

**TEACHING AND LEARNING WRITING PROCEDURE TEXT  
BY USING SILENT DEMONSTRATION AT THE 10<sup>TH</sup>  
GRADE STUDENTS OF SMA PERINTIS 1  
BANDAR LAMPUNG**

**(A Thesis)**

Submitted as a Partial Fulfillment of  
The Requirement for S1-Degree

**By:  
HARIS PRASTYO  
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**Study Program: English Education**

**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1445 H/2024 M**

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## ABSTRACT

This research is about teaching and learning writing procedure text by using silent demonstration. Silent demonstration is a learning model that helps students find answers by constructing their own thoughts based on silent demonstrations or experiments with minimal explanations. It means that silent demonstration is a teaching method that instructs students to be able to find answers with their own thoughts by just looking at teaching silent demonstrations. Furthermore, the objective of this research was to know and describe the process of teaching learning writing procedure text using silent demonstration, to know and describe the teacher problems in teaching writing procedure text by using silent demonstration and to know and describe the students' problems in learning writing procedure text by using silent demonstration.

The research design of this research was descriptive qualitative research. The researcher analyzed the data in class X 3 which consists of thirty-four students in one class. The researcher used purposive sampling to decide the subject of the research. In collecting the data, the researcher used observation, teacher interview and student questionnaire. The data were analyzed using data condensation, data display and conclusion drawing.

Based on the data analysis, it was found that the writing learning process using silent demonstration was not running well due to several factors. The teacher found it difficult to control the class because there were some students who did not pay attention to the teacher's demonstration and students had difficulty reconstructing the text, they were confused with string sentences because of the limited vocabulary that students had. The teacher tries hard to ask students who are not focused on learning to write text procedures using silent demonstration. The teacher needs to do repeated demonstrations to give maximum understanding to students who are not focused. Teachers have difficulty in explaining paraphrasing to students (vocabulary) as well as language usage (grammatical patterns) when rebuilding procedure texts. Furthermore, some students' motivation and interest in learning to write is still low, students tend to dislike learning to write. Students find it difficult to write, because students have limited vocabulary. Most of the students make mistakes in writing, students also do not know about grammar.

**Keywords:** Silent Demonstration, Teaching-Learning Writing, Qualitative Study

## FREE-PLAGIARISM LETTER

I hereby certify that this thesis entitled “Teaching and Learning Writing Procedure Text by Using Silent Demonstration at the 10<sup>th</sup> Grade Students of SMA Perintis 1 Bandar Lampung” is completely my own work. I am completely responsible for the content of this thesis. Other people or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, December 2023

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DEMONSTRATION AT THE 10<sup>TH</sup> GRADE  
STUDENTS OF SMA PERINTIS 1  
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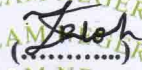
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A thesis entitled: **“TEACHING AND LEARNING WRITING PROCEDURE TEXT BY USING SILENT DEMONSTRATION AT THE 10<sup>TH</sup> GRADE STUDENTS OF SMA PERINTIS 1 BANDAR LAMPUNG”**, by Haris Prastyo, NPM: 1911040347, Study Program: English Education, was tested and defended in the examination session held on: **Wednesday, January 3<sup>th</sup> 2024.**

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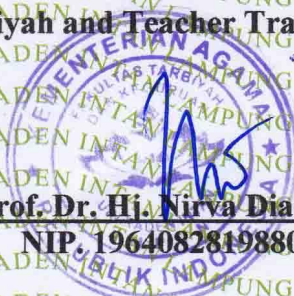
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## MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ  
مَسْئُولًا ۝ ٣٦

And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart – about all those [one] will be questioned. (Q.S Al-Isra': 36 )



## DEDICATION

Praise be to Allah who has bestowed His blessings on me, and from the bottom of my heart and a great sense of love, I dedicate this thesis to:

1. My beloved father and mother, Mr. Sirko and Mrs. Riyati who always pray for my success. Thank you for all the motivation, love, and support.
2. My beloved brother, Sandi Nugroho.
3. My beloved grandmother and all of my family who always give a big love to me.
4. My beloved alma mater, UIN Raden Intan Lampung.





## CURRICULUM VITAE

The researcher's name is Haris Prastyo. He was born on July 19, 2001 in East Lampung, Indonesia. He is the first child of a married couple Mr. Sirko and Mrs. Riyati. He has a younger brother named Sandi Nugroho.

The researcher is a ninth semester student majoring in English Education at UIN Raden Intan Lampung. He is known as a man who is persistent in achieving his goals. Although he often fails, it does not make him give up at all. He can work well in a team. In addition, here is the order of his educational background. The researcher began his studies in kindergarten at Dharma Wanita Bumi Dipasena Mulya Kindergarten, in 2008 continued his elementary school at SDN 01 Bumi Dipasena Mulya and finished in 2013. After that, he continued his studies at SMPN 1 Semaka and finished in 2016. The, he continued going to school at SMAN 2 Pringsewu and finished in 2019. In 2019, he continued his studies at Raden Intan Lampung Islamic University.

Researcher studied at Raden Intan Lampung State Islamic University as undergraduate students of Tarbiyah and English Education Study Program through UM-PTKIN. In 2022 researcher carried out KKN in Gedung Surian, West Lampung Regency. Then, the researcher did Field Practice Practice at SMA Perintis 1 Bandar Lampung. During college, researchers were active in the Badan Mahasiswa Pringsewu Seluruh Indonesia (BMPSI).

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Bandar Lampung, December 2023

Declared by,

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

To comprehend the title of this proposal, key terms within it require explanation. This proposal's title is "Teaching and Learning Writing Procedure Text by Using Silent Demonstration at the 10<sup>th</sup> Grade of SMA Perintis 1 Bandar Lampung". This study aims to investigate the process of teaching and learning writing procedure texts using silent demonstration. The researcher will describe the challenges faced by teachers in teaching procedure texts and those faced by students in learning from silent demonstrations.

#### 1. Teaching

Teaching is an activity to transfer knowledge to others. According to Brown, teaching is the act of showing or helping someone learn how to do something, giving instructions, guiding them in the study of a topic, providing knowledge, and causing them to know or understand<sup>1</sup>. Based on these experts, teaching can be defined as the process of helping someone learn how to acquire a language so that they can learn it or master it. It is also the activity of imparting knowledge through facilitating learning, helping the learner to learn, and guiding them to easily understand the material.

#### 2. Learning

Learning is the process of transitioning from a state of not knowing to knowing. According to Brown, learning is the acquisition of knowledge in a subject or skill by means of study, experience, or instruction.<sup>2</sup> This implies that learning is an active process which is facilitated by individual experiences within a social community. Based on these experts, it can be concluded that learning is the process of

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<sup>1</sup>Brown, H. Douglas. *Principles of Language Learning and Teaching*, (Fifth Edition. NY: Pearson Education 2007) p 8

<sup>2</sup> *Ibid*, p.8



acquiring knowledge from different sources such as study, experience, or instruction.

### **3. Writing**

Writing is a skill in English that is important for learning the language. Moreover, it can help people express their ideas, feelings, opinions, and effectively communicate with others. Hyland states that writing is a service activity that helps learners reinforce their knowledge of vocabulary and other grammatical structures<sup>3</sup>. Based on these experts, it can be concluded that writing is a process that can lead to a product.

### **4. Procedure Text**

Procedure text is a type of text that describes a method, steps, and aims to make something. According to Walter procedure text is the process which is needed to be undertaken to achieve a successful outcome<sup>4</sup>. This means that we need to know the steps to operate, prepare, or make something in order to achieve the desired outcome.

### **5. Silent Demonstration**

Silent demonstration is a teaching method that involves showing and demonstrating learning materials to students. The silent demonstration method is suitable for teaching textual procedures that involve making something in multiple steps.

Based on the description above, the researcher concludes that this research will know the use of silent demonstration method for teaching writing procedure text which aims to know how is the process of teaching by using silent demonstration method.

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<sup>3</sup> Hyland, Ken. *Second Language Writing*. New York: (Cambridge University Press 2003) p 4

<sup>4</sup> Walter Carlene. *Procedural Writing – Grade Three* (Saskatchewan School Library Association The Medium – Spring 2015) p1

## B. Background of the Problem

Writing is the ability to convey one's thoughts on a subject through the written word. Writing clarifies thoughts and emotions and has a profound impact on our daily lives. Students can use writing to organize and explore their thoughts and the relationships between their ideas.

Writing is one of the language skills that students should learn. Having good writing skills enables effective communication through written texts. Relate this statement Corps said that writing activity is very important for students they should master it because it can help them to express their ideas creatively in the classroom.<sup>5</sup> Moreover, mastery of writing is essential for students' success in education, considering it a medium through which people commonly share information and diverse views on various topics. Hyland said that writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>6</sup>

Writing is a useful method for students to expand their ideas. It also serves as a means of communication between the writer and the reader. Because it may be used to describe our feelings, thoughts, ideas, experiences, and more, students need to become proficient in this skill. However, there are many aspects that make it difficult for students to write properly and correctly, According to Kevin there are ten main criteria of a good writing: a clear point, length, back up of point, time, logical, good grammar, English, and spelling, readers become engaged, rules are broken, influence and from their heart, not just created to profit or for gains<sup>7</sup>. Writing is often regarded as the most challenging expertise to master by many individuals.

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<sup>5</sup> Corps, Rosa Hasliana UIN Suska Riau (Rosa Hasliana, 2020)

<sup>6</sup> Hyland, Ken. *Second Language Writing*. New York: (Cambridge University Press 2003) p 9

<sup>7</sup> Kevin. "Criteria of a good writing". (Retrieved on January 2012)

Harmer defines writing as a skill that requires more time to think than other skills, and thus, requires hard work.<sup>8</sup> This means that students should often learn and improve their writing skills. Good writing skills are essential for developing students' ideas. According to Turnip, teachers must stimulate students' writing skills to enable them to express their ideas creatively. Thus, the role of teachers is indispensable in the teaching and learning process, especially to develop students' ideas and thoughts. Having good writing skills makes the messages in written texts easily comprehensible teachers.<sup>9</sup>

Both teachers and students need to understand the importance of writing to promote effective collaboration in teaching and learning. The teacher's role is to help students overcome the mindset that writing is a difficult subject to learn. Effective classroom management is key to promoting a positive learning environment so teachers can effectively impart knowledge. Students' role in learning writing is to practice consistently to improve their fluency.

Senior high school writing is typically divided into several categories, including narrative, descriptive, procedure, caption, invitation, and recount texts. Students are expected to write short passages in different text categories. One of these categories is procedure text writing.

Procedure text is a part of daily human life. It explains how something is done through a series of steps or actions. The aim of procedure text is to elucidate how to do something, such as following recipes, listing materials, and defining steps. According to Derewianka, a procedure text is an instructional document that outlines the procedures and actions necessary to complete a task<sup>10</sup>. Procedure text is one of the main materials that must be studied by high school

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<sup>8</sup> Harmer, *Practice of English language teaching* (Pearson Education, Ltd: English 2001) p 89

<sup>9</sup> Turnip, Y. A. M., Marbun, F. V. G., Girsang, A. L., & Tarigan, S. N. *An Analysis of Students' Ability in Writing Descriptive Texts. Linguistic*, English Education and Art (LEE) Journal, 2019. p 173–179

<sup>10</sup> Derewianka, B. *Exploring how texts work*. (Sydney: Heinemann, 1990)

students, in this study the researcher will describe the process of learning procedure text using the silent demonstration method which is applied in 10<sup>th</sup> grade students of SMA Perintis 1 Bandar Lampung.

