



**THE EFFECT OF DEMONSTRATION METHOD ON
WRITING PROCEDURE TEXT AT THE IX GRADE
STUDENTS OF SMP NEGERI 2
SAIPAR DOLOK HOLE**

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for Graduate Degree Education (S. Pd) in English

Written By:

NURLIANA AGUSTINA

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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a.n. Nurliana Agustina
To: Dean
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurliana Agustina**, entitled "**The Effect of Using Demonstration Method on Students' Writing Procedure Text at the IX Grade of SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan in article 14 verse 2.

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LEGALIZATION

Thesis : The Effect of Demonstration Method on Students' Writing Procedure Text at the IX Grade of SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan

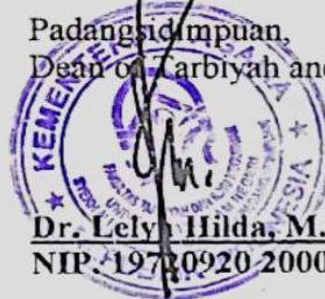
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ABSTRACT

This research focused on using Demonstration Method on writing procedure text at the IX grade students of SMP Negeri 2 Saipar Dolok Hole. The problem of this research are the students still lack in vocabulary, most of students do not have dictionary. The purpose of this research is to know whether there is the effect of using Demonstration Method on writing procedure text at the IX grade students of SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan.

There were three formulation of the problem in this research. First, how is students' writing procedure text ability at the IX grade of in SMP Negeri 2 Saipar Dolok Hole, before using Demonstration Method?. Second, how is students' writing procedure text ability at the IX grade of in SMP Negeri 2 Saipar Dolok Hole, after using Demonstration Method?. Third, is there any significant effect of demonstration method to students' writing procedure text ability at the IX grade of in SMP Negeri 2 Saipar Dolok Hole?.

The method that is used in this research was experimental research two classes were chosen randomly as the sample. They were IX-2 as experimental class that consist of 36 students and IX-3 as control class consist of 34 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

From the result of the data analysis, the mean score of experimental in pre-test was 57.2 and in post-test was 77.6 The proof was 20.5. Then, the mean score of control class in pre-test was 65 and in post-test was 69.6. The N-Gain score was 25.8. result of t-test where t_{count} was higher than t_{table} was. T_{table} was 1.67 and t_{count} was 1.69. It means that H_a was accepted, so there was a significant effect of demonstration method on students writing procedure text at the IX of SMP Negeri 2 Saipar Dolok Hole.

Key Words: *Demonstration Method, Writing Procedure Text*

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Title of The Thesis : Efek Menggunakan Metode Demonstrasi dalam Menulis Teks Prosedur Siswa Kelas IX SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan

ABSTRAK

Penelitian ini fokus membahas tentang efek dari menggunakan Metode Demonstrasi pada writing teks prosedur siswa kelas IX SMP Negeri 2 Saipar Dolok Hole. Masalah dalam penelitian ini adalah siswa amsih lemah dalam menggunakan kosakata dan banyak siswa yang tidak memiliki kamus. Tujuan darai penelitian ini adalah untuk mengetahui apakah ada efek daei manggunakan Metode Demonstrasi dalam menulis teks prosedur siswa kelas IX SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan.

Ada tiga rumusan masalah dalam penelitian ini. Pertama, bagaimana kemampuan menulis prosedur text siswa sebelum menggunakan Metode Demonstrasi pada siswa kelas IX SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan?. Kedua, bagaimana kemampuan menulis prosedur text siswa setelah menggunakan Metode Demonstrasi pada siswa kelas IX SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan?. Ketiga, apakah ada efek yang signifikan dari menggunakan Metode Demonstrasi pada siswa kelas IX SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan?.

Penelitian ini merupakan penelitian kuantitatif dalam bentuk eksperimen dengan rancangan pre test dan post test control group design. instrumen penelitian adalah pre test dan post test. data tes dianalisis dengan menggunakan rumus uji t untuk mengetahui perbedaan kemampuan siswa dalam menulis teks prosedur antara dua kelas.

Dari hasil data analysis diperoleh, pada pre- test nilai rata- rata kelas ekxprioment adalah 57.2 pada post-test adalah 77.6. Selanjutnya nilai rata-rata pada kelas control adalah 65 pada post-test adalah 69.6. Nilai N-Gain adalah 25.8. Hasil dari t-test dimana t_{hitung} lebih tinggi daripada t_{table} . Nilai T_{table} adalah 1.67 dan nilai t_{hitung} adalah 1.69. Itu berarti bahwa H_a diterima, jadi ada efek yang signifikan dari Metode Demonstrasi terhadap menulis prosedur teks siswa kelas IX of SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan.

Kata kunci : Metode demonstrasi , Menulis Teks Prosedur

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Padangsidimpuan, October 2022
Researcher

NURLIANA AGUSTINA
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CHAPTER I INTRODUCTION

A. The Background of the Research

Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader. Writing is an activity of expressing of ideas, thoughts experiences and knowledge in the form of note by using letters, symbols. Writing also a complex activity that includes integrated finger, hand, arm, and eyes movements.

Based on the curriculum english subject 2013, there are many types of genre text in english writing lesson, namely, narative, descriptive, recount, report, exposition, explanation, hartatory exposition, discussion, news item, spoof and procedure text.¹ The basic competency that should be achieved in writing english subject is the student have ability to develop and produce simply functional written text. The ninth grade student of junior high school students are taught some types of english text. Each of them is different in its social function, generic structure and language features that student should master. One of the text is procedure text.

Writing procedure text is part of a text that contains instructions for doing something in the appropriate sequence or steps so that the work can be carried out properly".² Its social function is to describe how something is completely done trough a squence of series.

¹ Kurikulum 2013 Bahasa Inggris.2018.

² Yudiati, Rini, " *Mastering 5 English Skill*", Jawa Barat: Goresan Pena, 2020,P.49.

There are some importanting of writing procedure text. First, procedure text will help the reader to know how to do certain activities. Second, procedure text can help to the reader to use a tool or aquipment correctly. The last, procedure can help the reader to understand the proper way to do something.

There are various efforts that has been done by the goverment to improve the quality of education in Indonesia, one of them is determining the appropriate curriculun to be applied. School also have an effort to raise the students ability, like prepared equipment or tools to support the students activities in learning. In the other hand, the teachers have a big role in ensuring the students to master English as their foreign language. Teacher applying an interesting strategy of method is one of the important factors in making a good impression in the classroom activities.

Based on the interview when doing preliminary research to the english teacher in SMP N 2 Saipar Dolok Hole that, there are still many student who do not know how to write the text, because they lack of vocabulary. Therefore always find difficulties to write the text and most of them could only write a few word, its because most of them do not have a dictionary. In teaching writing the teacher explain the material and ask the student to write the example of the text.³

³ Ritongar, Ernawati. Private interview with the english teacher in SMP N 2 Saipar Dolok Hole,(Sipagi,mbar: SMP N 2 Saipar Dolok Hole february 26th 2022).

Based on the informal interview with some students in SMP N 2 Saipar Dolok Hole, about their problems or their difficulties in learning English. They think writing lesson is fun lesson, because we can expressing our idea into written form. But, most of student in SMP N 2 Saipar Dolok Hole do not have a dictionary and they use a litle vocabulary, so they find the difficult to write the text. We also find the difficult to use the grammatical of the text.⁴ All these these can be an indicator the student still find difficult in writing procedure text.

In teaching, there are many factors to support the learning. They are: factor individual, environment, psychology, intellegence, attention, interest, talent, motivation, maturity, teacher-student relationship, discipline, infrastructure social and method.⁵ In this research the focus is on using method to improve students ability in writing.

Method is an organization and application of teaching, technique, teaching materials, teaching aids and supplementary materials by the teacher, with the aim of achieving the teaching and learning objectives.

The teacher can use some methods to teach writing procedure text, there are teacher centered and student centered. Student centered likes: discussion, simullation, self study, programed, problem solving and project. Teacher centered method likes: lecture, question and answer, and

⁴ Sihombing, Putra Adasi, Putri Rahma Sari and Syahrudin “*An Informal Interview to the Students of SMP N 2 Saipar Dolok Hole*”, (Sipagimbar: SMP N 2 Saipar Dolok Hole, 2022).

⁵ Uyun, Muhammad and idi warsah,” psikologi pendidikan”, Yogyakarta: CV.Budi Utama,2021,p.71-81.

demonstration method.⁶ From many kinds of method had been mentioned. The researcher just focus to one method. It is demonstration method that will be applied in teaching procedure text in writing skill.

Demonstration method is the teacher explain the detail of the experiment which he performs before the student. The students also easy to understand the material and can see the real process of how to make something, but also known their detailed explanations from the teacher.

The role of demonstration method in teaching writing procedure text is to involve students conceptualizing class material (procedure text) so that the learning process becomes effective, efficient and interesting. Besides, students will be more active because they will find something new and different from what they usually get in the class and surely they should connect it with their experiences.

According to Manuel, demonstration is a method in teaching that relies heavily upon showing the learner a model performance that he should match or pass after he has seen a presentation that is live, filmed or electronic operated. He also elaborated it as the procedure of doing something in this presence of others either as a means of showing them how to do it themselves or in order to illustrate a principle.

Based on the explanation above, the researcher was interested in conducting the research entitled “ The Effect of Using Demonstration

⁶ Prihantini, " *strategy pembelajaran SD*", Jakarta Timur: Pt Bumi Aksara, 2020,p. 99-

Method to Students' Writing Procedure Text Ability at the IX Grade of Smp Negeri 2 Saipar Dolok Hole".

B. Identification of the Problem

Writing procedure text is one type of English text or commonly called a genre that shows a processing creating or operating something that serves to illustrate how something is done through regular steps. Its social function is to describe how something is completely done through a sequence of series.

There are several factors that can be affect in learning procedure text, such as factor individual, environment, psychology, intelligence, attention, interest, talent, motivation, maturity, teacher-student relationship, discipline, infrastructure, social and method.

C. Limitation of the Problem

As mentioned above, there are several factors that can be use in learning procedure text, such as factor individual, environment, psychology, intelligence, attention, interest, talent, motivation, maturity, teacher-student relationship, discipline, infrastructure, social and method.

In this research the researcher did not discuss all the factors of writing achievement, in this research only focuses on one of the factors. It is demonstration method.

This research focus on using demonstration method on writing procedure text because some factors. . First, By using this method

students are directed to have the talent to conceptualize the material in the class so that the class is more active and effective. Second, Demonstration also work to make it easier for students when students have difficulty understanding the theory. And the last, by using this method makes students more interested in learning and makes students not bored when learning.

D. Formulation of the Problem

The formulations of the problems in this research are :

1. How is students' writing procedure text ability at the IX grade of in SMP Negeri 2 Saipar Dolok Hole before using Demonstration Method?
2. How is students' writing procedure text ability at the IX grade of in SMP Negeri 2 Saipar Dolok Hole after using Demonstration Method?
3. Is there any significant effect of demonstration method to students' writing procedure text ability at the IX grade of in SMP Negeri 2 Saipar Dolok Hole?

E. The Objective of the Research

Based on the formulation above, the researcher determined the research purpose as follow:

1. To know the students' writing procedure text at the ninth grade student of in SMP Negeri 2 Saipar Dolok Hole before using demonstration method

2. To know the students' writing procedure text at the ninth grade student of in SMP Negeri 2 Saipar Dolok Hole after using demonstration method
3. To examine where there is a significant effect of demonstration method to student ability in writing procedure text at the ninth grade student of in SMP Negeri 2 Saipar Dolok Hole

F. Significances of the Research

The result of this research was expected to give contributions for the following people:

1. The English Teachers

This research is expected to give a new knowledge about Demonstration Technique to teach procedure text writing. The English teachers are also can use this technique to help the students develop their idea and motivate them to learn writing.

2. Headmaster

This research can be used to motivates the headmaster to give the facilities to help the students in learning English.

3. The Future Researchers

The result of this research can be use as an additional references for other researchers to conduct a further research with the same topic but using different research area and research design.

G. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one discusses about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objectives of the research, significances of the research, definition of the operational variables, and outline of the thesis.

Chapter two discusses about theoretical description, which explains about speaking, drill method, review of related finding, framework of thinking, and hypothesis.

Chapter three discusses about the methodology of research consist of : place and time of the research, research design, population and sample, the instrument of data collecting, the procedures of research and technique of data analysing.

Chapter four discusses about the result of the research and data analysing consist of description of data before using direct method, description data after using direct method, hypothesis testing, discussion and threats of the research.

Chapter five discusses about the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing Procedure Text

a. Definition of Writing Procedure Text

Writing is a process of describing a language so the message conveyed by the authors can be understood by the reader. According to Patel, "Writing is a skill which must be tough and practiced. writing is essential features of learning because it provides a very good means foxing the vocabulary, spelling, and sentences pattern".⁷ According to Heffan in Rubiyanto " Writing is communication tool. we can exchange information through written communication, for example traffic signs, magazines and newspapers".⁸

So writing is an activity of expressing of ideas, thoughts experiences and knowledge in the form of note by using letters, symbols. Writing also a complex activity that includes integrated finger, hand, arm, and eyes movements

Procedure text is one of the text that shows a process in creating or operating something. Selviana said "procedure text is any written english text in which the writer describe how something is

⁷ Patel and Preveen M. Jain, " *English Language Teaching*", Jaipur: Sunrise Publisher And Distributors, 2008,P.126.

⁸ Rubiyatno, " *Peran Akademis Di Era Revolusi Industri 4.0 Dan Society 5.0 Dalam Mengembangkan Iptek*", Semarang: Cv Harian Jateng Network, 2019,P.252.

accomplished through a sequence of action or steps".⁹ According to Yudiati "procedure text is part of a text that contains instructions for doing something in the appropriate sequence or steps so that the work can be carried out properly".¹⁰

So from the explanation above, it can be concluded that writing procedure text is the process of describing, or expressing the process creating or operating something that serves to illustrate how something is done through regular steps.

b. The Purpose of Writing Procedure Text

Many experts said that writing is an important skill. It can be seen from the purpose of writing. There are many purposes of writing that can make writing a good skill. According to the syllabus of English subject of Junior High School at ninth grade, there are five purposes of writing procedure text. They are:

- 1) To describe social function to get the best result effectively and efficiently related to food/ beverage recipes and manuals.
- 2) To identify text structures that include the names of food, beverages, tools, machines, materials, apparatus needed.
- 3) To understand the form of work steps sequentially to avoid damage, accidents and waste write down several recipes in their notebooks and then post them on the classroom wall or wall magazine.
- 4) To look at the manual and practice reading aloud with the correct pronunciation and stress.

