CHAPTER I

INTRODUCTION

This chapter consists of the background of study, research problems, objectives of the study, assumption, significance, variables, hypotheses of the study, limitation of the study, frame of discusion.

A. Background of Study

This study focuses on writing, because writing can be vehicle to communicate and thought to other people so the skill of writing is very important for everyone who wants to interact to others and make them understand his purpose.

Writing is one of the most important skills in studying English because not only was an academic skill, but it was also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students. This article mainly focus on the problems students often have in learning writing skill and the main reasons lead to these problems. Huy (2015, p. 53)

Over the decades, professional writers and writing teachers have looked atwriting as an activity that proceeds on a straight path, moving from beginning toend in a straight line:

Point A ⟶ Point B

1

Recently, these writers and teachers have considered writing more of a winding

path, crossing over it self time and time again, but still with a beginning and an end.

start **prewriting** **discovery drafting** **new ideas** **revise.** King (2010, p.3)

The problems above also faced by the students at MTs An-Nur Palangka Raya. They complained that the writing was a difficulted subject. It was because they get difficult to share the ideas from their brain and they not interested enough to learning English especially in writing subject. These cases made their writing scores were low.

The problems should be solved by trying to find another strategy for teaching writing in order to make an effective learning writing process. It was supposed to help students produce writing material well, so it can increase their writing score. Meanwhile, the main objective was to make the writing becames easier to learn for the students. So the researcher was interested to applied new method.

There are so many methods that can be done to improve students' writing skill especially in writing procedure text. One of them is the demonstration method. Demonstration is one of teaching method that was used when we are teaching a procedure text. By using demonstration as a method for teaching procedure text students was more interested and more active to learn. The students was find something new and different from what they usually get in their class.

To use the method of silent demonstration to teach chair exercises. Silent demonstration is a strategy to use when you are teaching any kind of step-by-step procedure.

Demonstrations are most effective when the students are concerned with an issue or problem and are looking for an answer. In such cases the demonstration can deal directly with their concern. It was important that the person doing the demonstration know the content very well and is able to answer questions as they arise during the demonstration. Demonstrations can be classified into two, one is Result Demonstration and the other one is Demonstration Method. The Result Demonstration is to show the results of some activity, practice or procedure through evidence (or example) that can be seen, heard or felt. It was an effective method for introducing new topic or idea in an extension. For example comparison between traditional agricultural tools and new technological tools can be well explained and shown by this method. At the same time the Method Demonstration illustrates how to do something in a step-by-step fashion.

The demonstration method also has both advantages and disadvantages.

Advantages are:

a. More useful for those students who learn well by modeling others.
b. Promotes self-confidence.
c. Provides opportunity for targeted questions and answers.
d. Allows attention to be focused on specific details rather than general theories.

Disadvantages are:

a. Limited value for people who do not learn best by observing others.
b. Not appropriate for different learning rates of the participants.
c. Requires the demonstrator to have specialized expertise if highly technical tasks are involved. Sharma (2015, p. 46-47)

There are two types of demonstrations, namely the step by step and the whole process demonstration. In the whole process demonstration, the teacher demonstrates the full process from the beginning to the end without interruption by learners. For instance, the teacher shows how to tack the dart, stitch it, and fasten the thread and pressing the dart to the correct side. The pupils was then follow the process by making their darts. process demonstration enables the pupils to have a clear view of the process. the step by step demonstration is done stage by stage with teacher explaining each action as the operation proceeds, the step by step demonstration takes place when the process was presented in stages that are inter-spaced by learners‟ participation. For example, when making a shirt, the teacher demonstrates how to attach a patch pocket and pupils work on their shirts individually, after the demonstration. The teacher was then demonstrated how to work the seams and pupils follow suit until all the processes are completed. This was probably one of the ways of demonstrating as it caters for different learning abilities. This method was ideal for hearing impaired pupils because they can understand better as to many ideas at the same times may confuse them. In recognition of this procedure, the children learn effectively through immediate imitation.

There are two types of demonstrations, suggests the spot demonstrations, which was usually done after the teacher identifies a problem or a mistake being made by the pupils. This was done after the procedure has been shown before, if the teacher spots a problem, pupils will then be stopped and the teacher will demonstrate the skill. This strategy helps to prevent worsening of the problem. Iline (2016, p.50)

In other words, the best way to teach "how" is to "show how".

Writing. If bill the course as a writing course, that focus were go without saying. But if, instead, the course was billed as a course on media or a course in communication studies, I trust that all the materials here were convince that students was learn more about the topic if the get them to do lots of writing. Writing need not cloud a focus on the media, and if the writing is primarily “low stakes” writing, it won’t add much time or work to job. Many media course are also now being listed as “writing intensive.” This means they are more explicitly about both media and writing: teachers use writing to help deepen learning but also to teach students about the kinds of writing that are used in this field.In order to master writing skill, a teacher as an educator have to use good method in teaching learning process. In this case, the research concerns with The Effectof Silent Demontration on Writing Skill at the Seventh Grade of Mts An-Nur in The Academic Year Of 2016/2017 Palangka Raya.

Many students in Junior High School have difficulties to write organization of procedure text. In MTs An-Nur Palangka Raya, especially in 7th grade, the students have difficulties to write organization of procedure text, because students come from different social background, so that they have different experience in their life. And the teacher only explains the material, the students only listen it, so the students feel bored in the learning process. Besides, they only depend on their imagination, so it was not enough to get ideas in writing. They are not able to recall and mention the sequence of things in systematic order and they can not mention the materials and steps in making and reaching the thing completely.

To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media and classroom interaction.

There are many strategies to develop students' writing skill especially in writing procedure text. One of them was used silent demonstration method. Silent demonstration is a teaching method that was used when we are teaching a procedure. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert. Silent demonstration is one kind of active learning beside active knowledge sharing, peer lesson, mind map. By using silent demonstration as a method for teaching procedure text students was more interested and more active to learn. They was found something new and different from what they usually get in their class. for example, Allah stated in Al-Hajj verse 5 as follows:

يَٰٓأَيُّهَا ٱلنَّاسُ إِن كُنتُمۡ فِي رَيۡبٖ مِّنَ ٱلۡبَعۡثِ فَإِنَّا خَلَقۡنَٰكُم مِّن تُرَابٖ ثُمَّ

"*Men, if you are in doubt about the resurrection, remember that we first created you from dust, then from a life germ, then from clot, and than from a lump of flesh partly formed and partly unformed*". Qur'an (2016)

Based on the verse above, we know the information on the creation process of mankind. So, the verse above was included procedure text type,, because it contains process of things.

The writer chooses silent demonstration as a method in teaching writing procedure text, because student can be mentally alert after learning process. This method is recommended for a teaching a skill because it covers all the necessary step

in effective learning order. The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught.

Because of the reasons above the writer proposes to conduct an experimental study in MTs An-Nur Palangka Raya by implementing silent demonstration as a method in teaching writing procedure text.

B. Research Problems

Based on the background of the study above the problem of the study was "Do student taught using silent demonstration have better writing skill than those taught without using silent demonstration at the seventh grade of MTs An-Nur Palangka Raya.

C. Objectives of the study

The objective of this study was to measure the effectiveness of silent demonstration to improve students' understanding on writing a procedure text in the seventh grade students of MTs An-Nur in the academic year of 2016/2017 Palangka Raya.

D. Assumption

It was assumed that students' score with low motivation were increase better in writing skill of procedure text when they are taught using technique of basic wariting with silent demonstration. Students' score with low motivation were influence better in writing skill procedure text.

E. Significance

This study has theoretical and practical significances, Theoretically, this study enables to understand more about the used of silent demonstration in teaching learning process that can be used to improve the quality of the writing procedure text. the result of the study was expected to give description about the effect of silent demonstration on writing skill at the seventh grade of MTs An-Nur in academic year of 2016/2017 Palangka Raya.

Practically, the study were the alternative way to improve the students' writing skill in procedure text at the seventh grade of MTs An-Nur Palangka Raya, as one of the alternative technique that can be used by English teachers in teaching writing of narrative text, and as contribution for those who want to use silent demonstration in teaching learning process.

F. Variables:

According to Arikunto, variables are the object of the research. Arikunto (2002, p. 96) There are two variables in this study:

1. Independent variable : Procedure text that was used in The independent variables of this study are making the method of silent demonstration. (X).
2. Dependent variable : The students' writing score in procedure text (Y).

G. Hypotheses of the study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis was divided into two categories they were Alternative Hypothesis and Null Hypothesis:

1. Alternative Hypothesis (Ha). Silent Demonstration is effective toward students' writing skill in procedure text at the seventh grade of MTS An-Nur in the academic year of 2016/2017 Palangka Raya.

2. Alternative Hypothesis (Ho). Silent Demonstration is not effective toward students' writing skill in procedure text at the seventh grade of MTS An-Nur in the academic year of 2016/2017 Palangka Raya.

H. Limitation of the Study

The study belongs to an experimental study. It was only done to measure the effectiveness of a method or strategy, especially The impact of Silent Demonstration on writing skill at the seventh grade of MTs An-Nur in the academic year of 2016/2017 Palangka Raya.

The study is limited to the seventh grade of MTs An-Nur in the academic year of 2016/2017 Palangka Raya. The number of population are 68 students which consist of two classes. The material for teaching English at MTs An-Nur in the academic year of 2016/2017 Palangka Raya , the researcher chose a text type of procedure text for avoiding the deviation from the topic. The material is relevant based on Competence Standard and Basic Competence based on the curriculum and the syllabus applied as curriculum used by this school.

