

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is an international language used as a means of communication both orally and written in most countries in the world. People use English to make international contacts and cooperate with people in different countries in the world. Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. There are four basic skills that must be mastered. They are listening, speaking, reading, and writing". Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the readers would be easily understood. In writing process always involve thinking skill and creative skill. The students appeared to have many problems when write in English.

Communicating ideas in piece of writing seems to be very challenging for junior high schools in Indonesia. According to Kendall and Khoun (2005:27-36) "proficient learners and to use the strategies in reading, and writing to develop understanding and make meaning". Writing makes the students experience some processes that lead them to experience .

Therefore writing skill is more complex and more difficult than other skills to teach because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual devices. Brown (2007:147) states, As a method of communication ,writing could be used to establish and maintain contact with others, transmit information ,express though felling and reactions, entertain and persuade. In the teaching and learning process of writing, the teacher has an important role.

For this purpose, a teacher should give much practice to improve student's ability in English. They should be a model of English and should be able to choose the materials and methodology in presenting the materials to reach the objective of teaching and learning process. Using writing to teach can make visible the process students and teacher go through of as they learn.

Writing a procedure text is one of the writing competence that the students have to produce or performed. However it is not easy to teach for the beginner as it is to these of Elementary level III students of E-Colink Education Centre Pontianak. Although they belong to conversation class, writing skill should also be supplementary covered because the skill will also contribute to the students speaking skill. They often feel confused about what they will write. The text has purpose to instruct how to do something or make something in particular structures such as (goal, something/materials, method and conclusion/evaluation). The language features that mostly used are imperative mood of verbs Anderson and Kathy (1998:24).

Writing a procedure text is one of the writing competence that the students have to procedure or performed. However many students in Junior High School have difficulties to write organization of procedure text In 8 grade at SMP Mardi Lestari Medan, because students come from different social background , they only depend on their imagination, so it is not enough to get ideas in writing.

To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media, and classroom interaction. There are several problem that the student face while writing in the classroom. Firstly, the students are generally confused by what they want to write since they have limited vocabulary. Secondly, the students have difficulty in constructing the ides to write procedure text

which consist of goal, materials and steps. Besides that in students' writing there are many errors in grammar and spelling.

Based on the students' problems above, a way that makes the students interested in writing has to be developed. One way that can help the students to be more interested in writing is providing suitable writing materials and learning media as well using appropriate method of teaching. Here the researcher applied demonstration method.

There are many strategies to develop students' writing skill especially in writing procedure text. One of them is using silent demonstration method. Silent Demonstration is a teaching technique which often combines oral explanation with the handling or operation of equipment and materials. It means that demonstration not only explain about how something works orally but also involves showing what and how something works in action.

By implementing this technique of teaching, students are expected to participate actively in teaching learning process. From the elaboration above, the researcher conducted a research entitled Improving students writing procedure text using silent demonstration.

The writer chooses silent demonstration as a method in teaching procedure text, because students understand better when using silent demonstration method. So the writer can conclude to do experimental study by improving students writing procedure text using silent demonstration.

Table 1.1 Students score on observation second Grade of SMP Mardi Lestari Medan

NO	Students Name	Pre-test
1	RN	34
2	WS	60

3	EH	70
4	NS	49
5	JP	72
6	EP	55
7	RH	68
8	GP	72
9	TP	49
10	DS	55
11	RS	68
12	CP	56
13	CN	73
14	WH	72
15	AS	49
16	PP	60
17	ET	62
18	WZ	34
19	LS	54

20	MA	36
21	TS	60
22	NS	56
23	YS	38
24	SP	54
25	WS	39
26	RH	63
	Total score	1458

$$\text{Nilai rata-rata} = \frac{\text{Jumlah Nilai}}{\text{Banyaknya Data}}$$

$$\text{Nilai rata-rata} = \frac{1458}{26} = 56,08$$

1.2 The Problem of the Study

In relation the background of the study, the problem of this is formulated the question below:

Is there an improvement of the students writing procedure text using Silent Demonstration Method?