⁹ Selviana, Napitupulu, and Fenty Debora Napitupulu, " *The Functional Texts*", Yogyakarta: Cv Budi Utama, 2012, P.36.

¹⁰ Rini, Yudiati, " *Mastering 5 English Skill*", Jawa Barat: Goresan Pena, 2020, P.49.

- 5) To capturing contextual meaning related to food/ beverage recipes and short and simple manuals according to the context of the user.¹¹

From the explanation above, the purpose of writing procedure text are to describe social function, to identify text structure, to understand the form of work step, to look at the manual steps and to capturing contextual meaning.

c. Process of Writing Procedure Text

Writing is one of the language skill that needs process. Writing process will be tell us the process of finished piece of writing. Process of writing has important role to make a good writing. And in writing procedure text, the process are same. There are some process of writing, they are:

According to Zemach, there are fours steps of writing process, they are:

- 1) Pre writing
 - a) Choose a topic. Before you write, your teacher gives you a spesific assesment or some ideas of what to write about. If not choose your topic yourself.
 - b) Gather ideas, when you have a topic, think about you will write about the topic.
 - c) Organise, decide which of the ideas you want to use and when you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about the last.

- 2) Drafting
 - a) Write, write your paragraph or essay from start to finish. Use your notes about your ideas or organisation.
- 3) Reviewing and revising

¹¹ Sylabus bahasa inggris SMP kelas 9.

- a) Review structure and content. Check what you have written, read your writing silently to your self or a loud, perhaps to a friend.
- 4) Rewriting
 - b) Revise structure and content. Your ideas from steps five to rewrite your text, making improvements to the structure and content. You must need to explain something more clearly, or add more details.
 - c) Proofread, read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.
 - d) Make final corrections. Check that you have corrected the errors that you discovered and make any other changes you want to make. Now your text is finished.¹²

So in writing activity, the teacher must pay attention to each process, if one of the process does not exist it can make the result of writing are less.

d. Social Function of Writing Procedure Text

According to Khoiriyah "Social function of procedure text is to explain how something is completely done through a sequence of action or steps".¹³ Atiko said, " social function of procedure text is to give instructions on how to do something through action or sequential steps".¹⁴ According to Rakhmi " social function of procedure text is use to explain how something works or how to use instruction or operation manuals".¹⁵

¹² Doroty E Zemach And Lisa A Rumisek, *Academic Writing From Paragraph To Essay*, Macmilan: p.3.

¹³ Nurul Khoiriyah, " *Genre Text*", Indonesia: Guepedia, 2021,P.24.

¹⁴ Atiko and Akhmad Taufik, " *Lets Learn English*",Gresik: Gramedia Communication,2019,P.44.

¹⁵ Annisa Rakhmi, " *Lets Narrative Text*", Jakarta Timur: Balai Pustaka, 2012,P.4.

From the explanation above it can be concluded that social function of writing procedure text is to explain or describe the step of how to do something in written form. So with this text we can know how something works.

e. The Generic Structure of Writing Procedure Text.

The generic structure should be related to the topic discussed. It means, the text should be focus on the goal. Same as other text type, procedure text has communicative purpose which is showed or inform how to make or how to operate something.

According to Tim Ganesha Operation, The generic structure of writing procedure text consist of three aspect, they are:

- 1) Goal: The title of the text
- 2) Material: The material in the process
- 3) Steps: Describing the process of how to do or make something.¹⁶

So, from the explanation about in goal, the researcher explain the purpose of the text. In material, the researcher explain about the ingredients of what we need to do or make something. The last is in steps, the researcher explain about steps of the process of make something.

f. Language Features of Writing Procedure Text.

¹⁶ Tim Operation Ganesha, "*Pasti Bisa Bahasa Inggris*" , Penerbit Duta, 2018,P.64.

In writing procedure text, accept of generic structure, the language features also the important things in writing procedure text. According to Tim Ganesha Operation, Language features of procedure text are:

- 1) Use simple present tense
- 2) Use of action verbs
- 3) Use of adverbial phrase'
- 4) Use command/ imperative sentence.¹⁷

From the exolanation above, in language features use simple present, action verb likes: make, take, put, turn. Use adverbial phrase likes to express the the detail of the time, place and manner accurate. The last we use imperative sentence.

g. Procedure/ Steps Writing Procedure Text.

Every text in writing has step to write it. In writing procedure text also has some steps to lead the student to write procedure text. There are six steps in the writing process based on Rumisek and Zemach:

- 1) Choose a topic.
Before starting to write, writer should know and decide what they are going to write. Generally, in this step writer must consider who the subject of the write, what the purpose of the text is and consider who audience or reader is. After the students decided to write, students must decide what to write and how to start to write and then compile them into a text.
- 2) Gather ideas.

¹⁷ Tim Operation Ganesha, "*Pasti Bisa Bahasa Inggris*" , Penerbit Duta, 2018,P.64.

In this step writer gather as many as topic or ideas and filter it later. In a collecting the ideas, the writer should let all ideas comes and write it on the list. The more ideas related to the main topic appear, easy for writer to write a sentence to be arranged later.

3) Organize.

After gather all the ideas, writer should organize those ideas and decide which idea want to use as a main idea.

4) Drafting/ Writing.

In this way the author can produce the words more quickly. When write first draft, writer shouldn't worry about being perfect on grammatical or content. Just let all the ideas that has been organize into words. Expand the ideas and arrange them in some reasonable order.

5) Review structure and content.

Before finalization, check what have been written. Read again the text and look for any grammatical mistake.

6) Re-writing.

The result of final version may look considerably different from both the original plan and the first write/draft, because many things have changed in the editing process. The fifth and sixth step can be repeated many times until the context of text suitable.¹⁸

Based on the explanation above to make the writing will be affective there are six steps of writing procedure text, they are: choose a topic, gather ideas, organize, drafting/writing,review structure and context and re-writing.

h. The Example of Writing Procedure Text

Iced fruit cocktail with condensed milk

150 g (1 ½ cups) sugar
 2 pandan leaves, shredded leghtwise and tied in a knot
 3½ tablespoon (50ml) water
 400g rope avocado, cut into 1-cm cubes
 400g ripe jackfruit, deseeded and into 1-cm cubes
 3 young coconuts, meat scraped out

¹⁸ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*,p.6.

Crushed ice
Condensed milk

1. To make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Cool syrup.
2. To serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Serve immediately.
Serve 4-6.

Answer the following question!

- What is the purpose of procedure text?
- What are the steps in the written text?
- What are mentioned in the ingredients?¹⁹

2. Demonstration Method

1. Definition of Demonstration Method

According to Changder, "demonstration method is the teacher shows the proof or explain the idea by using some example or experiment".²⁰ Moree said, "Demonstration method is the method in which the teacher or another distignated individual stands before the class, shows something and tells what is happening and what has happened, or ask student to discuss what has happened".²¹ The last is According to Syaiful in Said's book "Demonstration method is the process of the occurrence of an event or object to the

¹⁹ Kurikulum 2013, " *bahasa inngris, think global act locally SMP/MTS kelas IX*", Indonesia, 2018,p.56.

²⁰ Narayan Changder, " *NTA NET Paper, Test Your Skill*", third edition, dream big work hard, 2017,p.25.

²¹ Kaneth. Moore D, " *Effective illustrational strategy*", United kingdom: sage publication, 2009,p.197.

appearance of exemplified behavior so that students can know and understand the real or imitation”.²²

So, from the explanation above demonstration method is one of the method in teaching that show and explain the activity of doing something in front of the student.

2. Purpose of Demonstration Method

Every method has some purposes to make the method is good to use. Demonstration also has some purposes. According to Nyamjon there are eight purposes of demonstration method, they are:

- 1) Use in combination with other method, for example discussion on a practice followed by demonstration.
- 2) Use to put theory into practice, where skills are demonstrated.
- 3) Use when you want a practice to be adopted, for example the use of fertilizers may be demonstrated.
- 4) Use to present the core material to the whole class.
- 5) When there is a scarcity of apparatus and material, for the whole class, the teacher opts to demonstrate as the learners observe.
- 6) Where equipment is sophisticated and not ideal for learners to handle.
- 7) Where dangerous materials and chemicals are involved.
- 8) When a new technique is to be shown.²³

Based on the explanation above, the purpose of demonstration are this method we can combination with other

²²Alamsyah Said, and Andi Budimanjaya, " 99 Strategy Mengajar Multiple Intelegensi" Jakarta: Prenadamedia Grup, 2015,P.245.

²³Aggrey Nyamjon, and Jacob. O. konyango, “ *Certificate Agriculture (Teachres Guide)*”, nairobi: east african educational published ltd, 2004,p. 13.

method, we can put the theory when we use the demonstration. And we can show the real material in the class.

3. Procedure/ Steps of Using Demonstration Method

Every method has some steps in use, demonstration method also has some steps to use. There are three experts of procedure of using demonstration method. The first is according to Said, the steps of using demonstration method are:

- 1) prepare the necessary tools and materials or media
- 2) inform the procedures or demonstration steps to students
- 3) The teacher gives examples of demonstration steps to students slowly.
- 4) The teacher explains slowly.²⁴

The second is according to Johar the steps of demonstration method are:

- 1) Preparation
 - a) Provide the necessary equipment
 - b) Create condition for children to learn
- 2) Implementation
 - a) Give an explanation before the practice starts
 - b) Demonstrate the process or process by the teacher and students observe it
 - c) Students are given the opportunity to practice
- 3) Evaluation
 - a) Student make conclusions from the exercise carried out
 - b) Teacher asks student.²⁵

²⁴ Alamsyah Siad, and Andi Budimanjaya, "99 Strategy Mengajar Multiple Intelegrasi" Jakarta: Prenadamedia Grup, 2015, P.245.

²⁵ Rahmad Johar, and Latifa Hannum, "Strategy Belajar Mengajar Untuk Menjadi Guru Profesional", Aceh: Syiah Kuala University Press, P. 145.

The last is according to Manuel, there are five steps of using demonstration method, they are :

- 1) Purposing – the class decides on an activity which involves the process of demonstration. The teacher may suggest it but he should not impose it on them, he may encourage them to go through with it but he should not dictate it on them.
- 2) Planning – this phase consist of the object of the demonstration, the person or persons to conduct it, the materials to be needed, and the date, time and place of the activity.
- 3) Demonstration proper – before the demonstration is done, all the preliminaries should have been prepared material-wise, procedure- wise and the classroom physical arrangement.
- 4) Executing – student are expected to carry out or repeat performance shown during the activity. During this phase, the teacher should keep close watch of the student's performance for they may likely need his assistance and further explanation.
- 5) Evaluation – this is done to asses how successful the student are following certain instructions, in duplicating an observed performance, and in showing their creativity.²⁶

Based on the explanation above, it can be concluded that there are three opinions of steps of using demonstration method they are Said's opinion, Vankates' opinion and Manuel's opinion. But this research use Manuel's opinion they are, purposing, planning, demonstration proper, executing and evaluation, because in Manuel's opinion the steps are more completely than Said and Vankates' opinion. In Manuel's opinion there are executing and evaluating, its make the activity

²⁶ Manuel buensensejo garcia, “ *Focus on Teaching Approach- Methods- Technique*” book store, manila, philipines: 1989,p. 110.

in the classroom more active because the teacher can control the activity of student and evaluated their result. But in Saids' opinion and Vankates' opinion only the general steps like prepare the tools and teacher explain the example slowly.

4. Advantages of Demonstration Method

Every method has some advantages and disadvantages in use, include demonstration method also has advantages and disadvantages. According to Narayan, the advantages of demonstration method are.

- 1) This method show the example or the experiment. It easy for student to visualize the sequence of process that maybe hidden in the theoretical description.
- 2) This method is the best to prove theorem accurately.
- 3) student can easily to learn and understanding the lesson.
- 4) This method make interest the learners and motivate them in their active participation.
- 5) This method make teaching- learning process interactive one.²⁷

So from the explanation above, the advantages of demonstration method are this method make the learning more active, make the students interesting to study and shows the real lesson.

5. Disadvantages of Demonstration Method

Beside the advantages, demonstration method also has some disadvantages. According to Narayan, disadvantages of demonstration method are:

- 1) This method can be used only for skills subject.

²⁷ Narayan Changder, "NTA NET Paper, Test Your Skill",P.25.

- 2) This method is totally teacher centric and mostly carried out in the laboratory.
- 3) This method is highly controllable.
- 4) This method requires accuracy and concentration to get the correct result.²⁸

Based on the explanation above, disadvantages of demonstration method is the teacher must be able to manage the time and prepare all of the materials. The teacher also can control the class during practice the demonstration method.

B. Teaching Procedure Text Using Demonstration Method

In teaching there are three procedures of teaching that must be completed. They are pre teaching, while teaching and post teaching. Pre-teaching is a strategy that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. Whilst-teaching is the core of teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are Exploration, Elaboration and Confirmation. Post teaching, or over-learning involves going over them again after the lesson. Demonstration method has some procedures, it can be found in while teaching.

Teaching writing procedure text using demonstration method can be seen in this table below.

²⁸ Narayan Changder, "NTA NET Paper, Test Your Skill", P.25.

Table 2.1
Teaching Writing Procedure Text Using Demonstration Method

Process of Teaching	Teacher Activity	Procedure of Using Demonstration	Student Activity
	1. Teacher opens the class, ask the student to pray before start the lesson and check students attandanlist		1. Students listen to teachers instructure 2. Student pray together listen to their name.
Pre Teaching	1. The teacher explains about the writing procedure text, like defenition, purpose, generic structure and langage features of pocedure text		1. Student listen to the teacher explanation. 2. The student write the material that the teacher have explain.
Pre Teaching	1. The teacher asks the student who want to ask about the w riting procedure text that they were not understand		1. Some of the student ask the teacher about the material that they were not understand
	1. The teacher tells to student that the learning witing procedure text is using demonstration method.	1. Purposing The teacher tell to use demonstration method when studied procedure text.	1. Student listen to the teacher.
	1. The teacher tell to student the example of the procedure text that they are going to demonstrated is “ how to make a cup of nutrisari”.		1. She students listen to the teacher.