I. Frame of discussion

To make this research to be systematic, so in this research need the framework of the discussion. It is as follow:

Chapter I :This chapter consists of the background of the study, research problems, objectives of the study, assumption, significance, variables, hypotheses of the study, frame of discusion.

Chapter II : This chapter consists of the review of related literature. This covers seven major. They consist of previous study, writing,

problem in writing, writing Process, silent demonstration, teaching and learning, experiment study.

Chapter III : This chapter consists to discuss research place of the study, research design of the study, research type of the study, population and sample, treatment, data collection procedure, research instruments, validity, reability, test of normality, homogeneity test data, data analysis.

Chapter IV : This chapter described the obtained data of the students' writing score after and before taught by using silent demonstration. The presented data consisted of: Research problem, Description of the data pre-test, Description of the data post-test, The result of data analysis.

Chapter V : This chapter presents the Conclusion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents the review of ted literature. This covers seven major. They consist of previous studies, writing, problem in writing, writing Process, silent demonstration, teaching and learning, Experiment Study.

A. Previous Studies

Before conducting the study, the writer reviews some related literature. These previous studies give insight about the issues discuss in the study.

The first was taken from Reni Binangkit which entitled "*The Use of Demonstration Method in Teaching Writing Procedure Text at Ninth Grade of Smp Negeri 1 Darma*" that demonstration method can improve students‟ skill in writing procedure text at ninth grade of SMP Negeri 1 Darma. seen from the results obtained are: score in experimental group and students‟ score in control group. The average score of the experimental class was 80.00 and the control class was 68. After the data had been collected by using test, the writer analyzed the data from the pre-test and post-test scores by using t-test formula. The calculation result of independent t-test value is which showed is was higher than the was 1.999 at the 0.05 level of significance, with For that reason, the writer hypothesis is accepted. Bangkit (2013)

The second was taken from Nuria Ulfi Hidayati which entitled "*Improving Students Ability in Writing Procedure Text Using Realia (A Classroom Action*

Research with Students of Grade VII G at SMP N 18 Semarang in the Academic Year of 2010/2011" In this research, the writer took a test of their improvement in each cycle. The mean of students writing score in the first cycle was 60.1, with the highest and the lowest score of 71 and 46. The mean of students writing score in the second cycle was 65.3, with the highest and the lowest score of 74 and 57. The mean of students writing score in the third cycle was 75.4 with the highest and the lowest score of 90 and 55. Finally the result of this research shows that students ability was improved in each cycle after they were taught using realia. They were better in their procedure texts writing. It was signed by their improvements of each writing component, content, organization, vocabulary, language use and mechanic. Finally the result of this research shows that students ability was improved in each cycle after they were taught using realia. They were better in their procedure texts writing. It was signed by their improvements of each writing component, content, organization, vocabulary, language use and mechanic. Hidayati (2010)

The third was taken from Ani Hayah which entitled "*Silent Demonstration as a Method of Teaching to Improve Students' Understanding on Writing Procedure Text at the Seventh Grade Students of MTs Hasan Kafrawi Pancur Mayong Jepara in The Academic Year of 2010/2011*"of the research revealed that there are differences in learning outcomes between the experimental group (VII C) and control group (VII A). The VII C was taught by using silent demonstration, while the VII A was taught without silent demonstration. After the data had been collected by using test, it was found that the pretest average of the experimental group was 60.00 and control group was 61.78. While, the post-test average of the experimental group was 77.56 and controlgroup was 70.33. The obtained t-test was 3.794, whereas the t-table was 1.67

for a= 5%. The t-test score was higher than the t-table (3.794> 1.67). It was meant thatHa was accepted while Ho was rejected. Hayah (2011)

The four was taken from Suaeni which entitled "*Improving Students' Skill in Writing Procedure Text Through Picture Sequences (A Classroom Action Research at the Ninth Grade of Mts Negeri Tangerang 2 Pamulang)*"The results of the study showed that there was improvement of the students' skill in writing procedure text through picture sequences. Most o students gradually gained good scores at the second cycle. The score of Minimum Master Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 75. The students' mean score in the preliminary study was 60.72. The mean score in the first cycle was 75.34. The mean score in the second cycle was 81.53. Besides, it showed that there were 56.25 % students passed the KKM in the first cycle and 81.25 % students achieved the KKM in the second cycle. It meant that this study had been reached the criteria of success; 75 % students could pass the KKM. Moreover, the class condition during teaching learning process was also better in every cycle. In addition, there was a positive response from the English teacher and the students about implementing the action. So, It could be concluded that picture sequences improve students' skill in writing procedure text. Suaeni (2015)

B. Writing

Writing is among the most complex human activities- It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary the-ory, hypertext theory, second language acquisition, and writing pedagogy. From such a wealth of approaches and

themes, this book will be concerned with what is immediatel relevantto the teaching. Jozsef (2001, p. 5)

Writing as a part of the language skills, besides listening, speaking and reading must be taught must be taught maximally by the teacher to the students. Writing is also one of communication media. Writing is very important that can help the reader to have a good socialization, express the idea, feeling, and the opinion so that a good interaction can be formed in the society

Although, writing is very important, it is a difficult subject especially for the students. The reason is because writing is a mixture of our idea, vocabulary and also grammar; according to Heaton that the writing skill is more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment elements, because of the difficulties of Writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students. Heaton(1987, p. 134)

C. Problem in writing

For many adult ESL learners, learning to write in academic English is a difficult and challenging task. Few adult ESL learners have had much experience writing in academic English. Not only must these ESL students gain proficiency in grammar, mechanics, vocabulary, and other surface-level aspect of English composition, they must master American and/or British rhetorical styles and writing genres. The ESL learner's ability to write in academic English may be influenced by factors such as writing style, motivation, anxiety over expression, writer's block, and other emotional factors. ESL students' native language literacy backgrounds and experiences are also very important in the development of their academic writing. Fadda (2011)

Research Reni Binangkit, associated with this study is about the comparison of learning outcomes, but research Nuria Ulfi Hidayati learning to use media Relia, while research from Suaeni also improve skills in using media, and research of Ani hayah emphasis on the use of two models of learning are different, so related with this research. However, in this study researchers focused on problems using the media and do not use the media. While the research discusses The Effect of Silent Demontration on Writing Skill at the Seventh Grade of Mts An-Nur In The Academic Year of 2016/2017 Palangka Raya, researcher's knowledge no one has studied in depth.

D. Writing Process

Process of writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. Sabarun (2010, p. 36)

Writing particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it was important to note that writing is a process, not a "product." This means that a piece of writing. Whether it is a composition for English class or a lab report for chemistry class is never complete, that is it is always possible to review and revise and review and revise again.

There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in. Each stage will be explained and practiced in Part I of this book. In this chapter, the concentrate on prewriting techniques, which are activities to help the generate ideas for the writing assigments.

1. Freewriting is a brainstorming activity in which the write freely about a topic because the looking for a specific focus. While the writing, one idea will spark

another idea. As with listing, the purpose of freewriting is to generate as many ideas as possi-ble and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Remember. the more freewrite, the more ideas the will have. Don't despair if the mind seems to "run dry." Just keep the pencil moving. Follow this procedure:

1.1. Write the topic at the top of the paper.

2.1. Write as much as the can about the topic until the run out of ideas. Include such supporting items facts. Details and examples that come into the mind about subject.

3.1. After run out of ideas, reread the paper and circle the main idea(s) that would like to develop.

4.1 Take that main idea and prewrite again. Hogue (1998, p. 6)

2. Planning/Outline

An outline is a formal plan for a paragraph. In an outline the write down the main points and sub points in the order in which the plan to write about them. The following is an example of an outline of the topic "communication problems.

Communication Problems International students in the United States face communication problems with Americans.

a. International students have poor verbal skills.

1. Lack of vocabulary.

2. Have poor pronunciation.

b. Americans are difficult to understand

1. Use incomplete sentences.

2. Use unclear expressions.

3. Talk too fast.

4. Use slang and idioms. Hogue (1998, p. 9-10)

3. Revising drafts

Stage III in the writing process, after prewriting (Stage 1) and planning (Stage II), is writing and revising several drafts until produced a final copy to hand in.

Remember that no piece of writing is ever perfect the first time. Each time the write a new draft, the refine and improve the writing. The first step in this stage is to write a draft from the outline. This is how to proceed:

- Write down the topic sentence and underline it. Doing this will remind of the focus of the paragraph.
- Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank. The spaces was allow the add more details. Information examples, in order for the fully develop the points. Also, the can add comments such as "define ," "check spelling," "add an example," and so on in the margins for the attention on.
- Write the paragraph, following the outline as closely as possible. Writing steadily. Don hesitate to add ideas that aren't in the outline if the certain they are relevant to the topic.

Don't worry about grammar, punctuation, or spelling. This first rough draft does not have to be "perfect"; in fact, it won't be because the main goal is to write down as much information as the can, following the points in the outline.

While the writing the may not be able to think of a word or phrase. or you may be unable to complete a thought. Don't worry-just leave a space or a line. The can fill it in later. Also, while the writing about one major point, you might come up with an idea for another major point. Don't risk forgetting it! Write it down in the margin of the paper near where it belongs.

Above all, remember that writing is a continuous process of discovery. Therefore, as the writing, think of new ideas that may not be on your brainstorming list or in the outline. The can add new ideas or delete original ones at any time in the writ-ing process. Just be sure that any new ideas are relevant.

