IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH DEMONSTRATION

(A Classroom Action Research with the Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor in English Language Education

Composed by :

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SEMARANG
2015**

THESIS PROJECT STATEMENT

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IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH DEMONSTRATION

(A Classroom Action Research with the Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)

The whole of this thesis is definitely my own work, except certain parts that the sources are referenced.

Semarang, July 9th 2015

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RATIFICATION

Thesis with the following identity :

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ADVISOR APPROVAL

Dear Sir,

Dean of Education and Teacher Training Faculty State Islamic University of Walisongo Semarang (UIN Semarang)

Assalamu'alaikm Wr.Wb

I inform that I have given gudance, briefing and correction to whatever extent nesessary of the following thesis identification :

Title : **IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH DEMONSTRATION**
(A Classroom Action Research with Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)

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Wassalamu'alaikum Wr. Wr

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ABSTRACT

M. Miftahul Huda (113411108) IMPROVING STUDENTS'
ABILITY IN WRITING PROCEDURE TEXT THROUGH
DEMONSTRATION (A Classroom Action Research with of Seventh
Grade Students of MTs. Al Islam Jepara in the Academic Year of
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Key words: writing, ability procedure text, demonstration,

The background of the study in this research is based on the
phenomenon that student have difficulties in writing procedure text
because the teacher just explains the material orally without being
supported by teaching aids. The result is the students' ability to write
is low. To improve students' ability in writing procedure text, the
teacher needs a strategy through using an aid that facilitates on writing
procedure text. Demonstration is one of aid that can be used in
teaching writing procedure text. Using realia, students are able to
write procedure text easily.

This research is aimed at finding the answer to the following
research questions.

How is students' improvement of procedure text writing at the
seventh grade of MTs. Al Islam Jepara in the academic year of
2014/2015, after being taught through using demonstration?

How is students' engagement improvement in teaching learning
process of procedure text at the seventh grade of MTs. Al Islam Jepara
in the academic year of 2014/2015 after being taught through using
demonstration?

Its objectives are:

Identify the improvement of students' ability in writing
procedure text, in the seventh grade students of MTs. Al Islam Jepara
in the academic year of 2014/2015.

Identify the students' engagement in teaching learning process
of procedure text, in the seventh grade of MTs. Al Islam Jepara in the
academic year of 2014/2015 after being taught through using
demonstration?.

This research is a classroom action research. It was done
through two cycles with different types of demonstration, subject, data

collection and analysis technique. The most problem occurred at the first cycle. It happened because students felt difficult with the material although they had heard before. They also felt unfamiliar with some of difficult words within the text. In the second cycle, they could write better because they were divided in groups, they were motivated in writing procedure text. They also gave full attention to teacher's explanation.

In this research, the writer took a test of their improvement in each cycle. The mean of students' writing score in the first cycle was 64.9, with the highest and the lowest score of 70and 55. The mean of students' writing score in the second cycle was 72.3, with the highest and the lowest score of 86 and 57.Finally the result of this research shows that students' ability was improved in each cycle after they were taught using demonstration. They were better in their procedure text's writing. It was signed by their improvements of each writing component, i.e.: content, organization,
vocabulary, language use and mechanic.

MOTTO

تُؤْتِىٓ أُكُلَهَا كُلَّ حِينٍبِإِذْنِ رِبِّهَاوَ يَضْرِبُ اللّهُ الأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ –٢٥–

It brings forth its fruit at all times, by the leave of its Lord. So Allah sets forth parables for men, in order that they may receive admonition.

DEDICATION

I dedicated this thesis to :

My lovely wife (Nurul Qomariyah) and my little angel (Athifah Taqiyyatus Tsaqifah) who loving me just the way I am, and giving me support in every steps of my life. You are my inspiration. I love you most

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and merciful, the king of Universe and space. Thanks to Allah because the writer could accomplish this thesis as one of requirement to finish study in English Department of Education and teacher's training faculty, Walisongo State Islamic University. Shalawat and salam for the prophet Muhammad who has brought us from the darkness to the brightness with Islamic religion.

This thesis has not been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to :

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2. Dr. H. Muslih MZ, M.A. as the Head of English Education Department.

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9. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect, therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, July, 9th 2015
The writer,

M. Miftahul Huda
114311108

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CHAPTER I
INTRODUCTION

A. **Background of The Study**

English is one of international languages used by many people in the world, language is used communication in society. People use language to convey the message each other, also they believe that language is the way to introduce their social identity to the other. Oxford Advanced Learner's Dictionary stated that 's language is the system of sounds and words used by humans to express their thoughts and feelings[1].

For Indonesian people, English is the first foreign language which is taught to the students from elementary school until university. By using English, a student can know the other countries. In junior high school and senior high school, English is one of foreign languages which is demanded to pass of national examination. English has been taught in elementary school till senior high school as the first foreign language for many years. However we never be proud of the result. Most of the students are not able to carry on a simple conversation about their daily activities or write a simple essay in English.

In evaluating the result of teaching, it will be unfair if we consider only one or two view – points. They are from the points

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[1] A. S. Hornby,*Oxford Advanced Learner Dictionary,* (NY: Oxford University Press, 1987), p.662.

of students or teacher only. We have to admit that education in general or English teaching in particular is a combined effort of several forces to achieve a common goal. Factor like the student, teacher, time allotment, use of visual aid, methodology, teaching material and other facilities that work together in affecting the final result of teaching.

The goal of education is generally supplying area which enables learner to develop and train talent and skill optimally. Everybody has different talent and ability so that they also need different way to learn. Education has a responsibility to guide to identify and develop those talent and ability.[2]

Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertain and make fun. There are various ways to use writing in our everyday life. For example we can write about the making a cup of tea.

Writing skill helps the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

Students in MTs. Al Islam usually found some difficulties when they learn to write. They could not write their ideas in

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[2] Utami Munandar, *Pengembangan Kreativitas Anak Berbakat*, (Jakarta: RinekaCipta, 2009), p.6.

writing especially procedure text, because they did not understand well about how to good writing, especially procedure text.

In teaching learning process, teacher has important roles. Teacher is a profesional educator who has main duty to educate, teach, guide, direct, train, and evaluate the learners on early children education at formal education (elementary school, junior high school, and senior high school).

Teaching learning process should be various to make student enjoy learning process. In language learning, they need more than instruction and from their teacher. This is challenge for the teacher to be able to motivate the student to pay attention.

Nowadays, English material were based on the genre text. Student in junior high school learn kind of genre text. One of the genre text taught in junior high school is procedure text. It is taught by teacher to make students know how to make or do something. Procedure text contains a process to achieve certain goal. And we can find the text not only in magazine, newspaper or construction in food wrapping, but also in the holy Qur'an. For example, Allah stated in Al-Hajj verse 5 as follows:

يَـٰٓأَيُّهَا ٱلنَّاسُ إِن كُنتُمْ فِى رَيْبٍ مِّنَ ٱلْبَعْثِ فَإِنَّا خَلَقْنَـٰكُم مِّن تُرَابٍ ثُمَّ مِن نُّطْفَةٍ ثُمَّ مِنْ عَلَقَةٍ ثُمَّ مِن مُّضْغَةٍ مُّخَلَّقَةٍ وَغَيْرِ مُخَلَّقَةٍ لِّنُبَيِّنَ لَكُمْ وَنُقِرُّ فِى ٱلْأَرْحَامِ مَا نَشَآءُ إِلَىٰٓ أَجَلٍ مُّسَمًّى ثُمَّ نُخْرِجُكُمْ طِفْلًا

ثُمَّ لِتَبْلُغُوٓا۟ أَشُدَّكُمْ ۖ وَمِنكُم مَّن يُتَوَفَّىٰ وَمِنكُم مَّن يُرَدُّ إِلَىٰٓ

أَرْذَلِ ٱلْعُمُرِ لِكَيْلَا يَعْلَمَ مِنۢ بَعْدِ عِلْمٍ شَيْـًٔا ۚ وَتَرَى ٱلْأَرْضَ

هَامِدَةً فَإِذَآ أَنزَلْنَا عَلَيْهَا ٱلْمَآءَ ٱهْتَزَّتْ وَرَبَتْ وَأَنۢبَتَتْ مِن كُلِّ زَوْجٍۭ

بَهِيجٍ ۞

Men, if you are in doubt about the resurrection, remember that we first created you from dust, then from a life germ, then from clot, and than from a lump of flesh partly formed and partly unformed".[3]

Based on the verse above, we know the information on the creation process of mankind. So, the verse above is included procedure text type, because it contains process of things. However, many students in Junior High School have difficulties to write of procedure text. In MTs. Al Islam Jepara, the student of seventh grade have difficulties to write a procedure text because they were lack of experience in writing. Beside teacher are seldom to teach writing. They focused on teaching reading and grammar. To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media and classroom interaction.