1.3 The Objective of the Study

The objective of this study is intended to find out if there is an improvement in the students' writing skills in writing procedural text using Silent Demonstration Method.

1.4 The Scope of the Study

In this research, the writer focused on Improving students writing procedure text using silent demonstration. According to Brown (2007:147) As a method of communication, writing could be used to establish and maintain contact with others, transmit information, express though felling and reactions, entertain and persuade.

For this purpose, a teacher should give much practice to improve student's ability in English. They should be a model of English and should be able to choose the materials and methodology in presenting the materials to reach the objective of teaching and learning process.

Learning about procedure text, According to (Anderson and Kathy, 1998;4) Writing a procedure text is one of the writing competence that the students have to procedure or performed. He also states that there are kinds of procedure text namely, Generic structure of procedure text and social function of procedure text. Regarding to that, here the writer will focus on the generic structure.

Based on the problem and the potentials of Improving students writing procedure text using silent demonstration. Therefore, this study was important for SMP Mardi Lestari Medan in order to improve the students' writing teaching and learning process.

1.5 The Significance of the Study

There are two kinds of significance of this study, specifically theoretical significance and practical significance. Thus the significance of this research may include as follows:

a. Theoretically

1. This study can do in teaching writing procedure text
2. This study can improve teacher to motivate students to speak English well and make than more active in the learning process especially dealing with different situation by using reciprocal teaching.
3. This study can improve the reader doing the next research.

b. Practically

1. Teacher can apply various techniques in teaching writing procedure text so that the students are motivated and interested in learning.

2. The students are motivated in learning English writing procedure text and they can enhance their capability.
3. The Writer can be useful for the other researcher as reference and guidance in conducting research, especially research on teaching

APPENDIX E

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concept of the study should be made clear from the start. This is considered important to understand the ideas conveyed. Therefore, the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In order words, the following is considered to be important to discuss the clarifying the concept use or being discussed so that the readers will get the point clearly.

2.2 Writing Skill

Writing is one of the languages. Skill which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we fell. It is one of four basic skills (listening, reading, speaking, writing) that are very complex and difficult to learn.

As one of English language skills, writing is important to be learnt by students at junior high school. According to Kendall and Khoun (2005:27-36)“proficient learners and to use the strategies in reading, and writing to develop understanding and make meaning”. Express and

impress mean that a writer typically serves to masters, himself and his desires to express an ideas or feeling and readers. Process of Writing form. The writer must imagine, organize, draft, read, and reread.

So, the students need to master writing skills because it can be used to express the students' ideas as well as feelings and communication with others. Writing has been characteristic as written thinking. Students should be encouraged to express their idea, experience thought, and, felling. From the explanation above , it can be said that writing is an ending of product from students' thinking, felling, and idea, even experience that is visualized in written form.

Some people hold the false belief that writing is a talent that some have and others do not. This belief make them never make an effort to learn writing. According to Michael Allen (1990:9) "Writing is an activity which can seriously damage your health". It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. The overall purpose of this books is therefore to protect and preserve the sanity of anyone who is unfortunate and enough to be afflicted with the ambition to write''.

Writing is one of important skills of a language. According to Bly,(2001:14)"The skills a writer needs to learn are skills of psychological sturdiness, and the other half are skills of literary craft". Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay.

2.2.1 Purpose of Writing

When someone writes something, he or she has purpose for writing .Each writer has his own purpose, in accordance with the text of which was Planning to write. " The old disembodied

grammar of the writing as object approach but one linked to the specific purpose of a genre (Hyland, 2004:25)’. There are some of the reason why writing systems pmay have evolved:

1. To provide a more-or-less permanent record of some event.
2. To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.
3. To entertain or instruct through creative literature such as stories, novels, and poems.
4. To present complex arguments that would be beyond the spoken word in the form of essay, journal articles, and so on.
5. To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.

As a purpose of writing that can make a students more interesting to write in their daily activity that can make easy in writing.

2.2.2. Writing Process

To create a good paragraph of writing, someone not only needs a good idea or thoughts to complete his or her writing but also more than just an idea an the process of writing considers the value of writing. A good writing must be able to express their ideas directionally because writing is not only about what we want to write but it is how we write.

