

THE APPLICATION OF DEMONSTRATION METHODS IN LEARNING EXPLANATION TEXT MIDDLE SCHOOL STUDENTS : CLASS ACTION RESEARCH

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ABSTRACT

The purposes of this research are to improve: (1) learning process quality and, (2) students skill of writing explanation text using demonstration method. This research was held at Senior High School XI Persiapan Stabat. The results of this research are: 1) demonstration method can improving process quality of writing exlanation text learning of XI Science 2 of Senior High School 1 Swasta Persiapan Stabat in Academic Year of 2020/2021 that shown by improved teacher and students performance. The average value of teacher performance in cycle I is 70,83 (enough) and in cycle II is 81,05 (good). Then average value of students performance in cycle I is 59,3 (bad) and in cycle II is 81,16 (good); (2) the demonstration method can improve students skill of explanation text writting of XI Science 2 of Senior High School Swasta Persiapan Stabat in Academic Year of 2020/2021 that shown on achive of value minimum completeness, that is 75. The average of students skill of writing explanation text in cycle I is 74,7 with percentage of 62,5% and in cycle II is 82,3 with percentage of 90,9 %.

Key words: *writing skill, explanation text, demonstration, method*

1. INTRODUCTION

Researchers conducted observations and interviews for research in class XI MIA 2 SMA Private Preparation Stabat. In this study, the writer found that the ability to write explanatory text was considered less successful because the students' writing in the form of explanatory text still showed weaknesses. This can be seen from: (1) the contents of the ideas put forward are incomplete; (2) the content organization is underdeveloped; (3) the sentence structure used was less effective; (4) the words chosen (diction) are less attractive; (5) the spelling and punctuation used there are still many mistakes.

The quality of the learning process has many assessment criteria in order to produce a quality learning process. However, in general the learning process is said to be of quality if the learning objectives have been achieved. According to Sanjaya (2012: 13) there are many components that can affect the quality of education, but it is impossible for efforts to improve quality to be done by improving each component simultaneously.

To find out the quality of the learning process that has been achieved, an assessment is needed. Assessment of the learning process is an effort to give value to teaching and learning activities carried out by students and teachers in achieving teaching goals (Sudjana, 2014: 3). This assessment includes teacher performance and student performance.

To be able to write explanatory text properly, it is necessary to improve writing skills. Writing according to Darminto (2010: 3) is an activity carried out by someone to produce writing. The point is to give birth to thoughts or feelings with writing. Writing is a language skill that is used to communicate indirectly, not face to face with other people. According to Nurjamal (2010: 4), mixing a text is not as easy as writing a speech. Mixing text requires extraordinary skills in processing and composing sentences. To say a writing can

is said to be successful or not, that is, if the writing can be understood by easy for the reader (Andayani, 2009: 28). So writing can be considered to provide information when the writing can be understood by the reader.

2. DEFINITION Explanatory text is a text that describes the process of the occurrence or formation of a natural or social phenomenon (Pardiyono, 2007: 155). Explaining has two main orientations-to explain why and to explain how, often both will appear in an explanatory text, which means "the explanation has two main orientations-to explain why and to explain how, often both will appear in an explanatory text" (Knapp & Watkins 2005: 126). Explanatory text learning material is classified as new material in the 2013 Curriculum so that many difficulties are encountered in the learning process. Many types of methods exist, but not all learning methods can be applied to improve students' explanatory text writing skills. One of the research methods chosen is the demonstration method. The demonstration method is a way of presenting learning material by demonstrating or showing students a certain process, situation or object being studied, either actual or imitation accompanied by an explanation (Nunuk, 2012: 60). According to Syaiful (2005: 210), this demonstration method is more suitable for teaching learning materials which are movements, processes or routine matters. Based on the description above, the researcher conducted a classroom action research with the title "Increasing the Ability to Write Explanatory Texts Through the Demonstration Method for Class XI MIA 2 Students of Private High School Preparation for Stabat 2020/2021". This study aims to improve: (1) the quality of the process of writing explanatory text skills using demonstration learning methods in class XI MIA 2 SMA Private Preparation Stabat, and (2) writing skills of explanatory text using demonstration learning methods in class XI MIA 2 SMA Private Preparation Stabat