There are many strategies to develop students' writing skill

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[3] Mahmud Y. Yazid, *The Qur'an: An English Translation of The Meaning of The Qur'an,* (Beirut: Dar Al- Choura¸1980), p. 24.

especially in writing procedure text. One of them is using demonstration method. Demonstration is a teaching method that is used when we are teaching a procedure text. Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments. Put more simply, demonstration means 'to clearly show', in teaching through demonstration, students are set up to potentially conceptualize class material more effectively as shown in a study which specifically focuses on chemistry demonstrations presented by teachers. Demonstrations often occur when students have a hard time connecting theories to actual practice or when students are unable to understand application of theories.[4]

By using 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.

The writer chooses demonstration 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 and listen the detail to do or make something then they write the procedure text.

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[4] http://en.wikipedia.org/wiki/Demonstration_(teaching), May 22th 2015

Because of the reasons above the writer will to conduct an action research study in MTs. Al Islam Jepara by implementing demonstration as a method in teaching writing procedure text.

B. Research Questions

1. How is students' improvement of procedure text writing at the seventh grade of MTs. Al Islam Jepara in the academic year of 2014/2015, after being taught through using demonstration?

2. How is students' engagement improvement in teaching learning process of procedure text at the seventh grade of MTs. Al Islam Jepara in the academic year of 2014/2015 after being taught through using demonstration?

C. Objectives of the Study

1. Identify the improvement of students' ability in writing procedure text, in the seventh grade students of MTs. Al Islam Jepara in the academic year of 2014/2015.

2. Identify the students' engagement in teaching learning process of procedure text, in the seventh grade of MTs. Al Islam Jepara in the academic year of 2014/2015 after being taught through using demonstration?

D. Benefit of the Research

The benefit of the study can be stated as follows :

1. For Students

    Students can use demonstration to memorize and understand the lesson in their mind so that they will study harder and master the writing skill well.

2. For Teacher

    Teacher can use demonstration as a reference when they want to improve their ability in teaching writing.

3. For The Writer

    The writer can use this method to improve her skill in mastery writing

4. For The Readers

    It is hoped that demonstration can give more information and contribute the knowledge

5. For The School

    It can be alternative method to improve the teaching and learning process.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents literature review, which covers the general concept of writing, general concept of text, General concept of genre, recount text, personal letter as learning media, previous research and action hypothesis.

A. Literature Review

1. The General Concepts of Writing

a. Definition of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it.

Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. "Writing is functional communication, making learners possible to create imagined worlds of their own design".[5] It means that, through writing, learners can express thought, feeling, ideas, experiences, etc. to convey a specific

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[5]   Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

purpose. The purpose of writing is to give some information. "Writing is a two – step process. First, you figure out your meaning, then you put it into language."[6]

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. Making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, "Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place."[7]Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express their ideas, feelings, experience, message and opinion through words by words.

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[6] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p. 336-337.

[7] M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching* , (New York: Combridge University Press, 2000), p. 142.

b. Types of writing

Type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write.[8]

According to Finnochiaro, there are two types of writing:[9]

1. Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

2. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

The type of writing above which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple sentence. When the teacher sets a task for young learners students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

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[8] Marry Finnochiaro, *English as a Second Language: from theory to Practice*, (NY: Regents Publishing Company, Inc., 1974); p.85.

[9] Marry Finnochiaro, *English as a Second Language: from theory to Practice*, (NY: Regents Publishing Company, Inc., 1974); p.85.

c. Writing Conventions

Writing text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word and text formation, manifested by handwriting, spelling and layout also punctuation.[10]

1) Handwriting

Handwriting is a personal issue. Students should not all be expected to use exactly the same style. Nevertheless badly – formed letters may influence the readers again the writer, something which is undesirable whether the work is the product of some creative task or, more seriously, work that is going to be assessed in a test. We should encourage students with problematic handwriting to improve it.

Thought more and more written communication takes place from a computer keyboard, handwriting is still important for written assignments, and most exams.

2) Spelling

Spelling in writing form is very important to be checked. Although incorrect spelling does not

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[10] Jeremy Harmer, *The Practice of English Language Teaching,* (Longman: Pearson Education, 2001), 3th Ed., p.255-257.

often prevent the understanding of a written message, it can adversely affect the reader's judgment.

One of the reasons that spelling is difficult for students of English that correspondence between the sound of a word and the way it is spelt not always obvious. So, one of the best ways to help students improve their spelling is through reading especially extensively.

d. Writing Process

Writing requires complex thinking; the process of writing involves problem solving and decision making. According to Lundsteen "writing is a tool for getting along in the world"[11]

According to Lundsteen that "writing process is a complicated intellectual undertaking, writers need to be creative enough to generate ideas and goal directed enough to organize hose ideas into meaningful text[12]. Humes adds that "the process doesn't move in a straight line[13]"

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[11] Barbara C. Palmer and friends, *Developing Cultural Literacy Through The Writing Process*,(Boston ondon: Allyn and Balcon,1994),p.1-2.

[12] *Ibid*, p.5

[13] *Ibid*

Jenkinson stated that,

> "Teachers who focus on the writing process in a variety of disciplines take students through some variation of these steps: (1) prewriting activities (jotting down ideas, listing thoughts, brainstorming, gathering information, and so on); (2) writing a draft; (3) peer review of the draft; (4) revising; (5) editing; (6) writing the final draft; and (7) publishing".[14]

Writing process approach involves the process – step necessary to produce a good quality final piece of writing.

The writing process is : [15]

1) Prewriting

In this important first step, young learners are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease them into writing without any hesitation or worry.

For every piece of writing there is always prewrite activity. In the classroom, prewriting can be as simple as a drawing activity, or it can be woven into a discussion between the teacher and the learners.

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[14] *Ibid* p.7

[15] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: Mc Graw Hill, 2006), p. 102-109.

In prewrite steps, you gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write, they are brainstorming and clustering.

2) Writing

Young learners write down all of their ideas. They don't worry about form of correctness or even the order. The objective is to get the ideas on paper as quickly as possible. For instance, if young learners are going to be writing a manual on how to use her favorite toy, they could write down the steps they do when they play with it.

3) Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4) Editing

Learners (with the help of their teachers, caregivers, or classmates) proof – read their work to make sure that there are not any content errors or grammatical or spelling errors.

Correcting students' errors and helping students to find and correct their own errors presents a riel dilemma for teachers. On the other hand, they need

to know how to write using standard conventions of spelling, grammar, and punctuation.

5) Publishing

The writing piece is rewritten in a published or presentable form, in a student – made book, on special paper, and/or on a computer so that it can be displayed or shared.

These explanations above are 5 steps in writing process that should be done if someone wants to write easily. Before we write we have to prepare our mind to write properly. Then they have to check, is it the ideas logical?. After that the writer has to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish.

So that, the text is better produced.

e. Writing as a Cooperative Activity

O' Malley et.al define, cooperative as working with one or more peers to obtain feedback, pool information, or model a language activity, and question for clarification as asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.[16]

Thus, based on O'Malley state above students can take advantage of the presence of others to make writing

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[16]H. D Brown, *Principles of Language Learning and Teaching,* (New York: Addison Wesley Longman ,2000),p.126.

a cooperative activity. Cooperative writing works well with both process and genre based approaches. In genre-based writing, two heads analyze genre specific texts more successfully as a result.

Basically, cooperative learning corresponds to Islamic teaching which is stated in Quran surah al-Maaidah verse 2:

"Help you one another in righteousness and piety, but help you not one another in sin and rancor."[17]

The verse above explains that cooperative is very suggested in every goodness: in this point is English Language Learning. The writer may put this verse into language teaching learning context by connecting it with the cooperative learning.

Students on a class basis may be organized in groups of four to six students each to work on projects, class exercises or simple to study. In this mode of organization, students are encouraged to help each other and solve problems collectively and synergistically.

So, the researcher concludes that writing in groups, whether as a part of a long process or as part of a short-game like communicative activity, can be greatly motivating for students, including as it does, not only

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[17]Yusuf Ali, *Translation*, Retrieved from http: harunyahya.com. / Qurantranslation5. php.

writing, but research, discussion, peer evaluating and group pride in a group accomplishment.

2. **Targeted Skill of Writing**

According to Heaton, writing involves the following skills[18]:

a. Grammatical skills

The Ability to write correct sentences.

b. Stylistic skills

The ability to manipulate sentences and use language effectively.

c. Mechanical skills

The ability to use correctly those conventions peculiar to the written language e.g. punctuation, spelling.

d. Judgment skills

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

As we know from those skills above, grammatical skill has the main position than other skills, like as: stylistic, mechanical, and judgment skill. Because from grammatical

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[18]J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. (Longman : Longman Group Limited, 1975),1st Ed.., p.138

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skill, everybody knows students ability in writing by using structure sentence correct or not.

Thus, talking about test that every test has purposes. For purpose of testing, as an example that grammatical skill can be measured by an objective test of grammar. It is possible to construct grammar items of this nature by drawing on the error made by students in their free written work.

3. **Writing a Good Paragraph**

Basically, students are hoped be able to write paragraph well, so that they have to follow the general component of writing. Paragraph is a group of sentences which has one main point and some supporting sentences. A paragraph has unity when all of its sentences are related to the main point. Most of teachers probably agree that there are fifth general components of writing, they are[19]:

a. Content is the substance of writing, the ideas expressed.

b. Form is the organization of the content.

c. Grammar is the employment of grammatical form and syntactic patterns, that is included in language use categories.

d. Vocabulary is the choice of structure and lexical items to give a particular tone a flavor the writing. It is also called style.