In writing we also must do some revision. It is not only correcting errors or cleaning up a manuscript, not just confined the end of the writing process. In revising the writer usually add

and delete some material but also rearrange material in their text to make their meaning clear to their readers.

Instead, writing was taught as a vehicle for creative expression and critical thought. Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. Types of writing;

1. Pre-writing

Pre-writing is first step of process writing. This steps is where the writers try to find what she/he wants to write. The writers in choosing a topic, gathering, ideas about that topic, organizing those ideas to talk about first to last.

2. Drafting

At the drafting stage, the writers are focused on the fluency of writing on organization and language to be used in order to the readers can understand the ideas easily. The content might be written without considering the grammatical aspect first.

3. Reviewing and Revising

Reviewing is checking what had written, from the structure until content. The writers can ask to classmates to exchange text Readers' opinion is a good way to know if the writing is clear and effective. Revising is not merely checking for language errors. It is don't to improve the global content and the organization of ideas so that the writer's intent is made clearer to reader.

4. Rewriting

Rewriting can be called editing .Editing occurs after revising. The goals is to give your paper a professional appearance.

From the explanation above, it can be concluded that in writing there are four steps: Pre-writing (deciding the topic), drafting (writing keywords), reviewing and revising (checking the composition), rewriting (revising the composition until become a good composition).

Writing without structure accomplishes as little as writing a mock structure. Students need structure, they need to improve event mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real purpose and real audiences states David Nunan (1985:26-7)

2.2.3 Teaching Writing

Teaching writing is a big challenge for teachers. They must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Regarding to the genre as a model of teaching and learning. One of the objectives of English language teaching is to improve students' ability to communicate in oral and written language.

Therefore, writing, as one of the four skills, has always formed as part of the syllabus in the teaching of English. Teaching writing aims to help students to become better writers and to learn how to write in various genres using different register. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

Mark Pennington (2010:21) state “Teaching writing at junior high school is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control her/ his language performance, or his effort to have writing practice continually”. The teachers role is

needed to motivate students in teaching learning process while students in transition period. They have some characteristic, they are:

1. Curious and willing to learn things they consider useful.
2. Focused on themselves and how they are perceived by their peers.
3. Beginning to think critically.
4. Enjoy solving real life problems and they would be much happier if such problems didn't exist.
5. Resist adult authority and asserts independence.
6. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things, which interest them.

As teacher, he should encourage and guide the student's to explore and develop their creativity in writing. A teacher also gives freedom to student's to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully. In giving material for teaching, Teachers must recognize the instruction given. Writing instruction include real-life and interactive tasks.

2.3 Genre

Genre is kind of text which is describes the general of the text. Genre is now one of the most important concepts in language education today. It is customary, however, to identify three approaches to genre (Johns, 2002: 63).

“Genre are a motivated, functional relationship between text type and rhetorical situation. That is to say, a genre is neither the text type nor a situation, but rather the functional

relationship between a type of the text and a type of situation. Text types survive because they work, because they respond effectively to recurring situations“ (Coe, 2002: 68).

2.3.1 Types of Genre

Genre can be recognized from three rhetorical structures. They are social function, generic structure, and grammatical features. Genre differ in terms of their social purpose for which members of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved. There are many kinds of text type. According to swale (1990 :141) the genre which share the same purpose belong to the some text-types., identified further six main school type-types according to their primary social purposes.

1. Recount

Recount is a kind of genre text that retells the past event. Recount text is a text which recalls and reconstructs events, experiences and achievements from the past in a logical sequence. The purpose of recount text is to retell several events and usually it is from the point of view of someone who was there in a certain situation. Recount text has three parts to be learner by students and make them understand more about recount text, they are: Orientation (provided the setting and introduce participant), Event (tell what happened, in what sequence), and Re-orientation (close of events) and three of them called as generic structure.

2. Procedure

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Procedure text is text that tells how

to do something. It's used is to describe how something is completely done through a sequence of series. The generic structure of procedure text is goal, material, and steps.

