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Using Silent Demonstration Method to Improve Students' Ability on Writing Procedure Text at The Seventh Grade Of Mts DDI Pacongang Pinrang

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Abstract: The objective of research was to find out whether or not using silent demonstration method be improved through procedure text in writing ability. The seventh years students of Mts DDI Pacongang kabupaten Pinrang . This study employed a quasi – experiment method , The seventh years students of Mts DDI Pacongang kabupaten Pinrang in academic year 2014 - 2015. The instrument used of two classes VII a and VII b were taken sample which consist of (30 students) participated in this study. The sample was drawn using cluster random sampling technique. While class VII B was chosen as the experimental group, while VII a was chosen as control group .The instrument for collecting data were writing test. The data obtained through the test were analyzed using T - test. The result of this research was use of silent demonstration significant difference with the use of conventional away / direct instruction (English book / script) of the students writing ability of the seventh years students of Mts DDI Pacongan In which result of t-test value is higher than t-table value ($8.648 > 1.671$). T- test (8.648) was greater t- table value (1.671) for 0,05 level of significance ,degree of freedom ($N_1 + N_2 - 2$) = 58

Keywords: Silent demonstration method, students' writing ability, procedure text.

1. Introduction

English is an international language used as a means of communication both orally and written in most countries in the world. People use English to make international contacts and to cooperate with people in different countries in the world. Therefore, it is very important for us to

learn English. In addition, we need to learn and practice the language as much as possible in order to use English correctly. Communication will be not running well without speaking, writing, Listening and reading, as four language skills has always formed part of the syllabus in the teaching of English (Aswad 2017), But the

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emphasis of this research was on the writing skill. Sadeq et al (2015 : 54) in their journal on “ EFL Writing Students Perceptions of the effect of diary writing “ the result showed that the majority of students enjoyed writing a diary and believed that their language and writing technique have improved. They have also reflective pleasant emotional effects such as removing stress ,keeping memories and strengthening the students-teaching. In this study, the researcher while doing Field Practice Experience (*Praktek Pengalaman Lapangan: PPL*) in one of junior high school at Mts DDI Pacongang (Pinrang) also found those problems. The students’ competence in writing English was low. One of genres that Senior High students learn about type of texts based on the syllabus for seventh Grade in the second semester is procedure text . Wardiman, (2008 : 134) stated that procedure text is a text that gives some clues of how to do something through a series of actions ,only once as long as the students get formal education in school The real condition found by the researcher in Class seventh grade students of MTs DDI Pacongang (pinrang). It is clear that one of the students’ difficulties is in understanding and writing procedure texts. Therefore the writer interviewed some of the students dealing with procedure. Some answered that they knew the procedure but some did not. The following, is a student’s answer when the writer asked his reasons why he got difficulties in writing . There are some problems in teaching procedure text First the students are generally confused by what they want to write (Aimah, 2009). Second, students tend to face some difficulties in explaining the generic structures and

language features of procedure text. Silberman In Hidayati (1996 : 225) stated that There are many strategies to develop students’ writing skill especially in writing procedure text. One of them is using silent demonstration method. Silent demonstration is a teaching method that is used when we are teaching a procedure. By demonstrating a procedure as silently as possible, Silent demonstration is one kind of active learning beside active knowledge sharing, peer lesson, mind map etc. By using silent demonstration as a method for teaching procedure text students will be more interested and more active to learn. They will find something new and different from what they usually get in their class.

A. **Writing Ability**

Ch Ky. Acts (1998:120) stated that writing is As used in this chapter, "writing" or "written" means letters, words, or numbers, or their equivalent, set down by handwriting, typewriting, printing or other form Kharidar (2015:17) stated that writing is one of significant language skill it is totally different from other language skills like speaking ,listening and reading. Writing ability is not attained naturally as it usually the case in speaking an listening.