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[19]Arthur Hughes, *Testing for Language Teachers*,(NY: Cambridge University Press, 2003), 2ndEd, p. 104.

e. Mechanic is the use of the graphic conventions of the language.

In writing a good paragraph, students should concern to three based thing, they are:

a. Unity

Based on the explanation above that paragraph has unity when all of its sentences are related to the main point. Unity is an important element of a good paragraph. It means that a paragraph discusses one and only one main idea from beginning to end[20].

b. Coherence

Another element of a good paragraph is coherence. Co- is a Latin prefix that means "together" or "with". So, the verb cohere means "hold together"[21]. Coherence itself means that a paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals. For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. Coherence has crucial position in

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[20]Alice Oshima and Ann Hogue, Writing Academic English, (Longman: Pearson, 2006),4th Ed,p.17

[21]*Ibid*, p.40

a paragraph, because without it, a paragraph cannot be understood easily by the reader. To achieve coherence, the writer need to use the transition, such as however, but, finally, fundamentally, basically, although and nevertheless.

4. **Teaching Writing for Junior High School**

Teaching English at Junior High School encompasses the four language skills. They are taught in explicit manner; therefore it cannot separate them from one another because they are related to each other.

Teaching writing at Junior High School is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control her/his language performance, or his effort to have writing practice continually. Still time allotment to learning English at Junior High School is limited that the students might not get much attention and guidance from their teacher.

While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development, which ideas will put on the text. Specific attention is needed in teaching writing English for Junior High School because the range of students' age is varies between thirteen to fifteen years old.

Students in this transition – period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced. Mark Pennington's has statement that students in this transition period have less motivation, and they present outright discipline problems[22].

Based on the statement above, the researcher concludes that the teacher's role is needed to motivate students in teaching learning process while students in transition period. They have some characteristic, they are:

a. Curious and willing to learn things they consider useful.

b. Focused on themselves and how they are perceived by their peers.

c. Beginning to think critically

d. Enjoy solving "real - life" problems and they would be much happier if such problems didn't exist.

e. Resists adult authority and asserts independence

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[22]Mark Pennington, *Characteristics of Middle School Learners (transition-period)*, Retrieved on Wednesday, April 14th 2010 at 19.24 from http://ezinearticles.com/?Characteristicsof-Middle-School-Learners&id= 1843077

f. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things, which interest them.[23]

When helping students to become better writers, teachers have a number of crucial tasks to perform. The numbers of crucial tasks to perform are[24]:

a. Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to their attention.

b. Motivating and Provoking

Student writers often find themselves "lost for words", especially in creative writing task. This is where the teacher can help, provoking the students into having the ideas, enthusing them with the value of the task, and persuading them what fun it can be.

c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

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[23]*Ibid*

[24]Jeremy Harmer, *How to Teach Writing.op.cit* ,p.41-42

d. Responding

When responding, we react to the content and construction of a piece supportively and often make suggestions for its improvement.

e. Evaluating

There are many occasion, however, when we do want to evaluate students' work, telling both them and us how well they have done. All of us want to know what standard we have reached (in this case of a progress /achievement test). When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, it although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity.

Thus, the researcher concludes that English teacher has crucial role and tasks to perform to students in Junior High School, especially at transition-period, because sometimes they have less motivation.

5. **Text**

a. Definition of Text

Oxford Advanced Learner's Dictionary stated that "text is the main written or printed part of a book or page, contrasted with notes."[25] And Longman Dictionary of

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[25] A. S. Hornby, Oxford Advanced Learners' Dictionary, (NY: Oxford

Applied Linguistics stated that "text /tekst/ is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions"[26].

b. Types of Text

There are two types of the text, they are[27]:

- Literary texts

   Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about on our life and considers our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

- Factual texts

   Factual texts include advertisement, announcements, Internet web sites, current affairs

University Press, 1987), p.1234.

[26]Jack Richards and friends, Longman Dictionary of Applied Linguistics, (England: Longman, 1990), 292.

[27]Mark Anderson and Kathy Anderson, Text Types in English 1, (South Yarra: Machmillan Education alaysia,1997),p.1-3.

shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

6. **Genre**

   a. Definition of Genre

   The word genre comes from the French (and original Latin) word for "kind" or "class". The term is widely used in rhetoric, literary theory, media theory, and ore recently linguistics. Robert Allen notes that for most of its 2,000 years, genre study has been primarily numerological and typological in function.

   Swales (1990) defines,[28]

   > Genre as a class of communicative events which has (1) a shared set of communicative ur poses that are recognized by the parent discourse community, (2) established constraints and contributions in terms of their content, positioning and form, and (3) nomenclature for ernes that is determined by the discourse community. The feasibility study, progress report, and research report are all examples of what today we would call genres.

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[28] Master, Peter. *Responses to ESP*, (San Jose: State University, 1998).p.37.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function of the genres is realized. While some purposes for speaking and writing remain constant across cultures, the ways in which these purpose are realized vary. Thus it is likely that there will be considerable variation of genres between cultures[29].

Thus from the explanation above, the researcher concludes that genre (in classroom context) is simple texts or type of literature which is communicative in its explanation to the students

b. Kinds of Genre

There are twelve kinds of genre[30], they are

1) Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

2) Report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

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[29] Jenny Hammond and friends, *English for Social Purposes*, (Australian: Macqua rieUniversity, 1992), p. 2.

[30] Mark Anderson and Kathy Anderson, *op.cit*, p.3.

3) Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4) Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or sociocultural phenomena.

5) Exposition (Analytical)

Exposition – analytical is a piece of text that persuades the reader or listener that something needs to get attention.

6) Exposition (Hortatory)

Exposition – hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

7) New item

New item is a piece of text that informs readers, listeners and viewers about events of the day which are consider newsworthy or important.

8) Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

9) Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious

experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

10) Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

11) Description

Description is a piece of text that describes a particular person, place or thing.

12) Review

Review is a piece of text that critiques an art work, event for a public audience

7. **Procedure Text**

a. Definition of Procedure Text

According to Nystrand and Himley (1986: 81)

A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.[31]

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[31] Key Hyland, *op.cit*, p.8.

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks. Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).[32]

b. Social Function of Procedure Text

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.

c. Generic Structure of Procedure Text

According to Swales, "structure of texts is a device that supports communicative purpose"[33] Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an

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[32] Mark Anderson and Kathy Anderson, op.cit,p.1.

33 J.Swales, Genre Analysis, (UK: Cambridge University Press, 1990), p.42.

expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb "construct", which has meaning: to build something, to put or fit something together, to form together[34]. Both of them have same meaning, there are three generic structure of procedure text, they are[35]:

✓ An Introductory statement that gives the aim or goal.

✓ A list of the materials that will be needed for completing the procedure (not required for all procedural texts).

✓ A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

Thus from the explanation above, it can be concluded that here are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

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34 Oxford, op.cit p. 247.

35 Mark Anderson and Kathy Anderson, op.cit, p. 53.

d. Significant Lexicogrammatical Features of Procedure Text

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. They are:

- 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.

- 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.

- 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.

e. The Example of Procedure Text

Goal : How To Make Orange Juice

Material Ingredients : - 2 sweet oranges

- Sugar

- ice cubes

Steps : - First, put the orange and ice cubes into a blender

- Second, turn on the blender. Wait until the orange and ice cubes dissolved.

- Third, put 2 tablespoons of sugar into a blender and turn the blender 15 seconds.

- Fourth, pour into a glass.

- Lastly, enjoy his juice.[36]

8. Demonstration

Demonstration is one kind of active learning, demonstration is a teaching method that is used when we are teaching a procedure. By demonstrating a procedure, we can encourage the students to be mentally alert.[37]

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[36] Takenfromhttp://brechonana.blogspot.com/2014/09/contoh-procedure-text-bahasa-inggris.html (Wednesday, March 25th, 2015)

[37] Mel Silberman, *Active Learning 101 Strategies to Teach Any Subject*, (United State ofAmerica: Allyn and Bacon, 1996), p. 150

a. The procedures or steps of demonstration areas follows :

1. Prepare on a multi step procedure that the students want to learn.

   Procedure might include any of the following:

   a) Using a computer application

   b) Using lab equipment

   c) Operating machinery and etc.,

2. Ask the students to watch we perform the entire procedure. Only do it, with little or no explanation or commentary about what and why we are doing what we do. Give them a visual glimpse of the big picture or the entire job. Do not expect retention at this point, we are merely establishing readiness for learning.

3. Have students to work in pairs to demonstrate the first part of the procedure, again with little or no explanation or commentary. Ask pairs to discuss with each other what they observed that we are doing. (telling them what we are doing will lessen students' mental alertness). Obtain a volunteer to explain what are we do. If the students have difficulty, demonstrate again.

4. Have the pairs practice with each others the first part of the procedure. When it is mastered, proceed with a demonstration of the next parts of the procedure, followed by paired practice.