3. Narrative

Narrative is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. Narrative is a text containing five components, they are: orientation, evaluation, complication, resolution, re-orientation.

4. Anecdote

An anecdote is a brief, revealing account of an individual person or an incident. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers. It is written that anecdote is an interesting short story because they are funny and memorable, usually about important or famous people and based on actual events.

5. Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. Explanation text has two mains orientation: to explain why and to explain how. The generic structure of explanation, they are: general statement (stating the phenomenon issues which are to be explained), sequenced explanation (stating a series of steps which explain the phenomena).

6. Discussion

Discussion is a text which is presented a problematic discourse. This problem will be discussed from different viewpoints. Discussion text is a writing genre which deals with both sides of a controversial issue the for and against arguments in the same essay. Discussion is commonly found in philosophical, historic, and social text. The generic structure of discussion, they are: statement of issue (stating the issue which is to discussed), list of supporting points (presenting the point in in supporting the presented issue), list of contrastive point (presenting other points which disagree to the supporting point), recommendation (stating the writer recommendation of the discourse).

7. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. It means if there is an important event that should be known by many people, then this event deserves news. The generic structure of news item, they are: main events (it recounts the event in summary form), elaboration (they elaborate what happened, to whom, in what circumstance), resource of Information (it contains comments by participants in, witnesses to and authorities expert on the event).

8. Report

A report is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. Report means a text which describes thing in general. Report is for providing information about natural or non-natural phenomena. Within writing report, students have to write something decent to report researching and analyzing something.

9. Review

Review is an evaluation of publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live concert, a play, musical theater show or dance show. The purpose of review text is used to critic the events or art works for the reader or listener, such as movies, shows, book, and others.

10. Spoof

Spoof is a text which tells the events of the past with an unexpected ending and funny. The purpose of spoof is to entertain the readers with funny story. Spoof has a generic structure or text organization and language features. The generic structures is orientation (introduction of the participant of the story), events (tells about the chronological of the story), twist (an unpredictable plot in the end of the story which amuse the reader).

11. Descriptive

Descriptive is a text which says what a person or a thing is like. Descriptive is a type of written text which has the specific function to give description about an object (human or non-human). Its purpose is to describe and reveal a particular person, place, or thing. Description is a text containing two generic structure, they are: identification (identifies phenomenon, person, place, or thing that will be described, description (describes parts, qualities, characteristics).

12. Analytical Exposition

Analytical exposition proposes or suggests a certain topic which may only be pro or contra, or both. Analytical exposition text has a communicative purpose just like any other text. The purpose is to persuade the reader or the speaker by presenting arguments so they will agree and follow the writer's wish.

13. Hortatory Exposition

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

These social purpose of the text genre in turn decide the linguistic inputs of the text (their linguistic conventions, often in form of schematic structure and linguistic features). Specifically, schematic structure refers to internal structure or text organization of the text-type in forms of introduction, body and conclusion while language features consist of linguistic aspect such grammar, vocabulary, connectors and etc. The writers have to use in order to translate information/ideas into a readable text

2.4 Procedure Text

Procedure text is a kind of the text which aims to give guidance about steps to do something. it strikes a Nystrand and Himlay (1986:81) state “ A text explicit not because it says everything all by itself but rather because careful balance between what needs to be said and what may be assumed”. The purpose of a procedure text is to tell the reader what to do or how do something. This can be achieved through arrangement of textual forms. Procedures are instruction full of commends. Recipes are example of a procedure.

Procedure involves as a sequence of technical details. To be a procedure, a procedure may also refer to away or method of doing something. So, the procedure as a genre has a series of steps followed in a regular, orderly, definitely way.

The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. However, the procedural texts which are used in this research are cooking recipes and manual steps of doing something. In addition, there are two important parts that students have to consider.

They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredient or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the title of the text.

2.4.1 Generic Structure of procedure Text

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

1. An introductory statement that gives the aim or goal.
2. A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
3. A Sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

According to Swales (1990:42)“Structure of text is a device that support communicative purpose”. Some with other text type, procedure texts also has generic structure according to

communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of general schematic structure of the text that is called generic structure of the text. Thus from explanation above, it can be concluded that here are three point of generic structure of procedure text which is crucial and it can be stated without ones.

Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ or how to operate something.

2.4.2 Social Function of Procedure Text

Especially, the social function of procedure text is to tell someone how to do something or how to make something and how to operate something.

2.5 Silent Demonstration Method

Before further information, the writer would like to present the definitions of demonstration. According to Brown (2007:147)“ Demonstration is a teaching technique which often combines oral explanation with the handling or operation of equipment and materials”. It means that demonstration not only explain about how something works orally but also involves showing what and how something works in action.

By implementing this technique of teaching, students are expected to participate actively in teaching learning process. From the elaboration above, the researcher conducted a research entitled Improving Students Writing Procedure Text Using Silent Demonstration. Hopefully, this study will inspire English teachers to be more creative in providing media or teaching and method.

There are some Advantages and Disadvantages of demonstration as a teaching technique.

According to Cole and Chan (1994:124). There are some Advantages of demonstration:

1. Demonstrations attract and hold attention; they are interesting.
2. Demonstrations present subject matter in a way that can be understood easily.
3. They convince those who might otherwise doubt that a thing could be done, or that they themselves could do it.
4. The demonstrations method is objective and concrete.
5. Demonstrations permit the teaching of theory along with practice.
6. Demonstrations yield a high rate of “take” to “exposures”.

Disadvantages of demonstration:

1. The preparation and the implementation need a long time.
2. This method will not be effective, if the equipment's are not completed.
3. It will be difficult to do, if the students are not ready to do it.
4. Demonstration may take considerable time and be rather expensive.

2.5.1 Procedure of Writing Demonstration Method

The followings are the procedures of applying the Demonstration method in teaching writing:

1. Planning and preparation

The teacher plans the step in the demonstrational process, including the things that should be done and the key points to be emphasized whit each step. And also prepare apparatus required for the experiment.

2. Introducing of the lesson

The teacher explains the goal of the learning, so that the students know what they will do.

3. Performance In performance,

the teacher has to focus on the students whether they can view the object of what the teacher performed. Then, the teacher demonstrates each step slowly and carefully. And add demonstration with illustration and explanation.

4. Supervision

The teacher asks students to write the goal of previous performance, the material used, and all steps demonstrated by the teacher.

2.6 Previous Research

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

The teacher still used conventional methods, the teacher only delivered verbally, he did not use the media, so, the students were easy to get bored. To improve writing procedure text, teacher can use real things as a teaching media to help her in teaching learning process. And the objectives of the study are: (1) to find out if there is any significance differences in students' writing ability before and after teaching writing procedure text by using real things. (2) to find

out what extent the application of the real things improve the students mastery of the seventh grade students of MTS N Mranggen Demak in writing procedure text.

The result of the research shows that the students improve their writing procedure text by using real things as a medium in teaching writing. The similarity between his research and the writer are on the participation, skill focus of the study (writing), and the kind of text.

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

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

2.7 Conceptual Framework

Writing skill is one language skills which is needed to be mastered by student's including students of junior high school. Writing skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in writing will help the student to explore ideas.

There are so many types of genre in writing such as report, recount, spoof, anecdote, discussion, news item, exposition, review, explanation, description, etc. so which is suitable Procedure text because it can help the students to explore ideas by using good technique in writing procedure text.

The technique can make them will a good write and will be more interested and more active in learning. They will find something new and different from what they usually get in the classroom. Procedure is an order of doing something through a sequence of action or steps. With is technique Silent Demonstration students will be easily to understood.

