Using Silent demonstration to increase students' writing in procedure text at the second grade students of SMK-SMTI Bandar Lampung

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ABSTRACT

This research was aimed to find out whether there is a significant improvement of students' writing ability before and after being taught through Silent Demonstration. By applying quantitative approach, the researcher intended to discuss the difference of students' procedure text writing. The researcher chose XI APL 2 at SMK-SMTI Bandar Lampung students as a sample, which the number of students reached 37 people using purposive sampling. This study employed one-group pre-test and post-test design by comparing the mean score of the tests. The result showed that the mean of post-test, which is 79.49 is higher than the mean of pre-test at 64.03. In addition, the significance of the test is 0.000 lower than 0.05. It can be also supported by the evidence that verifies the statement was the t-value which showed higher number than t-table by having the result 19.407 > 2.0281.

Keywords: teaching writing, procedure text, silent demonstration, students' writing ability

I. INTRODUCTION

English is a universal language because this language is widely used by several countries as their main language. For this reason, English is very important to be mastered. In Indonesia, English is a compulsory subject learned in elementary to college level. There are four skills that should be mastered by language learners especially in English, such as listening, speaking, reading, and writing. Among the four language skills, Richard and Renandya (2002) state that writing is the most difficult skill to be mastered by students. This is an important aspect in language learning. Writing consists of words and those words are put together in particular formations to make sentences which are then grouped together into paragraphs (Creme and Lea, 2003).

The ideas that have been created are then made into written form through some thinking process. In addition, it is necessary to have aspects that support in order to achieve a proper composition. According to Jacobs et al. (1981) state that there are five aspects in the process of writing that should be considered in order to make the writers successful in their writing. Content contains ideas from the writer which are developed into a productive communicative information which is then realized into written form. The ideas that have been created are then expressed into a series of cohesive and logical paragraphs so as to produce a writing that is clearly understood by the readers, it refers to organization aspect. Third, the right choice of words are very necessary in conveying meaning to the reader through writing, so that the writers are required to have a lot of vocabulary. Then, language use that refers to the use of appropriate language by paying attention to tenses with several time sequences, grammatical patterns and choosing the right syntactic patterns. The last, correct mechanism in writing includes spelling,

punctuation, capitalization andparagraphs are needed.

Writing is grouped into several types of text. One of types of text is procedure text which refers to the daily life that is usually done. A procedure explains how to do something. According to Anderson et al., (1997), the procedure is a piece of text that gives us instructions for doing something. As said by Derewianka (2004: 23-27), this text is related to people's daily lives, with examples in giving instructions to make something, in game rules, in recipes, manual steps, direction of goals. In writing procedure text, the learners must be able to know the sequential steps that they will explain clearly in the text, so that the readers can understand the steps and they can do the same activity.

In SMK-SMTI Bandar Lampung, students have difficulty in their writing ability, especially at the second grade of students. Based on the preliminary observation and interview with one of the English teachers in that school, he explained that students' scores in writing procedure text were still low. The factors that causes it was that students were less confident in writing in writing subject, they were worried about making mistakes and getting problems in writing subjects. In addition, students are not able to write procedure text accurately. Some of the students were less motivated in learning writing English. Thus, students do not know what things they should improve in writing. Therefore, these problems need to be resolved with a development in students' understanding of writing.

In writing procedure text, there are several problems faced by students. Hence, to solve those problems, this research offers a solution by implementing silent demonstration. According to Brown (2007:147) demonstration is a teaching technique which often combines oral explanation with the handling or operation of equipment and materials. It means that demonstration not only explain about how something works orally but also involves showing what and how something works in action. But, the strategy that will be used in teaching this text procedure is in a situation where the teacher gives a little explanation or in silent. In line with Petty (2009) defines that Silent Demonstration is a strategy that the teacher explains the demonstration without explanation and asks the students to watch carefully as they will later be asked exactly what was done, and why.

In its application, this study the researcher used video as a media. The reason for using silent demonstration videos in improving students' writing ability is because in English education, the use of video with sound and explanation is commonly used to improve student learning outcomes in writing. Therefore, the researcher did a different treatment by modifying the silent demonstration to have a little explanation about the video, so that the students could digest what they had seen and then applied it in writing a complete and coherent text procedure. By using silent demonstration as a method of teaching, students will not find difficulties in getting an idea to write, because it is illustrates how to do something in a step-by-step. Animated videos were utilized in the teaching and learning process. By using it, hopefully could help students to improve their writing ability.