Zoltan (2005:3) stated that writing is a meaning or making process where linguistic, cognitive, social, and creative factors are at play. learner’s pocket Dictionary (2003 : 516) stated that

- a). writing is activity of writing (books, articles ,etc in general)
- b) written words of an author .person handwriting paper (use good for writing letter on)

The research result demonstrates that the majority of the Indonesian students were in the level of easy and very easy to

use the MRMS featuring Reference Manager (Basri and Patak 2015)

From several definitions above, the researcher concludes that writer appear from thinking. When students want to write something, the students so reduce the chances for misunderstandings. The other conclude else From several definitions above the researcher concludes that writing is an activity to put any ideas, opinion, or what in writers' mind into written form. It is also intended to express writers' feel or anything else that writers want or not to convey it to other people. The writing activity, definitely, has to have purpose in order to make it acceptable by public.

B. Components of Writing

Weigle et all (1981:115-116) stated that (see figure 6.3)scale, script are rated on five aspect of writing as follow:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Language use
- 5) Mechanical

Heaton (1988:135) explained that there are five general components for a good writing, namely

- 1) *language use*: the ability to write correct and appropriate sentences;
- 2) *mechanical skills*: the ability to use correctly those conventions peculiar to the written language (punctuation, spelling)
- 3) *treatment of content*: the ability to think creatively and develop thoughts, including all irrelevant information
- 4) *stylistic skills*: the ability to write in an appropriate manner for a particular purpose with a particular audience

mind, together with an ability to select, organize and order relevant information.

- 5) Judgment : the ability to write in appropriate manner for a particular purpose with a particular audience in mind. together with an ability to select, organize and order relevant information.

Hughes in sianna (2008:103) stated that point out that in analytic scale, it has five components in writing namely:

1) Content

The content of writing should be clear to the readers, so that the readers can understand the message that is conveyed and gained from the content of the information itself. In order to have a good content of writing, its content should be well unified and completed. The term usually that is known as unity and completeness, which become the characteristics of a good writing. The writing is regarded to have a unity if it has some ideas and the sentences contained in it developed idea. The main idea is stated in the topic sentences and every supporting item develops it and related to that idea. In addition, a good topic sentence excites the reader's interest; developing that sentence into a full paragraph should satisfy that interest. Development means supporting our main idea of generalization with specifics. Four typical methods of support – or kinds of development – for a topic sentence are concrete detail, example or incidents, facts or statistics, and reasons.

2) Organization

Organization in writing includes coherence, order of important, general to specific (specific to general), chronological order, and spatial pattern.

- a) Coherence means all ideas have to be sticking together, in the right order, and clear.
- b) Order of importance means arranging the ideas and building the ideas to give a strong ending in paragraph.
- c) General to specific (specific to general) means arranging the topic sentence to make a general statement followed by a series supporting sentence with specific, details, examples, and facts. Moreover, about specific to general is contrary with general to specific.
- d) Chronological order means the paragraphs are organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. Not paragraph arranged chronologically tell stories. Some give directions of explanation a process: other summarizes historical events, and still others report on the steps or action taken by an individual or organization. Nevertheless, they all share an underlying similarity; they present their ideas in the order in which they happened.
- e) Spatial order means telling how something looks and more effective in describing.

3) Vocabulary

One of requirements of a good writing always depends on the effective use of words. In personal description, word plays a dual role: to communicate and to evoke; and then, to the readers to perceive and feel. This twofold purpose is evident even that is such as a practical and common form of writing as an advertisement. Effective use of words also deals with connotative or figurative languages which are forms of

writing, but mostly in personal description. In such description, word values in association are more effective than those mainly communicate information.

4) Language use

Language use in writing involves correct usage endpoints of grammar such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verb, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since people have an opportunity to reread and to correct what have been written. Errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement and in case of noun and pronoun should be avoided.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make the readers easy to understand the conveying ideas or the messages that is stated in writing.

- a) Capitalization. The use of capitalization in writing can clarify the ideas. The sentences are capitalized correctly, avoid ambiguous meaning and misunderstanding. Besides, through correct capitalization of sentences, it also helps the readers to distinguish one sentence to others.

- b). Punctuation. It can be used as a unit of meaning and suggest on how the units of it relates to each other.
- c) Spelling. There are three important rules followed in using spelling appropriately. They are suffixed addition, plural formation, and handling-error within the words.