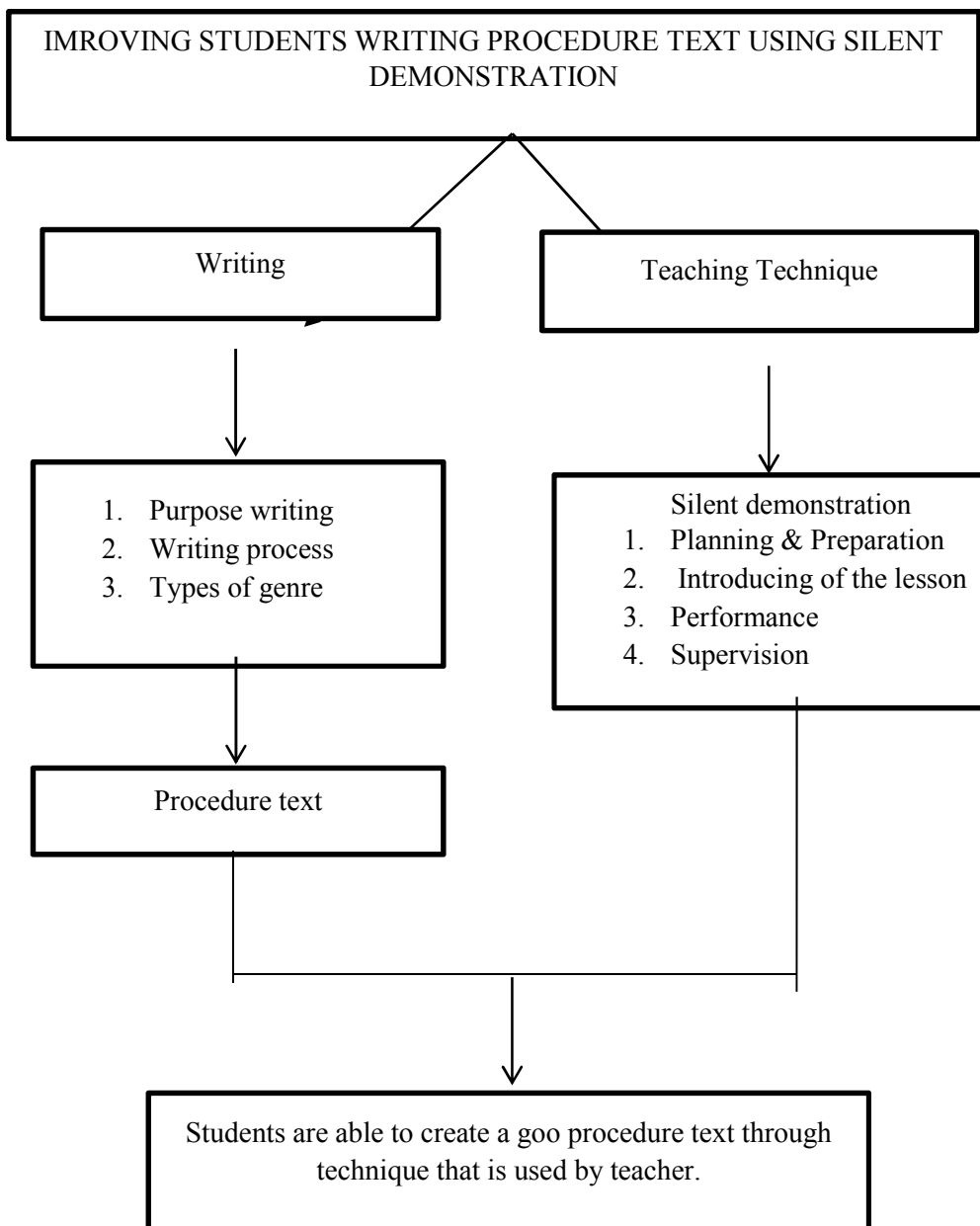


Figure 2.7 Concept Framework of Improving Students Writing Procedure Text Using Silent Demonstration (Dewi Lestari Saragih 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Based on the problem and the expectation to identify the improvement of students' ability in writing procedure text the writer will use silent demonstration method. This research will be conducted by applying a Classroom Action Research (CAR). Action research is a method for improving and modifying the working system of a classroom in school.

Action research has been proposed as an 'empowering' procedure. But as Widdowson (1993:267) has pointed out, if it becomes another top down requirement, it turns into the reverse not only is it an additional burden upon teachers, but it also creates a new kind of dependency on not teaching. Teachers are continually observing students, collecting data and changing practice to improve students learning and the classroom and school environment.