Process of teaching	Teacher Activity	Procedure of Using Demonstration Method	Students Activity
	1. The teacher make a group according to student attandanlist and tell about the material that needed to make a cup of iced nutrisari.	2. Planning The teacher determain the member of the group to do the demodtration.	1. Student listen their name. 2. Student looking for their group. 3. Student list the material that the teacher said.
While Teaching	1. Teacher tell to student to show the material that needed to mak iced of nutrisari 2. Teacher demonstrate of how to make a cup of iced nutrisari.	3. Demonstration proper Prepare and put all of the meterial that needed on the table	1. Student show the material and put on the table. 2. Student pay attention to teachers demonstration and write the steps that teacher said
While Teaching	1. The teacher tell to student to do what the teacher do and still control students activity.	4. Executing The teacher and the student do the demonstration	1. Student do the demonstration of how to make a cup of nutrusari with their group.
	1. The teacher tell to student to write the generic structure of the how to make a cup of nutrisari.		1. Student write the generic structre of how to make a cup of nutrisari
Post Teaching	1. The teacher check the students result.	5. Evaluation The teacher evaluated students result	1. Every group come to frint of the class and read they

			result of how to make a cup of nutrisari
	1.The teacher close the lesson by saying hamdalah		1. The student say hamdalah together.

C. Teaching Writing Procedure Text Using Lecture Method

1. Definition of Lecture Method

There are some opinion of definition of lectre method .According to Mahmud, “Lecture method is learning method by presenting subject matter trough oral face to face presentation to students”.²⁹ Until now, the lecture method is still widwely used by the teacher.

Syah in Johar book also stated definition of lecture method is teaching method by conveying information and knowlede verbaly to a number of students who generally follow passively.³⁰

2. Steps of Using Lecture Method

There are 3 steps of lecture method, they are:

- a. preparation phase
- b. implementation stage
- c. step to end the lecture³¹

Table 2.2
Teaching Writing Procedure Text Using Lecture Method

²⁹ Mahmud Saifuddin and Muhammad Idham,” *Strategy Belajar Mengajar*”, Syiah Kuala University Press, 2017,P.97.

³⁰ Rahmad Johar and Latifa Hannum,” *Strategy Belajar Mengajar Untuk Menjadi Guru Profesional*”, Aceh: Syiah Kuala University Press, P. 117.

³¹ Mahmud, Saifuddin And Muhammad Idham,” *Strategy Belajar Mengajar*”, Syiah Kuala University Press, 2017,P.98.

Process of Teaching	Teacher Activity	Procedure of Using Lecture Method	Student Activity
Pre Teaching	1. Teacher opens the class, ask the student to pray before start the lesson and check students attandanlist		1. Students listen to teachers instructure 2. Student pray together 3. Students listen to their name.
Pre Teaching	1. The teacher explains about the writing procedure text, like defenition, purpose, generic structure and langage features of pocedure text		1. Student listen to the teacher explanation. 2. The student write the material that the teacher have explain.
While Teaching	1. The teacher asks the student who want to ask about the w riting procedure text that they were not understand		1. Some of the student ask the teacher about the material that they were not understand
	1. The teacher tells to student that the learning witing procedure text is using lecture method	1. Preparing phase The teacher prepare the mathery that want to discussed	1. Student listen to the teacher.
Process of Teaching	Teachers Activity 1. The teacher explain the matery	2. Implementation stage Procedure of Demonstration	Students Activity 1. Student listen and write what the teacher explanation

Post Teaching	1. Teacher ask to students who want to give the conclusion of the material	3. Closing	1. The students rise their hand and tell the conclusion
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D. Review of Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is the research done by Satriya, the result of this research showed the research about the experimental group attained better result in the writing post test than the students of the control group. The mean score of the experimental group was higher than the mean score of the control group ($64.47 > 54.65$). It means that the experimental group students had better result in their writing achievement than those of the control group.³²

The second is Fitriyanti and the researcher concluded that demonstration method was effective to the student's procedure text writing skill in the 10th grade of SMK Muhammadiyah 1 Purwokerto. It can be seen from the increasing value of post-test in writing procedure text of the students in experimental class after the application of demonstration method in learning, using N-Gain analysis in the high category with an average N-

³² Dhionda Satria Oktanata, "The Effect Of Applying Demonstration Technique On The Procedure Text Writing Achievement Of The Tenth Grade Students At Sman Darussholah Singojuruh.

Gain post-test score of 0.69. While there was an increase in writing procedure text students in controlled class after the conventional application of methods in learning, using N-Gain analysis was in the medium category with an average N-Gain score of 0.37.³³

The third is Arifin and the result of this research was the use of direct demonstration method is more effective to improve students' speaking ability on vocabulary and fluency aspects. It can be seen of students' speaking ability especially in the terms of vocabulary and fluency because there was a significant difference between the progresses in speaking of the students who were studying through demonstration method and those who were not taught by demonstration method. The students can increase their vocabulary and fluent in speaking.³⁴

The fourth is the research done by Sulastrri that the students' speaking ability after the implementation of demonstration technique gives positive effect. From the result of students' performance showed that 75% scores Of the students' speaking ability were increasing so demonstration technique gives positive effect to the students' speaking ability. Finally, it can be concluded that demonstration technique was interesting for the students in learning speaking and could improve their speaking ability.³⁵

³³ Fitriyani, "The Effectiveness To The Student's Procedure Text Writing Skill Inthe 10th Grade Of Smkmuhammadiyah 1 Purwokerto'' Unpublished Thesis, IAIN PURWOKERTO.

³⁴ Nur Arifin Qorirah, "Using Demonstration Method To Improve Students' Speaking Ability Of SMP Unggulan Darussalam Maros.

³⁵ Siti Sulastrri "The Implementation Of Demonstration Technique To Teach Speakingin Procedure Text Of The X Graders Of Sman 1 Magetan In The Academic Year 2013/2014".

The last is the research done by Firda, the data was collected through pre-test and post-test. Based on the calculation, the mean of gain score of experimental class was 12.76 and the control class was 7.18. The mean score of post-test in experimental class was 79.82 while the control class was 77.47. ore, it can be concluded that demonstration technique is effective in teaching procedure text because it showed significant effect on students' writing of procedure text at eighth grade of SMP Al Fath Cirendeu.³⁶

Based on review related findings above, the researcher conclude deminstration method has effect on students writing. Therefore the researcher also do this research with different place, time, and instrument.

E. Conceptual Framework

Many students of SMP N 2 Saipar Dolok Hole feel difficult in writing procedure text, especially at the IX grade students. They have some problems in writing procedure text, they are still poor in vocabulary. they are difficult to use the generic structure of procedure text. The students have low ability in using grammatical rule of each text.

Writing is the most difficult activities among the four skills. To solve the problem teachers should be able to find the right method in teaching writing. So, the researcher believe that using demonstration method will has a significant effect to student's writing procedure text.

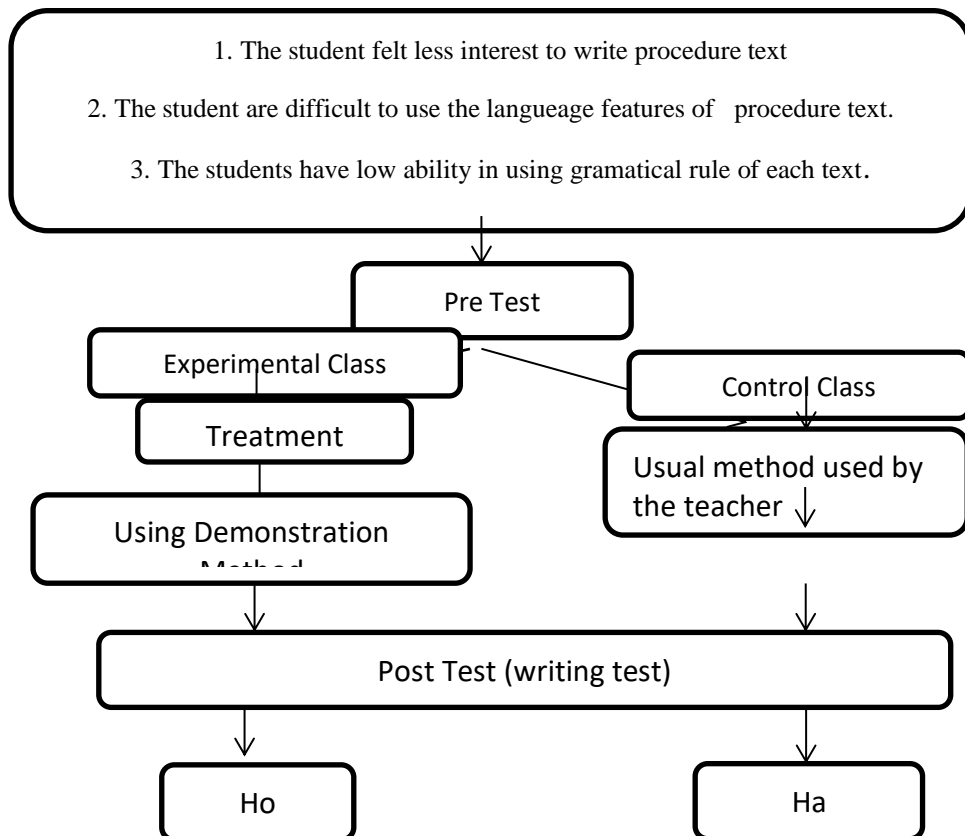
³⁶ Firda Amalia, *"The Effect Of Demonstration Technique On Students' Writing Of Procedure Text(A Quasi-experimental Study at the Eighth Grade Students of SMP Al Fath Cirendeu in the Academic Year 2016/2017)"*.

Because demonstration method can motivate students to write as it gains students interest.

In order to get the data in this research, three procedures took in this research, they are pre-test, treatment and post-test.

The pre-test was given a test to experimental class and control class before treatment to know the mean score of the experimental class and control class. After the pre-test, this research was given treatment with using demonstration method for experimental class and conventional method for control class. The post- test was given a test to know mean score both of class whether the demonstration method has a significant effect on the students' writing procedure text.

Concept Map 2.1



F. Hypothesis

The hypothesis is need to show the researcher thinking and expectation about result to study.

1. Alternative Hypothesis (H_a): There is significant effect of using demonstration method to student writing procedure text at the ninth grade Student o in SMP Negeri 2 Saipar Dolok Hole.
2. Null Hypothesis (H_o): There is no significant effect of using demonstration method to student writing procedure text at the ninth grade Student o in SMP Negeri 2 Saipar Dolok Hole.

CHAPTER III RESEARCH METHODOLOGY

A. Time and Place of Research

This research was conducted in several months. It began in January until September. The place was in SMP Negeri 2 Saipar Dolok Hole, it is located in Sipagimbar in academic year 2021/2022.

B. Research Design

The kind of the research was quantitative with experimental method. It was manipulated the independent variable and observe the effect of the independent variable “ experimental research is the research activities that aim to asses a behavior, action, treatment of the beahvior of an objrct or test a hypothesis about whether there is an effect of that action when compared to other actions”.³⁷

The experimental research consist of two classes those are: the experimental class and control class. The design of the experimental class can be seen in the table as follow:

Table. 3.1
Pretest- posttest control group design

	Group	Pre-test	Dependent variable	Post-test
(R)	E	Y1	X	Y2
(R)	P	Y1	-	Y2

Where:

E = Symbol for experimental class

P =symbol for control class

X =symbol for treatment³⁸

³⁷ Sukardi, " *Metode Pendidikan Kompetensi dan Praktiknya*", jakarta: pt bumi aksara,p.75.

³⁸ Sukardi," *Metode Pendidikan Kompetensi dan Praktiknya*", Jakarta: Pt Bumi Aksara,P.185.

Furthermore, after giving the demonstration method to students in the experimental class, the researcher gave a post test to both classes. The goal is to find out the effect of the demonstration method on students' learning about writing procedure text. Finally, the researcher looked the results of student data from both classes, namely the control class and the experimental class

C. Population and Sample

1. Population

“Population is generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the reseaecher to be studied and then drawn conclusions”.³⁹ The population of this research is all of the students at IX grade of SMP N 2 Saipar Dolok Hole located in Sipagimbar . It consist of 3 clases. The population number is shown on the table bellow :

Table 3.2
The Population XI grade of SMP N 2 Saipar Dolo Hole
located in Sipagimbar

No	Rooms	Students
1	IX – 1	32
2	IX – 2	36
3	IX – 3	34
Total Population		102

³⁹Sugiyono,” *Metode Penelitian Kuantitatif, Kualitatif dan R&D*”, Bandung: Alfabeta, 2013,P. 80

2. Sample

“Sample is part of number and characteristics possessed by the population”.⁴⁰ This research used random sampling of the research. This research used random sampling because the whole classes had the same rights to be chosen as the sample. Based on pre-observation of English teacher in IX class, it is stated that students of IX-1 until IX-3 had same ability in English lesson. They are put on the class randomly, not based on placement test.

To get the experimental and control class, this research provided 4 pieces of paper and write the word experimental in one of the piece of paper from 4 pieces of paper. Then the researcher put the pieces of paper into the cup and asked the leader of every class to take 1 paper for one person and write the student who got the word experimental on the paper and they would be experimental class. Then, the researcher write the word control on the paper like before and asked the leader to take the paper for the second time. For students who got paper with word control on the paper and they would be the control class.

Based on the explanation above, the sample of this research were 70 students, they were IX-2 class consist of 36 students and IX-3 class consist of 34 students.

⁴⁰ Sugiyono,” Metode Penelitian Kuantitatif, Kualitatif Dan R&D”, Bandung: Alfabeta, 2013,P. 81

D. Definition of Operational Variable

1. Demonstration Method (Variable X)

Demonstration method is the teacher explain the detail of the experiment which he performs before the student. The students also find it easy to graphs as they not only see the things before their eyes, but also known their detailed explanations from the teacher.

2. Writing Procedure Text (Variable Y)

Writing procedure text is one type of english text or commanly called a genre that shows a processing creating or operating something that serves to illustrate how something is done trough regular steps. Its social function is to describe how something is completely done trough a sequence of series.

E. Instrument of Research

The researcher collected data by giving the test to both classes. The name of the test is writing test. The researcher gave 3 topics and student chose 1 topic that they were learnt. There were two types of text that were given to student, namely pre –test and pos-test. The first was the pre-test given or carried out for both, the control class and experimental class. The function of this pre-test was to know the student’s ability to write procedure text at the beginning. After giving the pre-test, for the experimental class the researcher taught using demonstratin method. Finnaly, after doing the steps above, the researcher did a post-test to both of the class.