Based on preliminary research at SMA Perintis 1 Bandar Lampung by conducting interviews with English teachers there, researcher found that students still experienced difficulties in writing. This happens because they do not have ideas to write, and do not have a lot of vocabulary. In addition, students also experience difficulties in developing their ideas. Furthermore, students struggle with developing their ideas. In addition, according to the English teacher, students often hesitate to start writing due to their lack of grammatical knowledge and understanding of tenses. The class situation was also crowded if the teacher could not manage it properly.

In addition, the teacher said that actually students' problems can be reduced by using appropriate learning methods. According to Istarani, the learning model consists of a complete sequence of teaching material presentations, covering both pre- and post-learning stages, as well as all the relevant facilities, whether directly or indirectly involved in the teaching and learning process.<sup>11</sup>

The silent demonstration is one of the methods used. By using demonstration as a method for teaching procedure text, students were more interested and more active in their learning. The students found something new and different from what they usually get in their class. Students also focus on paying attention to the material being taught, especially when writing procedure text. A silent demonstration enhances student engagement by encouraging them to focus on the teacher's guidance for the step-by-step procedure text. The teacher remains silent while using a silent demonstration and continues with the material being taught.

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<sup>11</sup> Istarani. *Model Pembelajaran Inovatif*. (Medan: Media Persada 2011. 58)

Silent demonstration learning method is a method used to teach students about a learning material by showing, paying attention, and demonstrating certain learning materials. By demonstrating a procedure as silently as possible, we can encourage the students to be mentally alert<sup>12</sup>. Silent demonstration is a suitable method for teaching procedural texts, because students are required to pay attention in detail to the steps demonstrated by the teacher properly and correctly in making something. Silberman explains that silent demonstration is a teaching method that describes step-by-step procedures.<sup>13</sup>

Based on the description above, the researcher will be focused on the learning process of teaching English subjects to 10<sup>th</sup> grade students of SMA Perintis 1 Bandar Lampung by observing the method used by the English teacher in teaching writing that is, silent demonstration. In addition, this research found information about the causes of bad scores of students and problems experienced by teachers in teaching writing. Based on the background above, the researcher conducted the research entitled **“Teaching and Learning Writing Procedure Text by using Silent Demonstration at the 10<sup>th</sup> Grade Students of SMA Perintis 1 Bandar Lampung”**.

## C. Focus and Sub-Focus of the Research

### 1. Research Focus

Based on the background problem above this research will be focused on the Teaching and Learning writing procedure text by using silent demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung.

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<sup>12</sup> Silberman M, *Active Learning 101 Strategies to Teach Any Subject*, (Des Moines: Allyn and Bacon, 1996) p 150

<sup>13</sup> Silberman M. *Active Learning 101 Strategi Pembelajaran Aktif*. (Yogyakarta: Pustaka Insan Madani 2007) p 226

2. Sub Focus of the Problem
  - a. To know about the process of teaching and learning writing procedure text by using silent demonstration
  - b. To know the problems that are faced by the teacher and in teaching and learning writing procedure text by using silent demonstration
  - c. To know the problems that are faced by the student in teaching and learning writing procedure text by using silent demonstration

#### **D. Formulation of the Problem**

Considering the background of the problem and the identification of the problem above, the problem formulation in this research is:

1. How was the process of the teaching and learning writing procedure text by using silent demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung?
2. What were the teachers' problems in teaching writing by using silent demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung?
3. What were the students' problems in teaching writing by using silent demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung?

#### **E. Objective of the Research**

Based on the problem formulation, this objective of this research will to know:

1. To know and describe the process of the teaching and learning writing procedure text by using silent demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung.
2. To know and describe the teacher problems in teaching and learning writing procedure text by using silent

demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung.

3. To know and describe the student's problems in teaching and learning writing procedure text by using silent demonstration at the 10<sup>th</sup> grade students SMA Perintis 1 Bandar Lampung.

## **F. Significance of the Research**

### 1. Theoretically

This research hopefully provides information for English teacher about the teaching and learning writing procedure text by using silent demonstration and as additional information for future research.

### 2. Practically

The practical as significance that the expected from this research are as follow:

#### a. Teacher

The teacher will be get the valuable information about the teacher's problem on teaching and learning writing procedure text by using silent demonstration.

#### b. Student

The students will be knowing their strength and weakness in writing, especially in writing procedure text and will encourage them to improve their writing ability.

#### c. Researchers

This research can be reference for other researchers in teaching and learning writing procedure text by using silent demonstration.

#### d. School

This research can be give contribution on the effort of improvement teaching and learning process in writing to improve students writing ability especially in procedure text by using Silent Demonstration.

## G. Relevant Researches

In this research, two previous research are used which were very useful as scientific references, namely:

1. This first research conducted by Dewi Retno Saputri. On her thesis Teaching and Learning Procedure Text Writing Using Authentic Text as Media at Smp Negeri 1 Kalianda South Lampung In The Academic Year Of 2019/2020, This research was a descriptive qualitative research. The subject of the research was the teacher and the students at the first semester of the ninth grade of SMP Negeri 1 Kalianda. The researcher applied the purposive sampling technique to determine the sample. It means that the researcher chose and determined one class as class sample. Furthermore, the researcher chooses class IX F for the reason that the students of this class had difficulties in mastering writing skill. The total number of the sample was 34 students. The researcher used triangulation method and longitudinal triangulation to collect the data. They were observation, interview and questionnaire for triangulation method.

Researcher used triangulation, because the researcher collected same data from the same group at the different time. From the data analysis, the researcher found some problems in teaching and learning writing procedure text using Authentic Text as media at the ninth grade of SMP Negeri 1 Kalianda. Problems faced by the teacher in teaching writing procedure text using Authentic Text as media were the teacher has difficulty in managing time and class because students do not focus on following directions and the teacher must control students one by one to explain about the text. Problems faced by the students in learning writing procedure text using Authentic Text as media were, they had difficulty understanding punctuation in sentences and using capital letters in sentences, do not have good vocabulary mastery and they had problems making inferences.



Besides that, the students had to follow the teachers' direction in learning writing.

2. The second research conducted by Nur Latifah and Istiqomah Nur Rahmawati. On her journal, "Teaching and Learning Narrative Text Writing Through Story Mapping" This research focused on teaching and learning narrative text writing through story mapping. The objectives of this research were to know and describe the process of teaching and learning narrative writing using story mapping and the teacher and student's problems in teaching and learning narrative writing through story mapping. In this research, the writer used descriptive qualitative research method. In collecting the data, the kinds of instruments used by the writers were observation, interview, and questionnaire.
3. The third research conducted by Sefira Sefriadi, Patuan Raja, Dian Shafwati. On their journal "Using Silent demonstration to increase students' writing in procedure text at the second grade students of SMK-SMTI Bandar Lampung". This research was aimed to find out whether there is a significant improvement of students' writing ability before and after being taught through Silent Demonstration. By applying quantitative approach, the researcher intended to discuss the difference of students' procedure text writing. The researcher chose XI APL 2 at SMK-SMTI Bandar Lampung students as a sample, which the number of students reached 37 people using purposive sampling. This study employed one-group pre-test and post-test design by comparing the mean score of the tests. The result showed that the mean of post-test, which is 79.49 is higher than the mean of pre-test at 64.03. In addition, the significance of the test is 0.000 lower than 0.05. It can be also supported by the evidence that verifies the statement was the t-value which showed higher number than ttable by having the result  $19.407 > 2.0281$ .

4. The fourth research conducted by Try Nesia Nurhemy, Slamet Santosa, Riezky Maya Probosari. On their journal “Implementation of Active Learning with Silent Demonstration to Improve Student Science Process Skills Class Viii-D Smp Negeri 14 Surakarta”. The purpose of this study was to improve student science process skills on Biology teaching by implementation of Active Learning with Silent Demonstration and increase learning outcome by improving student science process skills. This research used classroom action research. The experiment was conducted in two cycles, with each cycle consisting of the planning, acting, observation, and reflection. Subjects were students of class VIII-DSMP Negeri 14 Surakarta academic year 2010/2011. Source of data derived from teacher and student information, places and events on going learning activities, and documentation. Techniques and tools of data collection are questionnaire, observation, and interviews. Technical analysis of data is using qualitative descriptive. Data validation is use methods triangulation Result of the research showed that with action performing brazes to pass through Implementation of Active Learning with Silent Demonstration can improve science process skills in biology learning in class VIII-DSMP Negeri 14 Surakarta academic year 2010/2011. It was gone upon on questionnaire result, observation and interview. The conclusions that application of Active Learning with Silent Demonstration can improve student science process skills and learning outcome by improving student science process skills.
5. The fifth research conducted by Diah Arsi Anggriani K and Drs. H. Aswandi, M. Pd on their journal “The Implementation of Contextual Teaching and Learning to Teach Writing Procedure Text”. The purposes of this research are (1) to describe the implementation of contextual teaching and learning to teach writing

procedure texts, (2) to describe the student's responses on the implementation of contextual teaching and learning approach to teach writing procedure, (3) to describe the students' writing procedure text after the implementation of contextual teaching and learning approach. The design used in this research was descriptive qualitative. This research was conducted in VII A classroom of SMP N 40 Surabaya. There are 37 students in this class. The researcher used observation checklist, field note, questionnaire and students' writing procedure text as research instrument in collecting the data.

Based on the previous research that have been read by researcher, the researcher will conduct about the process of teaching and learning writing procedure text by using silent demonstration at the 10<sup>th</sup> grade student of SMA Perintis 1 Bandar Lampung, the difference this research with the previous research is in this research the researcher will focus to know the process of the teaching and learning writing procedure text by using silent demonstration at the 10<sup>th</sup> grade student of SMA Perintis 1 Bandar Lampung and to know also describe the teacher and students problem in teaching and learning writing procedure text by using silent demonstration.

## **H. Research Method**

### **1. Research Design**

In considering this research, the researcher used descriptive qualitative research. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural setting<sup>14</sup>. This means that qualitative research is research that evaluates social phenomena/activities from a person's point of view but must

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<sup>14</sup> Donald Ary, et al., *Introduction to Research in Education*, ( Wadsworth: Cengage Learning, 2010), p.22

be based on an accurate theory. In this case, the researcher evaluated the process of teaching and learning writing by using silent demonstration, especially on procedure text. In other words, during the type of qualitative research, researcher used qualitative description. Then, researcher focuses on process of teaching students' writing ability through silent demonstration.

## **2. Research Subject**

Research subjects are persons who contribute responses or information that helps researchers collect data. Spradley said that a research subject is a source of information.<sup>15</sup> In this research the subject are English teacher and students' 10<sup>th</sup> grade of SMA Perintis 1 Bandar Lampung academic year 2023-2024.