Supported by the other researchers, who had conducted the same research previously, Ani Hayah (2011) students become interested in learning, especially in learning procedure text which contains sequential steps to do or make something. Moreover, the research by Ratna

(2017) and Rosa Hasliana (2020) showed that silent demonstration was considered capable of improving students' writing ability, especially in procedure text.

Based on the explanation above, the formulation of the problem is formed, namely: Is there any significant increase of students' writing ability before and after being taught through silent demonstration?. In line with the problem, the objective of this research is to find out whether silent demonstration can increase students' procedure text writing ability after being taught through silent demonstration. Silent demonstration is chosen as a method in teaching writing procedure text because student can be mentally alert after learning process. This method is recommended for a teacher to teach procedure text because it covers all the necessary step in effective learning order. The demonstration steps give student the opportunity to see the detail to do or make something then they write into a procedure text.

II. METHODS

By applying quantitative approach, the researcher intended to discuss the difference of students' procedure text writing after were taught through silent demonstration. The researcher chose XI APL 2 at SMK-SMTI Bandar Lampung students using purposive sampling. Setiyadi (2018) stated that the motive of purposive sampling is to determine which subject on population could represent the case of the research. Based on this, the selected sample must be in accordance with the problem and research objective. The english teacher said that class has a lowest score in writing subject. Therefore, the researcher chose XI APL 2 students as a sample, which the number of students reached 37 people.

The researcher choose experimental research as the most suitable design. Creswell (2012: 294), argues that the experiment design is a traditional approach to do a research quantitatively. Moreover, Lodico et al (2010) defines that experimental research is to determine whether a particular approach or way of doing something different is better than a more traditional approach that has served as the standard practice. The type of experimental research used by the researcher is quasi-experiment or pre-experimental research. According to Creswell (2008), quasi-experimental research includes an assignment, but the participants are not randomly assigned to conditions or orders of conditions (Cook and Campbell, 1979). Sugiyono (2014:109) explained, this design only includes one group or class given pre and post-test without the presence of a control or comparison group.

There are two variables in this study, the variable X which is commonly referred to as the independent variable. Independent variable is the attribute or characteristic that affect an outcome or dependent variable (Creswell, 2012:116), then the variable X itself is silent demonstration, whereas the effect of independent variable or variable Y (Creswell, 2012:115) referred to students' ability in writing procedure text.

Five meetings have been conducted in this study, with the details: two meetings were held face-to-face in classroom and the rest were only held online via zoom. Moreover, in every treatment, the students were always given feedback by their pair (other students) if the class was held offline, while the teacher itself would provide corrections if the class was conducted online. In pretest, the students were asked to write their own procedure text. The researcher recorded the scores that students produce in this first test. Giving a pre-test to student was used as a benchmark for the success of the silent demonstration later. After that, the students were given

treatment by using video in the form of silent demonstration for three meetings. In the last stage of this research was to conduct a posttest. The students were asked to write a procedure text again from the selected topic to re-measure their writing ability based on the treatment that had been given previously. The students' writing should be based on appropriate aspects of writing.

This study employed one-group pre-test-post-test design by comparing the mean score of pre-test and post-test, then utilizing Repeated Measure T-Test to analyze the data using SPSS (Statistical Program for Social Sciences) version 22.0 for windows. The consistency of this writing test can be seen from the use of inter-rater reliability. It means that there were two raters, the researcher and also the teacher, who examine the students' writing test. The results of the two raters were compared to determine reliability. Therefore, the researcher used Rank Spearman Correlation to identify the correlation between the two raters. The students' writing results were examined with aspects of the research proposed by Jacobs et al. (1981) which consist of content, vocabulary, grammar, language use, and mechanics. The two tests were compared to find out the significant differences used to answer the research question.

