

## **PROCEDURAL DEMONSTRATION AS A PRACTICAL LEARNING CONTRIVANCE TO AMELIORATE STUDENTS' WRITING SKILL**

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### **ABSTRACT**

Writing is considered a difficult language skill for students to master comprehensively. Therefore, it is necessary to improve students' writing skills in a meaningful way. This paper is therefore intended to discuss students' improvement in writing skills through executing a demonstration technique. The data were collected through administering pre-tests, post-tests, and questionnaires. The result of the study showed that students had various obstacles in learning writing and they were struggling to obtain a higher level of knowledge in writing procedure texts, however, through a careful and intensive implementation of demonstration technique, students' writing achievement improved significantly from session to session in all classroom writing practices. Students were not only able to write better procedure texts but their works are much worthy as well. In a nutshell, students' writing needs continually enhancing and demonstration technique is very much recommended to be implemented in classroom writing activities as an alternative teaching technique.

**Keywords:** Demonstration, procedure text, writing, learning

### **I. Introduction**

In the Indonesian classroom context, Writing is considered as a complex language skill to be mastered academically by language learners. To write a good text a comprehensive linguistic knowledge is required to have. These linguistic features covering vocabulary choice, syntactic pattern, and cohesive devices that are part of constructing a unified and coherent text. In other words, being able to write well is more than just putting words together in some sentences (Widiastuti, Mantra, & Murtini). Consequently, it is important to have a high interest in language and extensive knowledge of all aspects of the language used to express ideas, thought, feeling, and opinions in written forms. Students need to realize that if they want to become good writers, they have to do more practice to explore their thought into writing (Brindle, Harris, Graham, &

Hebert, 2016). It means that students have to continuously practice themselves to put their ideas, thought, and feeling into a written form.

The process of writing a text is not merely about understanding the concepts of work, editing, and producing a written product. However, students have to utilize all their ability to create meaningful written products. Therefore, besides using correct grammar, and word usages, and appropriate linguistics features, students should be able to express what they want to express in writing (De Smedt, van Keer, & Merchie, 2016). It can be said that writing is not only about generating or expanding ideas; however, it is also to show the author's goals or objectives. There are many goals that an author wants to convey in writing, the only thing is expressing those goals appropriately is not an easy thing to do. This is because readers may have different perspectives towards what they read and they may react differently than what the author wishes to convey to the readers. Therefore, the appropriate assessment also should be carried out to ensure that students have a high knowledge of writing (Wilcox, Jeffrey, & Gardner-Bixler, 2016).

In line with the statement above, it is strongly suggested that students should practice writing continues to improve their writing skills. Writing in a broad sense as different from simply putting words on paper has three steps: thinking about it, doing it, and revising it. However, writing is also a good thing and there are many benefits of writing such as: letting students express their ideas, adding another physical dimension to the learning process for students because hands are adding to the eyes and ears, and helping students to consolidate learning. In other skills, areas and recent writing activities allow conscious language development as students' progress in the language. Students must have an intention or purpose to learn to write. Students cannot be simply told to communicate student ideas in written form (Drew, Olinghouse, Luby-Faggella, & Welsh, 2017). However, they should be engaged in active writing activities learning to cultivate their habitual intellectual disciplines.

Writing is one of the ways to give an idea or message which is the form in writing on a piece of paper or the other area (Gillespie, & Graham, 2014). Writing skill is one of the four skills that must be learned and mastered in language learning for communication by transferring ideas or messages into written form. The most important idea from writing is the writers' ideas could be seen through their written style. Writing is also about thinking, expressing the idea or feeling, telling about people, and remembering the facts (Gallagher, Arshan, & Woodworth, 2017). Ideas can come from people's own memories, imaginations, or themselves uniquely one's own. The aspect of writing is including the uses of vocabulary, structure of the sentence, composition of the sentences, spelling, and punctuation. These aspects are very important to be mastered to be able to produce good writing. therefore, writing could be stated as one of language skill which needs a physical and mental process of the students to express their ideas, feeling, experience, and opinion through words.

The process of writing includes include planning, drafting, editing, and final version. In planning, the students write what comes into their heads. In drafting, they must organize their

idea into an outline. In editing, they need to edit what they have written. In the final version, they should re-check their work until they get satisfying work. The writing process as a classroom activity that incorporates those four stages is seen as a recursive process. It has a cycle that integrates among stages. It could be seen as a processing wheel in which it clearly shows the directions that the writers may take during the writing process. In other words, writing had different rules and steps which are based on the purpose of the writing itself (Graham, Harris, & Santangelo, 2015). Therefore, good writing result is not scored from how formal a writer can write but it is a matter of context and situation.

The writing process is a unique thing to do because a writer using words as media to communicate with the readers in written form which is expected to be understood comprehensively by the readers. Furthermore, writing is also very useful in everyday life because it is used instead to express and explore ideas or images and put their thoughts authentically into written form with good grammar and sentence to the readers (West, & Saine, 2016). To be able to make effective use of writing as an effective means of communication the writer should make a writing which consists of several well unified and coherent paragraph (Mantra, & Widiastuti, 2019). Therefore, by working hard and practicing it continuously, students may have a good knowledge of writing (Ray, Graham, Houston, & Harris, 2016).