## **3. Research Data**

The materials of descriptive qualitative research can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents<sup>16</sup>. Data collection was done through non-participant observation. It was an observation in which the writer only observed the teaching and learning process. To obtain data related to the use of silent demonstration in teaching writing procedure texts, students' writings were taken to investigate their writing ability because the use of silent demonstration was expected to help students to create procedure texts based on their generic structure and language features. In addition, students' responses to the use of silent demonstration in teaching writing procedure texts are considered very important. Therefore, the author distributed

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<sup>15</sup> Basrowi & Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008) p.188

<sup>16</sup> *Ibid*, p.457

questionnaires to investigate the extent of students' interest in attending the class.

#### 4. Data Collecting Techniques

Data collection techniques are ways to obtain data in the field so that research results can be useful and become new theories or new discoveries. In general, data collection techniques that can and are commonly used in research are observation, interviews, questionnaires, scales, documentation, and tests. The data collection instruments are observation guidelines, interviews, questionnaires, graded scales, record keeping, and test items<sup>17</sup>. Without a way to collect the data you want to research, what is the research objective will be in vain<sup>18</sup>. In this research the researcher will collect the data using the following steps:

##### a. Observation

Creswell said that observation is the process of gathering openended, firsthand information by observing people and place at a research site. In this research, the writer acted as an observer to collect the data, researchers will conduct non-participant observation. The process of teaching and learning in the classroom was observed by the writer.

##### b. Interview

The interview is interactive of conversation or communication between two people or more people. According to Lodico, there are five types of interviews, they are one to one, group interview, structured interview, semi structured interview, unstructured interview<sup>19</sup>. The writer used one to one type interview. The researcher

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<sup>17</sup> Mahmud, *Metode Penelitian Pendidikan* (Bandung: Pustaka Setia, 2011) p 165

<sup>18</sup> Umar Sidiq and Moh Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Journal of Chemical Information and Modeling 53.9 2019.)

<sup>19</sup> Lodico. *Methods in Educational Research* (Second Edition). (San Francisco: Jossey-Bass 2010).

conducted an interview with the teacher to gather her views and concerns about the teaching and learning processes.

c. Questionnaire

In this research, the questionnaire will be given to the students. Questionnaire is a written list of questions that are answered by a number of people so that information can be collected from the answer. The researcher will distribute questionnaire after the process of teaching learning writing procedure text by using silent demonstration. In this research, researchers used open ended questions to be given to students.

## 5. Research Instruments

The major characteristics of qualitative research that distinguish this research from other studies are the methods and instruments used to collect and analyze data. Researchers are very important in qualitative research. In qualitative research, the instrument or research tool is the researcher himself. Therefore, researchers as instruments must also be "validated" how far qualitative researchers are prepared to carry out research that will then go into the field<sup>20</sup>. Then, the researcher describes and relates it to the theory used to support the analysis. Therefore, the research results are determined by the perspective of the researcher in describing the research analysis.

The aim of this research is to investigate the process of teaching writing procedure text through silent demonstration. An observation sheet will be utilized to record students' activity during this method.

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<sup>20</sup> *Ibid*, p 168

## 6. Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data condensation, data display, and conclusion drawing/verification.<sup>21</sup> Analyzing data in qualitative research involves several activities to gather data, such as data reduction, data condensation, data display, and drawing conclusions. The researcher will follow some steps of data analysis which stated by Miles and Huberman as follows:

a. Data condensation

Data condensation is about the process of selecting, focusing, simplifying, abstracting, transforming on the field note or all of the data of research.

b. Data display

Miles and Huberman said that a display is often an ordered, condensed collection of information that allows for inference drawing and action

c. Conclusion drawing

According to Miles and Huberman, depending on the size of the corpus of field notes, the final conclusion may not be revealed until after the data collection is complete.

## 7. Trustworthiness of the Data

In order to reach good data trustworthiness, researchers applied triangulation techniques in conducting this research. Triangulation is defined as checking data from various sources in different ways and at different times. In this study, the concept of triangulation refers to efforts to increase the validity of research data by using a combination of data sources, data collection methods, and time.<sup>22</sup>

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<sup>21</sup> Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis*, (London: Sage Publications, 2014), p.14

<sup>22</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016), 273

In addition, researchers involve many data sources to facilitate it so that it has multifaceted aspects in the interpretation and conceptualization of research data. The data sources used came from two research participants or informants who referred to teachers who taught English, events that referred to the teaching and learning process of writing text procedures using silent demonstration, and documents that referred to the module that had been prepared.

Furthermore, researchers used several methods or techniques of data collection in revealing each problem raised in this study. The formulation of the problem of how the learning process of writing text procedures using silent demonstration, and what are the problems faced by teachers and students in learning and teaching writing text procedures using silent demonstration. The disclosure of the problems was done through observation, interviews and questionnaires. It is thus clear that the problem at stake has been investigated using more than one data collection method or technique. The methods were then cross-checked against each other to obtain valid research data and reduce research data bias. Finally, researchers also use multiple times in checking data. Data checking is done by observation, interviews and questionnaires of research participants in different times and situations.

## **I. Systematic of Discussion**

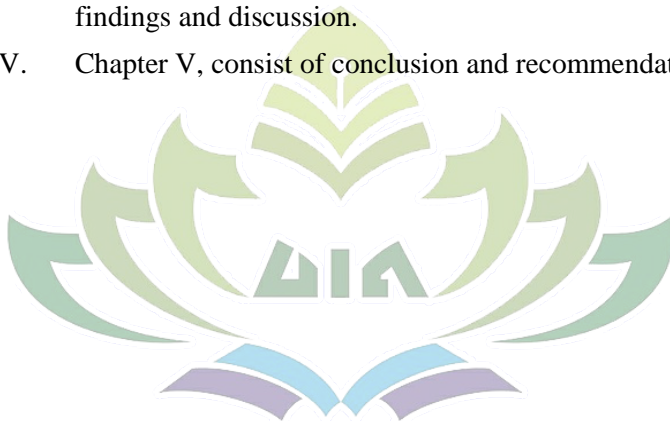
To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

- I. Chapter I, consists of introduction such as: title affirmation, the background of problem, identification of problem, etc. The introduction of chapter I contains, title affirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective or purpose of the



study, significance of the previous research, research method and systematics of the discussion.

- II. Chapter II, consists of the theories such as: the theory of, teaching learning writing, definition of writing, definition of procedure text, definition of silent demonstration, etc. This chapter is an overview of all theory related to the title of research.
- III. Chapter III, consists of object overview, data collecting technique and the instrument of research. This chapter describes the general description of the object and the presentation of facts and data needed during research.
- IV. Chapter IV, consist of presented the data analysis, findings and discussion.
- V. Chapter V, consist of conclusion and recommendations.



## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching and Learning

##### 1. Definition of Teaching

Teaching refers to providing knowledge to "someone" or instructor to train someone.<sup>23</sup> It involves providing new knowledge or experiences to enable someone to gain the ability to do something.

In addition, Brown states that teaching can be defined as providing opportunities for students to learn. It is an interactive process as well as intentional activity.<sup>24</sup> However, sometimes students want to learn something they want to learn even though the teacher doesn't teach them and they also learn ideas that the teacher didn't mean for them to learn.

Teaching can also be defined as providing opportunities for students to learn. However, students may not always learn what the teacher to teach about, and sometimes, they may also learn something which the teacher did not teach to them. The students actually can learn not only from the teacher itself, but also outside of it. There are some basic elements of teaching:

##### a. Student

Students are an essential component of the education system and are educated to become quality individuals as per the national education objectives. In modern thought, students are both the recipients and participants of education, having the right to receive education and involve themselves in enhancing their creativity. This implies that as the focus of education, students should participate in both teaching and learning activities. The motivation of students is a dominant factor that influences their success in the learning process.

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<sup>23</sup> Jeremy Harmer, *The Practice of English Teaching 3rd Edition* (Harlow Longman, 2007), p.56

<sup>24</sup> George Brown, *Effective Teaching in Higher Education*, Taylor: Routledge, 2002, p.2

Whatever the teaching method used by the teacher, if the students are highly motivated, they really want to learn and they have powerful reasons for doing so, the result of the learning process can be achieved optimally.<sup>25</sup>

b. Teacher

A teacher is a professional responsible for teaching, guiding, motivating, training, measuring, and evaluating students in educational settings. A good teacher should try and draw out the quiet one and control the more talkative ones.<sup>26</sup> It means, as one element of education, a teacher should have the special skill and knowledge necessary to do her duty well and effectively.

An effective teacher can also captivate their audience. This indicates that being a teacher involves not only possessing subject-area expertise but also exhibiting appropriate conduct in everyday activities. Competent teachers understand that equipping the classroom with basic learning materials, maintaining accountability, sharing their actions, monitoring progress, providing feedback, and offering targeted instruction when necessary constitute effective learning practices.

Based on definition above, teaching is the process of guiding and facilitating learning for students in order to provide knowledge or instruct them on how to acquire the language that they wish to learn or master. There are two basic elements in the teaching process: students and teachers. Students are components of the system of education that will educate them to become qualified human

beings, as stated in the national educational goal. But the main factors that influence the students' success in the learning process are the teaching method and their motivation. A teacher, on the other hand, is a professional who has the primary responsibility in an educational role to teach, guide, motivate, train, measure, and evaluate students. A good teacher

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<sup>25</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 2007), p.8

<sup>26</sup> *Ibid*, p. 2

can create a comfortable learning process and should know the best way to set up the classroom to facilitate and help the students' difficulties in the learning process.

## 2. Definition of Learning

Learning is a process of transitioning from a state of non-knowledge to knowledge. According to Brown, learning is the acquisition or gaining of knowledge of a subject or skill through study, experience, or instruction. Learning is a relatively permanent change in behavioral tendencies as a result of practiced and reinforced behavior.<sup>27</sup> Learning not only transfers knowledge but also transforms our habits and life concepts. Patel defines learning as a means of acquiring the art of skill and practice. Learning is the means by which we develop the art of using skills like speaking, reading, writing, and listening.

Breaking down the components of the definition of learning, we can extract domains of research inquiry, as follows:

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is change in behavior.

These concepts can also give way a number of subfields within the discipline of psychology, there are acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning style and strategies, theories of forgetting,

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<sup>27</sup> H Douglas Brown, *Principles of Language Learning and Teaching* (Fourth Edition) p.18

reinforcement, and the role of practice<sup>28</sup>. The learning process requires students to achieve the goal of the learning process.

Based on the explanation above, it can be concluded that learning is the process of students getting knowledge, experience, instruction, and understanding the lesson on the subject that the teacher gives them. Furthermore, learning can be defined as behavioral changes. This change occurs as a consequence of experience in some specific situations. The change brought about by developing a new skill and changing attitude.

## **B. Writing**

### **1. Definition of Writing**

Writing serves as a means of expressing our thoughts in written form, aiding readers in understanding our ideas. White supports this statement by defining writing as a process of expressing ideas, information, knowledge, or experience, aiding in knowledge acquisition and sharing.<sup>29</sup> Writing can illustrate how our thoughts form before we write and help us anticipate what we will write before it takes written form.