5. End by challenging students to do the entire procedure without any help.

b. Variations of demonstration :

To make variation in implementing demonstration, the are some consideration to follow :

1. If possible, give students an opening task to attempt the procedure before any demonstration encourage guesses and an openness to make mistakes. By doing it, we will immediately get student mentally involved. Then, have them watch we demonstrate.

2. If some students master the procedure sooner than other, recruit them as "visual demonstrators"[38]

That's all some variation in implementing demonstration as method teaching learning.

c. Advantages and disadvantages of demonstration as a method in teaching learning process. They are:

1. Advantages of demonstration as a method in teaching learning process.

   a) Students' concentration will focus only on the demonstration that are given by the teacher.

   b) Students to be mentally alert

   c) Give a practice experience to students that can create good memorize and skill.

[38] Mel Silberman, Active Learning 101 Strategies to Teach Any Subject, (United State ofAmerica: Allyn and Bacon, 1996), p. 151

d) Minimizing students' error in taking conclusion.

2. Disadvantages of demonstration as a method in teaching learning process:

a) The preparation and the implementation needs a long time.

b) This method will not be effective, if the equipment's are not completed.

c) It will be difficult to do, if the students are not ready to do it.[39]

B. Previous Research

Writing is an interesting field for research. Many researchers have conducted researches on writing skills. Related to this study, the writer chooses some literatures about previous researches which are relevant to the teaching of writing procedure text.

There is previous research related to this study:

Musta'in (3105297), Education Faculty, Walisongo State Institute for Islamic studies, Semarang, 2009. In his thesis entitled "Teaching Writing Procedure Text Using Real Things" (An Action Research at the Seventh Grade Students of MTS N Mranggen Demak in the Academic Year of 2009/2010). He did the study because the students still have difficulties in writing procedure text. The teacher still used conventional methods, the

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39 Basyiruddin Usman, Metodologi Pembelajaran Agama Islam, (Jakarta: Ciputat Pers, 2002), P.34

teacher only delivered verbally, he did not use the media, so, the students were easy to get bored. To improve writing procedure text, teacher can use real things as a teaching media to help her in teaching learning process. And the objectives of the study are: (1) to find out if there is any significance differences in students' writing ability before and after teaching writing procedure text by using real things. (2) to find out what extent the application of the real things improve the students mastery of the seventh grade students of MTS N Mranggen Demak in writing procedure text.[40] The result of the research shows that the students improve their writing procedure text by using real things as a medium in teaching writing. The similarity between his research and the writer's are on the participation, skill focus of the study (writing), and the kind of text.

A thesis by Tri Yuliani, students' number: 3102620610 (Language and Art Faculty of State University of Semarang, 2007) on the title The Use of Picture as Media in Writing a Procedure Text in The Case of Year VII Students of SMP N I Tarub, Tegal in The Academic Year of 2006/2007. The similarity is that this research focused on writing skill[41]. The result of this research is the achievement of students taught with pictures for

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[40] Musta'in "Teaching Writing Procedure Text Using Real Things". Thesis S1 IAIN (Semarang; FT library of IAIN, 2009).

41 Tri Yuliani, The Use of Picture as Media in Writing a Descriptive Text in The case of Year VII Students of SMP N I Tarub, Tegal in The Academic Year of 2006/2007. Bachelor Thesis, (Semarang: UNNES, 2007).

writing a descriptive text is better than those taught with a conventional method. So that the researcher concludes that the use of pictures as media gives contribution to improve their skills in writing a descriptive text. Because the T-test applied in both group shows that t value (5.12) is higher than the critical value in the t_{table} (1.994).

The researcher here has the title of Improving The Student's Ability In Writing Procedure Text Through Demonstration (A Classroom Action Research with of Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015). This research has same skill with the two theses above. The researcher wants to improve students' ability in writing procedure text using demonstrations involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing procedure text.

C. **Action Hypothesis**

Based on the title of Improving The Student's Ability In Writing Procedure Text Through demonstration the researcher has hypothesis that Demonstration can improve students' ability in Writing Procedure Text, and engagement in writing procedure text.

CHAPTER III
METHOD OF THE RESEARCH

This chapter discusses the research method. It describes research design, time and setting of the research, subject of the research, collaborator of the research, research procedure, scoring technique, data collection technique, data analysis technique, and achievement indicator.

A. Research Design

Research method is a systematic activity using certain method to find new thing or to prove a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher's professionalism in teaching learning process and students' learning result.

According to Arikunto, action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.[42]

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[42]Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p.104.

According to Harmer,

"Action research is the name given to series of procedures teachers can engage in either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures"[43].

Stephen Kemmis taken by D Hopkins in his book "A teacher's Guide to Classroom Research" said that action research is a form of self reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and the situations in which practices are carried out[44].

According to Kemis and Mc. Taggart in Nunan, Action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation[45]. They have argued that the characteristic of action research are:

1) it is carried out by practitioners (for our purposes, classroom

2) teachers rather than outside researchers)

3) it is collaborative, and

4) it is aimed at changing things

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[43]Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), p.344.

[44]D. Hopkins, *A Teachers Guide to Classroom Research,* (New York: Bristol openUniversity Press, 1993), p. 44.

[45]David Nunan, *loc.cit.*

From the definition of action research above, the researcher concluded that action research is an action in research that can be done by teacher, researcher and teacher with his or her colleague, etc. which involves a group of student to improve the quality of teaching and learning process or to enhance students 'understanding to the lesson.

Action Research engages teachers in four steps processes, namely: to identify an area of focus, collect data, analyze and interpret data, also develop an action plan.

The steps of action research[46]

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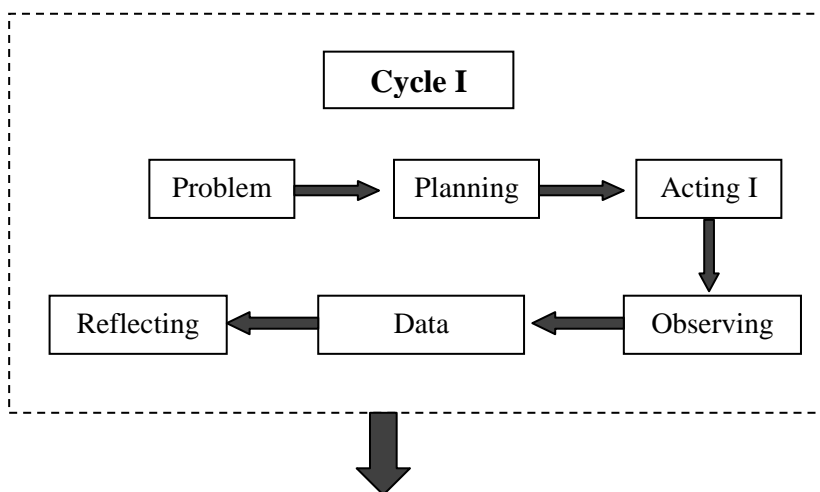
[46]Fakultas Tarbiyah IAIN Walisongo Semarang, *Pelatihan Penelitian Tindakan Kelas (PTK) BagiMahasiswa IAIN Walisongo*, (Semarang: Fakultas Tarbiyah, 2008), p.8.

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│   │ Problem │ ───▶ │ Planning │──▶│ Acting II││
│   └─────────┘      └──────────┘   └──────────┘│
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│                                         ▼     │
│  ┌────────────┐   ┌───────────────┐  ┌──────────┐│
│  │ Reflecting │◀──│ Data Analysis │◀─│Observing ││
│  └────────────┘   └───────────────┘  └──────────┘│
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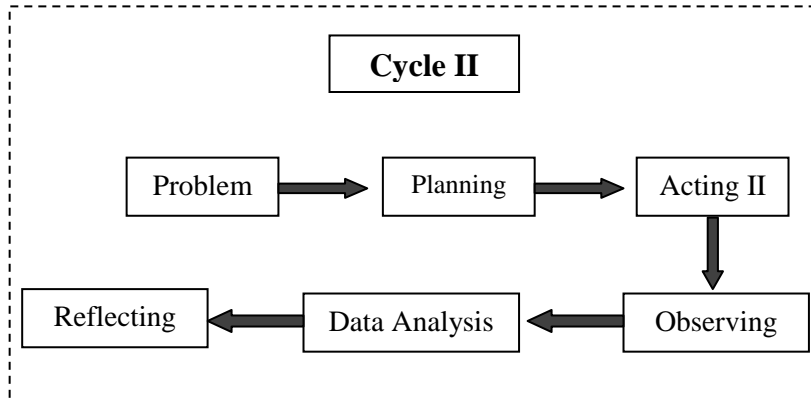
These cycles of classroom action research involved identify of problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action plan (reflecting)[47]. Before the writer does the cycles in action, it will be done preliminary at first. Research design could be done with some steps as follows :

1. Preliminary Research

    In this preliminary research, the researcher intended to find out:

    - The data such includes the number of students and students' name list
    - Students' writing score of grade VIIA before they are taught writing procedure text using demonstration.

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[47] *Ibid*, p.7

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2. Planning in Action

In this research, the writer planned to conduct three cycles of classroom action research. There are four steps process in each cycle for doing classroom action research:

a. Planning

Planning an action by focusing on who, what, when, where, and how the action will be done.

b. Acting

The planning strategy will be applied in teaching learning process.

c. Observing

In this phase, the writer observes and takes notes during teaching learning process.

d. Reflecting

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.