Action research provides a framework that guides the energies of the teachers toward a better understanding of why, when, and how students become better learners. Miller (2007:5). By applying action research, the writer want to see the improvement of student's in writing procedure text using silent demonstration method, the research will be apply two cycles.

The classroom action research (CAR) is done through cycle process which consist of four steps, namely: planning, action, research, observation, and reflection. These four steps are formed in spiral (Kemmis and Mc. Taggart: 1982). The procedure of research can been seen in the following figure:

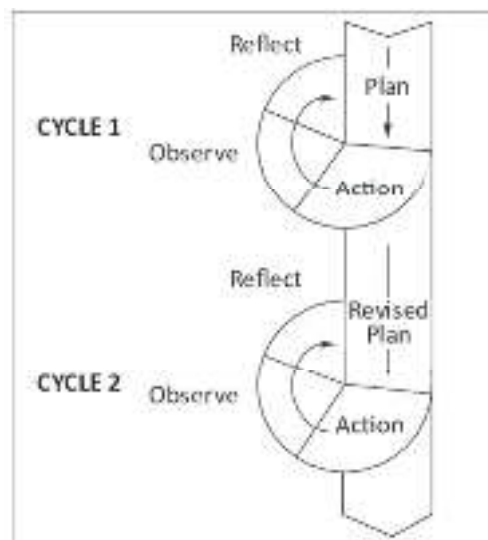


Figure 3.1 example of cycle I and cycle II

According to Arikunto (2010:132) “*bahwa tindakan penelitian tindak kelas dianjurkan di sekolah- sekolah indonesia*”(Classroom action research is recommended to schools in Indonesia).

3.2 Population and Sample

Population is needed in a research. It is all elements when going a research Arikunto (2006:130) states that population is a set (or collecting) of all elements processing one or more

attribute of interest". There are 2nd grade SMP Mardi Lestari Medan. It classes consist of the 2nd grade of SMP Mardi Lestari Medan.

Simple is a small element in doing research. Arikunto (2006:131)"Sample is a part of representation of population". The sample to be investigated is taken randomly. The writer will take from 20 students of eight grade of SMP Mardi Lestari Medan.

3.3 The Instrument for Collecting Data

The data will be collected by using quantitative and qualitative design.

1. Quantitative

In quantitative data, the writer will use writing test as the instrument to measure their writing ability. It will analysis students learning level and principle for the class team study formation in reciprocal teaching technique, the writer would ask students to answer the task. The writer will give a text and the students must present it group as writing test then performance it in front of class.

2. Qualitative

In qualitative research, there are some test that can be used in analyzing data, namely:

1. Diary Notes

In diary notes were written shortly after meeting. It was found the students still confuse for using read a text. They seemed lazy and not interesting to read a text. But when reciprocal teaching technique was introduced and they can read well with summerize, predicting, clarifying

and questioning to read a text in group. They were active, happy and interesting in reading. Reciprocal teaching give them to creat a good motivation to read. So, in the end of the research they could read and make a good Summerize, predicting, clarifying and questening of the text.

2. Observation sheet

It would be used by the writer to observe class participation and atmosphere during teaching learning.

3. Interview

To obtain information about students weakness, feelings problem in teaching speaking learning process through silent demonstration teaching, data will be collected by interviewing the students. The writer will interview students randomly.

3.4 The Procedure of Collecting Data

The procedure of data collection of the study was arranged in two cycles. The first cycle consist of three meetings, first, second, and third, meeting. The second cycle consist of three meetings: fourth, fifth, and sixth meeting. Each cycle is compromise into four steps, they are: planning, action, observation, and reflection.

There is orientation test in first meeting before conducting the cycles in order to get the information of the students writing skill will also test in the end of the cycle.

3.4.1 First cycle

The procedures action research in the first cycle are shown as follows:

A. Planning

In this cycle the researcher will prepare some activities which is done in this first treatment, those are:

- 1) Identifying the problems in pre-cycle, and then formulating the problems.
- 2) Making lesson plan and preparing material.
- 3) Preparing media and facilities used.
- 4) Preparing interview sheet and questionnaire sheet.