Meanwhile, according to Lies Dian writing is a process of discovering and organizing idea, putting them on the paper and reshaping and revising them.<sup>30</sup> This statement is supported by Baker who stated, writing is a way of thinking. Writing actually creates a thought, and generates your ability to think; you discover thoughts you hardly knew you had, and come to know what you know.<sup>31</sup>

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<sup>28</sup> *Ibid*, p 8

<sup>29</sup> White, F. D. 1986 *The Writer's Art: A Practical Rhetoric and Handbook* New York: Wadsworth Publishing Company

<sup>30</sup> Lies Dian M. Ndraha, *The Use of Visual Video as Media To Improve Students Ability In Writing Procedure Text At The Eleventh Grade Of Smk Negeri 1 Toma*, Jurnal Education And Development Institut Pendidikan Tapanuli Selatan. p193

<sup>31</sup> Sheridan Baker, *The Practical Stylist, sixth Edition*, (New York : Harper & Row Publishers 1987), p.2

Moreover brown stated that writing is a way to end up thinking something you couldn't have started out thinking<sup>32</sup>. It means writing is actually a verbal exchange by which you liberate yourself from your current thoughts, feelings, and perceptions. According to Palmer, writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.<sup>33</sup> As a result, writing is an activity that produces something from the mind that becomes meaningful in the text of the sentence. We can arrange the sentence sequence to create good writing. Writing ability is a set of specific abilities that assist the writer in putting their thoughts into meaningful words and mentally interacting with the material.

Based on those experts, it could be concluded that writing is about the process of organizing ideas in a paper. It takes time and practice because good writing is about putting ideas on paper, organizing them coherently, and revising them for clarity.

## **2. Components of Writing**

According to Tribble, there are components that a writer must possess to produce effective writing. The components are:

- a. **Fulfillment and content.** The purpose of writing should be clear to readers. So, the readers can understand the message conveyed and gain information from it.
- b. **Organization.** The process of organizing materials in writing involves coherence, order of importance (general to specific), specific chronological order, and spatial partition.
- c. **Vocabullary** (The ability to use word or idiom). One of the requirements of good writing is the effective use of words to play dual roles: to communicate and to evoke, to let the readers perceive and feel.

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<sup>32</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed., (New York: Pearson Education, 2001), p. 337

<sup>33</sup> Barbara C, Palmer, *Developing Cultural Literacy through the Writing Process*, (LoongwoodProfesional Book: New York, 1994), p. 47.

- d. Language (The ability to write in appropriate structure).
- e. Mechanics. The use of mechanics is due to capitalization, punctuation, and spelling appropriately.<sup>34</sup>

In writing, there are some criteria that must be met in order for an article or text to be considered good. Mechanics play an important role in making a sentence more sensible since the use of an inappropriate comma or semicolon in one sentence will significantly change the material's meaning. Grammar is very essential in writing since to be readable, the material must be composed in good logical order with the use of appropriate verb tenses and appropriate sentences in conveying an idea. Organization is also a large component of writing that connects ideas with the content of writing; if it is not composed in a good organization, the content will be less meaningful, and it will be unable to convey what we truly want to say. The last is vocabulary choice; the use of inappropriate vocabulary will lead to difficulty in comprehending the ideas precisely, which could lead to miscommunication.

### 3. Writing Process

The writing process refers to the various actions that a writer must perform in order to write. Writing cannot be created in an instant; it requires a process, which is the series of stages that a writer must go through in order to create something in its final form. In all of cases it is suggested that the process has four main elements that can represent in the following ways:

- a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what it is they are going to say. For some writers, this may involve making detailed notes. For others, a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since

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<sup>34</sup> Christopher Tribble, *Language Teaching Writing*, Oxford: Oxford University, 1996, P. 130

they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought at some level of consciousness about what food is needed before writing it on the piece of paper.<sup>35</sup> Choosing a manageable topic, determining a purpose and audience, drafting sentences that convey the primary concept, gathering research on the subject, and starting to organize the information are all steps in the planning process.

b. Drafting

As the writing proceeds into editing, a number of drafts may be produced on the way to the final version.<sup>36</sup> In this step, we try to write our ideas down on paper. Continue writing to allow our ideas to flow, even if we feel we have used incorrect spelling, tense, or punctuation, and then move on to the next step in the writing process, editing.

c. Revising

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction.<sup>37</sup> In this step, we see our own writing wholly about punctuation, spelling and grammar, besides the content it self. An alternative to this step is to ask someone to check our writing. Often other people are more thorough in checking our writing.

d. Final draft

Once writers have edited their draft, making the changes they consider necessary, they produce their final draft. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the

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<sup>35</sup> Jeremy Harmer, *How to Teach Writing*, Harlow: Pearson Education Limited, 2004, P.4

<sup>36</sup> *Ibid*, P.4

<sup>37</sup> *Ibid*



writer is now ready to send the written text to its intended audience.<sup>38</sup> In this step, the writer produces the final version that has been edited in the previous step. From the statement above, the writer concluded that in the writing process, we will go through some steps to get a good product. Beginning with the planning process, that is when we choose the topic on which we will write. Then we try to write, even though we sometimes feel our writing is wrong. Furthermore, in the revising process, we try to revise our draft based on the previous process, and the last is the final draft, which we have produced.

#### **4. Teaching Writing**

Teaching writing is not about transferring knowledge from the teacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and selecting the words that are appropriate for use in a paragraph of a text. Teaching how to write is one of the most important skills that teachers impart to their students. When teaching writing, the teacher should be sure to select resources and support materials that will not only aid them in teaching how to write but will also be most effective in helping their students learn to write.

According to Harmer, by far the most important reason for teaching writing is to develop basic language skills. Therefore, teaching writing to students of English is more important than teaching other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.<sup>39</sup> However, many teachers agree that writing should receive as much attention in the classroom as reading, speaking, and listening. In addition, Brown states that there are types of writing class performance:

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<sup>38</sup> Ibid, P. 1

<sup>39</sup> H. Douglas Brown, Teaching by Principles An Collaborative Approach to Language Pedagogy(Second Edition)Op.Cit pp. 343-346

a. Imitative, or Writing Down

In the early stages of learning to write, students will simply "write" English letters, words, and possibly sentences to learn the conventions of the orthographic code.

b. Intensive, or Controlled

Writing is sometimes used as production made for learning, reinforcing or testing grammatical; concept. The intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

c. Self-Writing

A significant a proportion of class room writing may be devoted to self-writing or writing which only the self in mind as audience.

d. Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.

e. Real Writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those messages.<sup>40</sup>

Based on the explanation above, it can be concluded that teaching writing must be done well so that students can apply it easily. When the teacher teaches writing in class, many activities are carried out by students to learn. Teachers not only teach students how to write but also guide them to know in advance what type of writing they will do, the purpose of writing, and who the readers are. This all has to be done in an interesting way.

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<sup>40</sup> H. Douglas Brown, Teaching by Principles An Collaborative Approach to Language Pedagogy(Second Edition)Op.Cit pp. 343-346

## C. Procedure Text

### 1. Definition of Procedure Text

Procedure text is a kind of text which aims to give guidance about steps to do something. Basically, according to Djuharie this text consists of tips or sequence of steps in making something or in doing such activity<sup>41</sup>. Anderson and Kathy said that a procedure is a piece of text that tells the reader or listener how to do something<sup>42</sup>. Procedure text is a text that explain or helps student how to make or use something. It supported by Wardiman who states that procedure text is a set of instruction that performs a specific task of function.<sup>43</sup>

Based on the definition above, a procedure text is a text that explains, tells, or shows someone how to do something that has to be done in a series of sequenced steps and shows a process in order to describe how something is completely done through a series of steps.

### 2. Lexicogrammatical Features of Procedure Text

According to Sari, procedure text usually includes the following language feature:

When we make a procedure, we should;

- a. Focus on generalized human agents.
- b. Use present tense, often Imperative.
- d. Include technical terms when you need.
- e. Use word that tell the reader how, when and where to perform the task.
- f. Use mainly of material process.

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<sup>41</sup> Djuharie, O. S. *Genre dilengkapi 700 soal uji pemahaman*. Bandung: CV. Yrama Widya (2007),p 38

<sup>42</sup> Anderson, Mark and Anderson. Kathy. *Text type in English 3*. South Yarra: Macmillan Education Australia PTY LTD 1998,p2

<sup>43</sup> Wardiman, Antono. *English in Focus For rade II Junior High School*.Jakarta (Pusat Perbukuan Departement Pendidikan Nasional 2008)

- g. Use mainly of temporal conjunctions ( or numbering to indicate sequence )<sup>44</sup>.

In addition, the other sources added some language features to the procedure text that are not included in the Putri Lidiana Permata Sari Journal. They are:

- a. Sentence begun with action verb imperative sentence. (ex: pour hot water into the cup).
- b. Sequence words or temporal conjunctions (ex: firstly, next, then) and numbers. (ex:123) than show the order for carrying out the procedure.
- c. Adverb of manner to describe how the actions should be performed (ex: quickly, firmly).
- d. Precise terms and technical language. (ex: ml, grams, and the others).<sup>45</sup>

To sum up, all of the points about language features of procedure text above are usually used in writing procedure text.

### 3. Structure of Procedure Text

Generally, a procedure text is composed of three main parts; the aim or goal of the procedure, a list of materials needed to complete the procedure, and a sequence of steps in the correct order that need to be taken to accomplish the task.

- a. An introductory statement giving the aim or goal  
This part can be the procedure text; it may also include an introductory paragraph.
- b. List of materials needed for completing the procedure  
This part usually takes the form of a list, though sometimes it can also be in the form of a paragraph. In certain procedure texts, this part is sometimes omitted or left out.

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<sup>44</sup> Putri Lidiana Permata Sari, An Analysis of Students' Ability in Writing Procedure Text at Grade X of Smk 10 Muhammadiyah Kisaran, journal language league, volume 3 (2016), p 4

<sup>45</sup> Mark Anderson and Kathy Anderson, loc. Cit

c. A sequence of steps in the correct order

This is the last part of the procedure text, which shows a sequence of steps that need to be taken by readers to complete the task. The sequence is usually shown by numbers (such as 1, 2, 3, etc.) or by using words (such as first, second, third, etc.). Words such as now, next, and after this are sometimes used as well. Commonly, the steps usually begin with a command such as add, stir, or push.<sup>46</sup>

Consequently, it may be inferred from the foregoing explanation that there are three general components to procedure text. However, in some particular categories of procedure documents, the above structure is not always present. There isn't a list of items required, for instance, in procedure text that gives readers directions on how to travel to a specific location or procedure text that outlines standards of behavior. Sometimes a list of the materials required is missing from a process text that describes how to use something.

