DEMONSTRATION METHOD TO TEACH WRITING PROCEDURE TEXT

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ABSTRACT

This article describes how demonstration method can be used to teach writing procedures text for students in English subject. Demonstration method applies creative and active teaching process that can motivate students to engage the learning process. Teaching English in writing procedures text is not easy. Demonstration method activities require the teachers to perform a demonstration of a process to make or create something. Therefore, teaching writing procedure text in English using demonstration method needs preparation. It is expected that this method can be a suitable method for teachers and students in mastering writing procedure text in English.

Keywords: demonstration method, writing, procedure text

ABSTRAK

Artikel ini mendeskripsikan bagaimana metode demonstrasi dapat digunakan untuk mengajar menulis teks prosedur dalam mata pelajaran Bahasa Inggris. Metode demonstrasi menrapkan proses pengajaran yang kreatif dan aktif yang dapat memotivasi siswa untuk terlibat dalam proses pembelajaran. Tidak mudah mengajar menulis teks prosedur dalam Bahasa Inggris. Aktivitas metode demonstrasi membutuhkan guru untuk menampilkan sebuah deminstrasi suatu proses untuk membuat atau menciptakan sesuatu. Oleh karena itu, mengajar menulis teks prosedur dalam bahasa Inggris menggunakan metode demonstrasi membutuhkan persiapan. Diharapkan metode ini dapat menjadi satu metode yang sesuai bagi guru dan siswa dalam menguasai keterampilan menulis teks prosedur dalam Bahasa Inggris.

Kata kunci: metode demonstrasi, menulis, teks prosedur

A. Introduction

Teacher needs to be creative when dealing with the teaching learning process in order to convey the material. Besides preparing well the material, the method, and the media used should be considered as well by the teacher and organize them in the lesson plan.

As an English teacher, language skills such as listening, speaking, reading, and writing should be taught well in order to obtain the objective of learning foreign language. The four skills are obligated to be taught to the students along with the many kinds of text types or text genres.

Writing skill is difficult for students. Some researches show the reasons of writing become difficult for the students. In writing, the students need to think first about the idea or topic to write. There is also selection of words in order to arrange those words into a

good structured sentence. Each paragraph should link each other to create a good text.

The students also are required to understand certain text types or text genres in accordance with the class level. There are so many different text types such as, narrative, descriptive, procedure, anecdote, etc. which need to be understood well by the students. One text genre that always is very interesting for students is procedure text or instructional text. This text provides information of how to do something with certain steps. The teacher can show a demonstration to teach this text. Thus, the students will see directly and experience the real material.

To teach procedure text requires a suitable and typical method in order to assist students in practicing. The demonstration method is considered to be the most applicable method in learning writing procedure text.

Thus, the following description shall discuss about the writing essence, procedure text, demonstration method, and how to teach writing procedure text using demonstration method.

B. Discussion

Writing Skill and Students' Difficulties

Writing is one of the four language skills in learning English. Writing is a longer process than speaking, listening, and reading (Rahmawati, Lubis, and Ningsih, 2021). According to Muliati, Yundayani, Mawarni (2021) writing is one of the skills that should be mastered by someone who learns linguistics. In addition, Miliana (2018) also mentions that writing as a productive skill is focus on producing a language rather than receiving a language, which means writing, can represent someone's ideas through written text or concrete form of ideas.

In various studies conducted on writing skills, this skill is considered difficult by students because they feel it is difficult to start write. It requires a higher level of productive language control than the other skill (Amalia, 2017). When the students are given instruction to write on certain types of text, they have to keep in mind about the sentence structures, the

tenses, the vocabularies, the generic structures of the text, and the time they take to think the idea until they write the first word in the first paragraph. According to Tanjung, Rahmawati, and Harahap (2021), there are three reasons students feel writing is difficult; 1) grammar is required in writing process, while most students do not like learning grammar, 2) most people spend less time writing than they do listening, speaking, and even reading, and 3) Most students do not have confidence in themselves in writing and think that their writing is bad. Writing skill is more complex and difficult than other skills to teach because it is not only requiring on grammatically and rhetorical devices but also on conceptual and judgment devices (Miliana, 2018). Thus, it can be said that writing as one of the language skills is considered to be difficult to master by students because there is a complex process to accomplish which requires complex structure as well.