C. Procedure Text

Artono (2008 : 134) stated that a text that gives some clues of how to do something through a series of action

Masruroh (2015:1) stated that procedure text have third definition generally as follow:

- a) Texts that explain how something works or how to use instruction/operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax.
- b) Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
- c) Texts that deal with human behavior eg how to live happily, how to succeed

Summington (2009 : 156) explained that Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series

From several definitions above, the researcher concludes that can be defined as any meaningful stretch of language in oral and written that has social purpose to give information how to do something or achieve a goal.

1. Characteristic Genre of Procedure Text

Artono (2008 : 134) Stated that there are two Characteristic Genre of text procedure text As follow:

a) Social Function :

To describe how something is accomplished through a sequences of action or steps. Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something

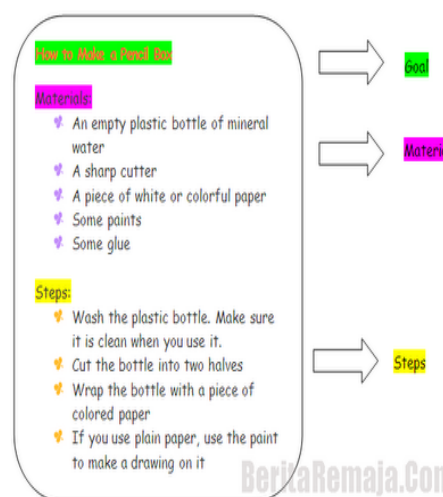
b) Generic Structure of Procedure Text

Goal / purpose : To give information what we need

Material : Things that you need to make an object

Step : (i.e. goal followed by series of step oriented to achieving the goal)

Figure 2.2: genre of text procedure text



Dinda (2012 : 1)

a. Significant Lexico grammatical Features

Anderson et all in Hidayati (2010 : 19) explained that Besides having social function and generic structure, procedure text also has significant lexico

grammatical features that support the form of a procedure text. They are:

- 1) Simple Present Tense, especially imperative form Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.
- 2) Connective of sequence Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence
- 3) Numbering The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

Departement Pendidikan Nasional (2003: 80) wrote that part of significant lexicogrammatical feature as follow :

- a) Focus on generalize human agens
- b) Use of simple presents tense,often imperative
- c) Use mainly of temporal conjutions (or numbering to indicate sequence)
- d) Use mainly of material process

4) The Example of Procedure Text

Artono (2008 : 135) stated that example procedure text How to make a sauté Green Shrimps

How to make a sauté Green Shrimps

Ingredients : a sauté green, shrimps, a pinch of salt and pepper, 3 garlic, water, oil,

Utensil you need : Frying pan, spatula, cheese, plate, stove, knife,

How to make it :

- a). First wash the vegetables and garlic's
- b). Then, chop the vegetables.
- c). Slice the garlic very thin
- d). Prepare the shrimps
- e). Next, heat the oil in a frying pan. sauté the garlic, shrimps and finally the vegetable
- f). Cook then serve it its on the plate

How to make cheese omelets

Goal How to Make a Cheese Omelet

Ingredients : 1 egg, 50 g cheese, cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils : Frying pan, fork, spatula, cheese grater, bowl and plate.

Steps :

- a).First, crack an egg into a bowl
- b).Second, whisk the egg with a fork until it is smooth
- c) Third, add milk and whisk well
- d).Fourth, grate the cheese into the bowl and stir
- e).Fifth, heat the oil in a frying pan
- f).Sixth, pour the mixture in a frying pan
- g).Seventh, turn the omelet with a spatula when it browns
- h).Next, cook both sides
- i).Then place on a plate; season with salt and pepper.
- j). Finally, Eat while warm

Thus from an example above, everybody know how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal

with the purpose: to tell the making process of cheese omelet to the reader

How to Make a Cup of Coffee

Alexa (2015:1) stated that how to make coffee



Figure 2.3 A Cup of coffee

Ingredient :

- 2 spoons of sugar
- one spoon of coffee powder
- hot water
- a cup
- a spoon

Procedure :

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee.
5. Stir it well and the hot coffee is ready to drink

D. Silent Demonstration

1)The General Concept of Silent Demonstration

Silberman (1996 :150) explained that Silent demonstration is one kind of active learning apart from active knowledge

sharing, guided note taking, active debate and etc. Silent demonstration is a teaching method that is used when we are teaching A procedure. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert.