#### 4. Example of Procedure Text

According to Suyanti and Teguh example of procedure text is:

Goal : How to make orange juice

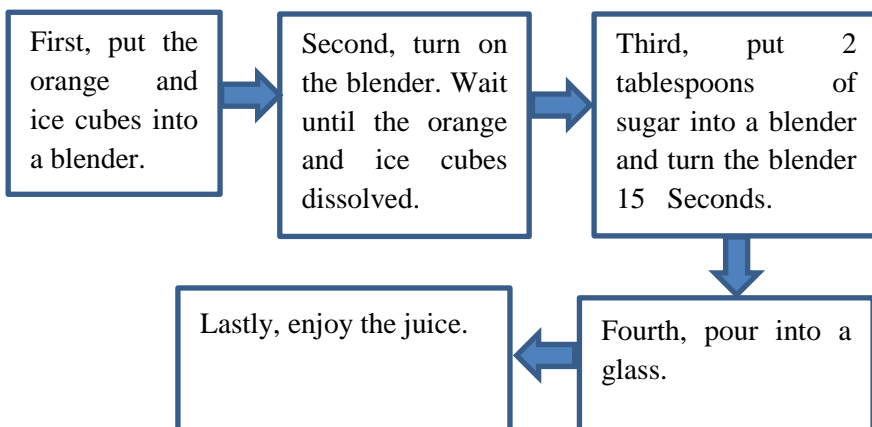
Material ingredients: 2 sweet oranges, sugar, ice cubes, water<sup>47</sup>.

Steps:

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<sup>46</sup> *Ibid*, p.31.

<sup>47</sup> Suyanti and Teguh Satria Amin, The Effect Of Using Pictures On Students' Procedural Text Writing Skills Mastery Et Elva Sofyan Risky Ananda Junior High School, (Umneej: Vol 1 No.1 2023), p 47-48.



In addition, the other sources added some example of procedure text in the Putri Lidiana Permata Sari Journal:

Goal: How to make a twitter account<sup>48</sup>

Steps making twitter account:

- 🐦 First, open your web browser.
- 🐦 Second, type twitter.com on your web browser
- 🐦 Third, go to page dialogue, type your name, email, and password
- Fourth, verify your name and username
- 🐦 Fifth, click than create your account
- 🐦

<sup>48</sup> Putri Lidiana Permata Sari, An Analysis of Students' Ability in Writing Procedure Text at Grade X of Smk 10 Muhammadiyah Kisaran, journal language league, volume 3 (2016), p 4

## **D. The Concept of Silent Demonstration**

### **1. Definition of Silent Demonstration**

According to Suprijono, the silent demonstration active learning model is a learning model that helps students find answers by constructing their own thoughts based on silent demonstrations or experiments with minimal explanations<sup>49</sup>. It means that silent demonstration is a teaching method that instructs students to be able to find answers with their own thoughts by just looking at teaching silent demonstrations.

Furthermore according to Petty, a silent demonstration is a technique in which the teacher performs a demonstration without providing any background information and instructs the pupils to pay close attention since they will subsequently be asked just what was done and why.<sup>50</sup> It means the silent demonstration technique aims to instruct students to pay attention to each instruction given and then students will be asked questions about what is being done and why.

### **2. Steps of Silent Demonstration**

According to Zaini, the strategy of silent demonstration can be utilized for instructing steps of a process or other skills. Demonstrate Step by step or procedures in a silent way (mute) but there is a possibility to provide explanations or to a minimum, other than that it will encourage students to maintain attention.

The steps of the silent demonstration strategy:

1. Determine the procedure or steps to be taught to students
2. Form students into pairs then the teacher demonstrated the first part of the procedure and tries not to give too much explanation. Asking each pair to discuss what they witnessed

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<sup>49</sup> Suprijono, Agus. *Cooperative Learning*. (Yogyakarta Pustaka Pelajar 2009). p12

<sup>50</sup> Petty, G. *Teaching Today a Practical Guide 4th Ed.* (London. Nelson Thornes Ltd 2009)

3. Ask students to pay attention to the teacher in carrying out the procedure with minimal explanation or comments. The teacher's task is to provide a visual description of the procedure for something
4. Asking several people to explain what the teacher did, if the students still have difficulty then the teacher repeats the demonstration, and at this stage the teacher gives acknowledgments and comments about correct observations
5. Gives the opportunity for each pair to practice the procedure, if successful it will be followed by a silent demonstration for the next part
6. This activity ends by challenging students to carry out the procedure from beginning to end <sup>51</sup>.

Based on Zaini's explanation above, a silent demonstration has six steps. The steps of a silent demonstration are in accordance with the writing process described by Harmer. The writing process has four steps: planning, drafting, revising, and the final draft.

### **3. The Advantages and Disadvantages of Silent Demonstration to Teaching Procedure Text**

#### **a. Advantages of Silent Demonstration to Teaching Procedure Text**

According to Hayah silent demonstration has several advantages and disadvantages. Advantages of silent demonstration are:

- 1) Students' concentration will focus only on the demonstration that are given by the teacher. Many students are less attentive to the teacher while they are learning in a classroom, but when the teacher uses the silent demonstration approach, students are more attentive to the demonstrations that the teacher performs.

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<sup>51</sup> Zaini, H., Munthe, B., dan Aryani, S.A. *Strategi Pembelajaran Aktif*. (Yogyakarta: CTSD IAIN Sunan Kalijaga 2007) p 82



2) Students to be mentally alert. It means that when employing the silent demonstration method, students are encouraged to remain aware and engaged in the lessons being presented.

3) Give a practice experience to students that can create good memorize and skill. It means that silent demonstration will make students remember more of the learning given and will improve students' writing skills.

4) Minimizing students' error in taking conclusion. It means that a silent demonstration can make it easy for students to make conclusions; demonstrations carried out by the teacher will be the basis for students' conclusions.<sup>52</sup>

#### **b. Disadvantages of Silent Demonstration to Teaching Procedure Text**

According to Hayah silent demonstration has several advantages and disadvantages. Disadvantages of silent demonstration are:

1) The preparation and the implementation needs a long time. It means that in the learning method of silent demonstration there is a shortage of learning time. When using the silent demonstration method, the teacher must prepare several tools and materials to carry out the demonstration, which will take quite a lot of time. Moreover, when doing a demonstration, it will also take a lot of time.

2) This method was not being effective, if the equipment is not completed it were being difficult to do and if the students are not ready to do it. It means that silent demonstration has disadvantages because the teacher must prepare tools and materials in advance if you want to do a demonstration, and another drawback is that the teacher must keep the students'

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<sup>52</sup> 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) p 30

attention so that they pay attention to the demonstrations carried out in learning<sup>53</sup>.

Based on the explanation above, the disadvantages of the silent demonstration method are that it takes a long time to prepare and implement it, and if the equipment used for silent demonstration practice is incomplete, it will hinder the learning process. To reduce or overcome these problems, the teacher should prepare tools and materials before learning begins, so as not to spend a lot of time when learning using the silent demonstration method.

## **E. Problems in Teaching and Learning Writing**

### **1. Teachers' Problems in Teaching Writing**

According to Harmer, teaching writing is more than just dealing with features. It is about helping students communicate a real message in an appropriate manner. The teacher and students need to know how it talks about language at various points during learning and teaching<sup>54</sup>. It means that the teacher should know how to make students understand writing well. However, there are some problems by the teacher in teaching writing, which affects the outcomes of teaching English in the class. According to Al Mubarak, a teacher's difficulties in teaching writing can be summed up as follows:

#### **a. The topics in textbooks are not attractive**

It is rather disappointing to teach writing skills to the pupils because the topics in the writing skills textbooks are not interesting and persuasive enough.

#### **b. Credit hours**

In order to solve the issue of writing abilities in the classroom, more credit hours should be added to writing instruction.

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<sup>53</sup> *Ibid.* p 30

<sup>54</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition), Cambridge: Longman, 1998, P.34

c. Over-crowded class

Teacher of English experience a lot of problems in handling such as big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.

d. Teacher competence

Teachers' competence in using interesting tools and techniques for learning writing skills will help the achievement of writing skills in the classroom. Competent teachers will make it easier for students to learn to write.

e. Intensive writing exercise

Intensive writing exercises and teachers' regular assessment of the material will identify the students' weaknesses in learning English language writing skills.<sup>55</sup>

Based on the explanation above, it can be concluded that some of the problems faced by teachers in teaching writing are topics in the textbooks that are not attractive, credit hours, the higher number of students, teacher competence, and intensive writing exercises.

## **2. Students' Problems in Learning Writing**

Writing is one of the key components that ties the four language abilities of speaking, listening, reading, and writing together when learning a foreign language. It provides the vital organs and flesh to the language, students should acquire an adequate number of words and know how to use them accurately in context. However, there are some obstacles that frequently occur in the process of learning writing in the classroom. Students may experience difficulties in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity, and duration.

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<sup>55</sup> Amin Ali Alzubair, Exploring the Problem Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia, International Journal of English Language Teaching, Vol.4, No.10, December 2016,p.15-19

According to Msanjila, there are some problems faced by the students in learning writing such as:

- a. Capitalization problem, all writing conventions call for the right use of capital letters. It is a pedagogical problem which can be handled appropriately by professional teachers in schools.<sup>56</sup>
- b. Punctuation problem, Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.<sup>57</sup>
- c. In explicitness or fuzziness, the problem of inexplicitness or fuzziness can argue that it is one of the serious problems facing students in schools and colleges. Writing features that are necessary in order to help the readers understand the intended meaning were inadequately used.<sup>58</sup>
- d. Poor organization, this problem is as serious as the problem of inexplicitness or fuzziness. If this problem is not addressed seriously, the conveyed messages would be totally distorted. Like the problem of inexplicitness or illogical sequence may also be said to originate from poor teaching in schools<sup>59</sup>. Effective teaching, the development of a broad reading and writing habit, and participation in discussions and debates could all help to lessen the issue.
- e. Spelling problem, this problem may be said to arise as a result of interferences from the mother tongue realized through phonological manifestations. This problem can only be minimized but we cannot say with certainty it can

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<sup>56</sup> YohanaP.Msanjila, Nordic Journal of Africa Studies Problems of Writing. In Kiswahili: Case Study of Kigurunyembe and morogoro secondary schools in Tanzania, 2005,p.18

<sup>57</sup> *Ibid.* p19

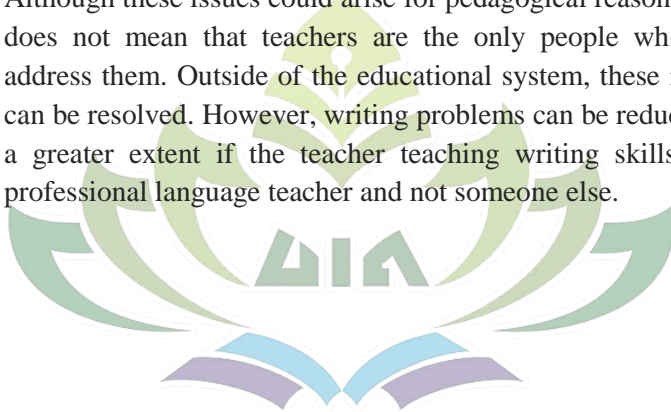
<sup>58</sup> *Ibid.* p19-20

<sup>59</sup> *Ibid.* p 21

be completely eradicated. It seems that the issue of inaccurate spelling in writing is a recurrent issue that affects even academics, journalists, and professional writers.<sup>60</sup>

- f. Grammatical errors, Grammatical errors appear to be a result of pupils' low grammar knowledge, insufficient learning, and bad teaching, similar to other writing issues.<sup>61</sup>

Based on the explanation above, the problems in learning writing faced by the students include capitalization problems, punctuation problems, inexplicitness, poor organization or illogical sequence, spelling problems, and grammatical errors. Although these issues could arise for pedagogical reasons, this does not mean that teachers are the only people who can address them. Outside of the educational system, these issues can be resolved. However, writing problems can be reduced to a greater extent if the teacher teaching writing skills is a professional language teacher and not someone else.