After write the rough draft, the next step is revise it. When the revise. The change what the written in order to :ove it the check it over for content an organization, including unity, coherence and logic.' the can change. Rearrange, add or delete, all for the goal of communicating the thoughts more clearly, more effec-tively, and in a more interesting way.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation, this is proofreading. Which the will do later. During, the first revision be concerned mainly with content and organization. Hogue (1998, p. 11)

E. Silent Demontration

Silent demonstration is one kind of active learning apart from active knowledge sharing, guided note taking, active debate.

Silent demonstration is a teaching method that is used when the teaching a procedure. By demonstrating a procedure as silently as possible, the can encourage the students to be mentally alert. Silberman(1996, p. 150)

a. The procedure or steps of silent demonstration are:

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

   Procedure might include any of the following:

   (a) Using a computer application

   (b) Using lab equipment.

   (c) Operating machinery

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

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

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

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

b. Variations of silent demonstration :

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

2. If some students master the procedure sooner than other, recruit them as" silent demonstrators". Silberman (1996, p. 151)

F. Teaching and Learning

1. Teaching

Teaching is creating of environment system that might of learning process. Hasibuan & Moedjiono (1995, p.3)

2. Learning

Burton in Aunurrahman claims that the definition of learning as alteration of attitude on individual causes existence the interaction between individual to individual and individual to environment. Aunurrahman (2010, p. 35)

3. General Concept of Procedure Text

a. Definition of Procedure Text

Procedure text

A procedure text is a text to inform someone how to make, to do, or to use something.

Mark Anderson and Kathy Anderson in their book stated" procedure is apiece of a text that gives us instruction for doing something".

From the definition above, procedural text can be defined as any meaningful stretch of language in oral and written that has social purpose to give information how to do something or achieve a goal. Hayah (2011, p. 21)

Procedure text is one of text types and includes factual text. The function of procedural text is to describe how something is accomplished through a sequence of actions or steps. Procedures are also more about processes than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies an health as well as other subject.

b. The Generic Structure of Procedure Text

ach text has a generic structure according to communicative purpose of the text itself. However, there are certain similarities within the text with the some

purposes. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedural text should be mastered by the students for learning the genre. Because genre is a tool for understanding and teaching the kinds of writing requires of non-native English speakers in academic and professional contexts.

There are three parts of generic structure's procedure text, they are;

1) Goal : name of procedure to be carried out
2) Materials : list to materials needed(can be embedded)
3) Procedure/steps : list of steps to be followed

c. The Significant Lexico grammatical or Language Features of Procedure Text.

The significant lexico grammatical or language feature of procedure text are:

1) The use of technical language.
2) Sentences that begin with verbs and are stated as commands, or example; pour, mix, and prepare
3) The use of time words or numbers that tell the order for doing the procedure. For example: first, second or 1, 2, and etc,
4) The use of adverbs to tell how the action should be done. For example: carefully.

According to Alexander Mongot Jaya, the language feature of procedure text is focus on generalized human agents.

Table.2.1 The Example of Procedure Text.

Goal	How to make a cheese omelet
Materials	Ingredients:

	1 egg, 50 g cheese, ¼ cup milk, 3 table spoons, cooking oil, a pinch of salt and pepper. Utensils: Frying pan, fork, spatula, cheese grater, bowl, plate.
Steps	Method; 1) Crack an egg into a bowl 2) Whisk the egg with a fork until is smooth 3) Add milk and whisk well 4) Grate the cheese into the bowl and stir 5) Hit the oil in the frying pan 6) Pour the mixture into the frying pan 7) Turn the omelet with a spatula when it browns 8) Cook both sides 9) Place on plate: season with salt and pepper 10) Eat while warm

Table.2.2 Scoring Rubric of writing

Item analysis	**Score**	**Criterion of scoring**	
Content	30-27	**Excellent**	:knowledgeable-subtantive.
	26-22	**Good**	:some knowledgeable of subject-adequate range.
	21-17	**Fair**	**:**limited knowledgeable of subject-little substance
	16-13	**Very poor**	**:**does not show knowledgeable of subject non substantive.
Organization	20-18	**Excellent**	**:**fluent expression-ideas clearly stated.
	17-14	**Good**	**:**somewhat choopy-loosely organized but main ideas stand out.
	13-10	**Fair**	**:**not fluent-ideas confused or disconnected.
	9-7	**Very poor**	**:**does not communicate-no organization.
Vocabulary	20-18	**Excellent**	**:**sophisticated range-effective word/idiom choice and usage.
	17-14	**Good**	**:**adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured
	13-10	**Fair**	**:**limited range- frequent errors of word/idiom form, choice, usage.
	9-7	**Very poor**	**:**essentially translation- little knowledge of English vocabulary.
Grammar	25-22	**Excellent**	**:**effective complex grammar construction.
	21-18	**Good**	**:**effective but simple constructive in grammar.
	17-11	**Fair**	**:**a major problem is simple/complex construction in grammar.
	10-5	**Very poor**	**:**virtually no mastery of sentence construction rules.

Mechanic	5 4 3 2	**Excellent** **Good** **Fair** **Very poor**	:demonstrates mastery of construction. **:**occasional errors of spelling, punctuation, capitalization. **:**frequent errors of spelling, punctuation, capitalization. :no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score	1-100		

Based on Heaton's grid as cited by AniHayah

d. Organization of Procedure Text

Organization is derived from the Greek word organization which means an entity as an actual purposeful structure with a social context. According to Hodge and William" organization is basically a system of coordinated social units concerned with accomplishment of certain goal".

From some definitions above, we can conclude that organization of procedure text is component of text That has function to reach the social function of procedure. They are goal, material and steps. It can be called generic structure. Hayah (2011, p. 25)

e. Teaching Method

The definition of teaching method is the way of teaching. Teaching method means the way that usually used to do something, related to the content is the way to transfer knowledge or to teach.

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching language is central. In attempt to clarify this difference, a scheme was proposed by the American applied linguistic Edward Anthony. He identified three levels of conceptualization and organization, which he termed approach, method, and technique. An approach is the level at which assumptions and beliefs about language and language learning are specified.

Method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented. Technique is the level at which classroom procedures are described.

Harmer has defined method as the practical realization of an approach. The methods are arrived at decisions about types of activities, role of teachers, and learners, the kinds of material which will be helpful, and some model of syllabus organization, According to Brown, the teaching method definition as follow.

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of contexts. There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach, and includes various procedures and techniques.

In every school, teacher should have certain method in teaching materials by looking at students characteristics. Teaching children young learners has different method with teaching adult learners. In International Community Village have two different learners, young and adult. So, the teacher should have certain method in teaching learning. Actually, not all of the methods are suitable for them. Hayah (2011, p. 26)

f. Principles of Using Teaching Method in Language Learning

Method was described as an overall plan for systematic presentation of language based upon a selected approach. All methods of language teaching involve the use of the target language. All methods thus involve overt or covert decisions concerning the selection of language items (words, sentence patterns, tenses, constructions, functions, topics.) that are to be used within a course or method. Decisions about the choice of language content relate to both subject matter and linguistic matter. The objectives of a method, whether defined primarily in terms of product and process, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom. Different among methods at the level of approach manifest themselves in the choice of different kinds of learning and teaching activities in the classroom. Teaching activities that focus on grammatical accuracy may be quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language acquisition will differ from those directed toward mastery of particular features of grammar.

Although specific theories of the nature of language may provide the basis for a particular teaching method, other methods derive primarily from theory of language learning. A learning theory underlying an approach or method responds to two questions:

a. What are the psycholinguistic and cognitive processes involved in language learning?
b. What are the conditions that need to be met in order for these learning processes to be activated?

Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions. Process oriented theories build on learning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Condition oriented theories emphasize the nature of the human and physical context in which language learning take place.

Different theories of language and language learning influence the focus of a method, that is, they determine what a method sets out to achieve. The specification of particular learning objectives, however is a product of design, not of approach. Some methods focus primarily on oral skills and say that reading and writing skills are secondary and derive from transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation. Others place a greater emphasis on accurate grammar and pronunciation from the very beginning. Some methods set out to teach the basic grammar and vocabulary of a language. Others may define their objectives less in linguistic terms than in terms of learning behaviors, that is in terms of the processes or abilities the learner is expected to acquire as a result of instruction.

Richards and Rodgers made two principal contributions to our understanding of the concept of teaching method:

a. Their schematic representation of method described six important features of designs: objectives, syllabus (criteria for selection and organization of linguistic and subject matter content), activities, learner roles, teacher roles, and the role of instructional materials

b. By helping us to think in terms of an approach that undergirds our language designs (curricula), which are realized by various procedures (technique), we could see that methods, as we still use and understand the term, are too restrictive, too pre-programmed, and too pre-packaged. Virtually all language-teaching methods make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fit all contexts. Hayah (2011, p. 28)

g. The General Concept of Silent Demonstration

Silent Demonstration is one kind of active learning apart from active knowledge sharing, guided note taking, active debate.

Silent demonstration is a teaching method is used when we are teaching a procedure. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert.

a. The procedure or steps of silent demonstration are:

1. Prepare on a multi step procedure that the students want to learn.
2. Ask the students to watch we perform the entire procedure. Only do it, with little or no explanation or commentary about what and why we are doing what we do. Give them a visual glimpse of the big picture or the entire job. Do not expectretention at this point, we are merely establishing readiness for learning.
3. Formpairs. Demonstrate the first part of the procedure, again with little or no explanation or commentary. Ask pairs to discuss with each other what they observed that we are doing. (telling them what we are doing will lessen students' mental alertness). Obtain a volunteer to explain what are we do. If the studentshave difficulty, demonstrate again.