2. RESEARCH METHOD

Sources of data in this study are Indonesian language subject teachers who teach in class XI MIA 2, namely Drs. Irwinskyah. Documents that support the research, namely the syllabus, lesson plans, and a list of grades for class XI MIA 2. The last data source is the observation of classroom learning activities. The data obtained by researchers are the results of interviews with subject teachers and several students of class XI MIA 2, observations of teaching and learning actions in class, and observations of research supporting documents.

In this study, researchers used three data collection techniques, namely: observation, interviews, giving tests, and document review. The data analysis used in this research is comparative descriptive technique (comparative descriptive statistic) and critical analysis technique. Comparative descriptive statistical technique is used for quantitative data,

namely by comparing the results between cycles. Meanwhile, critical analysis techniques are related to qualitative data (Suwandi: 2012: 65).

3. RESEARCH AND DISCUSSION RESULTS

Direct observation of pre-action by researchers was carried out on Tuesday, February 9 2016 at 07.00 WIB during the learning to write explanatory text in class XI MIA 2 SMA Private Preparation Stabat. In this pre-action activity, the teacher and students carry out the learning process as usual and the researcher acts as a passive participant, that is, the researcher only observes or observes the course of learning in class without considering the presence of the researcher in the class.

Based on the observations of the teacher performance appraisal sheet, it can be concluded that the pre-action performance reached a value of 53.64 with poor performance. Based on the results of these observations, it can be seen that the teacher's performance in implementing learning is not optimal.

The observation of student performance in the current learning process pre-action, namely: (1) Student activeness during apperception. At the time of the perception to start learning, only a few students are enthusiastic and earnest. At the beginning of learning, students tend to be less enthusiastic and passive. When given the opportunity to ask questions that have not been understood, students tend to be silent and do not take advantage of the opportunity. The average value of this indicator is 2.3 which is included in the poor criteria; (2) Student interest and motivation when participating in learning activities, when the teacher provides material to write explanatory text, students tend to be less interested and motivated to pay attention to the teacher's explanation during lessons. Students are less enthusiastic about doing the assignment given by the teacher to make explanatory text. The average value of this indicator is 2.3 which is included in the poor criteria; (3) The activeness and attention of students when the teacher delivers the material, in the pre-action for this indicator, students are not active in participating in class learning and students' attention has not been focused when given assignments by the teacher. This is evidenced by the fact that there are still students who do assignments by cheating. There are still many students who have difficulty doing assignments and do not dare to ask their teachers or friends so that these students need a long time to complete their assignments. The mean value for this indicator is 2.1 which falls under the very poor criteria.

Researchers also conducted interviews with teachers and students of class XI MIA 2. The learning process is still centered on the teacher, namely the teacher still uses the lecture, storytelling, and assignments / exercises to write explanatory text even though the lesson plan includes the discovery learning method, but in fact the teacher uses lecture method. the use of learning methods that are not understood by the teacher and varied, resulting in less student interest and motivation.

Based on the results of the interview, it can be seen that the learning process of writing explanatory text is still not going well and fun. This can be seen from the opinion of some students that learning is still teacher centered. In addition, students still have difficulty making explanatory text. The initial ability examination in writing explanatory text was carried out by observing the learning conducted by Drs. Herman Windriatmoko at KD wrote explanatory text. Assessment of the ability to write explanatory text includes five aspects, namely the content of the ideas put forward, content organization, sentence structure,