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<sup>60</sup> *Ibid.* p 21-22

<sup>61</sup> *Ibid.* p 22-23

## **CHAPTER III**

### **DESCRIPTION OF THE RESEARCH OBJECT**

#### **A. Research Object Description**

This research is about teaching learning writing procedure text by using silent demonstration. Writing is about how to think of an idea and then write it, express it, and organize it with good organization so that the reader can read it clearly. Acquiring writing skills is challenging. Hence, it is essential for both teachers and students to be aware of this fact. A teacher should guide students in learning how to be good writers. It can be started with the small things, such as writing a sentence, then a short story, then a paragraph, and then a long text. Writing is the way to express our ideas widely when we cannot deliver them orally. Because not everyone is able to deliver their message directly, writing ability is needed. For example, to write a novel, script, news, short story etc.

The researcher will conduct their research at the tenth grade of SMA Perintis 1, Bandar Lampung. Based on preliminary research that included an interview with an English teacher at the school, Mrs. Agustina Nawawi. S. Pd, the researcher found that students still have difficulty in writing. This happens because they do not have ideas for writing, and do not have a lot of vocabulary. In addition, students also have difficulty in developing their ideas. Furthermore, the English teacher there said that the students were often shy to start writing because of lack grammatical knowledge and tenses. In this case, the researcher selected one class from the ten available grades.

SMA Perintis 1 Bandar Lampung is located on Jl. Cut Nyak Dien Gg. Duane No.4, Palapa, Kec. Tj. Karang Pusat, Kota Bandar Lampung, Lampung 35119. The environmental conditions around SMA Perintis 1 Bandar Lampung are very supportive for creating a comfortable learning atmosphere, considering the location of the school is quite far from the noise of factories, markets, and bus terminals, even close to several

public facilities that are quite supportive of education such as mosques, hospitals and the local community strongly support educational activities for the success of student learning. The headmaster of SMA Perintis 1 Bandar Lampung is Mr Purnomo S.Pd.

## **B. Research Procedure**

The writer did the research through observation, interview and questionnaire. The writer found out some result of the research on the process of teaching and learning writing procedure text by using Silent Demonstration at the 10<sup>th</sup> grade students of SMA Perintis 1 Bandar Lampung.

In investigating the process of teaching and learning writing procedure text by using silent demonstration, the writer used three instruments in collecting the data. They are observation, interview and questionnaire. The researcher was conducted in one session. The instrument of the research which were consisted of observation, questionnaire, and interview had been done to know the process of teaching and learning writing procedure text by using Silent Demonstration.

In the observation, the writer observed the process of using Silent Demonstration in teaching and learning activity in the class by observing both the teacher and the students. Then the researcher gave questionnaire to the students to know their respond of implementation of the research and also the problems they faced in the process of teaching and learning activity. Next was interview. The researcher has conducted interview with the teacher when the teaching and learning process has been completed. More over the researcher also collected additional data such as school profile and history, the condition of the student and the teachers and so on.

## C. Presentation of Research Fact and Data

The presentation of research fact and data in this research has three stages, namely data reduction, data display and conclusion drawing or verification, those can be described as follows:

### 1. Data Analysis

The data analysis of this research aimed to know the process of teaching writing procedure text by using Silent Demonstration. According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data condensation, data display, and conclusion drawing/verification.<sup>62</sup> In this research, the researcher uses Miles and Huberman's theory in analyzing the data, so there are steps to do as follows:

#### a. Data Condensation

Data condensation involves selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full body of written field notes, interview transcripts, documents, and other empirical materials. The purpose of condensing the data is to strengthen it.

Data condensation is a continuous process that occurs during the course of any qualitatively oriented project. Anticipatory data condensation takes place even before the actual collection of data, as the researcher decides which conceptual framework, cases, research questions, and data collection approaches to pursue - often without full awareness.

Data condensation is an integral part of the analysis process. Researchers must make analytical decisions regarding which data chunks to code, which to exclude, which category labels to use to summarize chunks, and which evolving story to convey. Data condensation involves sharpening, sorting, focusing, discarding, and organizing data to facilitate the drawing and verification of final conclusions.

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<sup>62</sup> Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis*, (London, Sage Publications, 2014), p.14



Data condensation does not solely refer to quantification. There are several ways of transforming qualitative data, including selection, summary, paraphrasing, and subsuming it into a larger pattern. In some cases, converting the data into magnitudes (e.g., an analyst determining a program's effectiveness as "high" or "low") can be beneficial, but it is not always required.<sup>63</sup>

#### **b. Data Display**

Miles and Huberman said that a display is often an ordered, condensed collection of information that allows for inference drawing and action<sup>64</sup>. In this step, the researcher shows or displays the data which takes from the students' writing ability task and their activity in the process of teaching and learning writing procedure text by using silent demonstration. Then, the researcher will make a conclusion based on that result.

#### **c. Conclusion Drawing**

After finishing the data reduction and data display, the last step is to analyze the data in this research is drawing conclusion. According to Miles and Huberman, depending on the size of the corpus of field notes, the final conclusion may not be revealed until after the data collection is complete. Coding storage and retrieval methods on finding agency, however, often reveal that the conclusion has been prefigured from the beginning, even when a researcher claims to have been working inductively<sup>65</sup>. In this step, this research will draw conclusions to consider the meaning of the analyzed data and assess their implications for the questions, while verification is a series of processes that are able to explain the answers to research questions and research objectives. The conclusion of this research will be about knowing the process of teaching and learning writing procedure text at the 10<sup>th</sup> grade students of SMA Perintis 1 Bandar Lampung.

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<sup>63</sup> *Ibid*,

<sup>64</sup> *Ibid*, p.19

<sup>65</sup> *Ibid*, p.20

## CHAPTER IV

### RESEARCH ANALYSIS

#### **A. Data Analysis**

This section provides an explanation of the data findings related to one of the main issues mentioned above. The findings are organized by dividing the main issues/themes that have gone through the coding process. Furthermore, some observation results, interview transcripts and questionnaire transcripts that represent the overall data are presented. The selected transcripts/data are considered correct and able to represent other data with the same theme. The findings are explained as follows:

##### **1. Data Condensation**

Data condensation is the first component or level in Miles and Huberman's theoretical qualitative data analysis model. It refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appears in written field notes or transcriptions. In data condensation, the data set must be organized and meaningfully condensed or reconfigured. In this case, the author selects which data will be used in the research. There are three instruments used to collect data: observation, interview and questionnaire. The author became the key instrument in this research, while the instruments mentioned above became supporting instruments. In this step, the author analyzes the data based on each instrument.

The researcher provides the results of the teaching and learning process of text procedures using the silent demonstration method, teachers' problems and students' problems in learning and teaching text procedures using the silent demonstration method based on the research collected through observations, interviews, and questionnaires as instruments. The teaching and learning process of text procedures using silent demonstration is explained based on the observation results. On the other hand, teachers' problems in teaching text procedures using the silent demonstration

method are explained based on the results of observations and interviews. In addition, students' problems are explained based on the results of observations and questionnaires.

### **b. Observation**

The researcher observed the learning process of procedure text with silent demonstration method, students' and teachers' problems during the learning of procedure text with silent demonstration method. In the observation process, the writer prepared an observation checklist and notes to record the teaching and learning process. The observation data has been identified as described in the following discussion. Based on the observation, the researcher condensed some data that were not needed in the study. Summarized data about learning text procedures using silent demonstration.

In the learning process of teaching text procedures using the silent demonstration method, the teacher did not do all the steps of silent demonstration based on the expert. According to Zaini, there are 6 steps to use the silent demonstration method, namely:

1. Determine the procedure or steps to be taught to students
2. Form students into pairs then the teacher demonstrates the first part of the procedure and tries not to give too much explanation.
3. Ask students to pay attention to the teacher in carrying out the procedure with minimal explanation or comments.
4. Asking several people to explain what the teacher did.
5. Gives the opportunity for each pair to practice the procedure.
6. The activity ends by challenging students to carry out the procedure from beginning to end.<sup>66</sup>

Based on the observation, the teacher left several steps that need to be done according to the expert. Teachers left out

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<sup>66</sup> Zaini, H., Munthe, B., dan Aryani, S.A. *Strategi Pembelajaran Aktif*. (Yogyakarta: CTSD IAIN Sunan Kalijaga 2007) p 82

several steps in the second step, which is about forming students into pairs. Then in the fifth step which is about giving each pair of students to practice the procedure and in the last step the teacher also asks students to do the procedure from start to finish.

### **c. Interview**

To support the data of the observation, the researcher used interview as instruments to know the teacher's problems in teaching writing procedure text using silent demonstration. The teaching process of writing procedural texts using the silent demonstration method was not running well because of several factors, the teacher still faced obstacles such as the students' lack of vocabulary and there were students who were less focused and did not pay attention to the demonstrations carried out by the teacher.

Several times the teacher had to stop the demonstration to remind the students who were not focused to pay attention to the demonstration being carried out by the teacher. The teacher said that some students still lacked vocabulary so that students had difficulty in arranging a word into a sentence. Some students also have to use dictionaries and translators to write sentences, so it takes a lot of time to assemble a sentence. The teacher also helped some students who had difficulty in constructing sentences because students have different abilities in writing.

### **d. Questionnaire**

The questionnaire consisted of twelve questions (see appendix 4). The first to fourth questions were to find out the students' ability on the use of capitalization in writing text procedures using the silent demonstration method. The fifth to sixth questions aimed to find out students' ability in the use of punctuation in writing text procedures using the silent demonstration method. the seventh question was to find out

students' opinions about the use of the silent demonstration method used by the teacher. The eighth question was to find out students' opinions whether students liked learning to write or not. The ninth question was to find out the students' ability to understand the writing organization. The tenth to eleventh question is to find out students' ability about spelling words in writing and the twelfth question is to find out students' opinions whether grammar is difficult to learn or not. From the results of the questionnaire, the researcher found that the problems faced by students in learning to write text procedures using the silent demonstration method are about the use of punctuation, students must often be told about the proper placement of punctuation marks. Students are also poor in the use of grammar in writing. This happens because of students' lack of motivation in writing and students do not like learning to write. Based on the results of the interview, the teacher also said that students' vocabulary mastery was very little so that students had difficulty in making sentences. Based on these twelve questions, there is no reduction in data regarding student questionnaires.

## **2. Data Display**

Data display is a component or second level in the qualitative data analysis model of Miles and Huberman's theory. Display can be in the form of expanded text or diagrams, graphs, charts tables or matrices that provide a new way to organize thoughts about the data. In this case, the author analyzes the data that has been condensed in the data condensation and displays it in tabular form. The analysis was carried out based on the data collected by each research instruments.