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

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

b. Variations of silent demonstration :

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

2. If some students master the procedure sooner than other, recruit them as" silent demonstrators"

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

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

   a. Students' concentration will focus only on the demonstration thet are given by the teacher.
   b. Students to be mentally alert.
   c. Give a practice experience to students that can create good memorize and skill
   d. Minimizing students' error in taking conclusion

2. disadvantages of silent demonstration as a method in teaching learning process

   a. the preparation and the implementation needs a long time

b. this method were not be effective, if the equipment are not completed it were be difficult to do, if the students are not ready to do it. Hayah (2011, p. 30)

h. The use of silent Demonstration in teaching procedure text

Teaching english as a foreign language sometimes makes the teachers realize that are transfering knowledge to the studentd are not easy. A good teacher will not surregender, if the students are bored with the lesson.

In the process of teaching, teachercan use a method in order to stimulate students' interest. Ome of the methods is silent demontstration. By using silent demonstration in teaching writing procedure text, student will get an overall description of silent demonstration such as active learning.

The applies silent demonstration as alternative method in teaching procedure and the topic was how something is accomplished through a sequence of actions or steps.

By using silent demonstration as a method of teaching, students will be more interested in learning writing. Beside that, they will practice regularly especially in writing. Using silent demonstration method during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of silent demonstration is thatcan make the students to be mentally alert and to minimize students' error in taking conclusion.

The success of teaching and learning process depends on several factors namely teacher, learner, technique, and the method which are used in teaching learning process. The most important thing in teaching learning process is teaching method. Concerning from the problem above the teacher

should uses an appropriate methods to make the learner comprehend more about the material of writing procedure text which the teacher explains and will make students enjoy and easy to read and understand a text especially in procedure text. Hayah (2011, p. 31)

G. Experiment Study

Experiments are generally the most precise studies and have the most conclusive power. They are particularly effective in supporting hypotheses about cause and effect relationships. However, since the conditions in an experiment are artificial, they may not apply to everyday situations. The experiment research formally surfaced in educational psychology around the turn of the century. Farida (2015, p. 1021).

Experiment research is a way to carefully plan experiments in advance so that your results are both objective and valid. Andale (2015, p. 56). The experimental method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.

Experimental Research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur (James. P. Key. 2000). Experimental research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur.

Experimental research describes the process that a researcher undergoes of controlling certain variables and manipulating others to observe if the results of the experiment reflect that the manipulations directly caused the particular outcome.

This type of research differs from a descriptive study, and another one of its important aspects is the use of random assignment.

CHAPTER III

RESEARCH METHOD

This chapter discussed research place and time of the study, research design of the study, research type of the study, population and sample, treatment, data collecting procedure,research instruments, validity, reability, test of normality, homogeneity test data, data analysis.

A. Place and Time of the Study

The study were conducted at the seventh grade of MTS An-Nur in the academic year of 2016/2017 Palangka Raya which is located on Jl. S Parman No : 31 Palangka Raya. The research has been conducted for two months. It was September-November 2016.

B. Research Design of the Study

This Research use quantitative approach. Aliaga in Daniel claims that Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). Mu*i*js (2011, p.

1) The quantitative approach use when one begins with a theory (or hypothesis) and tests for confirmation or disconfirmation of that hypothesis. Newman (1998, p. 3)

According to Morgan, the best alternative for an experimental design is a quasi-experimental format. The *nonrandomized control group, pretest–posttest design*is one of the most widely use quasi-experimental designs in educational research. The design is as follow. Ary (2010, p. 317) :

Table.3.1

Nonrandomized Con 31 **roup, Pretest–Posttest Design**

Subject	Pre test	Treatment	Post test
E	Y_1	Y	Y_2
C	Y_3	X	Y_4

32

Where are:

E : Experimental group use silent demonstration

C : Control group use traditional method

Y_1 : Pre-test for experimental group

Y_2 : Post test for experimental group

Y_3 : Pre-test for control group

Y_4 : Post test for control group

Y : Treatment by using silent demonstration

X : Treatment without silent demonstration

In this experiment the writer taught the students directly with the same material. Therefore, In this study, the researcher used writing test in order to get the

required data. The researcher taught two groups of students. The first group was an experimental group and the second group was a control group. The experimental group was a group which was given treatments by using silent demonstration as a method while the control group was a group which wasgiven treatments without silent demonstration. At the beginning of the research, both two groups were given a pre-test to know the students' initial capacity before getting treatments. At the end of the research, both two groups were given a post-test.

C. Research Type of the Study

In study used the expereiment research. Danim in Syamsuddin, points out that research experiment intended to investigate the posibility of cause and effect relationship, by exposing one or more experimental group and one or more experiment condition. The result were compared with one or more control group which were not subjected to treatment. Whereas Gay in Sukardi explains that control is an effort on the part of researcher to remove the influence of any variable other than the independent variable that effect performance on a dependent variable. Syamsuddin & Damaianti (2011, p. 150-152)

D. Population and Sample

1. Population

The population is the number of people or individuals who have at leat the same characteristics. In this study, the population of this study were all seventh grade of MTs An-Nur Palangka Raya in the academic year 2016/2017. The numbers of population were 68 students. It consisted of two classes and each class consists of 36-32 students.The students are still active learning English as a compulsory subject.

Table.3.2 The Number of the Seventh Grade Students of

MTs An-Nur Palangka Raya

No	Classes	The Number of Students
1	VII-1	36
2	VII-2	32
	The Total Number	68

2. Sample

The small group that is observed is called a *sample*, and the larger group about which the generalization is made is called a *population*. A **population** is defi ned as all members of any well-defi ned class of people, events, or objects. For example, in a study in which students in American high schools constitute the population of interest, you could defi ne this population as all boys and girls attending high school in the United States. A **sample** is a portion of a population. For example, the students of Washington High School in Indianapolis constitute a sample of American high school students. Ary (2010, p. 148). The writer took two classes, class VII-1 as an experimental class and class VII-2 as a control class which would be related to this study.

Table.3.3

Number of sample

No	Classes	Number of student	Note
1	VII-1	36	Experiment group
2	VII-2	32	Control group

This study under experimental teaching method. So, it were needed on experimental class. To the Experimental Class, the study use the procedure text and real things media in learning process. Whereas to the control class, the writer taught them based on method that commonly applied by their teacher as text book.

E. Treatment

In this section, the study use the topic about procedure text by using silent demonstration class. An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are minimized. This study used pre-test and post-test. The way of this text is showing some things to make something.

F. Data Collecting Procedure

The procedure to collect the data consisted of some steps as follows:

1. The writer observed in PM2 the school by headmasters' permission.
2. The writer determined the class into experiment group and control group.
3. The writer gave pre test Tuesday, Sept 27, 2016 to the students consist of VII-2 as the control class and and the writer gave pre test Wednesday, Sept 28 2016 to the students consist of VII-1 as the experiment class, writer gave writing test to the students' in the form of essay test consist of seventh items.
4. The writer taught of the treatment experiment group using Silent Demonstration and control group using without Silent Demonstration. (see appendix 1)

Table.3.4 ScoringMethod

Item analysis	Score	Criterion of scoring
Content	30-27	Excellent: knowledge able-subtantive.
	26-22	Good: some knowledgeable of subject adequate range.
	21-17	Fair: limited knowledgeable of subject-little substance
	16-13	Very poor: does not show knowledgeable of subject on substantive.
Organization	20-18	Excellent: fluent expression-ideas clearly stated.
	17-14	Good: some what choopy-loosely organized but main ideas stand out.
	13-10	Fair: not fluent-ideas confused or disconnected
	9-7	Very poor: does not communicate-no organization

Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage. Good: adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured. Fair: limited range- frequent errors of word/idiom form choice, usage. Very poor: essentially translation- little knowledge of English vocabulary.
Grammar	25-22 21-18 17-11 10-5	Excellent: effective complex grammar construction. Good: effective but simple constructive in grammar. Fair: a major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4 3 2	Excellent: demonstrates mastery of construction. Good: occasional errors of spelling, punctuation, capitalization. Fair: frequent errors of spelling, punctuation, capitalization. Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score	1-100	

Based on Heaton's grid as cited by Nuria Ulfi Hidayati

This analytic score has five items and each item scores five. So, the maximum score is 100. The researcher gives the score for each element of writing follows:

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

Based on the statements above, the researcher conducted the achievement test in this research. This test was used to measure students' achievement. The test, which was conducted before the treatments, called pre-test. It was used to find out the initial condition of students before treatment. The test, which was done after all treatments,

called the post-test. The researcher gave an assignment to write a procedure text based on theme. The students had to use at least 50 words in 40 minutes. Students had to pay attention to the five aspects of writing. which would be used in the assessment. These five aspects were as follow; content, organization, vocabulary, grammar, mechanic.

To measure the standard score of the seventh grade students at MTs An-Nur Palangka Raya in writing procedure, the writer used the Evaluation standard of English Subject which used by the English teacher at MTs An-NurPalangka Raya. The minimal completeness Standard of English subject at MTs An-Nur Palangka Rayawas 70. It meant that the students pass the test if they got 70 or more. But they got under 70, it meant they do not pass the test.

G. Research Instruments

In any scientific research, instrument for colleting data was absolutely important. The accuracy of the result of research mostly depends on how accurate the use instrument was. Before research was carried out the instrument for the data collection should be prepared well.