B. **Time and Setting of the Research**

The researcher conducted a classroom action research for 15 days, started 6 April – 20 April 2015 at MTs. Al Islam Saripan Jepara located in Jl. Pemuda Tamansari Saripan Jepara is purposively selected as the research setting because of two major reasons. Firstly, its location is near for researcher to conduct the

research. Secondly, the researcher has practiced teaching there, so she feels unfamiliar with MTs Al Islam Saripan Jepara. Researcher has known that students' of grade VIIA have difficulties in writing. So, actually researcher wants to help the English teacher to improve students' ability in writing. This condition matches to the demonstration as a media which can be applied in the teaching of procedure text in classroom.

C. **Subject of the Research**

The subject of the research are students of seventh (VIIA) class of MTs. Al Islam Saripan Jepara, where the total number are 35 students that all of are females. They came from different intelligence, social background, and places.

Table 1.

Students' name on class VIIA at MTs. Al Islam Saripan Jepara in the academic year of 2014/2015

No	Name of Students	Code	Sex
1	ALFIAN INDRIYANI	S - 01	Female
2	ALFINA DAMAYANTI	S - 02	Female
3	ALSA FITRIANI	S - 03	Female
4	AMRINA ROSYADA	S - 04	Female
5	ANA AZUROH	S - 05	Female
6	ANDRE NUR AFITA	S - 06	Female
7	ANISA RIZKY WULANDARI	S - 07	Female
8	ARUM WULANDARI	S - 08	Female
9	ASTRIANI	S - 09	Female
10	AULIYA INDRIYANI	S - 10	Female

11	AVI MAFTUKHA	S - 11	Female
12	BELLA MARTHA SEFIA	S - 12	Female
13	DEWI KHIKMAYANTI	S - 13	Female
14	DIVIA EKA DAMAYANTI	S - 14	Female
15	FARIDA AZKA SALMA	S - 15	Female
16	FEBBY PUTRI ERVIANA	S - 16	Female
17	HANI ROHMAH DWI SAPUTRI	S - 17	Female
18	HANIK AFIFAH	S - 18	Female
19	KHOIRUL RIZKIYAH	S - 19	Female
20	KHOIRUN NISA'	S - 20	Female
21	LESTARI DWI JAYANTI	S - 21	Female
22	LULUK HAJAR KHUMAIDA	S - 22	Female
23	MEI SRI SULISTIANI	S - 23	Female
24	NENI LOREANSA	S - 24	Female
25	NOR FARIDA	S - 25	Female
26	NUR ISNAINI KHIKMAFIROH	S - 26	Female
27	NURUL IDAYANTI	S - 27	Female
28	NURUL ZAKIYATUL AINI	S - 28	Female
29	PUTRI HIDAYAH KUSUMA WATI	S - 29	Female
30	PUTRI SYAFA'ATUL AULIYA	S - 30	Female
31	ROSYADAH FAIRUS SRI LESTARI	S - 31	Female
32	SITI SAIDATUL MASHITOH	S - 32	Female
33	SRI REJEKI NINING WIJAYANTI	S - 33	Female
34	UMI NUR AINI	S - 34	Female
35	ZULIYANA MELANI	S - 35	Female

D.   **Procedure of the Research**

In doing this research, the researcher will focus on the improvement of students' ability in writing procedure text. This research will use a Classroom Action Research as a field research

method. In writing this research, the researcher will use Qualitative design using mini test in each cycle to know the improvement of students' ability in writing procedure text. The steps of this research were arranged in four phrases, those were : preliminary research, cycle 1 and cycle 2. There were four activities that should be done in cycle 1 and cycle 2. Its steps in this kind of research where using some cycles and it was implemented to improve students ability .The four components consisted of planning, acting, observing and reflecting.

The Broad Outline of Classroom Action Research Procedures[48]
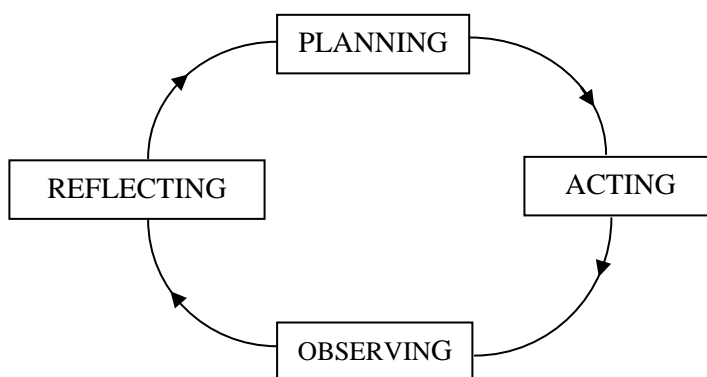
a. First cycle

The researcher as an English teacher will give explanation about procedure text, although it had been explained on the day before. Researcher will use realia as an

[48]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 6th d., p.92.

aid at this evaluation test with the topic "How To Make Orange Juice". After that, they have to make its report in written form. So the researcher gets the data from the first evaluation test which is applied using realia. Start from here, the researcher can make hypothesis: is demonstration give contribution to the students' ability in writing procedure text?

Planning	1. Preparing the teaching aid.
	2. Making a lesson plan.
	3. Preparing present list in order to know students' activeness in joining teaching learning process
Acting	1. The researcher (as a teacher) greets students.
	2. The researcher will introduce herself to the students.
	3. Ask and answer about various things related to the Students'condition
	4. The researcher calls the role.
	5. The researcher gives motivations to the students related to the material that will be taught, its purpose are: in order the students understand the material exactly to concentrate students'attention on the learning situation.

	6.	The researcher explains the material.
	7.	The process of transformational of material by contextual approach first.
	8.	The researcher gives an example of procedure text in practice to the students in front of class.
	9.	The researcher asks students to practice it using realia, together.
	10.	The researcher asks students to make it in written form.
	11.	After the students finishing their writing, the researcher asks them to collect their result
	12.	Teacher gives other topic to practice in the classroom.
	13.	The researcher asks them to collect their result in written form on a piece of paper
Observing	1.	Observing the teaching learning process focus on Students' ability that indicates their understanding and concern on the lesson.
	2.	Observing the students when they were writing a procedure text according to the demonstration.
Reflecting	1.	Analyzing the data from the cycle.

| | 2. The researcher and the teacher will discuss the result of the cycle. |
| | 3. Make a conclusion from cycle I. |

b. Second cycle

Same with the procedure in cycle one, still the researcher as an English teacher. Actually, the teacher will give other example with the material "How To Make Orange Juice". The researcher will apply it, thus the students are asked to practice it in group which are consist of six students for each cycle and after that, they have to make it in written form. So, the researcher knows about the improvement of students' ability in writing procedure text with compare between the score at first and second cycle.

Planning	1. Preparing the material of writing
	2. Choosing the realia as an aid in teaching according to the material.
	3. Designing lesson plan of cycle II.
Acting	1. The researcher explains the material, although it had been explained on meeting before.
	2. The researcher asks the students about their problems on the previous lesson.
	3. The researcher explains the problem.
	4. The researcher asks students' understanding.

	5. The researcher divides the students into six groups, so each group consists of six students.
	6. The researcher shows realia that will be explained her first.
	7. Teacher practiced how to make a sandwich in front of class, so each group can pay full attention to teacher explanation and practice.
	8. Teacher asked students to practice make a cup of juice procedure in their group.
	9. The researcher guides the students in writing.
	10. After the students finished their writing, they have to collect their writing to the researcher.
Observing	1. Observing the teaching learning process focus on Students' ability that indicates their understanding and concern on the lesson.
	2. Observing the students when they were writing a procedure text according to the demonstrations
Reflecting	1. Analyzing the data from the cycle.
	2. The researcher and the teacher will

| | discuss the result of the cycle. |
| | 3. The researcher will compare the students' score between cycle I and cycle II to find out the improvement of students of students' ability in writing procedure text. |

E. Research Approach

Probably the most common way of classifying research studies is by categorizing them into qualitative approach. Qualitative is used to describe data which are not amenable to being conducted or measured in an objective way and therefore "subjunctive"[49]. In this research, the researcher uses descriptive qualitative approach, because the data are descriptive in the forms of written and result of test.

F. Focus of The Research

Based on the object in this study, this research is a field research. It is a research that directly conducted in the field or the respondents. In this research, the researcher focuses on improving students' ability of seventh grade (VIIA) in writing procedure text using demonstration.

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[49]Michael J. Wallace, *Action Research for Language Teachers,* (USA: Cambridge University Press, 1998), p.38.

G. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teaches English to students of grade VIIA at MTs. Al Islam Saripan Jepara. He is Mr. Budi Yuwono, S.Ag.

H. The Method of Collecting Data

As other research, classroom action research also needs to collect data to support this research. It is fundamental thing to be well throughout by a researcher before to conduct a research.

There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate. In collecting the data, the researcher attempts to employ the following methods.