### **a. Observation**

Based on the data that has been displayed in the condensation data, in this section, the data from the observation results for one meeting will be identified and displayed to find out the teaching and learning process of

writing procedure text by using silent demonstration, which can be seen as follows:

**Table 4.1**  
**Observation Sheet (Label Text)**

NO	LEARNING ACTIVITIES	YES	NO	NOTE
1	Determine the procedure or steps to be taught to students	√		When learning begins the teacher determines the procedure on how to make pop noodles. The teacher also explains the rules of the teaching method that will be used in learning procedure text, namely silent demonstration.
2	Form students into pairs then the teacher demonstrates the first part of the procedure and tries not to give too much explanation. Asking each pair to discuss what they witnessed		√	The teacher did not form students into pairs but instead, the teacher formed students into groups of 5 students each.
3	Ask students to pay attention to the teacher in carrying out the procedure with minimal explanation or comments.	√		The teacher asks the students to focus and pay attention to the teacher's demonstration of making pop noodles with a little

				explanation.
4	Asking several people to explain what the teacher did, if the students still have difficulty then the teacher repeats the demonstration.	√		The teacher asked the students whether the demonstration was clear and understandable or not. Then there were several students who had difficulty and felt that the demonstration carried out by the teacher was still unclear. Then the teacher repeated the demonstration again.
5	Gives the opportunity for each pair to practice the procedure, if successful it will be followed by a silent demonstration for the next part		√	The teacher does not give students the opportunity to practice the procedure. Students take notes from the teacher's demonstration on how to make pop noodles.
6	This activity ends by challenging students to carry out the procedure from beginning to end		√	The learning ends by collecting assignments on how to make pop noodles and the teacher gives a little evaluation on learning text procedures.

Based on the display of the observation sheet, the teacher did not follow all the steps of the silent demonstration method, the author found that the teaching and learning

process ran effective. Although the teacher did not follow all the steps of silent demonstration, the teacher can develop the method well. There are some differences with the steps of silent demonstration proposed by Zaini, such as the teacher prefers to form discussion groups containing 5 people in one group, while according to Zaini students will be formed into pairs to learn using silent demonstration.<sup>67</sup>

Learning procedure text using the silent demonstration method begins with the teacher reviewing the procedure text material that has been learned in the previous week, then the teacher begins to determine the learning that will be learned today which is about how to make pop mie. The teacher also explains about the method that will be used in learning text procedures today, namely by using the silent demonstration method. Text procedure learning is then continued with the teacher forming groups for students. The teacher forms six groups and one group consists of five students. The teacher then prepares the tools and materials to start doing the demonstration, the tools and materials used are 1 cup of pop mie, scissors, and a tumbler filled with hot water. After all the tools and materials are ready the teacher begins to demonstrate how to make pop mie with the silent demonstration method. Students record the steps on how to make pop mie based on the demonstration done by the teacher. After the demonstration of how to make pop mie was completed, the teacher asked the students whether the demonstration was clear enough and understood. There were some students who were still unclear about the demonstration done by the teacher, so the teacher repeated the demonstration again. Then the teacher asks students to collect the results of writing about the steps of how to make pop mie.

The lesson ended with the teacher giving a little review about today's learning. The researcher assumed that the process of learning text procedures using silent demonstration

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<sup>67</sup> Zaini, H., Munthe, B., dan Aryani, S.A. *Strategi Pembelajaran Aktif*. (Yogyakarta: CTSD IAIN Sunan Kalijaga 2007) p 82



went quite well, but there were some students who did not pay attention to the demonstration carried out by the teacher, there were students who talked to group mates and played cellphones which made the teacher occasionally have to stop the demonstration being carried out to reprimand students who were not focused on the demonstration being carried out.

### b. Interview

To support observation data, researchers used interviews. Interviews were given to teachers to find out the problems faced by teachers and students in the teaching and learning process of writing text procedures using silent demonstration. While in the interview activity the teacher revealed the problems faced by teachers and students. Based on the data displayed in the data condensation is as follows:

**Table 4.2**  
**Interview Report**

NO	QUESTION	ANSWER	CONCLUSION
1	Do you prepare the topic for student writing, especially on procedure text?	Yes, I always prepare the materials that I will teach to students. In the text procedure material that I will teach, I first prepare the theme that will be taught, the theme is about how to make pop mie.	Teacher always prepare materials that will be taught to students.
2	Do you use specific books/modules to help you teach writing?	Yes, I use modules for teaching materials and worksheets for student assignments.	The teacher uses 2 books, which are modules and worksheets

3	Why do you use the modules to teach writing procedure text?	The curriculum merdeka requires teachers to use modules as teaching materials, and the modules are made by the teacher	Teachers use modules as teaching materials because the curriculum merdeka requires teachers to make modules as teaching materials.
4	How do you manage your time well in learning when you use the Silent Demonstration method?	Teaching text procedures using the silent demonstration method can take quite a lot of time if I as a teacher do not manage my time well. The thing I do to manage time well is to prepare in advance the tools and materials that will be used to demonstrate text procedures, if the tools and materials are prepared before the lesson starts it will save learning time.	Teachers can manage time well when learning text procedures using the silent demonstration method. Teacher prepare in advance the tools and materials to conduct the text procedure demonstration.
5	Is additional time given to students who have not completed the task?	Yes, I give extra time to students who have not completed the assignment given, but if the learning time has	The teacher gives extra time to students who have not completed their assignments

		been completed but the students still have not completed the assignment then I will make the assignment into homework.	
6	Is the silent demonstration method that you use to teach procedure text can handle the classroom situation?	The silent demonstration method that I used in this lesson was quite effective in handling the class situation. It was proven by students who became more focused on the learning that was going on. There are only a few students who do not focus on learning, but it is not a serious problem, I simply need to reprimand students who do not pay attention to learning so that they return to focus on paying attention to the learning that is taking place.	The silent demonstration method is quite effective in handling the classroom situation. Students become more focused on the learning that is taking place.
7	Which steps of silent demonstration can help to reduce	A step that can help reduce the crowded state of the class is during the demonstration of the	The teacher explained that a step that can help reduce the crowded state of

	classroom situation when get crowded?	procedure text. When the demonstration is being conducted, the students will be silent and focused on paying attention and taking notes on the steps of the procedure text according to the demonstration I did.	the class is during the demonstration of the text procedure.
8	Do you use a supporting media in teaching writing procedure text with silent demonstration method?	When I teach text procedures using the silent demonstration method, I do not use media such as projectors/speakers. I just use tools and materials to practice text procedures such as scissors, 1 cup of pop noodles, and a bottle filled with hot water.	The teacher does not use supporting media, the teacher only prepares tools and materials to demonstrate text procedures.
9	Why you don't use supporting media to teach writing procedure text?	Because the most important thing to demonstrate how to make something is to use the necessary tools and materials. I do not need other supporting media such as a projector/speaker to teach text procedures	The teacher did not use any supporting media to teach text procedures using the silent demonstration method.

		using the silent demonstration method.	
10	Do you find it difficult to teach students about the use of specific vocabulary, the use of capital letters, the use of punctuation and grammatical patterns in teaching text procedures?	As is well known, all skills require a basic understanding of vocabulary. It was obvious that the students were struggling to organize their sentences into paragraphs. Students have different vocabulary mastery abilities. The problem I had when teaching writing was that I had to guide some students to construct a sentence using the right vocabulary and grammar. For the use of capital letters and punctuation marks, students are already quite good at using them.	The teacher difficulties are had to guide some students to construct a sentence using the right vocabulary and grammar.
11	Do you assign writing tasks to students on a regular basis?	Yes, I give assignments to students regularly.	Teachers give assignments regularly to students
12	What kind of writing task that you usually	The tasks I give depend on the material, if the	The tasks given to students depend on the material

	give to your students?	material is procedural text, then I will ask students to make a procedural text about how to make something, if it is narrative text then I will ask students to answer questions based on the story.	being taught. When learning text procedures, students will be given the task of writing about how to make something.
13	In the learning of writing, are there any difficulties that students experience?	Yes, students' weakness in writing text procedures is when combining words into sentences, this happens because students do not master much vocabulary, the vocabulary that students master is very limited so that some students have to use dictionaries or online translators to string sentences. Students also lack a clear understanding of grammar.	According to the teacher, the difficulties experienced by students in learning to write are, the vocabulary that students master is very limited and students are still confused in combining words into a sentence. Students also lack a clear understanding of grammar.
14	Do you think there are any difficulties faced by students in learning to	As I said, the difficulty that students experience is when they string words into sentences, some	Students have difficulty in arranging words into a sentence, some students still use dictionaries

	write text procedures using the silent demonstration method?	students have to use an online dictionary/translator when stringing a sentence.	and online translators to make a sentence.
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Based on the table above, it can be concluded that because the vocabulary mastered by students is very limited, students need a lot of time to assemble a sentence. According to the teacher questioned, there are some students who have to use a dictionary or online translator to help students in making sentences. The teacher further added that students also lacked good grammar skills.

### c. Questionnaire

The questionnaire was created to support data from observations and interviews. The questionnaire consisted of twelve questions (see appendix 4). Through this instrument, problems faced by students can also be identified. The questionnaire was given to all students in class X 3 of SMA Perintis 1 Bandar Lampung. The questionnaires were distributed to students by taking ten minutes of the students' study time in class. The following are the students' answers from the questionnaires given to the students.

**Table 4.3**  
**Questionnaire Report**

No	Question	Answer	Reason / note	Conclusion
1	Do you find capitalization difficult to learn?	No	Because I'm used to writing in correct capital letters from elementary to high school.	Students do not experience difficulties when writing using capital letters and students have been

				accustomed to learning to write using correct capital letters since elementary school.
2	Do you write procedure text using correct capital letters?	Yes	I used the correct capitalization in the procedure text	Students use correct capitalization in the writing of text procedures.
3	Can silent demonstrations improve your ability to write using capital letters well?	No		Students assumed that silent demonstration did not help improve their ability to write using correct capitalization.
4	Is this sentence correct in using capital letters: "Jakarta is the capital of indonesia."	No	The word "indonesia" should be capitalized at the beginning of the letter	Students can correct words that do not use capital letters (indonesia) correctly.
5	Does the use of silent demonstrations by the teacher simplify the understanding	No	I have to be told frequently	students assumed that the silent demonstration by the teacher did not help



	of punctuation rules?			students to understand punctuation, students should often be told about the use of punctuation.
6	Does this sentence use correct punctuation? First, crack the eggs into a small bowl and add a pinch of salt and pepper. Whisk until all is well blended.	Yes	-	Students can understand the punctuation marks contained in the sentences included in the questions.
7	Can the teacher explain how to write procedural texts clearly and easily using the Silent Demonstration method?	Yes	Easy to understand but the demonstration was too fast.	Students assumed that teaching procedural text using the silent method was quite easy to understand, but students also thought that the demonstration by the teacher was too fast.
8	Do you like learning to write procedure	No	I didn't like writing	Students didn't like learning to write. In this

	texts using Silent Demonstration?			case, students also do not like learning to write using the silent demonstration method.
9	Do you find it difficult to understand writing organization?	Yes	It is very difficult to understand the writing organization.	Students have difficulty in understanding the organization of writing.
10	Do you find it difficult to understand the spelling of words in writing?	No	I found the spelling easy to understand.	Students assumed that understanding the spelling of words in writing was easy to understand..
11	Is this spelling correct: "WATTER"	No	As far as I know, the word is wrong and the correct one is "WATER".	Some students were able to correct the wrong spelling of the word and make it the correct spelling.
12	Is grammar difficult to learn?	Yes	Sometimes grammar is difficult to learn.	Students sometimes have difficulty writing using good and correct

				grammar.
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### 3. Conclusion Drawing

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching learning writing using genre-based approach.