This part explained the test, as a research instrument, used to collect the data. It covers the observation, test type, documentation.

In study use some procedures to collect the data. The procedures consist of some steps as follows:

1. Observation

   In the observation activity, writer observed directly the students of seventh grade of MTs An-NurPalangka Raya that in the English program class. Observation would like to do while vocabulary tutoring process at seventh grade of MTs An-Nur Palangka Raya.

2. Test Type

The type of the test use to collect the data were in the form of writing test: especially writing procedure text use and without use media silent media silent demonstration. The test consisted of the instruction/direction and statement the subjects addressed in their writing and the topics based on the kinds of theme that taught, and also on the curriculum and the syllabus.

3. Documentation

This technique used to collect written data which are related to the research. The data can be including the condition of tutoring vocabulary process and the experiment process.

H. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, **validity** was defi ned as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.Ary(2010, p.225)

The technique used to determine the validity of a test is the *product moment* correlation technique, the following formula product moment correlation with rough numbers:

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{ N \sum X^2 - (\sum X)^2\} \{ N \sum Y^2 - (\sum Y)^2\}}}$$

With information :

r_{xy} : Correlation coefficient

X : The value of the variable X

Y : The value of the variable Y

N : The number of subjects

$\sum$: Total Value. Supriadi(2011, p.108)

Interpretation:

$r_{xy} \geq r_t$= Valid

$r_{xy} \leq r_t$ = Invalid.Purwanto(2004, p. 139)

I. Reability

Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. But some errors involved in measurement are predictable or systematic.Ary(2010, p. 238)

The writer used to determine the reability of a test is the essay by formula Alpha:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

Where :

r_{11} : realibility for the entiretest

$\sum \sigma_t^2$: variance of the total score

σ_t^2 : the total varience

n : number of case. Sukardi (2008, p. 49-50)

Where :

$0{,}80 \leq r_{xx} < 1{,}00$ = very high

$0{,}60 \leq r_{xx} < 0{,}80$ = high

$0{,}40 \leq r_{xx} < 0{,}60$ = fair

$0{,}20 \leq r_{xx} < 0{,}40$ = poor

$0{,}00 \leq r_{xx} < 0{,}20$ = very poor.Slameto(2001, p.215)

J. Test of normality

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution normal or not. Hayah (2011, p. 21)

The researcher used Chi-quadrate formula, as follows :

$$x^2 = \sum_{i=1}^{k} \frac{(fo - fe)^2}{fe}$$

Where :

x^2 : chi quadrate

fo : frequency that was obtained from data

fe : frequency that was hoped. Riduwan (2010, p. 182)

Interpretation :

If $x^2_{\text{arithmetic}} \geq x^2_{\text{table}}$, meaning that the data distribution is not normal, and;

If $x^2_{\text{arithmetic}} \leq x^2_{\text{table}}$, means the normal distribution of data. Riduwan (2010, p. 182)

K. Homogeneity Test Data

Homogeneity test is a test to determine the equality of two variances or more. Populations with equal variances called homogeneous population variance. In other cases referred to populations with heterogeneous variance. To test the similarity variance, the formula used is. Sudjana (2005, p. 249)

$$F_{\text{arithmetic}} = \frac{\text{biggest variance}}{\text{smallest variance}}$$

Interpretation :

$F_{\text{arithmetic}} \geq F_{\text{table}}$, = inhomogeneous and;

$F_{\text{arithmetic}} \leq F_{\text{table}}$, = homogeneous. Riduwan (2010, p. 179)

L. Data Analysis

There were some steps to do the research one of the most important steps was collecting data. It influenced the result of the research. Before the test had been used to collect the data, it would be tried out then analyzed.

In analyzing data, the writer will do the following procedures :

1. The writer observes the school by headmaster's permission
2. The writer asked the class with the English teacher who taught English in the class that become the class of research
3. The writer determined the class into experimental group and control group
4. The writer gave pre-test to the experimental group and control group
5. The writer taught the experimental group using silent demonstration
6. The writer taught the control group using traditional method
7. The writer gave post test to the experimental group and control group
8. The writer scores to the data from experimental group and control group
9. The writer started to analyze the obtain data from the pre-test and post test using test
10. The writer interpreted the data analysis result
11. The writer concluded the activity of the study wheather the silent demonstration gave effect to the students' scores in writing procedure text or not based on the obtain data.

The Activities of Experimental Group

a. Pre-test

Pre-test was given before the treatments. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b. Activities in Experimental Group

There were some activities in experimental group (Class VII A) as follows:

Table.3.5 Activities in Experimental Group

No	Activities	Time Allotment
1	1) Teacher tells the students that they will learn procedure text using silent demonstration. 2) Teacher gives explanation about silent demonstration.	2X40’
2	1) Teacher explains about the generic structures and language features of procedure texts. 2) Teacher gives an example of procedure using silent demonstration. 3) Asking the students to see the teacher and identify what the teacher does in front of class 4) Asking some students to repeat what the teacher does in front of class	20X40’
3	1) Teacher reminds students about previous lesson. 2) Teacher asks students to write a procedure text depends on their own.	20X40’

c. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ achievement after they were given treatments. The result of test was analyzed statistically.

The Activities of Control Group

a. Pre-test

Pre-test was given before the treatment. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b. Activities for control group

There were some activities in control group (class VII B) as follows:

Table.3.6 Activities in Control Group

No	Activities	Time Allotment

1	1) Teacher explained procedure text to students.	20X40’
2	1) Teacher explained about the generic structures and language features of procedure texts. 2) Teacher gave an example of procedure using communicative language teaching (CLT) method. 3) Teacher gave some questions about the generic structure and language feature of procedure orally. 4) Students had to answer about the teachers’ question together.	20X40’
3	1) Teacher reminded students about previous lesson. 2) Teacher asked students to write a procedure text.	20X40’

c. Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ ability after they were given treatments. The result of test was analyzed statistically.

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

This chapter described the obtained data of the students' writing score after and before taught by using silent demonstration. The presented data consisted of: Research problem, Description of the data pre-test, Description of the data post-test, The result of data analysis, Discussion.

A. Research Problem

The problem of the study is: Do student taught using silent demonstration have better writing skill than those taught without using silent demonstration at the seventh grade of MTs An-Nur Palangka Raya.

To answer the problem of the study the researcher gave pre- test and post- test. The experimental group (class VII A) was given a pre-test on Sept 28, 2016 and control group (class VII B) was given a pre-test on Sept 27, 2016. They were asked to make a procedure text by drawing paper of procedure.The pos- test of experimental group (class VII A) was given on Wednesday, Oct 26 2016 (06.45-08.05) o'clock and the post- test of control group (Class VII B) was given on Tuesday, October 25 2016 (11.55- 13.15) o'clock.

B. Description of the Data of the Pre- 50

1. The result of Pre-test Score Experimental Group and Control Group

The pre- test score of experimental and control group were presented in the following table 4.1

Table.4.1The Description of Pre Test Scores of the Data Achieved by the students in Experimental Group and Control Group

No	Students' Code	Students Score of Experimental Group	Students' Code	Students Score of Control Group
1	**E-1**	66	**C-1**	57
2	**E-2**	59	**C-2**	69
3	**E-3**	69	**C-3**	69
4	**E-4**	62	**C-4**	65
5	**E-5**	60	**C-5**	67
6	**E-6**	71	**C-6**	62
7	**E-7**	60	**C-7**	56
8	**E-8**	68	**C-8**	55
9	**E-9**	62	**C-9**	66
10	**E-10**	65	**C-10**	68
11	**E-11**	70	**C-11**	54
12	**E-12**	58	**C-12**	52
13	**E-13**	65	**C-13**	55
14	**E-14**	65	**C-14**	64
15	**E-15**	63	**C-15**	61
16	**E-16**	62	**C-16**	57
17	**E-17**	69	**C-17**	62
18	**E-18**	60	**C-18**	57
19	**E-19**	69	**C-19**	60
20	**E-20**	62	**C-20**	60
21	**E-21**	65	**C-21**	52
22	**E-22**	58	**C-22**	64
23	**E-23**	68	**C-23**	69
24	**E-24**	71	**C-24**	57

25	**E-25**	65	**C-25**	58
26	**E-26**	58	**C-26**	62
27	**E-27**	70	**C-27**	68
28	**E-28**	68	**C-28**	67
29	**E-29**	68	**C-29**	63
30	**E-30**	60	**C-30**	62
31	**E-31**	68	**C-31**	53
32	**E-32**	60	**C-32**	67
33	**E-33**	60		
34	**E-34**	60		
35	**E-35**	66		
36	**E-36**	70		

Statistic

N	Valid	36
	Missing	0
Mean		64.44
Std. Error of Mean		.706
Median		65.00
Mode		60
Std. Deviation		4.239
Variance		17.968
Range		13
Minimum		58
Maximum		71
Sum		2320

Statistics

N	Valid	36
	Missing	0
Mean		61.50
Std. Error of Mean		.896
Median		62.00
Mode		57[a]
Std. Deviation		5.375`
Variance		28.886
Range		18
Minimum		52
Maximum		70
Sum		2214

Based on the data above, the distribution frequency of pre-test score of experiment group and control group can be score in table 4.2.

Table.4.2

Distribution Frequency of Pre-Test Score of Experiment Group and Control Group

No	Eperiment			Control		
	Interval	**F**	**Persentase**	**Interval**	**F**	**Persentase**
1	70-71	5	13.88	67-69	8	25.00
2	68-69	8	22.22	64-66	4	12.50
3	66-67	2	5.55	61-63	6	18.75
4	64-65	5	13.88	58-60	3	9.37
5	62-63	5	13.88	55-57	7	21.87
6	60-61	7	19.44	52-54	4	12.5

7	58-59	4	11.11			
		36	100		32	100

The score for pre- test of experimental group and control group can be illustrated in the figure 4.1 and the figure 4.2.