Silberman (2002:218) stated that Silent demonstration is one kind of active learning apart from active knowledge sharing, jigsaw learning, giving question and getting answer, guided note taking, active debate and team quiz, a etc.

Zaini (2007 : 82) stated that silent demonstration is a method used to learners students to a learning material by showing, attention, and demonstrate specific learning materials submitted with in (silent) maybe so could encourage students to Operating ready mentally. the material for follow do psicomotoric

2). The procedure or steps of silent demonstration are :

In this step, the researcher treated the students to write procedure text four times by implementing the used silent demonstration for writing in procedure text.

Zaini et all (2007: 82) stated that Step by step silent demonstration consist of as follow :

- a) Determine the procedures or steps that will be taught to students.
- b) Ask the students to pay attention to your work on certain procedures. Do it with explanations or comments that minimum. Your job here is to provide a visual representation of the procedure. Do not expect many students will remember what you are doing. On this occasion you are only required to build their learning readiness
- c) Form students into pairs. Demonstrated again the first part of the procedure, try

not too much to explain. Ask each pair to discuss what they saw from the teacher demonstrations.

- d) Ask a few people to explain what you are doing. If the student is still struggling, repeat your demonstration. Comment on the correct observation.
- e) Conclude by challenging students to perform the procedure from beginning to end.

2) Advantages and Disadvantages of Silent Demonstration

Table 1 Advantages and Disadvantages of Silent Demonstration method

Advantages	Disadvantages
a. Students' concentration will focus only on the demonstration that are given by the teacher.	a. The preparation and the implementation needs a long time.
b. Students to be mentally alert	b. This method will not be effective, if the equipment are not completed
c. Give a practice experience to students that can create good memorize and skill	c. It will be difficult to do, if the students are not ready to do it.
d. Minimizing students' error in taking conclusion	

Usman, in ani (2002 : 34)

e. The Use of Silent Demonstration in Teaching Procedure Text.

Usman in ani (2002 : 34) explain that Teaching English as a foreign language sometimes makes the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not

surrender, if the students are bored with the lesson

In the process of teaching, teacher can use a method in order to stimulate students' interest. One of the methods is silent demonstration. By using silent demonstration in teaching writing procedure text, student will get an overall description of silent demonstration such as active learning The writer applies silent demonstration as alternative method in teaching procedure and

The topic was how something is accomplished through a sequence of actions or steps By using silent demonstration as a method of teaching, students will be more interested in learning writing. Beside that, they will practice regularly especially in writing. Using silent demonstration method during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of silent demonstration is that can make the students to be mentally alert and to minimize students' error in taking conclusion The success of teaching and learning process depends on several factors namely teacher, learner, technique, and the method which are used in teaching learning process. The most important thing in teaching learning process is teaching method. Concerning from the problem above

The teacher should uses an appropriate methods to make the learner comprehend more about the material of writing procedure text which the teacher explains and will make students enjoy and easy to read and understand a text especially in procedure text

2. Method

The design of this research was the quasi experimental research. a type of research design which includes experimental and control groups. The experimental group will receive a new treatment (silent demonstration) and control group received a different treatment (direct method : used English book/script).The control group is needed as a comparison to see whether the treatment is more effective than other or not. The researcher collected the data of students' writing skill after giving pre-test and post-test through quantitative analysis. To get the score, the researcher used scoring scale by calculating the students' gain score of all component of writing skill according to Jacob et al. in Weighel (2002: 116). The data analyzed by employing the following procedures

3. Results And Discussion

In this section, the discussion deals with the result in the previous part. Based on the research findings, the researcher found that theusing the researcher found that the use of silent demonstration method in teaching writing through procedure text can improve the students' writing ability significantly. It is proved through the result of students' writing tests which were conducted repeatedly in pretest and post test. It showed that the writing ability of the Seventh Year Students of Mts DDI Pacongang (Pinrang) improved especially for experimental group. It was also supported by the students' frequency and rate percentage of the students' pre-test and post-test result. Students score for experimental group by using silent demonstration in teaching writing was better than before the treatment was given to the students and better than the result of

