50, and 75 for the highest score. The mean score of the post-test was higher than the pre-test. In the control class, the mean score of the pre-test was 37,9. The lowest score was 33, and 50 was the highest. The mean post-test score was 56,6, with the lowest score being 46 and 63 for the highest score. Meanwhile, the mean gained a score of the experimental class and control class were 29,5 and 24,8. It showed that the demonstration method in teaching writing could significantly affect the students' writing ability.

The t-test result was 10.520, and the critical value of the t-table was 1.681. Since the t-test is higher than the t-table, it indicates that after receiving treatment with the Demonstration method, the experimental class achieved better results than before. In the experimental class, researchers taught students in the classroom using the demonstration method with procedure text material. The researchers then carried out the following activities: First, the researcher opened the class, directed students to understand the material, and asked questions about the procedure text. After that, the researcher explained the material about the meaning of the procedure text, including the language features and generic structures related to the material being taught. Then, the researcher modeled the analysis of the procedure text's general structure and language features.

The second activity involved discussing the generic structure analysis with students, namely the goal, material, and steps. Afterward, they discussed the language features of the text. The third

activity was reviewing, where the teacher corrected any mistakes students might have made in the discussion step. The fourth activity was practicing; students were given an essay about the procedure text they had learned and then had to answer it. The last activity was providing feedback; the teacher asked students what they found challenging and needed help understanding the procedure text.

Furthermore, in the control class, students were taught by the researcher using conventional learning. The researcher conducted the following activities: first, explaining the material and the meaning of the procedure text, including identifying language features and vocabulary related to the material being taught. Then, the researcher used conventional techniques, presenting the material on the blackboard and giving an example of how to analyze the vocabulary and language features of the procedure text.

The second activity involved discussing the generic structure of the procedure text, including a general statement and sequence explanation, and then discussing the language features of the vocabulary in the text. The third activity was reviewing, where the teacher corrected errors that students may have made in the discussed steps. The fourth activity was practicing; students were given an essay about the procedure text, and then they had to answer the essay on the English text distributed by the researcher. Lastly, the teacher provided feedback and asked the students what they found challenging and needed help understanding the procedure text. The explanation above showed that the demonstration method is one of the appropriate methods and affects teaching English, especially writing. Why did the demonstration method affect the students' writing ability? First, the Demonstration method helps the students apply their ideas in writing, especially procedure text, using natural things that interest them more. That is, during the application of this method, the researcher used natural objects in teaching and directly demonstrated the object being demonstrated. In addition, it was much easier for the students to see the teacher's explanation and remember the material.

Second, applying the demonstrations is helpful for students in English class to get knowledge in writing English, especially procedure texts, because demonstrations are easy to make them understand, and they had the opportunity to understand by seeing directly the objects they write. This method used the demonstration method; the third made the students interactive because the researcher brought real things into the classroom. Chikuni in Arikunto (2013) stated that in the

demonstration method, the teacher must attract students' attention so that students focus on the method used by the teacher; showing objects directly can help students understand and recognize the meaning of every word so that it could improve approach and interaction between teachers and students for sharing knowledge to develop student's personality.

In line with that, Atkinson (2011) stated that interest is a response to liking. Interest in teaching and learning is a desire to learn or know about something. It means the students are interested in studying, depending on the method or techniques used. After applying the method, they can confidently share their idea about what they have known, experienced, and felt. As Wilany (2019) outlined, the demonstration method could help the students write English because the teacher chose a topic/material related to their interests and daily life. After all, it is familiar to them.

Based on the discussion above, teaching English, especially writing, using the demonstration method is one of the recommended learning methods that could be applied in the learning process in the English class. Therefore, the researcher concluded that teaching writing by using the demonstration method positively affected students writing the second-grade students of SMP Negeri 1 Baula.

CONCLUSION

Based on the findings and discussion, referring to the result of this Research, it is evident that the demonstration method contributed to the student's writing ability and positively affected the learning process. This result was evidenced by looking at the experimental class's mean pre-test and post-test scores, which were 44.3 and 74.0, while the mean values of the pre-test and post-test of the control class were 38.0 and 63.0. The results of the t-test with a significance of 0.05 indicate that the t-test = 10.520 while the t-table = 1.681. Since the t-test was higher than the t-table, this indicated that after getting the demonstration method treatment, the experimental class achieved better results than before receiving the demonstration method treatment. The test result showed that students' writing scores before and after being taught using the demonstration method as a technique in experimental class improved. It can be seen from the mean score of pre-tests in the experimental class was lower than the mean score of post-tests. Moreover, there is a significant effect on students' writing before and after using the demonstration method in teaching writing to SMP Negeri 1 Baula second-grade students.

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