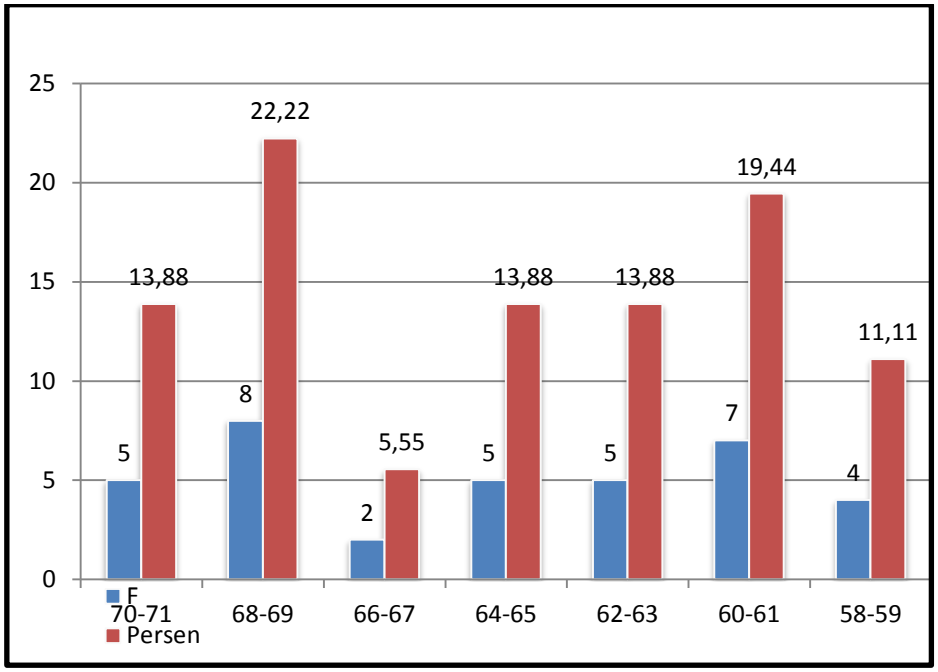

Figure 4.1

Bar Chart Pre-Test Results Experimental Class

As explained in the figure 4.1 it can be seen students get English language most between 68-69 as 8 students or of 22.22%, the highest among 70-71 as many as 5 students or of 13.88%, while the lowest value between 58-59 as many as 4 students or by 11.11%.

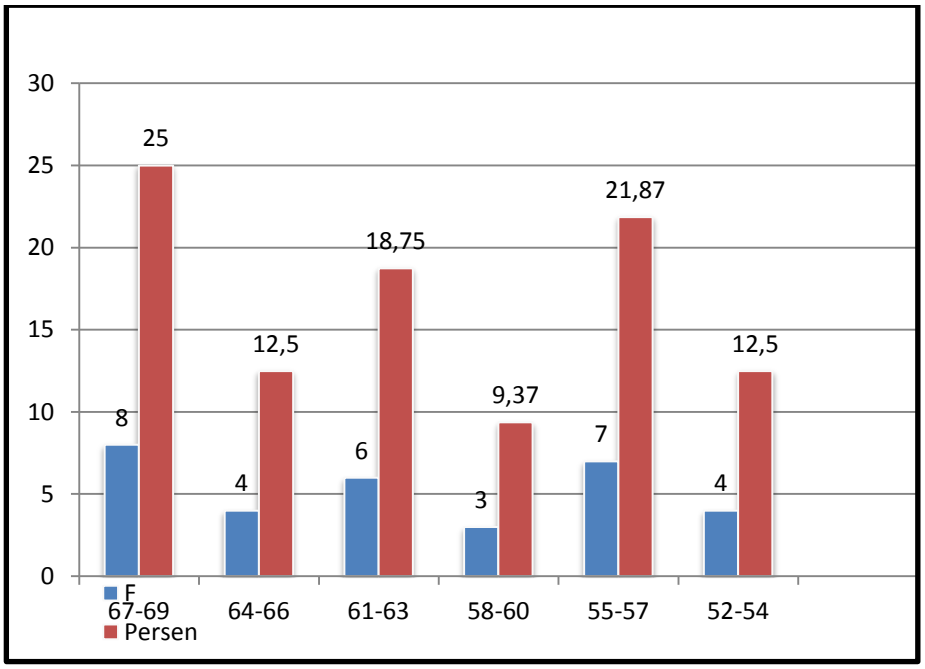

Figure 4.2

Bar Chart Pre-Test Results Control Class

As explained in the figure 4.2 it can be seen students get English language most between 67-69 as 8 students or of 25.00%, the highest among 67-69 as many as 8 students or of 25.00%, while the lowest value between 52-54 as many as 4 students or by 12.50%.

The researcher also calculated the normality of pre- test scores of the experimental and control group using SPSS 18.0 program. The researcher calculated the score of normality of pre- test of the experimental and control group used test normality Shapiro Wilk test with significant level (α) 0,05. Distribution of normality of pre- test of experimental group describe in table 4.3 and control group describe in table 4.4

Table 4.3

The table of the Testing Normality of Pre- Test Experimental Group Using SPSS 18.0 Program

Tests of Normality

	Shapiro-Wilk

	Statistic	Df	Sig.
pretestExp	.916	36	.010

a. Lilliefors Significance Correction

The table showed the value of the test of normality used Shapiro-Wilk calculation was 0.010. It was found the value of the test of normality used Shapiro-Wilk was greater than significant level (α) 0.05 or 0.010>0.05. It meant the data were in normal distribution.

Table 4.4

The table of the Testing Normality of Pre- Test Control Group Using SPSS 18.0 Program

Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
pretestCtl	.940	32	.074

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The table showed the value of the test of normality used Shapiro-Wilk calculation was 0.074. It was found the value of the test of normality used Shapiro-Wilk was greater than significant level (α) 0.05 or 0.074>0.05. It meant the data were in normal distribution.

The researcher also calculated the homogeneity of pre- test score using SPSS 18.0 program. The researcher calculated the score of homogeneity of pre- test

used test homogeneity of Levene's Test with significant level (α) 0.05. Distribution of homogeneity of pre-test as describe in table 4.5

The Table 4.5

The Table of Testing the Homogeneity of the Pre- Test Using SPSS 18.0 Program

Levene's Test of Equality of Error Variances[a]

Dependent Variable:score

F	df1	df2	Sig.
2.444	1	66	.123

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + class

The table showed the value of the test of homogeneity Levene's Test of Equality of Error Variances was greater than significant level (α) 0.05 or 0.123>0.05. It means the data were not urolated the homogeinety.

C. Description of the Data of the Post-Test

1. Description of the Data Post Test Experiment Group and Control Group

The post- test score of experimental and control group were presented in the following table 4.6

Table.4.6 The Description of Post Test Scores of the Data Achieved by the students in Experimental Group and Control Group

No	Students' Code	Students Score of Experimental Group	Students' Code	Students Score of Control Group
1	**E-1**	85	**C-1**	60
2	**E-2**	81	**C-2**	71
3	**E-3**	89	**C-3**	74
4	**E-4**	76	**C-4**	65
5	**E-5**	75	**C-5**	69
6	**E-6**	78	**C-6**	65
7	**E-7**	76	**C-7**	62
8	**E-8**	78	**C-8**	65
9	**E-9**	79	**C-9**	71
10	**E-10**	77	**C-10**	70
11	**E-11**	75	**C-11**	60
12	**E-12**	75	**C-12**	68
13	**E-13**	73	**C-13**	58
14	**E-14**	80	**C-14**	71
15	**E-15**	82	**C-15**	63
16	**E-16**	72	**C-16**	65
17	**E-17**	80	**C-17**	69
18	**E-18**	80	**C-18**	67
19	**E-19**	72	**C-19**	68
20	**E-20**	72	**C-20**	62
21	**E-21**	77	**C-21**	60
22	**E-22**	78	**C-22**	68
23	**E-23**	79	**C-23**	70
24	**E-24**	80	**C-24**	61
25	**E-25**	80	**C-25**	60
26	**E-26**	76	**C-26**	67
27	**E-27**	82	**C-27**	71
28	**E-28**	77	**C-28**	69
29	**E-29**	75	**C-29**	65
30	**E-30**	74	**C-30**	70
31	**E-31**	78	**C-31**	63
32	**E-32**	77	**C-32**	69
33	**E-33**	73		
34	**E-34**	78		
35	**E-35**	72		
36	**E-36**	80		

posttestExp

N	Valid	36
	Missing	0
Mean		77,53

posttestCtl

N	Valid	36
	Missing	0
Mean		67.03

Std. Error of Mean	,624		Std. Error of Mean	.840
Median	77,50		Median	67.50
Mode	80		Mode	65
Std. Deviation	3,745		Std. Deviation	5.040
Variance	14,028		Variance	25.399
Range	17		Range	22
Minimum	72		Minimum	58
Maximum	89		Maximum	80
Sum	2791		Sum	2413

Based on the data above, the distribution frequency of pre-test score of experiment group and control group can be score in table 4.7.