Table 3.3
Table indicator of writing procedure text

Indicator	Aspect	Score	Criteria
Generic structure	Goals	4	The goals are very complete and clear
		3	The goals are complete and clear
		2	The spelling and functuation are not complete
		1	The goals, spelling, panctuation are not complete and clear
	Materials	4	The material are very complete, arranged and relate to the goal
		3	The material are quite complete and arranged
		2	The material are not complete but quite arranged
		1	The materials are not complete and not arranged
	Steps	4	The steps are complete, clear and relate to the topic
		3	The steps are enough and clear
		2	The steps are not complete
		1	The steps are not complete and not clear
	Use simple present	4	The grammars are true and correct
		3	Less but does not affect the meaning
		2	Inapproriate and affect the meaning
		1	The grammars are difficult to understand
Language features	Use action verb	4	Very accurate and appropriate
		3	Accurate and appropriate
		2	Approrate and not complete
		1	Not appropriate and not

		complete
Use adverbial phrase	4	Very accurate and appropriate
	3	Accurate and appropriate
	2	Appropriate and not complete
	1	Not appropriate and not complete
Use command/ imperative sentence	4	Very accurate and appropriate
	3	Accurate and appropriate
	2	Appropriate and not complete
	1	Not appropriate and not complete.

$$\text{Final score: } \frac{\text{students score}}{\text{maximum score}} \times 100$$

Note : The high score is 28. So if the student get 4 score in every part, the

score will be $\frac{28}{28} \times 100 = 1 \times 100 = 100$. So their score will 100.⁴¹

According to pemenikbud no. 104, 2004 about assasment of learning outcomes by educators in primary and secondary education.

Table 3.4
Scoring scale

No	Criteria	Score
1	Very good (A)	86 – 100
2	Good (B)	71 – 85
3	Average (C)	56 – 70
4	Poor (D)	≤ 55. ⁴²

F. Validity and Reliability Instrument

⁴¹ Kementrian Pendidikan Dan Kebudayaan Republic Indonesia, “ *Buku Guru Bahasa Inggris Think Globally Act Locally*”, 2018,P. 24.

⁴² Kementrian Pendidikan Dan Kebudayaan Republic Indonesia, “ *Buku Guru Bahasa Inggris Think Globally Act Locally*”, 2018,P. 24.

The good test must have validity so the test can measure the aspects that will be measured. In this research, the researcher used content validity because for instrument in the form of tests, content validity testing can be carried out by comparing the content of the instrument with the subject matter being taught. For instrument, the researcher measured the effectiveness of program implementation, then the content validity test has been done by comparing between the content or design that has been determined.

In this case, the validator gave opinion about the instrument, whether the instrument can be used or still improved, or may be the instrument flawed. The researcher used essay test to test students' writing ability on procedure text. In this research, scoring the criteria was based on the generic structure and language features of procedure text. To make it sure, the researcher consulted to the lecturer who taught in English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Studies Padangsidempuan.

G. The Procedure of the Research

1. Pre Test

The pre-test was given for both classes (experimental and control class) to know the student basic ability in writing procedure text before using demonstration method for experimental class and conventional method for control class. The researcher used some steps in giving pre-test as follows:

- a) The researcher prepared the essay written test
- b) The researcher distributed the paper of the test to students of experimental class and control class
- c) The researcher explained what students nec. The researcher explained what students need to do
- d) The researcher gave time to answer the question
- e) The students answered the question
- f) The researcher collected their paper test.
- g) The researcher checked the answer and counts the score of the students

2. Treatment

To obtain the data needed, an experimental teaching is one of the tehcniques that conducted by the researcher. This research only taught experiment class which received treatment and did not conduct it in control class because the researcher compared two classes to find out which one is the effective class in writing procedure text, the class writing procedure text using demonstration method or class writing procedure text use conventional method.

The steps of treatment are :

- a) the researcher ask to students to make a group and the students sit with their group.

- b) The researcher ask to every group to choose onr students became a secretary and write the generic structure of ho to make a cup of iced nutrisari.
- c) The researcher give all the materials of make a cup oh iced nutrisari to every group.
- d) The researcher ask to students to follow her when she demonstrated the steps of how to make a cup of iced nutrisari.

3. Post Test

The post-test was given for both classes (Control class and Experimental class) after using demonstration method for the experimental class and conventional method for control class in order to know the students ability in writing procedure text after the treatment. Here the researcher had some procedures, they are:

- a) The researcher prepared the test.
- b) The researcher distributed the paper of the test to both of class (experimental class and control class)
- c) The researcher explained the instruction to answer the test
- d) The researcher gave time to answer the test
- e) The students answered the test
- f) The researcher collected their paper
- g) The researcher checked the answer of students and counts the score

H. Tehniques of Analyzing Data

After collecting their answer, the researcher analyzed the result of the test with mean score, and the average scores of students were interpreted in descriptive data. After the researcher got the data, it was put in frequency table with the formula as follows:

1) Normality Test

Normality test is used to know whether the data of the research is normal or not. To know the normality test, the researcher used *Chi-Square* formula. The formula is:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where :

x^2 = Value of *Chi-Square*

f_o = Observed Frequency

f_h = Expected Frequency

To calculate the result of *Chi-Square*, it use significant level 5% (0,05) and degree of freedom is (dk=k1). If the result $x^2 > x_{table}$, the data is distributed normal.⁴³

b. Homogeneity Test

Homogeneity test used to know whether both of the experimental class have the same variant or not. If both of them are same, it can be called homogenous. To find the homogeneity, the researcher used *Harley Test*. The formula is:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Notes :

Hypothesis is accepted if $F_{(count)} \leq F_{(table)}$

⁴³ Rangkuti, Ahmad Nizar, "Statistik Untuk Penelitian Pendidikan", (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

Hypothesis is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$

Hypothesis is rejected if $F \leq F(n_1, 1) (1=n_2-1)$, while if

$F_{(\text{count})} > F_{(\text{table})}$ hypothesis is accepted. It determined with

significant level 5% (0,05) and dk numerator is (n_1-1) , while a

dk denominator is (n_2-1) .⁴⁴

c. Hypothesis Test

The technique of data analysis that used in this research was independent T-test formula. The hypothesis test was as follows.

$$t = \frac{x_1 - x_2}{\sqrt{\frac{(x_2)s_2^2 + (x_1)s_1^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : the value which the statistical significant

x_1 : the avarage score of the experimental class

x_2 : the avarage score of the control class

s_1^2 : deviation standard of the experimental class

s_2^2 : deviation standard of the control class

n_1 : number of experimental class.

n_2 : number of control class.⁴⁵

⁴⁴ Sugiyono, "Metode Penelitian Kuantitatif Kualitatif dan R&D", (Bandung: Alfabeta, 2010), p. 197.

⁴⁵ Ahmad Niza Rangkuti, "Statistik Untuk Penelitian Pendidikan, ed Mara Samin Lubis, Revisi I", (Padangsidempuan: Perdana Publishing, 2015), p. 86.

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of demonstration method on students writing procedure text, the researcher has calculated the data from pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of demonstration method on students' writing procedure text. Next, researcher describes the data as follow:

A. Description of Data

The pre test score is obtained before teaching in experimental class and control class

1. Description of Data Before Using Demonstration Method.

A. The Pre-Test Score from Experimental Class

As the experimental class, the researcher took class IX-2. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' writing procedure text (essay test). The researcher has calculated the students' score in appendix 5 and 6. The score of pre-test for experimental class can be seen in the following table:

Table 4
Table Score for Experimental Class in Pre-Test

Descriptive	Statistic
Total score	2476.6
The highest score	78.5
The lowest score	46.4
Mean	57.2
Median	65.5
Modus	65.5

Range	32.1
Interval	5
Standard deviation	7.03
Variant	39.5

Based on the table above, the total score of pre-test for experimental class was 2476.6, mean was 57.2, standard deviation was 7.03, variant was 39.5, median was 65.5, range was 32.1, modus was 65.5, interval was 5. The researcher got the lowest score was 46.4 and the highest was 78.5. Next the calculation of how to get it could be seen in appendix 7. Then the calculation of the frequency distribution of the students score is described as follows:

Table 4.2
Frequency Distribution of the Variables

No	Interval	Mid point	Frequency	Percentages
1	46 – 50	48	1	2.7%
2	51 – 55	53	0	0
3	56 – 60	58	1	2.7%
4	61 – 65	63	11	30.5%
5	66 – 70	68	9	25%
6	71 – 75	73	5	13.8%
7	76 – 80	78	9	25%
Total			36	100%

From the table above, it can be concluded that the most students are in interval 61 – 65 (11 students 30.5%). The least students are in interval 51 – 55 (0 students). In order to get a description of the data clearly and completely, the researcher presents them in a histogram on the following figure:

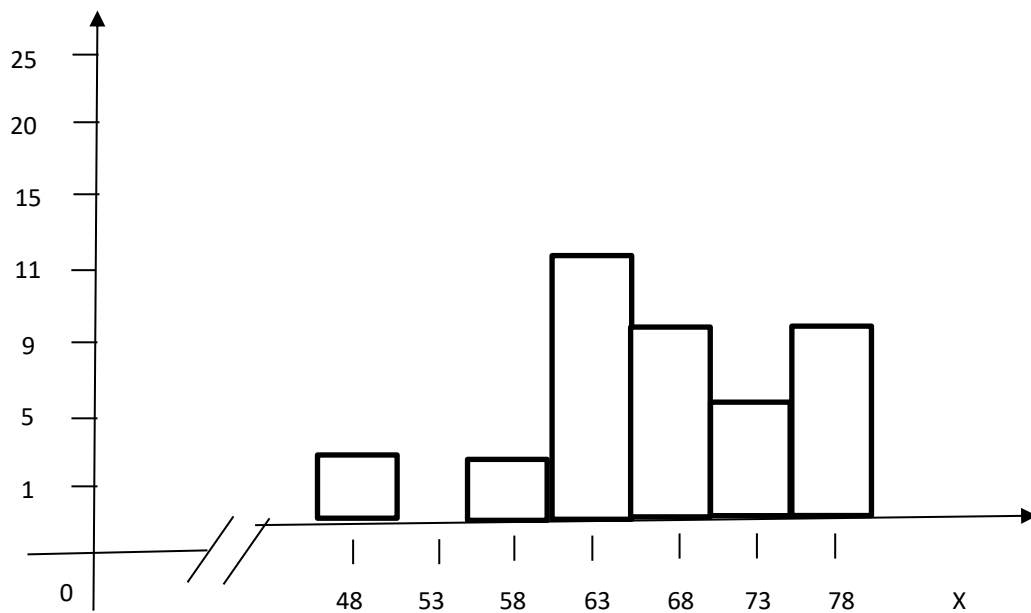


Figure 4.1: Data Description of Students' Writing Procedure Text in Experimental Class (Pre-Test)

Based on the figure above, it can be concluded that the normality of students in control class (pre-test) was normal.

b. The Pre-Test Score from Control Class

In pre-test of control class, the researcher calculated the result that had been gotten from students writing procedure text (essay test). The score of pre-test for control class can be seen in the following table:

Table 4.3
Table score of control class in pre- test

Descriptive	Statistic
Total score	2070
The highest score	78.5
The lowest score	39.2
Mean	65
Median	49.6
Modus	66.5
Range	39.3
Interval	7
Standard deviation	8.03

Variant	70.2
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Based on the table above, the total score of pre-test for control class was 2070, mean was 65, standard deviation was 8.03, variant was 70.2, median was 49.6, range was 39.3, modus was 66.5, interval was 7. The researcher got that the lowest score was 39.2 and the highest was 78.5. Next the calculation of how to get it could be seen in appendix 8. Then the calculation of the frequency distribution of the students score is described as follow:

Table 4.4
Frequency Distributon of the Variables

No	Interval	Mid point	Prequency	Percentages
1	39 – 45	42	3	8.8%
2	46 – 52	49	1	2.9%
3	53 – 59	56	7	20.5%
4	60 – 66	63	16	47%
5	67 – 73	70	6	17.6%
6	74 – 80	77	1	2.9%
Total			34	100%

From the table above, it can be concluded that the most students are in interval 60 – 66 (16 students 47%). The leats students are in interval 46 – 52 and 74 – 80 (1 students 2.9%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

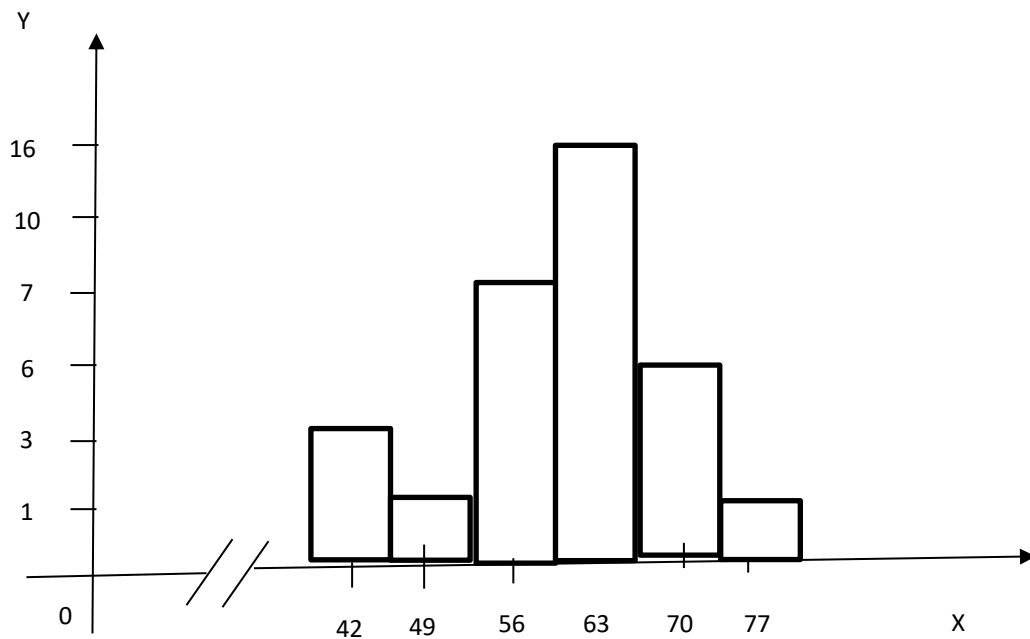


Figure 4.2: Description Data of Student Writing Procedure Text in Control Class (Pre Test)

Based on the figure above, it can be concluded that the normality of students in control class (pre-test) was normal.