diction, and spelling and punctuation. The results of the assessment of the explanatory text writing skills showed that the average score reached 65.5. The mean score is still below the KKM, which is 75. In addition, students who score above the KKM are only 3 students out of 32 students, so the classical completeness achievement is only 9.4%, which is still far from the set indicator, namely 75%. Cycle I Researchers plan actions based on a syllabus that has been prepared according to school needs. Based on the established syllabus, the researcher made a learning implementation plan (RPP) consisting of 2 meetings for cycle I. The first cycle of learning will be carried out for 4 x 45 minutes (4JP). In the first meeting, the activity of writing explanatory text was focused on group activities, namely the teacher presented the teaching aid of "Solar Eclipse" then the students were divided into several groups. Each group demonstrates props. At the second meeting, students wrote explanatory text independently with the help of teaching aids demonstrated by the teacher. This aims to find out how far the increase in this first cycle is. In the implementation of learning in cycle I, researchers used demonstration methods and made learning steps that were already available in the lesson plan (RPP). The use of this demonstration method has been agreed upon by researchers and Indonesian language subject teachers, namely Drs. Irwinskyah before the holding of cycle I. Based on the teacher performance observation sheet, the results show that performance teachers at the first meeting of the first cycle reached a value of 69.79 with sufficient performance. At the second meeting of the first cycle, the teacher's performance reached 72 with sufficient criteria. The mean value of teacher performance in cycle I was 70.83 with sufficient performance. Based on these results the teacher experienced an increase in performance. However, teacher performance has not been able to increase sharply because teachers are not used to using demonstration methods. Observations of student performance in cycle I are as follows. First, student activeness during apperception. At the time of the perception to start learning, only a few students were enthusiastic and earnest. At the beginning of learning, students tend to be less enthusiastic and passive. When given the opportunity to ask questions that have not been understood, students tend to be silent and do not take advantage of the opportunity. The average value of this indicator at the first meeting was 2.78 and at the second meeting was 2.97.

The average value of this indicator is 2.9. Second, students' interest and motivation when participating in learning activities. When teachers provide explanatory text writing material, students tend to be less interested and motivated to pay attention to the teacher's explanations during lessons. Students are less enthusiastic about doing the assignment given by the teacher to make explanatory text. The average value of this indicator at the first meeting of the first meeting was 2.84 and at the second meeting was 3.03. The average value of this indicator is 2.9. Third, the activeness and attention of students when the teacher delivers the material. In pre-action for this indicator, students are not active in participating in class learning and students' attention has not been focused when given assignments by the teacher. This is evidenced by the existence of students who do assignments by cheating. There are still many students who have difficulty doing assignments and do not dare to ask their teachers or friends so that these students need a long time to complete their assignments. The average value of this indicator at the first meeting of the first meeting was 2.97 and at the second meeting was 3.16. The average value of this indicator is 3.1. Based on the results of the assessment of the explanatory text

writing skills In the first cycle, it can be seen that the average score of students' explanatory text writing skills is 74.7, with completeness of 62.5%, the highest score is 86.7, and the lowest score is 63.3.

Cycle II

Based on the results obtained in cycle I, researchers and teachers agreed to hold cycle II. Researchers convey all the advantages and disadvantages of the learning process to write explanatory text that has been done by the teacher. In the discussion of researchers and teachers it was agreed that the actions in cycle II would be carried out in two meetings, namely on Tuesday, October 1, 2020 at 07.00 - 08.30 WIB, and Thursday October 03, 2020 at 07.00 - 08.30 WIB. The RPP is prepared based on the plan for implementing learning activities which will be carried out in two meetings.

The results of the teacher performance observation sheet showed that the teacher's performance at the first meeting of cycle II reached a value of 81.3 with sufficient performance. At the second meeting of cycle II, teacher performance reached 81.8 with sufficient criteria. The mean value of teacher performance in cycle II was 81.05 with good performance. Based on these results the teacher experienced an increase in performance. Teacher performance in cycle II was quite optimal, but there were still a few obstacles that had arisen.