1. Observation

Observation is a very common way to collect data in action research settings is to observe and record information. Also observation as the activity of giving total concern to research object by the sense[50]. The researcher has crucial role and she will observe the participants in their teaching- learning process of course in English subject. So here the researcher decides to be an observer participant. Observer participant which

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[50]Suharsimi Arikunto, *op.cit*., p.156.

has purpose is known by all participants. Here the researcher may record data as they occur.80 Ideally, the researcher spends a considerable amount of time in the setting, learning, about daily life.

The researcher will do the observations four times during the research. The first observation will focus on students' problems in writing. The next three observations more focus for the researcher to apply realia in writing procedure text also observe its improvement. So, here the researcher will observe the event in that class during the lesson.

2. Test

It is a set of questions and exercises used to measure the achievement or capability of the individual or group. Anyway it is perhaps the most common tools used to collect data by action researchers. In this research, the researcher used achievement test because it is made to measure the students⬜achievement after they learned the material. According to H. Douglas Brown[51]:

> "An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievements tests are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement tests can serve as indicators of features that a student needs to work on in the future, but the primary

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[51]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p 391.

role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction."

It took twice, there are on each cycle. Standard technique should be used to show that results of research are reliable to measure the writing test. The researcher provided mini test for each cycle.

1. First mini test in cycle I

The researcher as an English teacher has given explanation about anything which is related to procedure text, although it had been explained on the day before. Researcher used demonstration as an aid at this evaluation test with the topic "How To Make Orange Juice". After that, they practiced, and then wrote the procedure text based the topic. So the researcher gets the data from the first evaluation test which is applied using demonstrations.

1. Second mini test in cycle II

Same with the first mini test, still the researcher as an English teacher. Actually, the teacher has given other example with the material "How To Make Orange Juice". The researcher applied it, thus the students are asked to practice it in group and after that they have to write the result of "How To Make Orange Juice". So, the researcher knows about the improvement of students' ability in writing procedure text with compare between the score at first mini test and the score at second mini test.

I. Instruments

The instruments used here are test, and observation checklist.

1. Test

It was used to investigate the students' achievements after being taught procedure text using realia. The steps to arrange the mini test are follows.

a. Limit the tested material. Here, the material was limited in procedure text.

b. Determine the term to do the test.

2. Observation Checklist

In arranging this instrument, the researcher seen saw and listed some students' observable behavior that indicates their understanding on procedure text during teaching -learning activities. The researcher here made two kinds of observation checklist, first is the observation checklist for teacher and second is the observation checklist for students. These instruments are attached.

J. Technique of Analyzing Data

Data analysis is an effort which is done by teacher and a researcher to data organizes into research first form and categorizes to get hypothesis and make its planning[52].

In this research that related to the title, the writer focused on the improvement of students' writing ability. And the

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[52]Lexy J, Moleong, *Metodology Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), hlm.103

researcher wants to know whether there is improvement after the students taught using demonstrations or not.

In knowing whether the students' writing ability of procedure text is improve or not. The writer used the steps which were done by the writer in analyzing the result of students' writing ability.

The researcher used criteria of assessment that is since the content of students, writing covered the generic structures. The element of writing is content, organization, grammar, vocabulary, and mechanics. After classifying the test items, the researcher will give score for each item. The items analysis can be seen on table I.

Table I[53]

Item Analysis	Score Criteria
Content	30-27 Excellent to very good: knowledgeable substantive, thorough development of thesis, relevant to assigned topic. 26-22 Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. 21-17 Fair to poor: limited knowledgeable of subject, title substance, inadequate

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[53] Arthur Hughes, *Testing for Language Teachers*,(NY: Cambridge University Press, 2003), 2ndEd, p. 104.

	development of topic.
	16-13 Very poor: doesn't show knowledgeable of subject, non substantive, non pertinent, or not enough to evaluate.
Organization	20-18 Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive. 17-14 Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. 13-10 Fair to poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and development. 9-7 Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register. 17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured. 13-10 Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but

	meaning confused or obscured.
	9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22 Excellent to very good effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanic	5 Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,

After collect the data, the researcher will analyze it. In give scoring of the writing test, the researcher processes the result of the students' test. The researcher gives the score for each element of writing follows:

1. Content : the lowest score is 13 and the highest score is 30
2. Organization: the lowest score is 7 and the highest score is 20
3. Vocabulary: the lowest score is 7 and the highest score is 20
4. Grammar: the lowest score is 5 and the highest score is 25
5. Mechanic: the lowest score is 2 and the highest score is 5

The steps of data analysis:

1. The researcher assessed the result of students' writing of each cycle, and she will find the mean of it.

2. After that the researcher will compare the improvement of students' score on preliminary research and each cycle.

3. Then the last step is make its report in descriptive analyze form. It is mean that the writer gives information using words description to show the improvement of students' ability in writing procedure text.

In knowing the mean of the students' score, the writer used the following formula[54]:

Means or average of students' score $\dfrac{\textit{total score}}{\textit{number of students}}$

$$X = \frac{\sum X}{N}$$

Where:

    X   : *The mean or average of students' score*

    $\sum X$: *Total score*

    N   : *The number of students*

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[54]Jeffrey Glanz, *op.cit,* p.15

K. Achievement Indicator

1. Students can meet the minimum passing grade of 70

2. Those who meet the minimum passing grade is a least 75%

3. 75% students engage in the procedure text writing class

CHAPTER IV
RESEARCH FINDINGS

This chapter explains the result of this research. This is a classroom action research of the use of demonstration to improve students' ability in writing procedure text. There were two cycles in this classroom action research, which includes of preliminary research, first cycle, second cycle and third cycle. The researcher arranges data started from a preliminary research up to second cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic.

The researcher hopes this collected data can answer questions about the implementation of realia in teaching writing procedure text and the improvement of students' ability in writing procedure text after being taught using demonstrations.

Before the researcher was going to apply demonstrations in teaching writing process, there is a preliminary research.

This preliminary research was conducted at the beginning of the research. It was done Mr. Budi Yuwono, S.Ag as English teacher. The researcher just observed the classroom activity during the English lesson before students being taught writing using demonstrations.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still use

conventional method, the teacher only uses LKS and BSE hand out during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some did not pay attention to the teacher's explanation. In teaching learning process, the students did not being active in asking the teacher related to the material given. They just kept and did the task from the teacher.

From the description above, it can be concluded that the students' attention, participation, activity were low during the English lesson. Then the researcher hopes that the use of demonstration to the next can make students become concentrating and paid attention to teacher's explanation.

A. Research Finding

This action research was conducted in MTs. Al Islam Saripan Jepara, specifically at grade VIIA, in the academic year of 2014/2015. The research was conducted in three meetings started from 6th April, 2015 until 25th April, 2015. In this research, consist of pre-cycle, cycle I, and cycle II. The schedule of the research could be seen in the following table:

Table 3. Schedule of the Research

Activity		Date		
		April 6th, 2015	April 13th, 2015	April 20th, 2015
Pre-cycle	Conventional	██████		
	Pre-test	██████		
Cycle 1	Treatment		██████	
	Formative Test		██████	
Cycle 2	Treatment			██████
	Post-Test			██████

Based on table above, can be explained that pre-cycle did on April 6th, 2015. In this cycle, teacher taught to the students by using conventional method. After pre-cycle, the researcher did cycle 1 on April 13th, 2015. In this cycle, teacher taught to the students used personal letter as a medium and gave formative test. Then, the researcher did cycle 2 on April 20th, 2015. In this cycle, teacher taught to the students used personal letter as a medium and gave post-test. Every cycle can be described as follow:

Data in this research got from the several texts, started from preliminary research up to second cycle. The results as details can be showed as follows:

1. First Cycle

This cycle was conducted on April 13rd 2015. This cycle explained how the teaching learning activity took place then would be continued with the next cycles according to the

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situation. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, teacher greeted students and introduced herself to students of grade VIIA. It made them became concentrating and paid attention to teacher. Then teacher explained about procedure text and all related to it. Teacher explained about the social function of procedure text, its generic structure and its lexicogrammatical feature to students. The generic structure consist of goal, materials and steps, also imperative in present tense, action verb, connective of sequence and numbering are involved in its lexicogrammatical feature. Thus, automatically the students know what procedure text is. Next, teacher gave a short conversation by the topic of "how to make fried rice" to each student. Teacher asked them to analyze which is the generic structure and lexicogrammatical feature based on the dialogue. Then, teacher asked two students to play a role based on the dialogue. Teacher looked that the class have got the point from the dialogue and they understood about it.

After she finished, that was time to teacher showed a material to students. Suddenly class became noisy because some students were happy and asking questions to teacher related to the realia showed. They looked very enthusiasm with teacher's explanation. Teacher persuaded them to give attention and asked about how to eat gum. Actually they can express its steps using Indonesian well, but teacher asked them to express using English,

although that is difficult for them. They were still confused about how to write the procedure "how to make orange juice" appropriately. So that teacher explained it again and again until they understood enough.