2. Description of Data After Using Demonstration Method.

a. The Post-Test Score for Experimental Class

In post-test for experimental class, the researcher calculated that had been gotten from students in answering the test (essay test) and researcher could give the score to students about their writing mastery based on their answer in test. The score of post test for experimental class can be seen in the following table:

Table 4.5
Table Score of Experimental Class in Post-Test

Descriptive	Statistic
Total score	2612.5
The hightes score	91
The lowest score	51.7
Mean	77.6
Median	63
Modus	77.4

Range	39.5
Interval	7
Standard deviation	6.7
Variant	180.3

Based on the table above, the total score of post-test for experimental class was 2612.5, mean was 77.6, standard deviation was 6.7, variant was 180.3, median was 63, range was 39.5, modus was 77.4, interval was 7. The researcher got the lowest score was 51.7 and the highest was 91. Next the calculation of how to get it could be seen in appendix 8 and 9. Then the calculation of the frequency distribution of the students score is described as follow:

Table 4.6
Frequency Distributon of the Variables

No	Interval class	Frequency	Mid point	Persentages
1	51 – 57	5	54	13.8%
2	58 – 64	3	61	8.3%
3	65 – 71	3	68	8.3%
4	72 – 78	19	75	52.7%
5	79 – 85	4	83	11.1%
6	86 – 92	2	89	5.5%
		36		100%

From the table above, it can be concluded that the most students are in interval 72 – 78 (19 students 52.7%). The leats students are in interval 86 – 92 (2 students 5.5%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



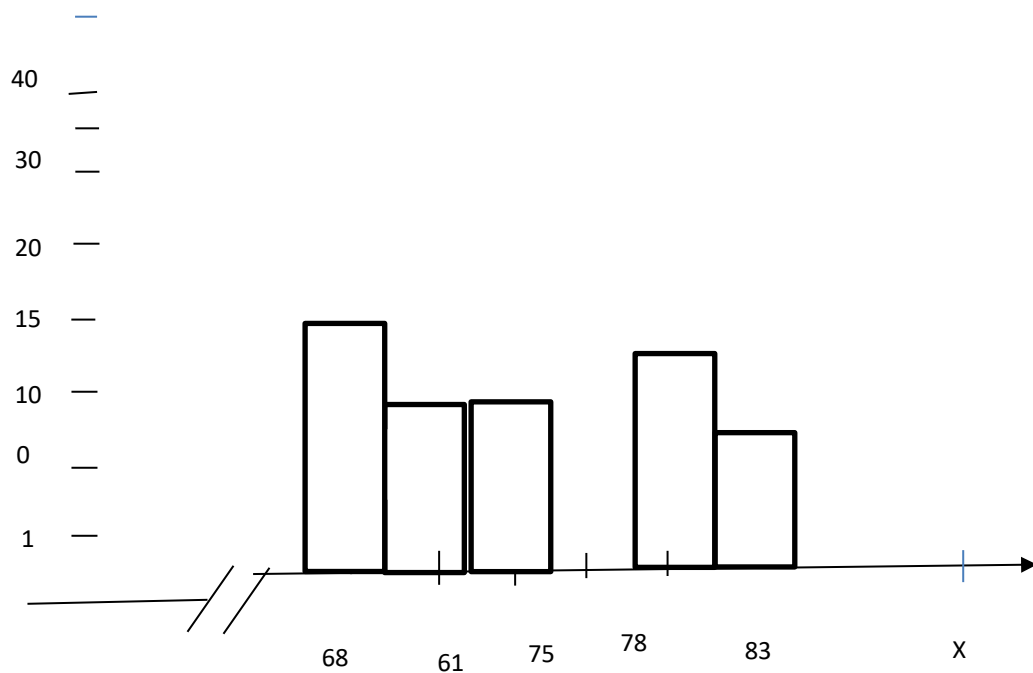


Figure 4.3: Data Description of Students' Writing Procedure Text in Experimental Class (Post Test)

Based on the figure above, it can be concluded that the normality of students in experimental class (post-test) was normal.

b. The Post-Test Score from Control Class

In post-test of control class, the researcher calculated the result that had been gotten by students writing procedure text (essay test). The score of post-test for control class can be seen in the following table:

Table 4.7
Table Score of Control Class in Post-Test

Descriptive	Statistic
Total score	2039.7
The highest score	85.7
The lowest score	37.5
Mean	59.6
Median	49
Modus	60.7
Range	42.8
Interval	8
Standard deviation	11.3

Variant	33.9
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Based on the table above, the total score of post-test for control class was 2039.7, mean was 59.6, standard deviation was 11.3, variant was 33.9, median was 49, range was 42.8, modus was 60.7 interval was 8. The researcher got the lowest score was 37.5 and the highest was 85.7. Next the calculation of how to get it could be seen in appendix 9. Then the calculation of the frequency distribution of the students score is described as follow:

Table 4.8
Frequency Distributon of the Variables

No	Interval	Mid point	Prequency	Percentages
1	35 – 45	41	7	20.5%
2	46 – 54	50	6	17.6%
3	55 – 63	59	14	41.1%
4	64 – 72	68	2	5.8%
5	73 – 81	77	2	5.8%
6	82 – 90	86	3	8.8%
Total			34	100%

From the table above, it can be concluded that the most students are in interval 55 – 63 (14 students 41.1%). The leats students are in interval 64 – 72 and 73 - 81 (2 students 5.8%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

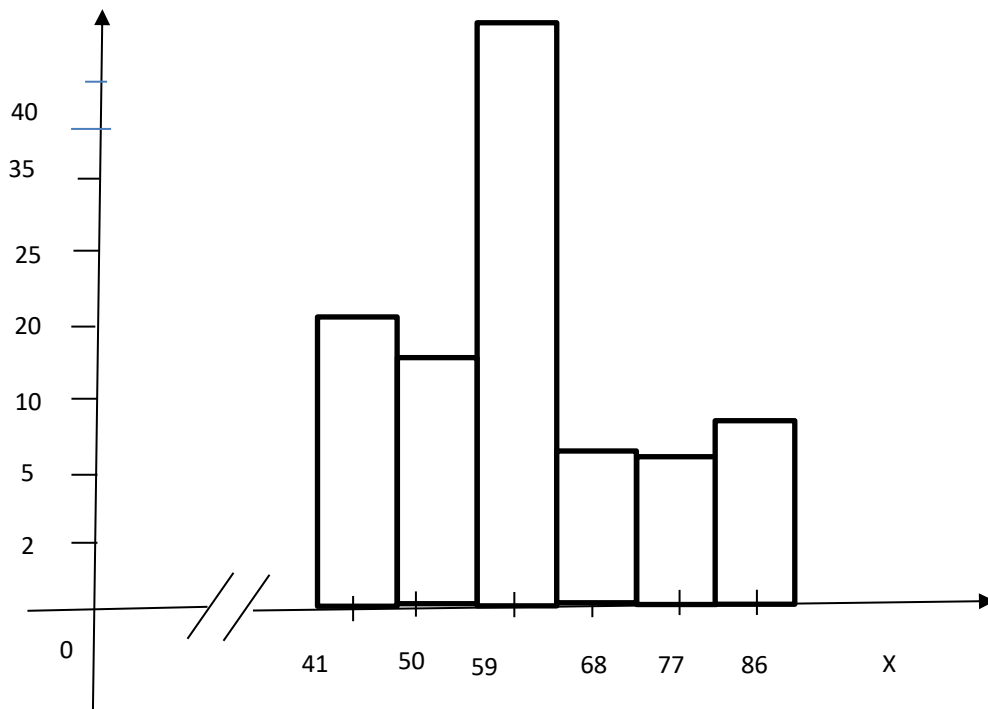


Figure 4.4: Data Description of Students Writing Procedure Text in Control Class (Post-Test)

Based on the figure above, it can be concluded that the normality of students in control class (post-test) was normal.

B. Normality, Homogeneity and Hypothesis Test

After doing the calculation, for homogeneity test the researcher found that $F_{\text{count}} = 5.31$. It had been compared to F_{table} with α 5% and dk numerator and deminator are different ($n_1 = 36$; $dk = 36 - 1 = 35$ and $n_2 = 34$; $dk = 34 - 1 = 33$). From the distribution list F, researcher found that $F_{\text{table}} =$ cause $F_{\text{count}} > F_{\text{table}}$ ($5.31 > 4.12$). So, there is no difference that the varian between the IX-2 class and IX-3 class. It means that the variant is homogenius.

Normality test the researcher found that, in experimental class for pre-test ($X^2_{\text{count}} < X^2_{\text{table}}$ ($4.13 < 12.59$), and post-test ($X^2_{\text{count}} > X^2_{\text{table}}$

(64.7 > 11.07) while in control class for pre-test ($X^2_{\text{count}} < X^2_{\text{table}}$ (9.25 < 11.07) and post-test ($X^2_{\text{count}} > X^2_{\text{table}}$ (52.2 > 11.07). from the data above the researcher concluded that the normality of the test in pre-test is not normal, and in post-test is normal.

Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis of alternative (H_a) of the research was "Demonstration method has effect on students writing procedure text at the IX grade of SMP Negeri 2 Saipar Dolok Hole kabupaten Tapanuli Selatan. The calculation can be seen in appendix 11. The result of the t-test was as follow:

Table 4.9
Result of t- test from both averages

Pre – test		Post- test	
t_{count}	t_{table}	t_{count}	t_{table}
1,5	1.67155	1.69	1.67155

The test hypothesis test has two criteria, first, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second if $t_{\text{count}} > t_{\text{table}}$, H_a accepted. Based on the researcher calculation in pre- test, researcher found that t_{count} 1.5 while t_{table} 1.67155 with opportunity ($1-\alpha$)= 1- 5% = 95% and $dk = n_1 + n_2 - 2 = 36 + 34 - 2 = 68$. Cause $t_{\text{count}} < t_{\text{table}}$ 1.5 < 1,67155, it mean that hypothesis H_a was rejected and H_0 was accepted. So in pre- test, two classes was same. There is no differences between in the both of classes. But in post-test, researcher found t_{count} 1.69 while t_{table} 1,67155 with opportunity ($1-\alpha$)= 1- 5% = 95% and $dk = n_1 + n_2 - 2 = 36 + 34 - 2 = 68$. Cause $t_{\text{count}} > t_{\text{table}}$ (1.69 > 1.67166), it meant the H_a was accepted and H_0 was rejected. The calculation can be seen in

appendix 11. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 57.2 and in post-test was 77.6. Then, the mean score of control in pre-test was 59.6 and in post-test was 66. The calculation can be seen in appendix 6 dan 9.

C. Discussion

Based on the related findings, the researcher discussed result of this research and compared with findings. It also discuss with theory that has been stated by the researcher. In this case, the theory which has been discussed by the researcher was from manuals that stated the demonstration method is more efficient than verbal description, the opposite of learning by more verbalization since there is the required follow-up in terms of students being able to exactly has been observe earlier, and highly emphasizes the psychomotor aspect of learning. It means the process of learning not only explain the material but the students can see the real process of how to make something.

By seeing the data analysis, the researcher found the use of demonstration method on students writing procedure text was affective. This method gave good effect for students writing procedure text. It was proven from the result of post-test was higher than pre-test. The score of students in post-test was higher than score in pre-test.

Another researcher, the first is the research done by Satriya and the result of this research showed that the research about the experimental group attained better result in the writing post test than the students of the control group. The mean score of the experimental group was higher than

the mean score of the control group (64.47>54.65). It means that the experimental group students had better result in their writing achievement than those of the control group.⁴⁶

The second is Fitriyani, the researcher concluded that “demonstration method was effective to the student’s procedure text writing skill in the 10th grade of SMK Muhammadiyah 1 Purwokerto”. It can be seen from the increasing value of post-test in writing procedure text of the students in experimental class after the application of demonstration method in learning, using N-Gain analysis in the high category with an average N-Gain post-test score of 0.69. While there was an increase in writing procedure text students in controlled class after the conventional application of methods in learning, using N-Gain analysis was in the medium category with an average N-Gain score of 0.37.⁴⁷

The third is Arifin, the result of this research was the use of direct demonstration method is more effective to improve students’ speaking ability on vocabulary and fluency aspects. It can be seen from students’ speaking ability especially in the terms of vocabulary and fluency because there was a significant difference between the progresses in speaking of

⁴⁶Dhionda Satria Oktanata, *"The Effect Of Applying Demonstration Technique On The Procedure Text Writing Achievement Of The Tenth Grade Students At Sman Darussolah Singojuruh.*

⁴⁷ Fitriyani, *"The Effectiveness To The Student’s Procedure Text Writing Skill Inthe 10th Grade Of Smkmuhammadiyah 1 Purwokerto’’ Unpublished Thesis, IAIN PURWOKERTO.*

the students who were studying through demonstration method and those who were not taught by demonstration method.⁴⁸

The fourth is the research done by Sulastri. The students' speaking ability after the implementation of demonstration technique gives positive effect. The result of students' performance showed that 75% scores of the students' speaking ability were increasing so demonstration technique gives positive effect to the students' speaking ability. Finally, it can be concluded that demonstration technique was interesting for the students in learning speaking and could improve their speaking ability.⁴⁹

The last is the research done by Firda. The data was collected through pre-test and post-test. Based on the calculation, the mean of gain score of experimental class was 12.76 and the control class was 7.18. The mean score of post-test in experimental class was 79.82 while the control class was 77.47. It can be concluded that demonstration technique is effective in teaching procedure text because it showed significant effect on students' writing of procedure text at eighth grade of SMP Al Fath Cirendeui.⁵⁰

This proof shows that the demonstration method has effect to students writing procedure text. So demonstration method has given the

⁴⁸ Nur Arifin Qorirah, *"Using Demonstration Method To Improve Students' Speaking Ability Of SMP Unggulan Darussalam Maros."*

⁴⁹ Siti Sulastri, *"The Implementation Of Demonstration Technique To Teach Speaking in Procedure Text Of The X Graders Of Sman 1 Magetan In The Academic Year 2013/2014"*.

⁵⁰ Firda Amalia, *"The Effect Of Demonstration Technique On Students' Writing Of Procedure Text (A Quasi-experimental Study at the Eighth Grade Students of SMP Al Fath Cirendeui in the Academic Year 2016/2017)"*.

effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

D. Limitation of the Research

There were some aspect that could threat for this research as follow:

1. The researcher didn,t know how serious the students were in answering the test.
2. The students need more time in answering the test.
3. There were some of students were noisy while answering the test. So, it can disturb the concentration of the others

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students ability in writing procedure text before using demonstration method is in low category. Based on the mean score of pre-test for experimental class was 57.2 and the mean score of pre-test for control class was 65.
2. The students ability in writing procedure text after using demonstration method the mean score of experimental class was higher than before using demonstration method is in good category. Based on the mean score of post-test for the experimental class was 77.6 and the mean score of post-test for control class taught by conventional method was 59.6.
3. There was a significant effect of demonstration method on students writing procedure text at the IX of SMP Negeri 2 Saipar Dolok Hole.