Text

Before going further to discuss procedure text, it is wise to understand first what text is and text types or text genres.

In general, text is a collection of words or letters that are understandable by the reader (computerhope.com). In academic terms, a text is anything that conveys a set of meanings to the person who examines it (opentextbc.ca). Quoted from article entitled Types of TEXTS (n.d.) that a text is a piece of writing you read or create. While Merriam-Webster online dictionary gives the synonyms of text (noun) as
1. a (1) : the original words and form of a written or printed work
   (2) : an edited or emended copy of an original work
   b : a work containing such text
From those above, it can be simplified that a text (noun) is a piece of written or printed work containing words which convey meanings and understandable.

There are also different types or kinds or genres of text. Several theories would like to use different term but refers to same meaning. The classification of the text types could be different from one theory to

another. Mac Donnchaidh (2023) in her web wrote two broad categories of text types into factual texts and literary text. She then added that under those broad categories there are still other sub-categories of text types such as discussion texts, explanatory text, instructional/procedural texts, persuasion texts/opinion writing, informational texts, non-chronological reports, recounts, biographies are included in factual texts, while poetry, narrative, and drama are included in literary texts. Another words quoted from article entitled Types of TEXTS (n.d.) that texts types depend on the purpose, structure, and language features. Here, the classification of text is based on text's purpose and meaning and it falls into three categories, namely expository texts, narrative texts, and argumentative texts. While in another online article entitled Different types of writing – text types (n.d.) the text types are based on different purposes and different audiences. Here, the text types, purposes, and features are differed into factual texts (including factual description, factual recount, information report, procedure, procedural recount, explanation) persuasive texts (including exposition, discussion), and literary texts (including literary description, literary recount, personal response, review, narrative). In article TEXT TYPE SCAFFOLDS (n.d.) the text types are differed based on purpose, structure, and language features, namely narrative, recount, discussion, procedure, response, explanation, description, and exposition. While in article entitled 13 Types of Text for Learning English in High Schools (n.d.listed 13 types or genres of texts such as narrative, recount, procedure, report, analytical, explanation, spoof, discussion, news item, descriptive, hortatory, review, and anecdote. In addition, quoted from an article published online entitled A Guide to Text Types: Narrative, Non-fiction and poetry (n.d.), the text are divided into three genres, namely narrative (including adventure, mystery, science, fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, play scripts, film narratives, myths, legends, fairy tales, fables, traditional tales guidance), non-fiction (including discussion texts, explanatory texts, instructional texts, persuasion texts, non-chronological reports, recounts), and poetry (including free verse, visual poems, structured poems).

From those above elaboration of text types or text genres, it can be concluded that in general the text can be classified based on different categories. Some divide the text genres based on the purpose and meaning and others based on purpose, structure, and language features. Each classification has their sub-classification which also varies in the term and number.

Procedure Text

Ferdias and Rozimela (2017) mentioned there are 12 text genres that should be learned by the students in the Curriculum 2013 and one of the genre is procedure text. Mahsun (2014) in Muliati, Yundayani, and Mawarni (2021) write that procedure/directive text is one text type belongs to the factual genre under the subgenre procedure that aims to direct or teach about the steps of how to do something, which can be either an experiment or an observation. According to Sumiyati (2019) in Muliati, Yundayani, and Mawarni (2021) procedure text is a text containing instructions arranged systematically and contain imperative sentences and verbs imperatives and conjunctions that state the sequence of activities and time indicators. While according to Miliana (2018) procedure text is designed to describe how something is achieved through a sequence of steps; it can explain how people perform different procedures in a sequence of steps. In addition, Ferdias and Rozimela (2017) say that procedure text is one of text genres that provides sequenced information or a sequential set of actions on how to accomplish or perform certain thing or activity.