Table.4.7

Distribution Frequency of Post-Test Score of Experiment Group and Control Group

No	Eperiment			Control		
	Interval	**F**	**Persentase**	**Interval**	**F**	**Persentase**
1	87-90	1	2.78	73-75	1	3.12
2	84-86	1	2.78	70-72	7	21.87
3	81-83	3	8.33	67-69	9	28.12
4	78-80	13	36.11	64-66	5	15.62
5	75-77	11	30.55	61-63	5	15.62
6	72-74	7	19.44	58-60	5	15.62
		36	**100**		**32**	**100**

The score for pre- test of experimental group and control group can be illustrated in the figure 4.3 and the figure 4.4.

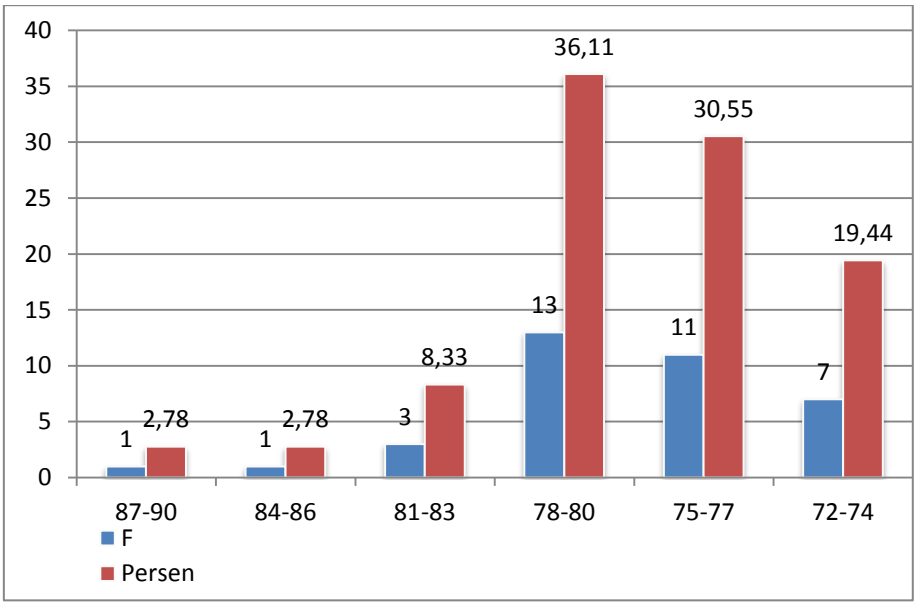

Figure 4.3

Bar Chart Post-Test Results Experimental Class

As explained in the figure 4.3 it can be seen students get English language most between 78-80 as 13 students or of 36.11%, the highest among 87-90 as many as 1 students or of 2.78%, while the lowest value between 72-74 as many as 7 students or by 19.44%.

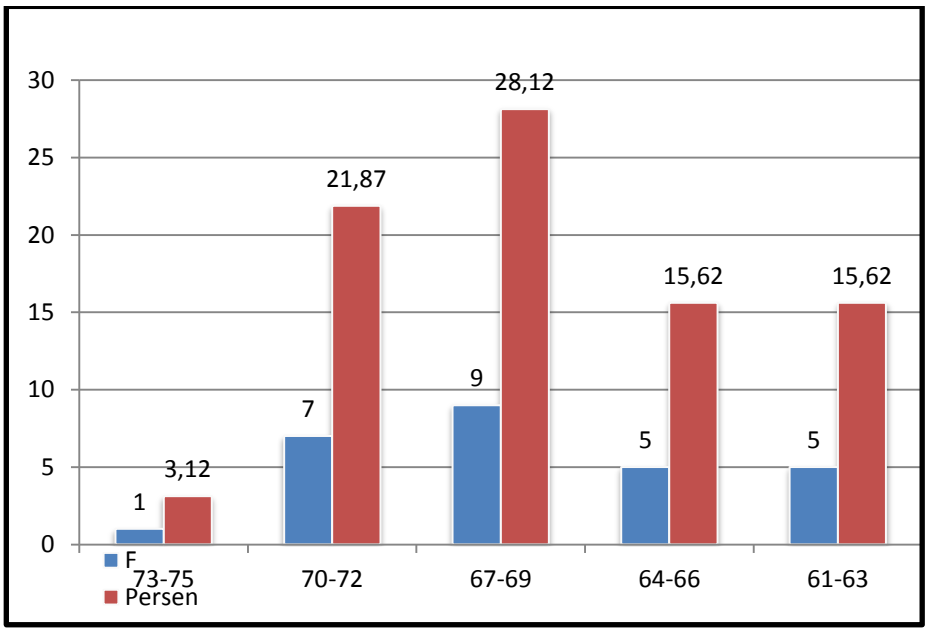

Figure 4.4

Bar Chart Post-Test Results Control Class

As explained in the figure 4.4 it can be seen students get English language most between 67-69 as 9 students or of28.12%, the highest among 73-75 as many as 1 students or of 3.12%, while the lowest value between 58-60 as many as 5 students or by 15.62%.

The researcher also calculated the normality of post- test scores of the experimental and control group using SPSS 18.0 program. The researcher calculated the score of normality of post- test of the experimental and control group used test normality Shapiro Wilk test with significant level (α) 0,05. Distribution of normality of post- test of experimental group describe in table 4.8 and control group describe in table 4.9

Table 4.8

The table of the Testing Normality of Post- Test Experimental Group Using SPSS 18.0 Program

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
posttestExp	.952	36	.124

The table showed the value of the test of normality used Shapiro-Wilkcalculation was 0.124. It was found the value of the test of normality used Shapiro-Wilk was greater than significant level (α) 0.05 or 0.124>0.05. It meant the data were in normal distribution.

Table 4.9

The table of the Testing Normality of Post- Test Control Group Using SPSS 18.0 Program

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
posttestCtl	.963	36	.261

The table showed the value of the test of normality used Shapiro-Wilk calculation was 0.261. It was found the value of the test of normality used Shapiro-Wilk was greater than significant level (α) 0.05 or 0.261>0.05. It meant the data were in normal distribution.

The researcher also calculated the homogeneity of post- test score using SPSS 18.0 program. The researcher calculated the score of homogeneity of post- test used test homogeneity of Levene's Test with significant level (α) 0.05. Distribution of homogeneity of post-test as describe in table 4.10

The Table 4.10

The Table of Testing the Homogeneity of the Post- Test Using SPSS 18.0 Program

Levene's Test of Equality of Error Variances[a]

Dependent Variable:score

F	df1	df2	Sig.
1.095	1	66	.299

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + class

The table showed the value of the test of homogeneity Levene's Test of Equality of Error Variances was greater than significant level (α) 0.05 or 0.299>0.05. It means the data were not urolated the homogeneity..

D. The Result of Data Analysis

1. Testing Hypothesis Using Manual Calculation

The researcher choose the significance level on 5%, it means the significance level of refusal of null hypothesis on 5%. The researcher decided the significance level at 5% due to the hypothesis type stated on non-directional (two-tailed test). It means that the hypothesis cannot direct the prediction of alternative hypothesis.

To test the hypothesis of the study, the researcher used t-test statistical calculation. Firstly, the researcher calculated the standard deviation and the standard error of X_1 and X_2. It was found the standard deviation and the standard error of post- test of X_1 and X_2 at the previous data presentation. It could be seen on this following table 4.11.

Table 4.11

The Standard Deviation and Standard Error of X_1 and X_2

Variable	The Standard Deviation	The Standard Error
X_1	**3.745**	**0.624**
X_2	**5.040**	**0.840**

Where:

X_1 : Experimental Group

X_2 : Control Group

The table showed the result of the standard deviation calculation of X_1 was 3.745 and the result of the standard error mean calculation was 0.624. The result of the standard deviation calculation of X_2 was 5.040 and the result of the standard error mean calculation was 0.840.

The next step, the researcher calculated the standard error of the differences mean between X_1 and X_2 as follows:

Standard Error of Mean of Score Difference between Variable I and Variable II:

$SE_{M1} - SE_{M2}$ $= \sqrt{SEm1^2 + SEm2^2}$

$= \sqrt{0.624^2 + 0.840^2}$

$= \sqrt{0.389376 + 0.7056}$

$= \sqrt{1.094976} = 1.046$

The calculation above showed the standard error of the differences mean between X_1 and X_2 was 1,046. Then, it was inserted to the t_o formula to get the value of $t_{observed}$ as follows:

t_o $= \frac{M1-M2}{SEm1-SEm2}$

$= \frac{77.53-67.03}{1.046}$

$= \frac{10.5}{1.046}$

$= 10.038$

With the criteria:

If t-test ($t_{observed}$) $\geq t_{table}$, Ha is accepted and Ho is rejected.

If t-test ($t_{observed}$) $\leq t_{table}$, Ha is rejected and Ho is accepted.

Then, the researcher interpreted the result of t-test. Previously, the researcher accounted the degree of freedom (df) with the formula:

df $= (N_1+N_2) - 2$

$= (36 + 32) - 2 = 66$

t_{table} 49 at 5% significant level= 1.6682

The researcher choose the significant levels on 5%, it means the significant level of refusal of null hypothesis on 5%. The researcher decided the significance

level at 5% due to the hypothesis typed stated on non- directional two-tailed test). It means that the hypothesis can't direct the prediction of alternative hypothesis.

The calculation above showed the result of t-test calculation as describe in table 4.12

Table 4.12

The Result of T- Test

Variable	T observed	T table		Df
		5%	1%	
$X_1 - X_2$	10.038	1.66827	2.384	66

Where:

X_1 : Experimental Group

X_2 : Control Group

T observed : The Calculated Value

T table : The Distribution of t value

Df : Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table}at significance level or 1.6682<10.038>2.384. It means Ha was accepted and Ho was rejected.