The researcher found the research result of t-test where t_{count} was higher than t_{table} was. T_{table} was 1.67 and t_{count} was 1.69. It means that H_a was accepted.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow :

1. From the researcher result it is expected to the headmaster to give the facilities to help the students in learning english .
2. From the research result it is also expected to the English teacher to apply Demonstration Method as a reference in teaching speaking to make learning process more active.
3. The researcher suggests to another researcher to use this method in solving another problems and find another factors that face by students in learning english process.

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CURRICULUM VITAE

A. Identify

Name : Nurliana Agustina
Reg. Number : 18 203 00073
Place/Birthday : Bangun Jadi, 4th Agustus 2000
Sex : Female
Religion : Islam
Address : Sigordang Lombang, Kec. Saipar Dolok
Hole : Kab. Tapanuli Selatan
Phone Number : 0813 9780 2919
Email : agustinanurliana4@gmail.com

B. Parents

Father's Name : Mara Sutan Siregar
Job : Farmer
Mother's Name : Lisma Pasaribu
Job : Farmer

C. Educational Background

Elementary School : SDN NO 101850 Mandala Aek Horsik
(2012)
Junior High School : SMPN 2 Saipar Dolok Hole (2015)
Senior High School : SMAN 1 Saipar Dolok Hole (2018)
Collage : UIN Syekh Ali Hasan Ahmad addary
(2013 - 2022)

Apendix 1

Instrument For Pre - Test

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data siswa tentang pembelajaran procedure text. Oleh sebab itu jawablah sesuai kemampuan anda.
2. Jawaban anda tidak berpengaruh pada nilai bahasa inggris anda disekolah

1. Bacalah pertanyaan berikut dengan seksama

2. Jawablah pertanyaan berikut dengan jelas dan tepat
3. Waktu yang tersedia 60 menit

C. Soal

Pilihlah satu topik di bawah ini dan tuliskan teks prosedur sesuai dengan topik yang anda pilih. Teks harus memiliki goal (tujuan), materials (bahan-bahan) dan steps (langkah- langkah).

- a. How to make An omelet
- b. How to make a glass of coffee
- c. How to make a glass of orange juice

Apendix 2

Instrument For Post- Test

A. Pengantar

1. Instrument ini bertujuan untuk menjangking data siswa tentang pembelajaran procedure text. Oleh sebab itu jawablah sesuai kemampuan anda.
2. Jawaban anda tidak berpengaruh pada nilai bahasa Inggris anda di sekolah

B. Petunjuk

1. Bacalah pertanyaan berikut dengan seksama
2. Jawablah pertanyaan berikut dengan jelas dan tepat
3. Waktu yang tersedia 60 menit

C. Soal

Pilihlah satu topik di bawah ini dan tuliskan teks prosedur sesuai dengan topik yang anda pilih. Teks harus memiliki goal (tujuan), materials (bahan-bahan) dan steps (langkah- langkah).

- a. How to make a cup of juice
- b. How to make a cup of puding
- c. How to cook rice on rice cooker

Lembar Jawaban

Name :

Class :

Answer

Score :

- Goals** : (Max score 4)
- Steps** : (Max score 4)
- Material** : (Max score 4)
- Simple present** : (Max score 4)
- Action verb** : (Max score 4)
- Adverbial phrase** : (Max score 4)
- Imperative sentence** : (Max score 4)

Final score: $\frac{\quad}{28} \times 100$

Apendix 3 (experiment)

LESSON PLAN

(RPP)

Nama Sekolah	: SMP NEGERI 2 Saipar Dolok Hole
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX/Ganjil
Materi Pokok	: Prosedure Text
Alokasi Waktu	: 60 minutes/ 2x pertemuan

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa inggin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator
1	3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur tulis pendek dan sederhana terkait dengan resep makanan/ minuman.</p> <p>3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan pendek dan sederhana terkait dengan resep makanan/ minuman.</p> <p>3.4.3 Menyimpulkan isi teks-teks procedure yang lisan pendek dan sederhana terkait dengan resep makanan/ minuman</p>
2.	4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks procedure lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.	<p>4.4.1 Melengkapi teks rumpang procedure dengan kata tertentu dengan tepat.</p> <p>4.4.2 Mendesain teks procedure sesuai langkah yang benar.</p>

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

- Menemukan fungsi sosial, stuktur teks, dan unsur kebahasaan sebuah teks prosedur dengan tepat.
- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan pada dua teks prosedur dengan cermat.
- Menyusun teks prosedur dengan memperhatikan fungsi sosial, struktur text dan unsur kebahasaannya dengan tepat.
- Membuat sebuah teks prosedur lisan dengan tepat.

D. Langkah- Langkah Pembelajaran

Process of Teaching	Teacher Activity	Procedure of Using Demonstration	Student Activity
	1. Seacher open the class, ask the student to pray before start the lesson and check students attandanlist		1. Students listen to teachers instructure 2. Student pray together 3. Students listen to their name.
	1. The teacher explain about the writing procedure text, like defenition, purpose, generic structure and langage features of pocedure text.		1. Student liste to the teacher explanation. 2. The student write the material that the teacher have explain.
Pre Teaching	1. The teacher ask the student who want to ask about the writing procedure text		1. Some of the student ask the teacher about the material that they were not understand

that they were not understand

1. The teacher tell to student that the learning witing procedure text is using demonstration method.

1. The teacher tell to student that the example of the procedure text that they are going to demonstrated is “ how to make a cup of nutrisari”.

1. The teacher make a group according to student attandanlist and tell about the material that needed to make a cup of iced nutrisari.

1. Teacher tell to student to show the material that needed to mak iced of nutrisari

2. Teacher demonstrate of how to make a cup of iced nutrisari

1. The teacher tell to student to do what the teacher do and still control

1. **Purposing**
The teacher tell to ue demonstration method when studied procedure text.

2. **Planning**
The teacher determain the member of the group to do the demodtration.

3. **Demonstration**
proper Prepare and put all of the meterial that needed on the table

4. **Executing**
The teacher and the student do the demonstration

1. Student listen to the teacher.

1. She students listen to the teacher.

1. Student listen their name.
2. Student looking for their group.
3. Student list the material that the teacher said.

1. Student show the material and put on the table.
2. Student pay attention to teachers demonstration and write the steps that teacher said

1. Student do the demonstration of how to make a cup of

While Teaching

	students activity.		nutrusari with their group.
	1. The teacher tell to student to write the generic structure of the how to make a cup of nutrisari.		1. Student write the generic structre of how to make a cup of nutrisari
Post Teaching	1. The teacher check the students result.	5. Evaluation The teacher evaluated students result	1. Every group come to frint of the class and read they result of how to make a cup of nutrisari
	1.The teacher close the lesson by saying hamdalah		1. The student say hamdalah together.

E. Penilaian

1. Penilaian sikap, observasi dalam proses pembelajaran.
2. Penilaian pengetahuan, teks lisan dan teks tulis bentuk uraian.
3. Penilaian keterampilan, praktek

Mengetahui
Kepala Sekolah

Edison Sipahutar S.Pd
Nip. 196709022000031004

Sipagimbar, 2022

Guru Bidang Studi

Ernawati Ritonga
Nip. 19770710200080120004

Peneliti

Nurliana Agustina
Nim. 1820300073

Apendix 4 (control)

LESSON PLAN

(RPP)

Nama Sekolah	: SMP NEGERI 2 Saipar Dolok Hole
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX/Ganjil
Materi Pokok	: Prosedure Text
Alokasi Waktu	: 60 minutes/ 1x pertemuan

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa inggin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator
1	3.4Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur tulis pendek dan sederhana terkait dengan resep makanan/ minuman. 3.4.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan pendek dan sederhana terkait dengan resep makanan/ minuman. 3.4.3 Menyimpulkan isi teks-teks procedure yang lisan pendek dan sederhana terkait dengan resep makanan/ minuman
2.	4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks procedure lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.	4.4.1 Melengkapi teks rumpang procedure dengan kata tertentu dengan tepat. 4.4.2 Mendesain teks procedure sesuai langkah yang benar.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

- Menemukan fungsi sosial, stuktur teks, dan unsur kebahasaan sebuah teks prosedur dengan tepat.

- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan pada dua teks prosedur dengan cermat.
- Menyusun teks prosedur dengan memperhatikan fungsi sosial, struktur text dan unsur kebahasaannya dengan tepat.
- Membuat sebuah teks prosedur lisan dengan tepat.

D. Langkah- Langkah Pembelajaran

Process of Teaching	Teacher Activity	Procedure of using conventional method	Student Activity
Pre teaching	1. Teacher open the class, ask the student to pray before start the lesson and check students attendanlist		1. Students listen to teachers instructure 2. Student pray together 3. Students listen to their name.
	1. the teacher tell the goal of this material that is to know the step of how making something	1. Explain the goal of this material.	1. the student listen to the teacher.
While teaching	1. The teacher explain about the writing procedure text, like defenition, purpose, generic structure and langage features of pocedure text.	2. Explain the material	1. Student liste to the teacher explanation. 2. The student write the material that the teacher have explain
	1. The teacher ask the student who want to ask	3. Check students understanding.	1. Some of the student ask the teacher about

	about the writing procedure text that they were not understand		the material that they were not understand
	1. The teacher tell answer students question		1. Student listen to the teachers answer
	1. The teacher explain the example of the procedurure text		1. student listen to the teachers explanation
	1. The teacher tell to the student to make the example of procedure text with teir own topic.	4. Give the students chance to do the exercise . ⁵¹	1 the student listen to the teacher instruction. 2. the student writr the example of procedure text.
	1. the teacher ask to the student to come to the front of class to read their result		1. the student come to the front of class one by one
	1. the teacher check student result.		1. the student show their result to the student.
Post teaching	1.The teacher close the lesson by saying hamdalah		1. The student say hamdalah together.

E. Penilaian

1. Penilaian sikap, observasi dalam proses pembelajaran.
 2. Penilaian pengetahuan, teks lisan dan teks tulis bentuk uraian.
 3. Penilaian keterampilan, praktek
-

Mengetahui
Kepala Sekolah

Sipagimbar, 2022

Guru Bidang Studi

Edison Sipahutar S.Pd
Nip. 196709022000031004

Ernawati Ritonga
Nip. 19770710200080120004

Peneliti

Nurliana Agustina
Nim. 1820300073

Appendix 5

1. Score of experimental class and control class on pre- test

a. Score of experimental class on pre- test

No	Students initial name	Pre- test
1	AH	64,2
2	AH	64,2
3	AS	75
4	AWR	64,2
5	AFR	67,8
6	BH	75
7	BS	67,8
8	DRD	78,5
9	FR	75
10	HD	78,5
11	ICP	64,2
12	IMR	78,5
13	IGP	71,4
14	JS	46,4
15	JPR	71,4
16	KGP	75
17	LF	67,8
18	MP	78,5
19	NP	64,2
20	MM	64,2
21	MD	67,8
22	MS	71,4
23	NYR	71,4
24	N	67,8
25	OS	64,2
26	PAS	64,2
27	RH	60,7
28	RS	64,2
29	SSR	71,4
30	SGNS	78,5
31	SD	67,8
32	SR	67,8
33	SR	64,2
34	SR	67,8
35	SS	67,8
36	S	67,8
	Total	2476,6

b. Score of control class on pre- test

No	Students initial name	Pre- test
1	ASR	64,2
2	AR	64,2
3	AL	57,1
4	AS	64,2
5	AM	64,2
6	A	39,2
7	BP	67,8
8	DLS	71,4
9	DP	46,4
10	FH	71,4
11	FM	60,7
12	GEM	78,5
13	HP	60,7
14	ISS	67,8
15	IS	67,8
16	KD	39,2
17	MSS	67,8
18	MSM	60,7
19	MR	60,7
20	ML	64,2
21	NP	57,1
22	PR	53,7
23	PRST	57,1
24	PH	60,7
25	RS	64,2
26	RD	53,7
27	R	64,2
28	RS	64,2
29	SGS	67,8
30	SLS	53,7
31	TKR	42,8
32	WS	64,2
33	YAM	64,2
34	YA	64,2
	Total	2070

Appendix 6

RESULT OF NORMALITY TEST IN PRE- TEST RESULT OF THE NORMALITY TEST OF IX-2 IN PRE- TEST

1. the score of IX-2 class in pre- test from low score to high score

46.4 64.2 64.2 67.8 71.4 78.5
 57.1 64.2 67.8 67.8 71.4 78.5
 60.7 64.2 67.8 67.8 71.4 78.5
 60.7 64.2 67.8 67.8 75 78.5
 64.2 64.2 67.8 71.4 75 78.5
 64.2 64.2 67.8 71.4 75 78.5

2. High =78.5
 Low =46.4
 Range =78.5 – 46.4
 = 32.1

3. Total od classes = $1 + 3.3 \text{ Log } (n)$
 $= 1 + 3.3 \text{ log } (36)$
 $= 1 + 3.3 (1.55)$
 $= 1 + 5.11$
 $= 6.11$
 $= 6$

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{32.1}{6} = 5.35 = 5$

5. Mean

Interval class	f	X	X'	Fx'	X' ²	Fx ²
46 – 50	1	48	+3	3	9	9
51 – 55	-	53	+2	0	4	0
56 – 60	1	58	+1	1	1	1
61 – 65	11	63	0	0	0	0
66 – 70	9	68	-1	-9	1	9
71 – 75	5	73	-2	-10	4	20
76 – 80	9	78	-3	-27	9	81

$$\begin{aligned}
M_x &= M' + i \left(\frac{\sum fx'}{N} \right) \\
&= 63 + 5 \left(\frac{-42}{36} \right) \\
&= 63 + 5 (-1.16) \\
&= 63 + (5.8) \\
&= 57.2
\end{aligned}$$

$$\begin{aligned}
SD_i &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N} \right)^2} \\
&= 5 \sqrt{\frac{120}{36} - \left(\frac{-42}{36} \right)^2} \\
&= 5 \sqrt{3.33 - (-1.16)^2} \\
&= 5 \sqrt{3.33 - 1.34} \\
&= 5 \sqrt{1.99} \\
&= 5 \times 1.41 \\
&= 7.03
\end{aligned}$$

Table of Normality Data Test Chi Kuadrat Formula

Interval of score	Real upper limit	z-score	Limit of large area	Large of area	f_h	F_0	$\left(\frac{fh-f_0}{f_0} \right)$
46 – 50	50.5	-18.3	4.13	1.92	69.1	1	0.98
51 – 55	55.5	-13.3	1.15	2.98	107.2	0	0
56 – 60	60.5	-8.3	5.2	4.05	145.8	1	0.99
61 – 65	65.5	-3.3	0.0004	5.19	187.1	11	0.94
66 – 70	70.5	1.7	0.95	0.94	34.1	9	0.73
71 – 75	75.5	6.7	1	0.05	1.8	5	1.7
76 – 80	80.5	11.7	1	1.04	37.44	9	0.75

$$X^2 \quad 4.13$$

Based on the table above, the researcher found that $X^2_{\text{count}} = 4.13$ while $X^2_{\text{table}} = 12.59$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($4.13 < 12.59$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$. So distribution of IX-2 class (pre- test) is not normal.