Thus, it can be concluded that procedure text is one type or one genre of text which contains instructions or sequence of steps or actions to perform certain activities. The function of procedure texts as quoted from Wiranata (2020) is to provide information for readers how to make or do

something, to persuade the readers to follow the step or instruction to obtain the purpose, and to advice the readers to do the step correctly in making something. Procedure texts can be found easily everywhere such as recipes, manual instructions, instructions for making something, instructions for direction, or games rules.

Generic Structures and Language Features of Procedure Text

Quoted from Qothrunnada (2021) below is the generic structure of procedure text.

1. Aims/Goal
   The aims of procedure text will be shown in the title. For example, "how to make a mango juice".
2. Ingredients/Materials
   Ingredients or materials are all things needed to make something. For example, to make mango juice will need the fruit, water, sugar, etc.
3. Steps
   Steps contain the list of how to do, make, or operate something. Usually it is written in order or chronologically, start from the first step until the step is completed and the goal of procedure text is achieved.

While the language features (Qothrunnada, 2021) are as follow.

1. Written using the **Simple Present Tense** because the contents of the sentence are facts related to how something is made or used.
2. Using **imperative sentences**. Example: **cut** the mango, **chop** the garlic, **pour** the water, etc.
3. Using **conjunctive/connective words** to link one activity to the next. Example: firstly, secondly, then, after that, last, finally and others.
4. Using **adverbs** to provide information about time. Example: for 3 minutes, one hour, until, and to provide information on methods, such as thoroughly, well, fast, and others.

Demonstration Method

As described by Amalia (2017), there are several ways to teach procedure text.

One of them is using demonstration. Teachmint (2022) elaborates that demonstration method in teaching can be defined as giving a demo or performing a specific activity or concept; in other words, the demonstration method is a teaching-learning process carried out in a very systematic manner. De Porter and Hernacki (2004) in Prawati, Sofian, and Susilawati (n.d.) write that demonstration is to create an optimal environment, either physical or mental; the demonstration step gives students the opportunity to see and hear the details related to the skill being taught. While Silberman (1996) in Wiranata (2020) says that demonstration is a teaching technique by asking students to demonstrate or practice the given information; by demonstrating a procedure, the students can be encouraged to be mentally alert. In addition, Aisah (2021) writes that the purpose of the demonstration method is that students are able to understand how to organize or arrange something. Therefore, in simple words, demonstration method is a method in teaching learning process which performing or showing students some steps systematically so that the students understand how to do something.

There are several characteristics of demonstration method as suggested by Teachmint (2022) as listed below.

1. It should be carried out in a simple and easy manner or way.
2. It needs to give full attention to all the students in the class.
3. It should be clear about the goals and objectives of the demonstration.
4. It should be carried out with a well-planned strategy.
5. It requires a set time to rehears before performing the demonstration.

Demonstration Method in Teaching Writing Procedure Text

In general, there are six steps of the demonstration method of the teaching process suggested by Teachmint (2022) as described below.

1. Planning and preparation
   In this step, the teacher should prepare the subject matter in detail, prepare a well-structured lesson planning, complete

all collection of material needed for demonstration, and rehearse a demonstration.

2. Introduction of the lesson
   In this step, the teacher should introduce the lesson by considering individual differences, environmental setup, and differentiated experiences.

3. Presentation of the subject
   In this step, the teacher should well-prepared everything because the presentation of subject matter is very important. The teacher should attempt to teach the material to the students in order to attach their previous knowledge to the new knowledge.

4. Demonstration method
   In this step, the teacher should keep in mind to perform the demonstration to be ideal, neat, and clean for all students.

5. Teaching Aids
   In this step, various teaching aids like models, blackboard, graphs, etc. may be used by the teacher to assist during the demonstration process.

6. Evaluation
   In this step, the teacher should conduct evaluation of the whole demonstration in order to make more effective and efficient for the future.