III. RESULTS AND DISCUSSIONS
Result
This study is focused on the implementation of silent demonstration in both offline-online learning situation to teach writing in order to know its effect to the improvement of students' procedure text writing in senior high school level. The teaching and learning process was held directly and virtually for three weeks starting from October 21 to November 5 at SMK-SMTI Bandar Lampung. There were about 37 students of XI APL 2 with 16 male students and 21 female students as a sample. A total of six meetings were held in this study. Pre-test was given at the first meeting. After that, further explanation of the text procedure material and also introduction to students in the use of silent demonstration videos in writing this type of text was carried out at the second, third and fourth meetings. Finally, students were asked to do a post-test at their last meeting.

**Table 4.1 Mean of Students' Pretest and Posttest**

	N	Min.	Max.	Mean	Std. Deviation
Pretest	37	54	74	64.03	5.236
Posttest	37	73	87	79.49	3.501

Based on the result of the data shown in the table 4.1, most of the students with a total of about 33 people did not reach the Minimum Mastery Criterion which is the minimum standard value in English lesson is 72. The rest of the students, which was four people, got enough scores in this first test. The results of the first test of students are still not able to fulfill the standards in English lessons. Whereas, after receiving treatment using silent demonstration videos for several times, students were given a post-test as the final result of this study which aims to see whether there was an increase in students' writing ability in procedure text. It can be summarized that the average result of the pretest is 64.03 , while the posttest score was achieved by 79.49. The highest score obtained from the posttest was 87 and the lowest value from the

pretest was 54.

In addition, the comparison of students' writing test between pretest and posttest can be seen graph 4.1:

Graph 4.1 Comparison of Students' Writing Test
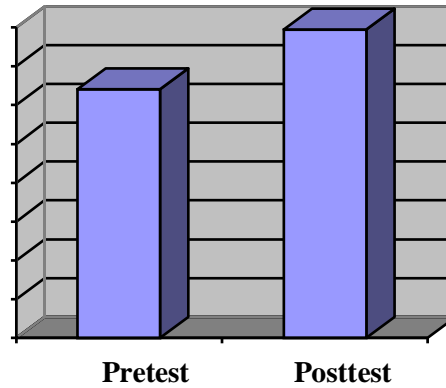
The hypotheses test by *Shapiro-Wilk Formula* was applied to know whether the data are normally distributed or not. A value of 0.05 is used to measure the level of significance. H0 is accepted if theresult of normality test is higher than 0.05 (sign > 0.05). The result of normality test is shown in the table 4.2 :

Table 4.2 Test of Normality

Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.100	37	.200*	.973	37	.486
Posttest	.099	37	.200*	.982	37	.810

Those data have been proven to be considered distributed normally. As can be seen that the pretest result is 0.486 while the value of the normality of posttest is 0.810. So, H0 is accepted as the data from both tests are higher than 0.05 which indicate that the test have normal distribution.

Repeated Measures of Statistical Package for Social Science was used to answer the hypothesis in this research.The hypothesis was proved if sign < p in which p = 0.05.

Table 4.3 Repeated Measure T-test

	Mean	Std. deviation	Lower	Upper	t	Df	Sig.
Pretest Posttest	15.459	4.845	13.844	17.075	19,407	36	.000

Based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is accepted because the t-test is 0.000 < 0.05. It can be also supported by the evidence that verifies those statements is the t-value which shows higher number than t-table by having the result 19.407 > 2.0281.

Table 4.4 Gain of Students' Writing Aspects

Writing Aspects	Mean of Students' Pretest	Mean of Students' Posttest	Gain
Content	18.7	24.37	5.67
Organization	14.5	16.94	2.44
Vocabulary	14.3	16.62	2.32
Language Use	14.3	18.08	3.78
Mechanics	3.1	3.68	0.58

The gain of the writing aspect of students which have the most prominent value is content. Based on these data, the content aspect has a value comparison that is quite far compared to other aspects, which is around 5.67. This is because with the help of silent demonstration, students will understand more about what ideas they will develop from the topic. Meanwhile, the mechanic aspect which is not too focused in this research, has the lowest gain among other aspects.

Discussion

Learning is something that must be considered in the process in order to get the goals of the learner itself. In line with Abidin in Dewi and Sobari (2018), learning is a creative process requires students to do a number of activities so that students can build knowledge independently and develop their creativity. Therefore, one of the solution that can be done in overcoming problems in student difficulties is silent demonstration video. According to Cole and Chan (1994:124), the advantage when teacher uses demonstration as a media for teaching because it is useful to capture students' attention. In this study, a silent demonstration is shown using a video which is different in every meeting. They can see how something is done or made through animated videos.