Observation of student performance is focused on three aspects. First, student activeness during apperception. At the time of their perception to start learning, students seemed quite excited and enthusiastic. At the beginning of learning, students tend to be active. When given the opportunity to ask questions about material that students did not understand, they tended to take advantage of the opportunity a lot. The average value of this indicator at the second meeting of the first meeting was 3.84 and at the second meeting was 4.06. The average value of this indicator is 3.9. Second, students' interest and motivation when participating in learning activities. When the teacher provides material for writing explanatory text, students are quite interested and motivated to pay attention the teacher's explanation during lessons. Students are excited to do the assignment given by the teacher to make explanatory text. The average value of this indicator is on the second meeting, the first meeting was 3.84 and the second meeting was 3.97. The average value of this indicator is 3.9. Third, the activeness and attention of students when the teacher delivers the material. In pre-action for this indicator, students are active in participating in class learning and students' attention focuses when given assignments by the teacher.

This is evidenced by the fact that there are no students who do assignments by cheating Few students have difficulty doing assignments and have dared to ask their teachers and friends so that these students do not need long enough to complete their assignments. The average value of this indicator at the second meeting of the first meeting was 3.93 and at the second meeting was 4.16. The average value of this indicator is 4.1 Based on the results of the assessment of the explanatory text writing skills in cycle II, it can be seen that the average value of the students' explanatory text writing skills was 82.3. The student completeness score was 90.6%, the highest score was 91.7, and the lowest score was 67.17. Comparison of Results of Action The action of implementing the demonstration learning model was able to improve the explanatory text writing skills both in terms of the quality of the learning process and the explanatory text writing skills of the students of class

XI MIA 2 SMA Private Preparation Stabat. This can be proven by the achievement of predetermined indicators in learning to write explanatory text. Each cycle in the application of the demonstration learning model has increased significantly. After processing the data in each cycle, comparisons are carried out in each cycle to determine the inter-cycle development of the quality of the learning process and students' explanatory text writing skills. For more details, it can be seen in the following image. Improving the quality of learning to write explanatory text is assessed from observations of teacher performance and student performance during pre-action, cycle I and cycle II. Based on data from pre-action, cycle I, and until cycle II can It is known that in every action there is an increase in learning outcomes both from the increase in teacher performance, student performance, and in students' poetry writing skills. The increase is seen in the results of teacher performance observations, namely: (1) the value of the observations of teacher performance reaches 53.64; (2) in the first cycle of meeting 1, the teacher's performance increased 16.15 to reach a value of 69.79 and at the second meeting an increase of 1.04 reached a value of 70.83; and (3) cycle II meeting 1 experienced an increase of 10.47 to reach a value of 81.3 and at meeting 2 an increase of 0.5 to reach a value of 81.8. For more details, see the following histogram.



Figure 1. Comparison of Teacher Performance in Learning Explanatory Text Writing

Observation of student performance in learning to write explanatory text is assessed on three aspects, namely: (1) student activeness during perceptions, (2) student interest and motivation when participating in learning activities, (3) student activeness and attention when the teacher delivers the material. Based on the observations that have been made, during group discussions students actively express their opinions and respect their friends' opinions. All students contribute in their groups to demonstrate teaching aids in front of the class. This is in accordance with the opinion of Iline (2013: 49), the demonstration gives pupils the opportunity to become proficient. In short, this method is recommended because it leaves nothing to chance.

Various demonstration techniques are used to impart skills to learners. In other words, the demonstration method gives students the opportunity to get smart. In short, this method is recommended because it is well prepared. A variety of demonstration techniques are used to provide students with skills. Student performance in every meeting is always improving. Starting from the activeness of students during perceptions increases, then the interest and motivation of students towards learning activities increases until the activity and attention of students towards the material presented by the teacher is also good. Kristanti, et al. (2015: 11) also expressed the same thing, with the demonstration method, it turns out that students are more motivated, have more creative ideas, are more creative, are able to speak in public, and are more active in the teaching and learning process in class. . This can be described as follows: (1) Action scores of student performance reach 44.5; (2) the first cycle of meeting 1 experienced an increase in the amount of 12.9 to 57.4 and at the second meeting an increase of 3.82 to 61.22; (3) Cycle III at the first meeting increased by 16.21 to 77.43 and meeting 2 had an increase of 3.73 to 81.16. This can be seen more clearly in the following histogram.