B. Action

Action means the process of the activity that will be done. It was the implementation of planning. In this case, action is guided by planning that has been made formerly. And here were the activities in cycle 1:

1. Greeting the students
2. Explaining the procedure text and generic structure.
3. Explaining the procedure of Demonstration method and gave an example with media
4. Giving the chance to the students to ask about how to apply the method if the students had not understood.
5. Sharing ideas in friendship groups; telling students to collect ideas related to the topic.
6. Debate the collected ideas: telling students to debate ideas of they have collected in their groups.
7. Analyzing the ideas: Asking the students to analyze the ideas deeply.
8. Giving opinion: Asking each group to give opinion about others groups works.

C. Observation

Observation will be the most important thing to get the information of action during the teaching learning and climate process. Observation will be done while the action will be done. It will be done to all students activities, participants, class events and situations.

Both teachers and students behavior is observe by collaborator in observation sheet. It will be necessary to know about the student attitudes, behavior, and even the obstacle happen. Not only to know the students attitudes but also collect the data. In this case the writers observe the students problem.

D. Reflection

1. Analyzing the data from the observation checklist and result of the test to find out the improvement students writing procedure text using silent demonstration method.
2. Discussing the teaching learning process that has been done in order to know the improvement of the students. It is expected that cycle II of action research get better than Cycle I.

3.4.2 Second Cycle

Based on the first cycle, the writer decides to do the second cycle in learning process. The writer makes planning based on the difficulties in writing test. In this case, the writer find that the students score is still low. Because the teacher does not explain how to apply reciprocal teaching clearly and does not pay attention to all the groups. The second cycle will find problem and gives information to students more over in the second cycle need collaboration between the teacher and the writer to find some weakness in teaching learning process.

Cycle II is follow up of cycle I. It also involve four stages namely, planning, action, observation, reflection. In the second cycle the writer is able to increase the responsiveness of

students to what is in the activity. This cycle is focused in solving the problems that is found in first cycle.

A. Planning

Based on the reflection in the first cycle, writer rearrange the plan based on the student needs. Many activities that are done in the phases, they are:

1. Preparing and designing lesson planning.
2. Preparing the topic of the writing material
3. Asking the students to writing text
4. Asking the students to answer of question that have been given by teacher.
5. Preparing and designing text that will be used during the cycle.
6. Making an evaluation and improvement toward the students problem.

B. Action

Action was the text process after planning was done. It was a process of doing or implementing what has been discussed in planning. But writer should aware and flexible about the changing of school condition in doing action.

1. The teacher greets the students.
2. The teacher explains again about writing comprehension.
3. Teacher gives writing text to students
4. The teacher asks the students to do the test to see the improvement of the students.

C. Observation

The purpose of observation found out the information in action, such as the students attitude those are happened. The observation was conducted to all the process and activities of

teaching learning process through attainment model. It is necessary to do, because it is collected as the data are used as a basic of reflection. It means that, the condition and even the obstacles those are happened are during the teaching learning process.

D. Reflection

In this phase, the writer concludes that the result of the second cycle reaches the goal determined, because the students show the improvement and give good score that is shows most of the students understand and comprehend the text.

3.5 The Technique for Analyzing Data

The data is analyzed by employing the implementation of reciprocal teaching to improve students writing skill. To prove the data in this research, the writer, doing the data analysis follows the procedure:

1. Scoring the students test in pre test, cycle I and cycle II.
2. Tabulating the students score of pre test, cycle I and cycle II.
3. Comparing the students score of pre test, cycle I and cycle II.
4. Calculating the percentage of students scores
5. Making the conclusion

To know mean of the students score of each cycle the writer applies that formula:

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

Where: X = The mean of the students score

N = The number of the students

$\sum x$ = The total scorer

To categorize the students who got up to 75 calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = Percentage of students who get the point 75

R = The number of the students who get point above 75

T = The total number of students who do the best