As a language educator, a teacher should continually find a way to teach writing skills effectively (Troia, & Graham, 2017). Based on some teaching experiences and literature related to language teaching. This paper explores the process of teaching writing skills through demonstration techniques in teaching procedure texts. Demonstration techniques can be a helpful tool for students to learn the process of writing procedure texts. Some features that belong to the demonstration technique are gesture and action. Teachers can use gestures and actions to express the meaning of words and the process of writing. A teacher can demonstrate the procedural process of making things or how things work and then students can write the demonstration activities shown by the teacher. It means that through demonstration or acting something, it helps students to be able to write the process of action in the correct procedures.

There are advantages when teachers use demonstration as a technique for teaching writing. It is a useful technique because of their high-interest value such as capture students' attention. The demonstration is one that is meaningful, clear, and contains interesting elements as well (Ekeyi, 2013). Through demonstration, students get stimulated to write and they can improve their quality of writing. The demonstration technique helps students developing a positive self-concept, acquiring more self-confidence in organizing and expressing their idea (Ramadhan, & Surya, 2017). The demonstration technique also develops students' interest to write and motivates them to actively engage in learning writing in the classroom. Moreover, the demonstration technique brings students into close personal contact with the learning materials and establish a strong social relationship with other students. The technique provides functional practice for the students to improve their ability to observe accurately and to write completely.

Besides, it helps students to socialize their learning experiences when there are given opportunities to interplay their ideas, observations, and comments to other students.

Therefore, based on the previous studies and the phenomena described above, this study focused on investigating the extent of the effectiveness of demonstration techniques in enhancing students' writing ability, especially in constructing procedure texts. The findings of this study are beneficial for teachers and educators to carry out better language teaching practices. In addition, this research report is an important backup material to those who wish to increase the standard level of teaching knowledge and experiences to build up professionalism.

## **II. Methods**

The present study employed a classroom action research design. The research was intended to find out the solution to problems faced by teachers in teaching writing, especially in writing procedure texts. The subjects of the present study were the university students who are currently pursuing the in-service teaching program. To improve the writing skill of the students, there were several teaching sessions conducted by the teacher. In this case, the teaching-learning processes were done in a cycle process where each cycle consisted of one session. The session consisted of four activities, namely: planning (P), action (A), observation (O), and reflection (R). It is necessary to note that IR is a term normally used in a classroom action study which refers to a pre-test in writing procedure texts and then it proceeded by pre-activity, whilst activity and post activity.

The data in this present study were collected by administering valid and reliable research instruments. There are two kinds of instruments there are tests and questionnaires. The tests were in the form of pre-test and post-tests. The data obtained for the present study were analyzed descriptively to find out the extent of the students' increasing ability in writing procedure texts. So, the mean score obtained by the subject in initial reflection was compared with its corresponding mean score in reflections or post-test for both cycles. The score of the questionnaire which showed the subjects' changing learning behaviors was computed to establish appropriate learning behavior at the stage of the learning process of teaching procedure texts through demonstration technique. The grand mean of the first cycle and second cycle were finally compared to show the increasing scores from the first score and the second cycle so that the effectiveness of the demonstration technique can be revealed and presented vividly.

## **III. Findings and Discussion**

The study was conducted based on the result of the preliminary observation which found that the subjects had problems in writing skills especially in writing procedure texts. Thus, the researcher conducted a scientific study to improve students' writing skills. The next process was to conduct the cyclical process. The researcher carried out the present classroom action research into the pre-cycle, first cycle, and the second cycle. The data of the present study were collected

by administrating research instruments in the form of a pre-test. Post-tests and questionnaires. Therefore, in this study, the data which were collected can be divided into quantitative and qualitative data.

The quantitative data were collected from the results of pre-test and post-tests in cycle I and cycle II. The pre-test was administered before the teaching and the learning process was conducted to the subjects. The post-test was administered at the end of each cycle. Each cycle consisted of two sessions. The qualitative data were presented by the result of the questionnaire toward the effectiveness of the demonstration technique to improve students' writing skills. There were three sets of scores obtained for the present classroom action research, those were the scores of the pre-test, post-test 1, post-test 2.

Pre-cycle was carried out to know the pre-existing ability of the subjects before the technique was implemented. In the pre-cycle, the researcher interviewed the teacher who taught writing to find out the pre-existing data which showed the subjects' skill in writing and the problems that were encountered. Besides, direct classroom observation was also conducted. At the end of the pre-cycle, a pre-test was administrated to test the subjects' pre-existing ability before the technique was applied in the teaching-learning process.