After the teacher finished her explanation, she distributed a gum for each student in that class. They accepted it happily. Then teacher asked students to practice "how to make orange juice". Next, students were assigned by teacher to write a procedure text based on realia that have practiced. It is assumed as the exercise or test of first cycle. The duration of this test is for about 30 minutes. In this test, students were also full of permitted to open dictionary. Students doing the test, they are looked confused. But on the other hand, they were still enthusiasm to do the test. Their faces were looked seriously. And sometimes, teacher turned around to check students' answer one by one. Finally they collected the student's worksheet to teacher.

Then the researcher analyzed student's worksheet and calculated it. In researcher's analysis of student's work of first cycle, she found that many students still made some mistake in their writing of procedure text especially in lexicogrammatical feature. Some of them can't use some connective sequences and numbering well. They also still had difficulties in composed generic structure accurately, although they have got explanation from the teacher before doing the test.

Table data observation cycle I

NO	Activities	Grade				
		1	2	3	4	5
	Teacher organize lesson and class					
1.	Introduction				✓	
2.	Explanation of material					✓
3.	Instruction					✓
4.	Classroom management				✓	
5.	Motivating students				✓	

GUIDANCE
1. Poor
   The aspect of activity that was observed above reach out for about 20% from overall percentage 100%.

2. Fair
   The aspect of activity that was observed above reach out for about 21-40% from overall percentage 100%.

3. Average
   The aspect of activity that was observed above reach out for about 41-60% from overall percentage 100%.

4. Good
   The aspect of activity that was observed above reach out for about 61-80% from overall percentage 100%.

5. Excellent
   The aspect of activity that was observed above reach out for about 81-100%.

OBSERVATION CHECKLIST
"STUDENTS"

Explanation :

I. STUDENTS ACTIVITIES

    a)   Students concern toward teacher's explanation

    b)   Students respond to the other students' question during discussion

    c)   Students initiate to ask something related to the lesson to other students during discussion

    d)   Students respond to teacher's questions during learning activities

    e)   Students ask questions to teacher during learning activities

    f)   Students accomplish task from the teacher

II. GUIDANCE

    1. Poor

    The aspect of activity that was observed above reach out for about 20% from overall percentage 100%.

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5. Excellent

The aspect of activity that was observed above reach out for about 81-100%.

Tabel Students' Activities
Cycle I

NO	Students' Code	A					B					C					D					E					F					Total Point	%
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1	S - 01				X		X							X			X							X								X	19	54,29
2	S - 02				X			X						X				X							X							X	22	62,86
3	S - 03					X		X							X				X							X						X	26	74,29
4	S - 04			X						X				X					X				X									X	24	68,57
5	S - 05			X						X		X							X						X							X	27	77,14
6	S - 06			X				X						X					X						X							X	23	65,71
7	S - 07					X	X							X				X						X								X	21	60,00
8	S - 08					X		X							X						X			X								X	26	74,29
9	S - 09			X				X							X			X						X								X	22	62,86
10	S - 10					X		X							X		X								X							X	23	65,71
11	S - 11			X						X				X					X			X										X	21	60,00
12	S - 12			X				X						X					X						X							X	22	62,86
13	S - 13			X				X				X								X				X								X	21	60,00
14	S - 14					X				X					X						X		X									X	26	74,29
15	S - 15			X			X								X				X					X								X	21	60,00
16	S - 16					X				X			X						X					X								X	24	68,57
17	S - 17			X				X					X							X				X								X	23	65,71
18	S - 18			X						X					X					X			X									X	23	65,71
19	S - 19			X						X			X						X					X								X	24	68,57
20	S - 20			X			X					X							X				X									X	22	62,86
21	S - 21					X	X								X				X				X									X	22	62,86
22	S - 22			X				X				X					X								X							X	20	57,14
23	S - 23					X				X				X					X				X									X	23	65,71
24	S - 24			X			X							X						X		X										X	20	57,14
25	S - 25		X				X								X		X							X								X	19	54,29
26	S - 26			X						X				X			X							X						X		X	23	65,71
27	S - 27					X				X		X						X						X								X	22	62,86
28	S - 28					X		X						X			X					X										X	20	57,14
29	S - 29			X				X						X					X				X									X	21	60,00
30	S - 30			X						X					X				X				X									X	22	62,86
31	S - 31			X				X							X					X					X							X	24	68,57
32	S - 32			X			X							X					X						X							X	21	60,00
33	S - 33			X			X							X					X					X								X	20	57,14
34	S - 34			X				X						X						X			X									X	23	65,71
35	S - 35			X				X				X						X					X									X	20	57,14
	Total Point																																780	74,19

$\sum$ Criteria x $\sum$ point x $\sum$ students = 6 x 5 x 35 = 1050

Average = $\sum$ students' point : 1050 x 100% = 768 : 1050 x 100% = 74.19% (Very Good)

2. Second Cycle

This cycle was conducted on April 20th 2015.This activity was done just like the previous one that was teaching and learning process of procedure text writing using demonstrations. On previous cycle, students still made some mistake in their procedure text writing composition. So that in this activity the teaching learning process was focused to overcome the students' difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good procedure text.

On previous cycle, students still made some mistake in their procedure text writing composition. So that in this activity the teaching learning process was focused to overcome the students' difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good procedure text.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, the teacher greeted students. They also greeted her. Then, teacher began the lesson by discussed the last activity with students. Then, she started the lesson by explaining how to arrange and compose procedure text appropriately, effectively, and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. While the lesson, some of students were also asked to write a procedure text in front of class by

teacher's guidance. By doing this strategy, students were expected to be more understood and confidence which; the social function, generic structure and lexicogrammatical feature of procedure text. By this way, she found that most of students understood enough with the material; even some of them got unsatisfied score on the previous cycle. Teacher was also motivating them to be more confident in writing English text, especially procedure text.

When it was finished, they were asked to do a test by some rules as previous one. Teacher divided class into six groups, so each group consists of six students. Then teacher gave realia such as; bread, cheese, a plate, sausage, sauce, a plate, and etc. to each group. Teacher demonstrated how to make a sandwich in front of class to all groups. Suddenly some of students made a noise. Teacher asked them to work in group to practice how to make a sandwich too. At the time teacher felt confuse because each group was noise, so she tried to manage the class well. After finished, she also checked these groups one by one. They have finished practicing for about 10 minutes. After 10 minutes left, actually each group has finished the practice. Then teacher gave instruction to students, to express their practice in writing for about 25 minutes. And they looked very enthusiasm to do the assignment together with their own group. And the last, each group collect their work to teacher.

Table data observation cycle I

NO	Activities	Grade				
		1	2	3	4	5
	Teacher organize lesson and class					
1.	Introduction				✓	
2.	Explanation of material					✓
3.	Instruction				✓	
4.	Classroom management				✓	
5.	Motivating students					✓

GUIDANCE
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3. Average

   The aspect of activity that was observed above reach out for about 41-60% from overall percentage 100%.

4. Good

   The aspect of activity that was observed above reach out for about 61-80% fromvoverall percentage 100%.

5. Excellent

   The aspect of activity that was observed above reach out for about 81-100%.

Tabel Students' Activities
Cycle II

NO	Students' Code	A 1	2	3	4	5	B 1	2	3	4	5	C 1	2	3	4	5	D 1	2	3	4	5	E 1	2	3	4	5	F 1	2	3	4	5	Total Point	%
1	S - 01				X		X							X						X					X						X	22	62,86
2	S - 02				X			X						X					X						X						X	22	62,86
3	S - 03					X		X							X					X						X					X	26	74,29
4	S - 04				X					X				X						X				X							X	24	68,57
5	S - 05				X					X		X								X					X						X	27	77,14
6	S - 06				X			X						X						X					X						X	23	65,71
7	S - 07					X				X				X					X					X							X	23	65,71
8	S - 08					X		X							X						X			X							X	26	74,29
9	S - 09			X				X							X				X					X							X	22	62,86
10	S - 10					X		X							X		X								X						X	23	65,71
11	S - 11				X					X				X					X			X									X	21	60,00
12	S - 12				X			X						X					X						X						X	22	62,86
13	S - 13				X			X				X								X					X						X	21	60,00
14	S - 14					X				X					X						X			X							X	26	74,29
15	S - 15				X		X								X			X						X							X	21	60,00
16	S - 16					X				X				X					X						X						X	24	68,57
17	S - 17				X			X						X						X					X						X	23	65,71
18	S - 18				X					X					X					X				X							X	23	65,71
19	S - 19				X					X		X							X						X						X	24	68,57
20	S - 20				X					X					X				X			X									X	24	68,57
21	S - 21					X		X							X				X			X									X	23	65,71
22	S - 22			X				X							X					X				X							X	24	68,57
23	S - 23					X				X		X							X			X									X	23	65,71
24	S - 24			X				X				X								X		X									X	21	60,00
25	S - 25	X								X					X				X			X									X	22	62,86
26	S - 26			X						X		X					X													X		23	65,71
27	S - 27					X				X		X							X			X									X	22	62,86
28	S - 28					X		X						X			X					X									X	20	57,14
29	S - 29			X				X							X				X							X					X	23	65,71
30	S - 30			X						X					X				X			X									X	22	62,86
31	S - 31			X				X						X						X					X						X	24	68,57
32	S - 32			X				X						X						X					X						X	23	65,71
33	S - 33			X			X							X					X			X									X	22	62,86
34	S - 34			X				X				X							X			X									X	23	65,71
35	S - 35			X				X						X				X				X									X	22	62,86
	Total Point																															804	76,57