The use of silent demonstration through video was applied in improving students' writing ability in procedure text. By taking a sample of one of the second grade SMK SMTI Bandar Lampung, namely XI APL 2, the researcher conducted a pretest, three meetings with treatment and a posttest. First, the researcher gave a writing test without being given any explanation or assistance. This initial test was taken to measure their ability before being given anything. After that, students were given treatment using silent demonstration videos and explanations of procedure text material for three times for writing their text. At the end of the meeting, students were asked to take their tests to measure their abilities after being given treatment. All assessments were recorded at each meeting for a total of five times to see the progress that was in each of their writing results.

The data on student scores cannot be separated from the writing aspect. In the two tests, they should be able to write in a proper composition with the aspects proposed by Jacobs et al. (1981) that are content, organization, vocabulary, language use and mechanics. At the first meeting, the students had a low score in procedure text writing. The data were supported by

observation from every aspect of students' writing. Most of students find it difficult to develop their main ideas into coherent and clear steps. The students sometimes skip to write one of the steps, they even forget the structure of writing in procedure text itself. For example, one of the students chose "how to make instant noodle". In her writing, the steps in making it were not clear. Moreover, the writing was not in order of making noodles as usual. For example, "heat the water until it really boils, add instant noodle. When cooking boiled noodles, use the old boiled water for the sauce. No need to replace the new one". This was clear from the examples provided that the steps were not described in detail. So, because it made the readers confused, they did not understand the contents of the steps that have been written by the writer. Inappropriate organization will make the content of the writing incomprehensible to the readers.

After conducted the research, the students seem to be able to write procedure text appropriately. According to the results, the two most prominent aspects were content and organization. Student scores on both aspects had a high increase before being treated with silent demonstration videos. Content and organization were two aspects that have improved significantly. As in the posttest example taken from one of the students in writing "how to make fried rice", that is "First, prepare a frying pan and pour the cooking oil. Next, turn on the stove and heat the frying pan by using a medium heat". This example was proved that the students' writing, especially the content and organization, were clear and detailed in every step. Besides that, the other three aspects, such as vocabulary, language use and mechanics, have also made a good change compared to before.

According to those data, silent demonstration is considered capable of improving students' writing ability. The demonstration method can be applied to make it easier for someone in the process writing, especially in writing procedure text. This method is intended for students who are still under ability to produce a procedure text. Lack of student ability in making procedure text against the background of the lack of planned learning made by educators, are less precise in using learning method in continuity of teaching and learning.

The findings of this research, in line with the previous research by Ratna (2017), the students who were taught using silent demonstration strategy got higher score. Silent demonstration gives beneficial contribution in increasing the student writing achievement during the instructional process. Furthermore, the implementation of silent demonstration videos as a way to improve students' writing ability was successful. This can be proven by an increase that occurs in the results of the posttest scores of students after being given a video procedure in making or doing something with a silent demonstration.

IV. CONCLUSION AND SUGGESTIONS
Conclusion
The implementation of silent demonstration can create a fun learning process. Students are very enthusiastic about watching animated videos in the form of silent demonstrations that can support their ability to write procedural texts. Furthermore, students are involved in an active learning process, because the use of demonstrations creates a new atmosphere for students in the classroom. The students experienced positive progress during the teaching and learning process. They can clearly see how something is made or done. by recording some points from the video they have watched, then the ideas from these points are developed into a proper procedure text.

Suggestions

The use of silent demonstration through video can be applied by the teachers, especially in learning to write procedure text. Students will be more interested if the process of learning activity is accompanied by an interesting way when compared to the conventional. Providing silent demonstration video in animated form is a good choice. In addition, the students will participate more actively in learning that is not monotonous. In its application to students, teachers should pay more attention to what must be prepared in applying silent demonstration videos in their teaching. This is because this media requires a lot of preparation and sufficient time management. The teacher must also be able to ensure that all students understand what step in demonstration is being carried out. Lastly, the researcher considers getting validation from further research on the same topic, as this silent demonstration can be used in other schools. The researcher hopes that the use of the video method in this silent demonstration can improve better results in learning and teaching writing procedure text.

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