6. Median

Interval class	F	Fk
46 – 50	1	1
51 – 55	-	1
56 – 60	1	2
61 – 65	11	13
66 – 70	9	22
71 – 75	5	27
76 – 80	9	36

Position of Me in interval class number 4

$$Bb = 60.5$$

$$F = 13$$

$$Fm = 5$$

$$I = 5$$

$$N = 36$$

$$\frac{1}{2}n = 18$$

$$\text{So : } Bb + i \left(\frac{\frac{1}{2}n - f}{fm} \right)$$

$$60.5 + 5 \left(\frac{18 - 13}{5} \right)$$

$$60.5 + 5 (1)$$

$$60.5 + 5$$

$$65.5$$

7. Modus

Interval class	F	Fk
46 – 50	1	1
51 – 55	-	1
56 – 60	1	2
61 – 65	11	13
66 – 70	9	22
71 – 75	5	27
76 – 80	9	36

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 60.5$$

$$d_1 = 1$$

$$d_2 = 0$$

$$i = 11$$

$$= 60.5 + \frac{1}{1+0} i$$

$$= 60.5 + 1 (5)$$

$$= 60.5 + 5$$

$$= 65.5$$

RESULT OF NORMALITY TEST IN PRE- TEST
RESULT OF THE NORMALITY TEST OF IX-3 IN PRE- TEST

1. the score of IX-2 class in pre- test from low score to high score

39.2 53.7 60.7 64.2 64.2 67.8

39.2 57.1 60.7 64.2 64.2 67.8

42.8 57.1 60.7 64.2 64.2 67.8

46.4 57.1 60.7 64.2 67.8 67.8

53.7 57.1 60.7 64.2 67.8

53.7 60.7 64.2 64.2 67.8

2. High = 67.8

Low = 39.2

Dange = 67.8 – 39.2

= 39.3

3. Total of classes = $1 + 3.3 \text{ Log } (n)$

= $1 + 3.3 \text{ log } (34)$

= $1 + 3.3 (1.53)$

= $1 + 5.04$

= 6.04

= 6

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{39.3}{6} = 6.55 = 7$

5. Mean

Interval class	F	X	X'	Fx'	X' ²	Fx ²
34 – 45	3	42	+3	9	9	27
45 – 52	1	49	+2	2	4	4
53 – 59	7	56	+1	7	1	7
60 – 66	16	63	0	0	0	0
67 – 73	6	70	-1	-6	1	6
74 - 80	1	77	-2	-2	4	4
Total	34	-	-	10	-	48

$$M_x = M' + i \left(\frac{\sum f x'}{N} \right)$$

$$= 63 + 7 \left(\frac{10}{34} \right)$$

$$\begin{aligned}
&= 63 + 7 (0.29) \\
&= 63 + (2.03) \\
&= 65
\end{aligned}$$

$$\begin{aligned}
SD_i &= i \frac{\sqrt{\sum f x_i^2}}{N} - \left(\frac{\sum f x_i}{N} \right)^2 \\
&= 7 \sqrt{\frac{48}{34}} - (4)^2 \\
&= 7 \sqrt{1.41} - (0.29)^2 \\
&= 7 \sqrt{3.33} - 0.08 \\
&= 7 \sqrt{1.33} \\
&= 7 \times 1.15 \\
&= 8.05
\end{aligned}$$

Table of Normality Data Test Chi Kuadrat Formula

Interval of score	Real upper limit	z- score	Limit of large area	Large of area	f_h	F_0	$\left(\frac{f_h - f_o}{f_o} \right)$
39 - 45							
46 - 52	45.5	-1.9	0.02	0.017	0.578	3	4.1
53 - 59	52.5	-1.04	0.14	0.12	4.08	1	0.75
60 - 66	59.5	0.17	0.56	0.01	0.34	7	1.9
67 - 73	66.5	0.69	0.75	0.19	6.46	16	1.4
74 - 80	73.5	1,5	0.93	0.11	3.74	6	0.6
	80.5	2.4	0.99	0.06	2.04	1	0.5

$$X^2 \quad 9.25$$

Based on the table above, the researcher found that $X^2_{count} = 9.25$ while $X^2_{table} = 11.07$ cause $X^2_{count} < X^2_{table}$ $9.25 < 11.07$ with degree of freedom $(dk) = 6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of IX-3 class (pre- test) is not normal.

8. Median

Interval class	F	Fk
39 - 46	3	3
46 - 52	1	4
53 - 59	7	11
60 - 66	16	27
67 - 73	6	33

74 – 80 1 34

Position of Me in interval class number 4

$$Bb = 69.5$$

$$F = 27$$

$$Fm = 7$$

$$I = 7$$

$$N = 34$$

$$\frac{1}{2}n = 17$$

So :

$$Bb + i \left(\frac{\frac{1}{2}n - f}{fm} \right)$$

$$59.5 + 7 \left(\frac{17 - 27}{7} \right)$$

$$59.5 + 7 \left(\frac{-10}{7} \right)$$

$$59.5 + 7 (-1.42)$$

$$59.5 + (9.94)$$

$$49.6$$

9. Modus

Interval class	F	Fk
39 – 46	3	3
46 – 52	1	4
53 – 59	7	11
60 – 66	16	27
67 – 73	6	33
74 – 80	1	34

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 59.5$$

$$d_1 = 2$$

$$d_2 = 1$$

$$i = 7$$

$$= 59.5 + \frac{2}{1+2} i$$

$$= 59.5 + \frac{2}{3} (7)$$

$$= 59.5 + 1 (7)$$

$$= 59.5 + 7$$

$$= 66.5$$

Appendix 7

HOMOGENEITY TEST (PRE- TEST)

Calculation of parameter to get variant of the class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula :

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses

$$H_0 = \alpha_1^2 = \alpha_2^2$$

$$H_1 = \alpha_1^2 \neq \alpha_2^2$$

a. Variant of the IX-2 class is

No	Students initial name	X_i	X_i^2
1	AH	64.2	4121.6
2	AH	64.2	4121.6
3	AS	75	5625
4	AWR	64.2	4121.6
5	AFR	67.8	4596.8
6	BH	75	5625
7	BS	67.8	4596.8
8	DRD	78.5	6162.2
9	FR	75	5625
10	HD	78.5	6162.2
11	ICP	64.2	4121.6
12	IMR	78.5	6162.2
13	IGP	71.4	5097.9
14	JS	46.4	2152.9
15	JPR	71.4	5097.9
16	KGP	75	5625
17	LF	67.8	4596.8
1	MP	78.5	6162.2
19	NP	64.2	4121.6
20	MM	64.2	4121.6
21	MD	67.8	4596.8
22	MS	71.4	5097.8

23	NYR	71.4	5097.8
24	N	675.8	4596.8
25	OS	64.2	4121.6
26	PAS	64.2	4121.6
27	RH	60.7	3648.4
28	RS	64.2	4121.6
29	SSR	71.4	5097.9
30	SGNS	78.5	6162.2
31	SD	67.8	4596.8
32	SR	67.8	4596.8
33	SR	64.2	4121.6
34	SR	67.8	4596.8
35	SS	67.8	4596.8
36	S	67.8	4596.8
	Total	2476.6	171759.2

$$n = 36$$

$$\sum xi = 2476,6$$

$$\sum xi^2 = 171759,2$$

So

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} = \frac{36(171759,2) - 2476,6^2}{36(36-1)} = \frac{6183331 - (2476,6)^2}{36(35)}$$

$$= \frac{6183331,2 - 6133547,5}{1260} = \frac{49783,5}{1260} = 39,5$$

b. Variant of IX-3 class is

No	Students initial name	Pre- test	X_i^2
1	ASR	64.2	4121.6
2	AR	64.2	4121.6
3	AL	57.1	3250.4
4	AS	64.2	4121.6
5	AM	64.2	4121.6
6	A	39.2	1536.6
7	BP	67.8	4596.8
8	DLS	71.4	5097.9
9	DP	46.4	2152.9
10	FH	71.4	5097.9
11	FM	60.7	3648.4
12	GEM	78.5	6162.5
13	HP	60.7	3468.4
14	ISS	67.8	4596.9
15	IS	67.8	4596.9

16	KD	39.2	1536.6
17	MSS	67.8	4596.9
18	MSM	60.7	3648.4
19	MR	60.7	3648.4
20	ML	64.2	4121.6
21	NP	57.1	3250.4
22	PR	53.7	2883.6
23	PRST	57.1	3250.6
24	PH	60.7	3648.4
25	RS	64.2	4121.6
26	RD	53.5	2883.6
27	R	64.2	4121.6
28	RS	64.2	4121.6
29	SGS	67.8	4596.9
30	SLS	53.5	2883.6
31	TKR	42.8	1831.8
32	WS	64.2	4121.6
33	YAM	64.2	4121.6
34	YA	64.2	4121.6
	Total	2070	128354.7

$$n = 34$$

$$\sum x_i = 2070$$

$$\sum x_i^2 = 128354,7$$

So

$$S^2 = \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)} = \frac{34(128354,7) - 2070^2}{34(34-1)} = \frac{4363753,8 - (2070)^2}{34(33)}$$

$$= \frac{4363753,7 - 4284900}{1122} = \frac{78853,7}{1122} = 64.5$$

The formula was used to test hypothesis was :

IX-2 and IX-3 :

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}} = \frac{64.6}{39.5} = 1.63$$

After doing the calculation , researcher found that $F_{\text{count}} = 1.63$. It had been compared to F_{table} with α 5% and dk numerator and deminator are different ($n_1 = 36$; $dk = 36 - 1 = 35$ and $n_2 = 34$; $dk = 34 - 1 = 33$). From the distribution list F, researcher found that $F_{\text{table}} = 4.12$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.63 < 4.12$). So, it means that the variant is not homogenius.

Appendix 8

1. Score of experimental class and control class on post- test

a. Score of experimental class on post- test

No	Students initial name	X_1
1	AH	60.7
2	AH	75
3	AS	73.5
4	AWR	91
5	AFR	78.5
6	BH	73.5
7	BS	76.7
8	DRD	73.5
9	FR	73.5
10	HD	76.7
11	ICP	55.3
12	IMR	71.4
13	IGP	85.7
14	JS	55.3
15	JPR	73.2
16	KGP	75
17	LF	75
1	MP	76.7
19	MS	73.2
20	MM	57.1
21	MD	64.2
22	NP	80.3
23	NYR	87.5
24	N	71.4
25	OS	75
26	PAS	76.7
27	RH	76.7
28	RS	80.3
29	SSR	78.5
30	SGNS	78.5
31	SD	82.1
32	SR	76.7
33	SR	51.7
34	SR	51.7
35	SS	69.9
36	SJ	60.7
	Total	2612.5

b. Score of control class on post- test

No	Students initial name	X ₂
1	ASR	55.3
2	AR	51.7
3	AL	37.5
4	AS	51.7
5	AM	50
6	A	42.8
7	BP	85.7
8	DLS	83.9
9	DP	42.8
10	FH	64.2
11	FM	42.8
12	GEM	80.3
13	HP	41
14	ISS	55.3
15	IS	55.3
16	KD	55.3
17	MSS	58.9
18	MSM	46.4
19	MR	42.8
20	ML	46.4
21	NP	37.5
22	PR	57.1
23	PRST	58.9
24	PH	55.3
25	RS	48.2
26	RD	57.1
27	R	55.3
28	RS	50
29	SGS	58.9
30	SLS	62.5
31	TKR	55.3
32	WS	58.9
33	YAM	78.5
34	YA	71.4
	Total	2039.7

Appendix 9

RESULT OF NORMALITY TEST IN POST- TEST RESULT OF THE NORMALITY TEST OF IX-2 IN POST- TEST

1. The score of IX-2 class in post- test from low score to high score

51.7 60.7 73.5 75 76.6 80.3

51.7 64.2 73.5 75 76.6 80.3

55.3 69.9 73.5 75 76.6 82.1

55.3 71.4 73.5 76.6 78.5 85.7

57.1 71.4 73.5 76.6 78.5 87.1

60.7 73.5 75 76.6 78.5 91

2. High = 91
Low = 51.7
Range = 91 – 51.7
= 39.3

3. Total of classes = $1 + 3.3 \text{ Log } (n)$
= $1 + 3.3 \text{ log } (36)$
= $1 + 3.3 (1.55)$
= $1 + 5.11$
= 6.11
= 6

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{39.3}{6} = 6.55 = 7$

5. Mean

Interval class	F	X	X'	FX'	X' ²	FX ²
51 – 57	5	54	+3	15	9	35
58 – 64	3	61	+2	6	4	12
65 – 71	3	68	+1	3	4	3
72 – 78	19	75	0	0	0	0
79 – 85	4	82	-1	-4	1	4
86 – 92	2	89	-2	-4	4	8
	36	-	-	16	-	62

$$\begin{aligned}
 M_x &= M' + i \left(\frac{\sum fx'}{N} \right) \\
 &= 75 + 7 \left(\frac{16}{36} \right) \\
 &= 77 + 7 (0.44) \\
 &= 77 + (3.08) \\
 &= 80.8
 \end{aligned}$$

$$\begin{aligned}
SD_i &= i \sqrt{\frac{\sum fx'}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
&= 6 \sqrt{\frac{63}{36} - \left(\frac{16}{36}\right)^2} \\
&= 7 \sqrt{1.72 - (0.44)^2} \\
&= 7 \sqrt{1.72 - (0.19)} \\
&= 7 \sqrt{1.53} \\
&= 7 \times 1.23 \\
&= 8.65
\end{aligned}$$

Table of Normality Data Test Chi Kuadrat Formula

Interval of score	Real upper limit	z-score	Limit of large area	Large of area	f_h	F_0	$\left(\frac{f_0 - f_h}{f_h}\right)$
46 – 52							
53 – 59	54	-3.2	0.0006	5.4094	194.73	5	21.4
60 – 66	61	-2.4	0.008	0.0074	0.26	3	5.8
67 – 73	68	-1.5	0.06	0.052	1.87	3	2
74 – 80	75	-0.4	0.34	0.28	10.08	19	0
81 – 97	82	-0.3	0.38	0.04	1.44	4	19.3
	89	1.2	0.88	0.27	9.72	2	5.2

$$X^2 \quad 64.7$$

Based on the table above, the researcher found that $X^2_{\text{count}} = 64.7$ while $X^2_{\text{table}} = 12.59$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($64.7 > 12.59$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$. So distribution of IX-2 class (post- test) is normal.