It could be interpreted based on the result of calculation that Ha stating that there is significant effect of using silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya was accepted and Ho stating that there is no significant effect of using silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya was rejected.

2. Testing Hypothesis Using SPSS 18.0 Program

The researcher also applied SPSS 18.0 program to calculate t- test in testing hypothesis of the study. The result of t-test SPSS 18.0 was used to support the

manual calculation of the t- test. The result of the t- test using SPSS 18.0 program as describe in table 4.13.

Table 4.13

The Calculation T- test Using SPSS 18.0 Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	1,954	,167	10,821	66	,000	11,403	,965	9,477	13,329
	Equal variances not assumed			10,739	62,542	,000	11,403	,971	9,461	13,344

The table showed the result of t- test calculation using SPSS 18.0 program. Since the result of post- test between experimental and control group had difference score of variance. It found that the result of $t_{observed}$ of experimental group was 10,821 and the control group was 10,739, the result of mean difference between experimental and control group was 11,403.

To examine the truth or the fale of null hypothesis stating that there is no significant effect of using silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya, the result of post- test was interpreted on the result of degree of freedom to get the t_{table}. The result of degree of freedom (df) was 66, it found from the total number of the students in both group. The following table table was the result of $t_{obserced}$ and t_{table} from 66 df at 5% and 1% significant level.

E. Interpretation of the Results

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at significance level or 1.66827<10.821>2.2384. It means Ha was accepted and Ho was rejected. It could be interpreted based on the result of calculation that Ha stating that there is significant effect of using silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya was accepted and Ho stating that there is no significant effect of silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya was rejected.

The interpretation of the result of t- test using SPSS 18.0 program, it was found the $t_{observed}$ was greater than the t_{table} at 5% and 1% significance level or

1.66827<10.821>2.384, it could be interpreted based on the result of calculation that Ha there is significant effect of silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya was accepted and Ho stating that there is no significant effect of silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya.

F. Discussion

The result of the data analysis showed that the Silent Demonstration Strategy gave significance effect on the students writing skill for the seventh graders of MTs An-Nur Palangka Raya. The students who were taught using silent demonstration strategy got higher score than students who were taught without using silent demonstration strategy. It was proved by the mean score of the students who were taught using silent demonstration strategy was 77.53 and the students who were taught without using the silent demonstration strategy was 67.03.

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 5% and lower at 1% significance level or 1.66827<10.038>2.384. It means Ha was accepted and Ho was rejected. Thus the claim that there is a difference between the results of English learning method that is not silent demonstration by using silent Demonstration.

Based on the result finding of the study, it was shown that the silent demonstration strategy gives beneficial contribution in increasing the student writing achievement during the instructional process.

There were some possible reason why the silent demonstration strategy was effective in teaching writing at the seventh graders of MTs An-Nur Palangka Raya. The reason was the used of the silent demonstration strategy is assume to facilitate learners in the pouring imagination in the writing skill, effective methods of writing

learning because students are more motivate to learn in groups rather than individually studied and The last silent demonstration method one kind of active learning apart from active knowledge sharing, guide not taking, active debate.

Although based on statistical calculation interpreted that the alternative hypothesis stating that there is significant effect of using silent demonstration on writing skill at the seventh graders of MTs An-Nur Palangka Raya, but there are some students still classify as fair in writing. The reason of this fact is the increasing of students score mostly taken place in content and organization, but in grammar, vocabulary and mechanic they still have many difficulties.

Based on statement above silent demonstration was one of technique in teaching writing where the students was learn writing in a group and the students also ˜ ve a chance to improve their writing ability individually. Silent demonstration also gives a chance for all group members to revise their work together.

CHAPTER V

CONCLUTION AND SUGGESTION

In this chapter, the researcher would like to give conclusion and some suggestions based on the result of the study

A. Conclusion

The problem of the study was do student taught using silent demonstration have better writing skill than those taught without using silent demonstration at the seventh grade of MTs An-Nur Palangka Raya. Based on the experimental group using silent demonstration strategy the students obtained scores from the control group without using silent demonstration strategy were significantly different.

The result of t- testing manual calculation showed that calculation $t_{observed}$ was greater than the t_{table} 5% and lower at 1% significant level or 1.66827<10.038>2.384.

The result of t- testing using SPSS showed that the calculation $t_{observed}$ was greater than the t_{table} 5% and lower at 1% significant level or 1.66827<10.821>2.384.

It means that Ha was accepted and Ho was rejected. Since the t-score was higher than the t-table, there was a significant difference in the achievement between students in class VII A who were taught procedure text through the use of silent demonstration and students in class VII B who were taught procedure text without using silent demonstration. The average score of experimental group was 77.53 and the average score of control group was 67.03. It means that the experimental group (class VII A) was better than the control group (class VII B).

B. Suggestion

From the conclusion above, there are some suggestions that are proposed by the researcher:

1. For teacher
   a. Teachers should be skilled in planning and selection of media used. The use of appropriate media will affect the learning environment that is effective and efficient so that students excited and interested in learning English
   b. Teacher may consider the use of silent demonstration in the teaching of procedure writing because it can inspire students' mind what they have to

write. By using silent demonstration as a method of teaching, students will not find difficulties in getting an idea to write.

2. For students

   a. Students should study more and respond in learning process.

   b. Students should be more interested in English study.

   c. Students should improve their ability in English

3. For other researchers

   The writer hopes that the other researchers who intend to use silent demonstration in teaching learning process; he or she must prepare the principle of presentation, practice, and production (PPP) method by having a good preparation.

REFERENCES

Alice Oshima n Ann Hogue,"*writing academic english",* Longman, third edition: 1998

Ani Hayah, *Silent Demonstration as a Method of Teaching to Improve Students' Understanding on Writing Procedure Text at the Seventh Grade Students of MTs Hasan Kafrawi Pancur Mayong Jepara in The Academic Year of 2010/2011, unpublished Thesis,* Semarang: Education Faculty Walisongo State Institute for Islamic Studies Semarang: 2011

Anuradha Sharma, *Autocratic and Democratic Teaching Strategies: Pros and Cons,* Indian Journal of Adult Education, Vol. 76 (1); January-March 2015

Aunurrahman, *Belajar dan Pembelajaran,* Bandung: Alfabeta: 2010

Chingombe Shamiso Iline, *Impacts of the Demonstration Method in the Teaching and Learning of Hearing Impaired Children,* OSR Journal Of Humanities And Social Science (IOSR-JHSS), Vol 12, Issue 1, (May. -Jun. 2013)

Daniel Muijs, *Doing Quantitative Research in Education with SPSS,* London: Sage Publication, 2011, 2nd edition

Donald Ary, et...all, *Introduction to Research in Educations,* Wardsworth: USA, 2010

Gito Supriadi, Pengantar dan Teknik Evaluasi Pembelajaran, Malang: Intimedia Press, 2011

Hasibuan & Moedjiono, *Proses Belajar Mengajar,* Bandung: Remaja Rosda karya, 1995

Hind Al Fadda, *Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students,* King Saud University, Saudi Arabia: October 5, 2011 (pdf)

Horvath Jozsef ,"*advanced writing in English as a foreign language*", A corpus-based study of processes and products, Published by Lingua Franca Csoport: 2001

Isadore Newman, & Carolyn R. Benz, *Qualitative-Quantitative Research* Methodology*: Exploring the Interactive Continuum,* United Stated of America: Southern Illinois University, 1998

J. B. Heaton, *Writing English Language Test,* United Stated of America, Longman Group UK Limited, 1987

Mel Silberman, *Active Learning 101 Strategies to Teach Any Subject*, (United State of America: Allyn and Bacon, 1996)

Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, Bandung: PT Remaja Rosdakarya, 2004

Nguyen Thanh Huy, *Problems Affecting Learning Writing Skill of Grade 11at Thong Linh High* School*"*Asian Journal of Educational Research: 2015, Vol 3, No. 2

Nuria Ulfi Hidayati, *Improving Students' Ability In Writing Procedure Text Using Realia (A* Classroom *Action Research with Students of Grade VIIG at SMP N 18 Semarang In the Academic Year of 2010/2011*), unpublished Thesis, English Language Teaching Department Of Tarbiyah Faculty Walisongo State Institute For Islamic Studies Semarang: 2010

Reni Bangkit, *The Use of Demonstration Method in Teaching Writing Procedure Text at Ninth Grade of SMP Negeri 1 Darma, unpublished Thesis,* Cirebon: Department of English Education Faculty of Teaching and Educational Sciences University of Swadaya Gunung Jati Cirebon: 2013

Riduwan, *Metode dan Teknik Menyusun Tesis,* Bandung:Alfabeta, 2010

Sabarun, *The Effectiveness of Using Outline in Writing Expository Essay*, STAIN Palangka Raya: Unpublished. 2010

Slameto, *Evaluasi Pendidikan*, Jakarta: PT Bumi Aksara, 2001

Stephen King, *On Writing,* London: 2010

Sudjana, Metoda Statistika, Bandung: Tarsito, 2005

Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* Jakarta : PT Rineka Cipta: 2002

Sukardi, *Evaluasi Pendidikan: Prinsip dan Operasionalnya*, Jakarta: Bumi Aksara, 2008

Syamsuddin & Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa,* Bandung: PT. Remaja Rosdakarya, 2011

The Qur'an: *english Translation of meaning of The Qur'an.*