Figure 2: Comparison of Student Performance in Learning Explanatory Text Writing

The increase in student performance occurs because in learning the teacher provides teaching aids to be demonstrated by students in groups. In previous lessons the teacher has not used any media so that students become more interested in the learning process using the demonstration method. The use of teaching aids demonstrated by students helps students to better understand the material in the form of explanatory text. This is consistent with Uhumuavbi & Mamudu (2009: 660) which states demonstrations are useful because they provide concrete references for objects or events. Students relate terms and concepts to those event, which they have observed. That is, demonstration is useful because it provides a real reference to an object or event. Students attribute conditions and concepts to the events they have observed.

The increase in the value of explanatory text writing skills in students can be seen from the value of the students' work in making explanatory text. Students' explanatory text writing skills have increased in each cycle and are said to have increased very significantly, this was manifested in the average of students in pre-action was 65.5 with completeness 9.4%, in cycle I increased by an average of 74.7 and completeness 62.5%, while in cycle II the average value is quite large and exceeds the specified target, namely 82.3 with a percentage of completeness of 90.6% which exceeds the target on the success indicator.

The application of the demonstration method in learning to write explanatory text in class XI MIA 1 SMA Swasta Persiapan Stabat has always increased in each cycle. This can be seen from the increase

in the average class and the percentage of completeness. Based on these results it can be concluded that the use of the demonstration method can improve the ability to write explanatory text in class XI MIA 2 SMA Private Preparation Stabat.

5. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been done, the following conclusions can be drawn. First, the application of the demonstration learning method can improve the quality of the process of the ability to write explanatory text for class XI MIA 2 students in Private Preparation of Stabat. This can be indicated by an increase in the average score of teacher performance and the average student performance. The average score of teacher performance in pre-action was 53.64 with poor criteria, in cycle I was 70.31 with sufficient criteria, and in cycle II was 81.5 with good criteria. Student performance also increased, the average score for the pre-action was 44.5; in cycle I was 59.3; and in cycle II is 79.3. Second, the implementation of the demonstration learning model can improve the students' ability to write explanatory text in class XI MIA 1 SMA Negeri 1 Kutowinangun. This can be seen from the increase in the average test score of the ability to write explanatory text and the percentage of completeness of learning in each cycle. The average value of the ability to write explanatory text in pre-action was 65.5 with a percentage of completeness of 9.4%. In the first cycle the average value was 74.7 with a percentage of completeness of 62.5%. In the second cycle the average value was 82.3 with a completeness percentage of 90.6%.

Based on the conclusions of the research results, there are several things that need to be considered in the improvement and development of learning to write explanatory text. Researchers provide the following suggestions. First, for teachers: (a) Better to prepare planning and implementation of the learning process clearly and carefully; (b) Need to be more responsive to the obstacles experienced in the learning process and try to find solutions; (c) It is better to motivate students more often so that learning outcomes can be achieved optimally; (d) It is better to be more creative in using attractive learning media so that student interest increases. Second, for students: (a) it is better if they are more critical and open to the materials they get so that they can support learning activities; (b) Expected to be more enthusiastic and active during the learning process and students practice writing explanatory text more; (c) Expected to have high interest and motivation to follow learning in class. Third, for schools:

- (a) Expected to guide teachers to improve teacher professionalism in learning;
- (b) It is better to motivate teachers to innovate in the learning process so that it can trigger teachers to improve their abilities.

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