$\sum$ Criteria x $\sum$ point x $\sum$ students = 6 x 5 x 35 = 1050
Average = $\sum$ students' point : 1050 x 100% = 804 : 1050 x 100% = 76.57%
(Very Good)

Students 'Score of The First Cycle

NO	Students' Code	Item Analysis					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S - 01	25	16	10	15	3	69
2	S - 02	22	15	11	14	4	66
3	S - 03	23	16	10	11	3	63
4	S - 04	22	15	12	16	2	67
5	S - 05	21	13	12	16	3	65
6	S - 06	17	17	10	13	2	59
7	S - 07	16	16	15	14	2	63
8	S - 08	26	14	12	16	2	70
9	S - 09	16	16	15	14	2	63
10	S - 10	23	17	14	14	3	71
11	S - 11	23	16	10	13	2	64
12	S - 12	19	15	18	13	2	67
13	S - 13	18	17	11	17	2	65
14	S - 14	19	16	10	14	2	61
15	S - 15	22	13	12	17	2	66
16	S - 16	23	17	11	11	2	64
17	S - 17	21	14	10	16	4	65
18	S - 18	18	13	11	14	3	59
19	S - 19	23	19	10	16	2	70
20	S - 20	25	17	10	13	4	69
21	S - 21	22	15	11	13	3	64
22	S - 22	20	13	17	14	2	66
23	S - 23	22	17	12	17	2	70
24	S - 24	22	13	12	13	3	63
25	S - 25	21	19	10	17	2	69
26	S - 26	22	12	12	13	4	63
27	S - 27	23	13	10	13	2	61
28	S - 28	20	17	12	13	3	65
29	S - 29	20	16	13	14	2	65
30	S - 30	18	12	10	13	2	55
31	S - 31	19	15	17	15	3	69
32	S - 32	23	14	13	14	3	67
33	S - 33	17	14	12	14	2	59
34	S - 34	17	12	10	13	3	55
35	S - 35	21	16	12	17	2	68
	Total score	729	530	417	500	89	2265
	Mean/Average						64,7
	Minimal Score						70
	Maximal Score						55

$$X = \frac{\sum X}{N}$$

$$X = \frac{2265}{35}$$

$$X = 64,7$$

The calculation result shows that the average of students' test result of first cycle was 64,7. The highest and the lowest score of 70 and 55. Although only a view, it was an improvement if this result be compared with the previous score from the real teacher. Because the average of students' test result was 59,4 with the highest and the lowest score of 67and 52 (look at appendix 11).

1. Students' Scores of The Second Cycle

NO	Students' Code	Item Analysis					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S - 01	27	15	18	23	3	86
2	S - 02	25	14	15	21	3	78
3	S - 03	24	17	15	22	3	81
4	S - 04	20	13	15	20	3	71
5	S - 05	22	14	15	24	3	78
6	S - 06	17	14	12	21	4	68
7	S - 07	21	13	11	21	4	70
8	S - 08	20	13	15	19	3	70
9	S - 09	18	14	12	21	4	69
10	S - 10	22	15	15	18	3	73
11	S - 11	21	13	11	16	4	65
12	S - 12	20	14	15	21	3	73
13	S - 13	25	14	18	21	3	81
14	S - 14	23	13	15	15	3	69
15	S - 15	17	14	12	21	4	68
16	S - 16	21	13	11	21	4	70
17	S - 17	20	16	15	15	3	69
18	S - 18	17	14	12	21	4	68
19	S - 19	22	13	15	20	3	73
20	S - 20	25	14	18	17	3	77
21	S - 21	23	13	15	16	3	70
22	S - 22	21	13	11	14	4	63
23	S - 23	25	15	15	19	3	77
24	S - 24	20	14	15	21	3	73
25	S - 25	21	17	18	16	3	75
26	S - 26	25	13	15	19	3	75
27	S - 27	23	12	13	16	S	64
28	S - 28	22	14	12	20	4	72
29	S - 29	25	14	18	17	3	77
30	S - 30	22	13	15	15	3	68
31	S - 31	25	14	18	21	3	81
32	S - 32	21	14	12	17	4	68
33	S - 33	20	13	11	17	4	65
34	S - 34	27	14	12	16	4	73
35	S - 35	21	14	15	19	3	72
	Total score	768	487	661	500	114	2530
	Mean/Average						72,3
	Minimal Score						86
	Maximal Score						57

$$X = \frac{\sum X}{N}$$

$$X = \frac{2461}{35}$$

$$X = 70.3$$

The researcher's analysis shows that the average of students' test result of the second cycle was 72.3. The highest and the lowest score of 86 and 57. The average of students test result of second cycle was better than previous one. The researcher conclude that students improved their writing in procedure text.

B. **Students' Engagement**

In teaching learning process, students' engagement very needed, so that teaching learning process in seventh grade MTs. Al Islam Saripan Jepara. They were very enjoy and enthusiastic follow the teacher explain and demonstrate about procedure text. This matter on their activities in the class.

All of students' engagement could be seen on the table students' activities above. Base on the table above we could know students' engagement were be better from cycle I to cycle II.

C. **Summaries**

After the researcher implemented the use of demonstration in teaching writing procedure text, he got the data. It showed there were several improvements from the students and teacher performance. Students were being enthusiastic in learning

English, especially writing procedure text. Most of students paid attention to the teacher's explanation and could accomplish the task well. It was analyzed of each cycle, the mean of the students' score from the preliminary research until the third cycle briefly can be seen in the diagram below.
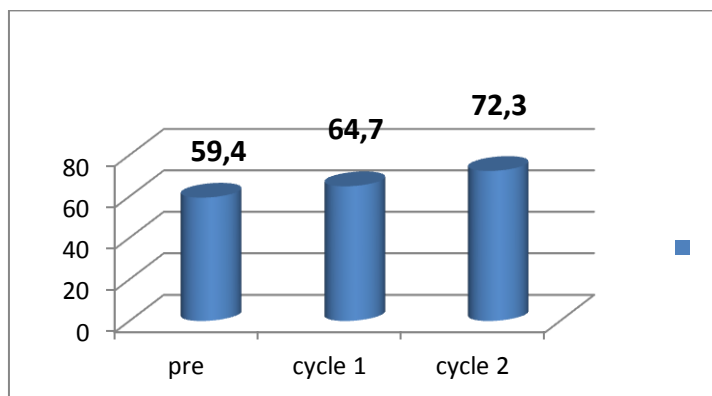
The use of demonstration could improve the students' ability in writing procedure text. It can be seen from the diagram above. So, this classroom action research of the use of demonstration in teaching writing procedure text at MTs. Al Islam Saripan Jepara was success. The improvements of mean of students' ability were 64,7 in the first cycle, 72,3 in the second cycle.

There were many factors that influenced the result of study. One of factors was teaching aid or media used in teaching. If a teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Actually, learning with the use of realia is only limited by

students' imagination. It is possible to use demonstration in teaching writing procedure text and moreover almost any subject such as vocabulary and grammar. Demonstration stimulates students' mind and is one way of encouraging creativity by involving the sense. Demonstration saves time in teaching writing. In addition, learning using demonstration also provided multi sensory impressions such as: seeing, hearing, touching, and manipulating item. So, students can improve their ability in writing procedure text.

Process in writing is more complicated intellectual undertaking than other. So, writing is difficult. Students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. But, the use of demonstration as teaching aid in writing procedure text made students easy to understood procedure text material that is delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of procedure text such, how to make orange juice and how to make a glass of tea, using demonstration which is provided by the teacher from surrounding environment. Students can understand the process or steps in writing procedure text clearly and systematically.

Thus, in fact demonstration is an effective aid to improve students' ability in writing procedure text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Teaching writing procedure text using demonstration can be enjoyable for both teacher and students. In fact, students can improve their writing procedure text after being taught using demonstration. It can be seen by students' achievement of writing scores in each cycle as follows:

- ✓ In preliminary research, the average of students' achievement was 57.9
- ✓ In first cycle, the average of students' achievement was 62.9
- ✓ In second cycle, the average of students' achievement was 70.3

Students' writing after being taught using demonstration was improved as well as their motivation to learn English. They become more understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging procedure text effectively and efficiently.

B. Suggestion

As a teacher, we must try a new way or method to create conducive situation in the class. An enjoyable relationship between teacher and students is the most important thing in

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teaching learning activities. So that, both of teacher and students will get success together through a good communication.

Teaching writing procedure text using demonstration for seventh grade students of Junior High School is not easy as we thought, there are many difficulties both of teacher and students had. The seventh grade students of Junior High School are categorized children at transition period. They often bored and sometimes lose their motivation to study English. As a professional teacher, we must push their enthusiasm and motivation always in teaching learning English by several ways as well as we can.

At the end, the researcher realizes that this thesis is far from being perfect, because of that; contrastive critics and advice are really expected for the perfection of the thesis. Finally, the researcher hopes that this study can be useful for all of us. Ameen.

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