students' procedure text in control group. Based on the students work in pre test of both experimental and control group, the researcher, the researcher analyzed that on the five components of writing, the students had ability to constructing procedure text writing. while most of the students had difficulty to start the writing task and some of them were also confused on how to write the procedure text. It was because some of them did not know generic structure and language future of procedure text. Silberman (1996 :150) explained that Silent demonstration is one kind of active learning apart from active knowledge sharing, guided note taking, active debate and etc. Silent demonstration is a teaching method that is used when we are teaching A procedure. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert. Zaini (2007 : 82) stated that silent demonstration is a method used to learners students to a learning material by showing, attention, and demonstrate specific learning materials submitted with in (silent) maybe so could encourage students to Operating ready mentally. the material for follow do psychometric. After classifying the rate percentage and frequency of the test .Based on the students' work in the pre-test of both experimental and control group, the researcher foun that most the students pre test was classified into into " " category and some of them were in "poor" category. While in experimental group there were one students in very good category and there were twenty three students in good category. And there was six students in " fair " While in control group there were not students in poor category. It can be

concluded that the students' writing ability before treatment in experimental and control group was almost the same. Based on the description of the data collected through test showed that the students ability to write in pre test of experimental and control group was same significantly. In experimental and control group most of the students ability in pre test of experimental and control group was same significantly. In experimental and control group most of the students were still classified into "Good", Fair, Poor Category. On the contrary in pre test, based the students ability to write in post test of experimental and control group was different significantly. It was proved by the mean score rate of the students post-test result of experimental and control group. In experimental group most of the students were classified into "very good, Good, and Fair category while control group most the students were still classified into "Good, Fair Category. In teaching writing, especially in experimental group, the researcher gave the students material an some example about procedure text based on Masruroh (2015:1) stated that procedure text have third definition generally as follow: Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier. Artono (2008 : 134) stated that a text that gives some clues of how to do something through a series of action. After explain the material the students were given writing procedure text. So the students were helped to organize the idea that they would write because they had more understanding about procedure text and enjoy feeling enjoy the material. Silent demonstration it also influence the students

writing in which the content aspect got the most improvement among five components of writing based on Weigle et al (1981:115-116) stated that (see figure 6.3) scale, script are rated on five aspect of writing as follow: Content, Organization, Vocabulary, Language and Mechanic. Besides using silent demonstration method in teaching writing, the researcher also gave some explanation to the students about how to write well, such as about the use of the structure, capitalization, punctuation, and also the organization of procedure text, so the language use, mechanics, and organization aspect also got improvement after the content aspect. The vocabulary also got improvement because the students got some new vocabularies from the material and instruction of doing silent demonstration. Overall, in the students achievement in both groups based on the mean score, the researcher found the mean score of the students post test in experimental is higher than control group the category based on scoring system by Dirjen basic education and junior (2005 : 2) namely: "Good", "Fair", "Poor" and "Very Poor" Category while the control group was in "Good and Fair Category". In post test result experimental group was in "Very good", Good category, while control group was in "Good" and "Fair" category. It means that the ability of the students both group were different after given treatment in which the students ability of the students ability of the experimental group was higher (75.8 > 68.83) than the students' ability of the control group. Based on the explanation above the researcher concludes that the t-test value (8.64) is greater than t-table value (1.671) α

= 0.05, see Table 4.6. It means that **H₁ was accepted and H₀ was rejected**. In other words, there was an improvement on the students' writing ability between post-test in both experimental and control group after the treatment. Finally the researcher stated that the use of silent demonstration was better in improving the students writing ability than conventional technique / (direct instruction) used English book and script.

4. Conclusion

Based on the description of data collected through test showed that students ability to write in post test experimental & control group was different significantly it was proved by mean score rate of the students post test result of experimental and control group but the students in experimental group who were taught by using silent demonstration in process were better than the students in control group who were taught by using conventional way direct instruction technique (English book / script) . After Applying t-test formula of post test t test value (8.64) is higher than t – tablevalue (1.671) it means that use of silent demonstration process be improved significantly the writing skill of seventh grade at MTS DDI Pacongang, the five component in writing by silent demonstration namely content , organization, vocabulary, language use and mechanical improved significantly.

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