In particular of teaching procedure text using demonstration method is also suggested by Amalia (2017) and quoted by Wiranata (2020) that can be adopted by other teachers. Below are the steps proposed.

1. Orient the learners to the demonstration that is to explain what is to be demonstrated, how it relates to the instructional program, and the purpose of demonstration.

2. Show the learners the achievement or the result/product of what the demonstration goal or purpose is.

3. Show and describe the equipment and material to be used for the demonstration activity by naming the items.

4. Emphasize safety for all the materials and equipment used for the demonstration to avoid any harmful accident.

5. Give the demonstration by showing the each step and important point that has been identified and listed by the teacher. Make sure all students understand the sentence or expression of the steps so that the students can rewrite the steps.

6. Construct the text is the last step conducted by the students. Here, they are instructed to write down the demonstration steps that they have watched and listened. There can be discussion among the students and the teacher by asking and explaining to make sure students' understanding in writing procedure text.

Another way of applying demonstration method in teaching procedure text is by employing Genre Based Approach or Text Based Teaching or Text Based Instruction as proposed by Prawati, Sofian, and Susilawati (n.d.). Here is the description of the implementation.

1. Phase 1 (Building the Context)
   Here the students are introduced the social context from picture and questions, explore from the purposes of the procedure text and text organization, and explore example from procedure text and also the generic structure and language feature used.

2. Phase 2 (Modeling and Deconstructing the Text)
   Here, the students pay attention to explanation about the steps before making procedure text, obtain knowledge about procedure text from demonstration done by the teacher, and get chance to practice in front of the class for demonstrate the procedure text in pairs.

3. Phase 3 (Joint Construction of the Text)
   Here the students start to contribute by doing the exercise in pairs, show their work in front of the class using demonstration, and get feedback from the activity. Teacher may control the students' activity during the class,

4. Phase 4 (Independent Construction of the Text)
   Here, the students work independently with the material and they can also get feedback from their independent activity.

5. Phase 5 (Linking to Related Text)

Here, the students are free to learn and apply at home what they have practiced at school (independent learning).

Advantages of Demonstration Method in Teaching Writing Procedure Text

Miliana (2018) states that teaching through demonstration method in writing procedure text can help the students to overcome problems such as their limitation of vocabularies, limitation of text organization, and mistakes in language features of procedure text. In addition, this method indirectly creates a concrete experience for the students when they are writing procedure text.

Yousafza (2023) states that demonstration method benefits students by improving their understanding, engaging them, and leading to permanent learning, but he also added that not all situations of teaching learning are suitable with demonstration method; it may only be suitable for some students and subjects.

Quoted from Teachmint (2022) there are several advantages of applying demonstration method as follows.
1. It improves the understanding of complex topics and principles.
2. Students can pay attention easily and follow the learning process.
3. Knowledge gained during the demonstration method becomes permanent because it requires different senses.
4. It leads to permanent learning.
5. It also accounts for the principles of reflective thinking.
6. Students are motivated to study and gain the necessary skills.
7. It is beneficial in achieving a psychomotor objective.
8. There is no wastage of time because the student sees the process live and understands how to apply theoretical knowledge practically.
9. It helps the students in having a deeper understanding of the subject.
10. It keeps students engaged and active throughout the teaching-learning process.
11. It helps in the creation of interest among students and imparts maximum learning.
12. It also helps in arousing the spirit of discovery among students.

C. Conclusion

From those earlier elaborations, it is very true that demonstration method is suitable for teaching learning process. This method can be applied by the teacher to teach students individually or in a group. By performing demonstration method, the students experience the "real" material during the learning process. After that, the students themselves can also demonstrate the material in front of other students or they can try it at home (individual learning). Of course there will be obstacles, disadvantages, and other when the teacher conducts this demonstration method. Therefore, teacher should be well-planned the demonstration material before-hand, make sure the material is relevant, clear, and engaging. During the learning process, the teacher should also encourage students to ask questions and participate to create interactive experience. After completing he demonstration, teacher need to review and summarize the main points of the learning so that the students can think about their knowledge of learning the material.

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