10. Median

Interval class	F	Fk
51 – 57	5	5
58 – 64	3	8
65 – 71	3	11
72 – 78	19	30
79 – 85	4	34
86 – 92	2	36

Position of Me in interval class number 4

$$\begin{aligned}
Bb &= 75 \\
F &= 30 \\
Fm &= 7 \\
I &= 7 \\
N &= 36 \\
\frac{1}{2}n &= 18 \\
\text{So :}
\end{aligned}$$

$$\begin{aligned}
&Bb + i \left(\frac{\frac{1}{2}n - f}{fm} \right) \\
&77 + 7 \left(\frac{18 - 30}{7} \right) \\
&77 + 7 \left(\frac{-12}{7} \right) \\
&77 + 7 (-1.71) \\
&77 + (-11.97) \\
&63.03
\end{aligned}$$

11. Modus

Interval class	F	Fk
51 – 57	5	5
58 – 64	3	8
65 – 71	3	11
72 – 78	19	30
79 – 85	4	34
86 – 92	2	36

$$\begin{aligned}
M_o &= L + \frac{d_1}{d_1 + d_2} i \\
L &= 75 \\
d_1 &= 2 \\
d_2 &= 3 \\
i &= 7 \\
&= 77 + \frac{2}{2+3} (7) \\
&= 77 + 0.4 (7) \\
&= 77 + 2.8 \\
&= 79.8
\end{aligned}$$

RESULT OF NORMALITY TEST IN POST- TEST
RESULT OF THE NORMALITY TEST OF IX-3 IN POST- TEST

1. The score of IX-2 class in post- test from low score to high score

37.5 42.8 51.7 55.3 58.9 78.5

37.5 46.4 51.7 55.3 58.9 80.3

41 48.2 55.3 57.1 60.7 83.9

42.8 48.2 55.3 57.1 62.5 85.7

42.8 50 55.3 58.9 64.2

42.8 50 55.3 58.9 71.4

2. High = 37.5

Low = 85.7

Range = 85.7 – 37.5

= 48.2

3. Total of classes = $1 + 3,3 \text{ Log } (n)$

= $1 + 3.3 \log (34)$

= $1 + 3.3 (1.53)$

= $1 + 5.04$

= 6.04

= 6

4. Length of classes = $\frac{\text{range}}{\text{total of classes}} = \frac{48.2}{6} = 8$

5. Mean

Interval class	F	X	X'	Fx'	X' ²	Fx ²
37 – 45	7	41	+2	14	4	28
46 – 54	6	50	+1	6	1	6
55 – 63	14	59	0	0	0	0
64 – 72	2	68	-1	-2	1	2
73 – 81	2	77	-2	-4	4	8
82 – 90	3	86	-3	-9	9	27
	34	-	-	3		71

$$M_x = M' + i \left(\frac{\sum f x'}{N} \right)$$

$$= 59 + 8 \left(\frac{3}{34} \right)$$

$$= 59 + 8 (0.08)$$

$$= 59 + 0.6$$

$$= 59.6$$

$$\begin{aligned}
SD_i &= i \sqrt{\frac{\sum fx_i'}{N} - \left(\frac{\sum fx_i'}{N}\right)^2} \\
&= 8 \sqrt{\frac{71}{34} - \left(\frac{23}{34}\right)^2} \\
&= 8 \sqrt{2.0 - (0.73)^2} \\
&= 8 \sqrt{2.0 - 0.0064} \\
&= 8 \sqrt{1.99} \\
&= 8 \times 1.4 \\
&= 11.3
\end{aligned}$$

Table of Normality Data Test Chi Kuadrat Formula

Interval of score	Real upper limit	z-score	Limit of large area	Large of area	f_h	F_0	$\left(\frac{f_o-f_h}{f_h}\right)$
37 – 45							
46 – 54	41	1.6	0.94	0.932	31.68	7	31.6
55 – 63	50	-0.86	0.19	0.14	4.76	6	3.9
66 – 72	59	0.07	0.52	0.33	11.22	14	10.8
73 – 81	68	0.7	0.75	0.23	7.82	2	0
82 – 90	77	1.4	0.92	0.17	5.78	2	4.2
	86	2.27	0.98	0.07	2.38	3	1.9
							X^2
							52.2

Based on the table above, the researcher found that $X^2_{\text{count}} = 52.2$ while $X^2_{\text{table}} = (11.07)$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($52.2 > 11.07$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So distribution of IX-3 class (post- test) is normal.

12. Median

Interval class	F	Fk
37 – 45	7	7
46 – 54	6	13
55 – 63	14	27
64 – 72	2	29
73 – 81	2	31
82 – 90	2	34

Position of Me in interval class number 4

$$Bb = 59$$

$$F = 27$$

$$Fm = 8$$

$$I = 8$$

$$N = 34$$

$$\frac{1}{2}n = 17$$

So :

$$Bb + i \left(\frac{\frac{1}{2}n - f}{fm} \right)$$

$$59 + 8 \left(\frac{17 - 27}{8} \right)$$

$$59 + 8 \left(-\frac{10}{8} \right)$$

$$59 + 8 (-1.2)$$

$$59 + (-10)$$

$$49$$

13. Modus

Interval class	F	Fk
37 – 45	7	7
46 – 54	6	13
55 – 63	14	27
64 – 72	2	29
73 – 81	2	31
82 – 90	2	34

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 59$$

$$d_1 = 1$$

$$d_2 = 6$$

$$i = 8$$

$$= 59 + \left(\frac{1}{1+6} \right) 8$$

$$= 59 + \left(\frac{1}{7} \right) 8$$

$$= 59 + 0.14 (8)$$

$$= 59 + 1.14$$

$$= 60.1$$

Appendix 10

HOMOGENEITY TEST (POST- TEST)

Calculation of parameter to get variant of the class as experimental class sample and variant of the second class as control class sample are used homogeneity test by using formula :

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 = \alpha_1^2 = \alpha_2^2$$

$$H_1 = \alpha_1^2 \neq \alpha_2^2$$

c. variant of the IX-2 class is

No	Students initial name	X ₁	X ₂
1	AH	60.7	3648.4
2	AH	75	5625
3	AS	73.5	5402.2
4	AWR	91	8281
5	AFR	78.5	6162.2
6	BH	73.5	5402.2
7	BS	76.7	5882.9
8	DRD	73.5	5402.2
9	FR	73.5	5402.2
10	HD	76.7	5882.9
11	ICP	55.3	3058
12	IMR	71.4	5097.9
13	IGP	85.7	7344.4
14	JS	55.3	3058
15	JPR	73.5	5402.2
16	KGP	75	5625
17	LF	75	5625
18	MP	76.7	5882.9
19	MS	73.5	5402.2
20	MM	57.1	3260
21	MD	64.2	4121.6
22	NP	80.3	6488
23	NYR	87.5	7656.2

24	N	71.4	5079.9
25	OS	75	5625
26	PAS	76.7	5882.9
27	RH	76.7	5882.9
28	RS	80.3	6488
29	SSR	78.5	6162.2
30	SGNS	78.5	6162.2
31	SD	82.1	6740.4
32	SR	76.7	5882.9
33	SR	51.7	2672.8
34	SR	51.7	2672.8
35	SS	69.9	4844
36	SJ	60.7	3648.4
	Total	2612.5	195899.8

$$n = 36$$

$$\sum x_i = 2612.5$$

$$\sum x_i^2 = 195899.8$$

$$\begin{aligned} \text{So, } S^2 &= \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)} = \frac{36(195899.8) - 2875.5^2}{36(36-1)} \\ &= \frac{7052394.6 - (2612.5)^2}{36(35)} = \frac{7052394.6 - 6825156.2}{1260} \\ &= \frac{227238.4}{1260} = 180.3 \end{aligned}$$

d. variant of IX-3 class is

No	Students initial name	X ₂	X ₁
1	ASR	55.3	3058
2	AR	51.7	3260.4
3	AL	37.5	1406.2
4	AS	51.7	3260.4
5	AM	50	2500
6	A	42.8	1831.8
7	BP	85.7	7344.4
8	DLS	83.9	7079
9	DP	42.8	1831.8
10	FH	64.2	4121.6
11	FM	42.8	1831.8
12	GEM	80.3	6448
13	HP	41	1681
14	ISS	55.3	3058
15	IS	55.3	3058

16	KD	55.3	3058
17	MSS	58.9	3469.2
18	MSM	46.4	2125.9
19	MR	42.8	1831.8
20	ML	46.4	2125.9
21	NP	37.5	1406.2
22	PR	57.1	3260.2
23	PRST	58.9	3569.2
24	PH	55.3	3058
25	RS	48.2	2323.8
26	RD	57.1	3260.4
27	R	55.3	3058
2	RS	50	2500
29	SGS	58.9	3469.2
30	SLS	62.5	3906.2
31	TKR	55.3	3058
32	WS	58.9	3469.2
33	YAM	78.5	6162.2
34	YA	71.4	5097.9
	Total	2039.7	116716.7

$$n = 34$$

$$\sum xi = 2039.7$$

$$\sum xi^2 = 116716.7$$

So

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} = \frac{34(116716.7) - 2039.7^2}{34(34-1)} \\ &= \frac{4201801.8 - (2039.7)^2}{34(33)} = \frac{4201801.8 - 4160376}{1122} \\ &= \frac{41425.8}{1122} = 33.9 \end{aligned}$$

The formula was used to test hypothesis was :

2. IX-2 and IX-3 :

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}} = \frac{1810.3}{33.9} = 5.31$$

After doing the calculation , researcher found that $F_{count} = 5.31$. It had been compared to F_{table} with α 5% and dk numerator and deminator are different ($n_1 = 36$; $dk = 36 - 1 = 35$ and $n_2 = 34$; $dk = 34 - 1 = 33$). From the distribution list F, researcher found that $F_{table} = 4.12$, cause $F_{count} > F_{table}$ ($5.31 > 4.12$). So, it means that the variant is homogenius.

Appendix 11

T- TEST OF BOTH AVERAGES IN PRE- TEST

The formula we use to analyse homogeneity test of the both average was t- test, that :

$$\begin{aligned}
 Tt &= \frac{x_1 - x_2}{\frac{\sqrt{(36)s_2^2 + (33)s_1^2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} \\
 &= \frac{65.5 - 49.6}{\frac{\sqrt{(36)39.5^2 + (33)64.5^2}}{68} \left(\frac{1}{34} + \frac{1}{34} \right)} \\
 &= \frac{15.9}{\frac{\sqrt{(36)1560.2 + (33)4160.2}}{68} (0.02 + 0.02)} \\
 &= \frac{15.9}{\frac{\sqrt{54607 + 137288.2}}{68} (0.04)} \\
 &= \frac{15.9}{\sqrt{191893.6} (0.04)} = \frac{15.9}{\sqrt{112.8}} = \frac{15.9}{10.6} = 1.5
 \end{aligned}$$

Based on the researcher calculation of hypothesis test of the both of averages, researcher found that $t_{\text{count}} = 1.5$, with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 36 + 34 = 70 - 2 = 68$, researcher found that $t_{\text{table}} =$ because $t_{\text{table}} > t_{\text{table}} (1.5 > 1.667)$. So H_a was rejected, it means there no difference in average between experimental class and control class.

T- TEST OF BOTH AVERAGES IN POST- TEST

The formula we use to analyse homogeneity test of the both average was t- test, that :

$$\begin{aligned}
 &= \frac{x_1 - x_2}{\frac{\sqrt{(36)s_2^2 + (33)s_1^2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)} \\
 &= \frac{63 - 49}{\frac{\sqrt{(36)180.3^2 + (33)33.9^2}}{68} \left(\frac{1}{34} + \frac{1}{34} \right)} \\
 &= \frac{14}{\frac{\sqrt{(36)32508 + (33)1149}}{68} (0.02 + 0.02)} \\
 &= \frac{14}{\frac{\sqrt{39712.5 + 37917}}{68} (0.04)} \\
 &= \frac{14}{\sqrt{1795.5} (0.04)} = \frac{14}{\sqrt{71.8}} = \frac{14}{8.2} = 1.69
 \end{aligned}$$

Based on the researcher calculation of hypothesis test of the both of averages, researcher found that $t_{count} = 1.69$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 36 + 34 = 70 - 2 = 68$, researcher found that $t_{table} = 1.667$, because $t_{count} > t_{table} (1.69 > 1.667)$. So H_a was accepted, it means there is difference in average between experimental class and control class.

Apendix 12

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre – test	Post - test	Enhancement	Gain score
Experimental	57.2	77.6	20.4	25.8
Control	65	59.6	-5.4	

Appendix 13
First Day in SMP Negeri 2 Saipar Dolok Hole



Second Day Pre Test in Experimental Class





The Third Day Treatment and Post-test in Experimental Class







The Fourth Day Pre-Test in Control Class



Fifth Day Treatment and Post Test in Control Class





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Hal : Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nurliana Agustina
Nim : 1820300073
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Bahasa Inggris
Alamat : Sipirok

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Demonstration Method on Student's Writing Procedure Text at the IX Grade of SMP Negeri 2 Saipar Dolok Hole Kabupaten Tapanuli Selatan"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan maksud judul di atas.

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.



Padangsidempuan, 7 September 2022

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SYEKH ALI HASAN AHMAD ADDARY PADANGSIDEMPUAN

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Dengan Hormat,

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan pada tanggal 7 september 2022, Maka Kepala Sekolah **SMP NEGERI 2 SAIPAR DOLOK HOLE** dengan ini menerangkan :

No	Nama Mahasiswa	NIM	Program Study
1	Nurliana Agustina	1820300073	B.INGGRIS

Benar telah mengadakan penelitian di **SMP NEGERI 2 SAIPAR DOLOK HOLE** pada tanggal 12 September 2022 s/d 03 Oktober 2022, guna melengkapi data pada penyusunan skripsi yang berjudul “ **The Effect of Demonstration Method on Student’s Writing Text at the IX Grade of SMP NEGERI 2 SAIPAR DOLOK HOLE Kabupaten Tapanuli Selatan**”

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

Sipagimbar, 03 Oktober 2022

Kepala SMP Negeri 2 Saipar Dolok Hole

Kepala SMP Negeri 2 Saipar Dolok Hole



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