Furthermore, during the interview, it was found that the students had limited time to practice writing particularly in composing writing their ideas. Besides, they were not interested in learning writing because the teacher used a demonstration technique with a short video and give the students a task to write a procedure texts then the students need to collect their works to the teacher: as result, they seemed to ignored writing in the teaching and learning process. Moreover, they felt bored as the technique that was implemented by the teacher could not help them write actively. In addition, they also had low ability in understanding the material which had been taught. Besides, the researcher also found that the subject had difficulties in practicing and developing their writing skills.

The pre-test was given to the students through google form to figure out the real problem and to quantify the subjects' initial scores in writing. The pre-test was writing procedure texts to measure the real pre-existing ability. The result of the pre-test that showed the ability of the students' writing procedure texts was still low. It was because the students were still confused about how to write procedure texts. Besides, the results of the pretest above were far away from what was supposed to be and it was not easy to improve the students' writing skills in procedure texts.

In the present research, there were two sessions in cycle I, and this cycle consisted of four interconnected activities, such as planning, action, observation, and reflection. Thus, these steps were done in a chronological event to get the maximum result in the present study. Then, the cycle I was carried out in the present research. Cycle II was conducted according to the results of post-test 1 in cycle I. This cycle was conducted to solve the problem of the subjects and increase their ability in writing procedure texts. Moreover, the result of the post-test 1 in cycle I did not

fulfill the minimum passing grade. Furthermore, cycle II was carried out to get better improvement from the previous cycle and to improve the subjects' writing skills in procedure texts.

In the pre-cycle, the researcher interviewed the teacher through WhatsApp with video call features, the researcher asked the teacher about the problems that students faced in a writing activity. The researcher also did an observation through join the class's group which was made by the teacher to do online learning. To find out pre-existing writing skill, the researcher administered the pre-test as an online test through a google form. The teacher found that the pre-test showed the subjects had low writing skills. In addition, the teacher scored the subjects' performance by using a scoring rubric based on four criteria: content, vocabulary, grammar, and mechanic. The mean score of the pre-test which was followed by 33 students was 63.54 and there were almost half of the students were could passing the minimum passing grade.

In cycle I, after the implementation of the demonstration technique, the students showed improvement in writing procedure texts. The mean score of the post-test 1 which was followed by 33 students was 82.81 and there is a student who could not pass the minimum passing grade that had been determined the results of the post-test 1 significantly showed the progressing achievement of the subjects' procedure texts writing ability. After applying the technique, almost all of the subjects could write procedure texts based on the topic given. Besides, most of the subjects were able to write the procedure texts based on the criteria required in the scoring rubric. It was shown that they were able to compose the generic structure of procedure texts in the correct and acceptable order; besides, most of their texts were unified and coherent content. However, some subjects still struggled to construct their ideas into their procedure texts. Moreover, some of them also still could not vary their sentences. Therefore, there is a subject's scores were low. Based on the observation, it was also found some of the subjects began to be active and asked about everything related to the topic when they pair their works with their friends' procedure texts. The result of cycle 1 most students achieved the minimum passing grade, but the researcher wanted to improve students' skill further, thus, it cycle II was continued.

In cycle II, the mean score of post-test 2 was 89.03. In this cycle, all the students passed the minimum passing grade. The result of cycle II also showed that the subjects' writing skills could be improved through the demonstration technique. The mean score also showed a significant improvement from the third and fourth sessions in learning writing. The subjects were more active and enjoyed the online learning process. This cycle also showed the subjects' improvement which can be seen from their writing ability. Moreover, their criteria, content, vocabulary, grammar, and mechanics were clearly understood and they could improve their ideas and imagination while writing. The mean score of the subjects improved if it was compared with the pre-test and post-test 1 in cycle I. Consequently, the present classroom action research could be ended in the second cycle.

As the supporting data, the researcher administered the questionnaire to know the subjects' responses toward the implementation of the demonstration technique to improve their writing skill. The data showed that more than 88% of the responses showed that the subjects agreed on the implementation of the demonstration technique in improving their writing skills. These figures established that the subject gave positive responses to the implementation of the demonstration technique in improving their writing skills. It could be concluded based on the subjects' responses that the demonstration technique helps them in developing their ideas into good procedure texts in such vivid details. Besides, they became more active in asking questions that they did not understand. It was really helpful for them because besides they could improve their writing skills and develop their ideas and understanding.

#### IV. Conclusion

The present research design was in the form of classroom action research. It was conducted in two cycles which in every cycle had four interconnected activities such as planning, action, observation, and reflection. However, before the teaching-learning process was taken, an initial reflection was conducted to gain the pre-existing ability of the subjects' writing skills. To collect the data, research instruments in the form of pre-test and post-test, and questionnaire were administered to the students in strict assessment conditions. According to the clear explanation of the data, it showed that the students' writing skills improved significantly after the implementation of the demonstration technique. It also showed that the subjects more active and interested after the implementation of the demonstration technique to practice their writing skill. this study was expected to be beneficial for the improvement of the teaching and learning process. Therefore, all language teachers were suggested to continually improve their students writing skills using appropriate teaching techniques, and other researchers were also suggested to conduct deeper studies to reveal more innovative and effective techniques to teach writing skills.

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