- a. The proses of teaching and learning writing procedure text by using silent demonstration

The teaching and learning process of writing procedure text using silent demonstration method was conducted in one meeting in class X 3. The researcher used observation list, interview, and questionnaire to understand the process. However, the researcher found some obstacles faced by teachers and students during the observation. Based on the observation table, the teacher did not follow all the steps of using silent demonstration, according to Zaini there are six stages of using the silent demonstration method, namely: Determine the procedure or steps to be taught to students, form students into pairs then the teacher demonstrates the first part of the procedure and tries not to give too much explanation, asks students to pay attention to the teacher in carrying out the procedure with minimal explanation or comments, asks several people to explain what the teacher did, gives the opportunity for each pair to practice the procedure and the activity ends by challenging students to carry out the procedure from beginning to end.<sup>68</sup>

The teacher left several steps of using the silent demonstration method, namely in the second step which said

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<sup>68</sup> Zaini, H., Munthe, B., dan Aryani, S.A. *Strategi Pembelajaran Aktif*. (Yogyakarta: CTSD IAIN Sunan Kalijaga 2007) p 82

that the teacher would form students into pairs for learning to write using the silent demonstration method, but in the observation results the teacher did not form students into pairs but the teacher formed students into groups. In the fifth step, the teacher also missed the stages of using the silent demonstration method proposed by Zaini, namely providing opportunities for students to practice the procedure while based on the results of observations the teacher did not ask students to practice the procedure but the teacher asked students to record the demonstration of procedures carried out by the teacher. In the last step, the teacher also missed the stages of using the silent demonstration method according to Zaini, namely ending the learning by challenging students to carry out the procedure from start to finish, while based on the results of observations the teacher did not challenge students to carry out the procedure stages from start to finish but at the end of the lesson the teacher asked students to collect the results of the text procedure notes.

Based on the observation table, the researcher also found some students who were less enthusiastic and did not pay attention to the demonstration in learning to write text procedures using the silent demonstration method. This is clearly a challenge faced by the teacher because the teacher needs to repeat the demonstration again to provide maximum understanding to students who do not pay attention to the demonstration conducted by the teacher. Although there are few obstacles faced by teachers in learning to write text procedures using the silent demonstration method, researchers can conclude that teachers are competent in their fields. According to Al Mubarak, a competent teacher is a teacher who can use interesting tools and methods in learning to write in class.<sup>69</sup>

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<sup>69</sup> Amin Ali Almubark, Exploring the Problem Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia, *International Journal of English Language Teaching*, Vol.4, No.10, December 2016,p.15-19

- b. The teacher problems in teaching writing procedure text by using silent demonstration

Teachers are competent in teaching writing procedure texts, although there are some steps of silent demonstration that are not carried out. Although teachers are competent in teaching text procedures using silent demonstration, teachers still experience difficulties in learning to write procedure texts using silent demonstration. After conducting the research, the researcher found several problems faced by the teacher during the implementation of silent demonstration in teaching writing procedure text in grade ten at SMA Perintis 1 Bandar Lampung.

They were as follows:

1. During the demonstration activity, the teacher several times had to reprimand students who did not pay attention or did not focus on the running demonstration. The teacher also had to repeat the demonstration several times because students were not paying attention.
2. When students reorganized the text, the teacher had to direct them. Since each student has a different level of talent, the teacher occasionally continues to help students develop their notes into a text based on the important words they have written. Some students also have to use a dictionary or online translator to make sentences.

Based on the results of interviews and observations, it can be concluded that the problem related to the theory that arises in this case is a crowded class. The teacher did not handle the class well, as some students were busy with their own activities such as chatting and playing cell phones. The researcher also concluded that from the observation activities, there were no problems. The researcher also concluded that from the observation activities there were no serious problems that arose in learning to write text procedures using silent demonstration, this means that the teacher's competence in teaching was good.

- c. The student's problem in learning writing procedure text by using silent demonstration

The researcher used a questionnaire to find out students' problems in learning to write text procedures using silent demonstration. Based on the results of students' answers to the questionnaire, the researcher concluded that the problems faced by students were as follows:

1. Some students' motivation and interest in learning to write are still low. It seems that when they reconstruct the text in groups, not all students participate in this activity.
2. Students find it difficult to write, because students have limited vocabulary. Based on teacher observations and interviews, some students have to use dictionaries or online translators to write sentences.
3. Students do not know about grammar. Students do not know that in writing activities, they must know grammar. So, they still make mistakes in writing.

After the researcher analyzes and finds the research findings, it can be concluded that the learning process of writing procedure texts using silent demonstration in class 10 of SMA Perintis 1 Bandar Lampung was not going well because of several factors. Therefore, teachers can be advised to use strategies and methods that are appropriate to the students' circumstances, because this will have a positive impact on students' writing skills when learning to write. Grammar and extensive vocabulary should be taught along with writing so that students can construct sentences well. In addition, one needs to be motivated and confident to write well.

## **B. Research Findings**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning writing using silent demonstration as the first formulation of the problem this research. Beside the process of teaching and learning, the

researcher discussed the teacher's problem in teaching writing using silent demonstration as the second formulation of the problem, and the students' problem in learning writing using silent demonstration as the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of X 3 class of SMA Perintis 1 Bandar Lampung in the first semester in 2023/2024 academic year that had been observed.

### **1. The Process of Teaching and Learning Writing Procedure Text Using Silent Demonstration**

The researcher employed an observation to know how the process of teaching and learning writing procedure text using silent demonstration. This research was conducted in one meeting. In collecting the data, the writer employed an observation, which became the main instrument. In the observation process, the researcher prepared an observation sheet and took the observation field notes about the teaching procedure and the smartphone as a tool to take a picture. All notes of the meeting were from the teacher and students and taken from they entered the class until finished the teaching learning process.

Based on the information obtained through observation, the teaching and learning process of writing procedure texts using silent demonstration was not going well due to several factors. There are some problems faced by teachers and students. The obstacles did not hinder the learning process too much. Both English teachers and students were able to anticipate and overcome these problems. The author conducted the research on Monday, October 23, 2020 at 07.45 to 09.15 WIB Before the lesson began the teacher had prepared the tools and materials related to the material on that day.

The researcher explained the results of observation findings based on the theory put forward by Zaini. Based on Zaini, there are six steps to using the silent demonstration method, namely:

- a. Determine the procedure or steps to be taught to students. Based on the results of observations when learning begins the teacher first explains the learning method that will be used. The method to be used is silent demonstration, the teacher explains the steps of learning to write text procedures using the silent demonstration method. The teacher also determines the text procedure on how to make pop noodles.
- b. Form students into pairs then the teacher demonstrated the first part of the procedure and tries not to give too much explanation. Based on the observation, the teacher does not form students into pairs, but instead the teacher forms students into groups of 5 students each.
- c. Ask students to pay attention to the teacher in carrying out the procedure with minimal explanation or comments. Based on the observation, the teacher asked students to focus on and pay attention to the teacher's demonstration in making pop noodles with little explanation. However, when the demonstration was running there were some students who did not pay attention to the demonstration carried out by the teacher.
- d. Asking several people to explain what the teacher did. Based on the observation, the teacher asked the students whether the demonstration was clear and understandable or not. Then there were some students who had difficulty and felt that the demonstration carried out by the teacher was still unclear. Then the teacher repeated the demonstration once again.
- e. Gives the opportunity for each pair to practice the procedure. Based on the observation, the teacher did not give students the opportunity to practice the procedure. However, students took notes on the demonstration done by the teacher, namely on how to make pop noodles.



- f. The activity ends by challenging students to carry out the procedure from beginning to end.<sup>70</sup> Based on the observation, the learning does not end by challenging students to carry out the whole procedure from beginning to end but the learning ends by collecting assignments on how to make pop noodles and the teacher gives a little evaluation about the learning of procedure text.

Based on the observation findings above, the teacher did not apply all the steps of the silent demonstration steps proposed by Zaini (see appendix 5). Although the teacher did not apply all the steps of silent demonstration, the teaching of writing procedure texts using silent demonstration was effective, this is in accordance with the writing process according to Harmer who explains that there are 4 steps in the writing process, namely: planning, drafting, revising and final draft.<sup>71</sup>

## **2. Teacher Problems in Teaching Writing Procedure Text Using Silent Demonstration**

According to Al Mubarak, a teacher's difficulties in teaching writing can be summed up as follows: The topics in textbooks are not attractive, Credit hours, Over-crowded class, Teacher competence, Intensive writing exercise.<sup>72</sup> The researcher conducted an interview and observation to find out what problems the teacher faced in teaching writing text procedures using silent demonstration. The researcher asked fourteen questions related to the problems faced by teachers according to Al Mubark's theory.

Based on the results of the observation and interview, it can be concluded that the overcrowded class is a theoretical

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<sup>70</sup> Zaini, H., Munthe, B., dan Aryani, S.A. *Strategi Pembelajaran Aktif*. (Yogyakarta: CTSD IAIN Sunan Kalijaga 2007) p 82

<sup>71</sup> Jeremy Harmer, *How to Teach Writing*, Harlow: Pearson Education Limited, 2004, P.4

<sup>72</sup> Amin Ali Almubark, Exploring the Problem Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia, *International Journal of English Language Teaching*, Vol.4, No.10, December 2016,p.15-19

problem that arises in this case. Because some students did not pay attention to the teacher's demonstration, there were students who were busy with their own activities such as chatting with group mates (see appendix 5. LA 3). The teacher also experienced difficulties because there were students who did not understand the teacher's demonstration, the teacher had to repeat the demonstration again until the students understood (see appendix 5. LA 3). When constructing text procedure sentences, the teacher also had to direct some students to write text procedures correctly (see appendix 6 TI 10).

Based on the data found about the problems faced by the teacher above, it can be concluded that since no significant problems arose during the observation activities, the teacher is competent in his teaching field. According to Al Mubarak, a competent teacher is one who uses interesting tools and techniques/methods for learning writing.<sup>73</sup> The teacher has an effective method of teaching writing, in this case the teacher uses the silent demonstration method as a teaching method for learning to write text procedures. This shows that the teacher is open to trying new methods and is competent in her teaching.

Based on the problems above, it can be concluded that there are several obstacles and problems described by Al Mubarak that teachers face in the teaching process. Based on the observation, the teacher has also implemented all steps of the writing process according to Harmer, namely planning, drafting, revising and final draft.<sup>74</sup> In addition, as seen from the interview with the teacher, there were no other problems that occurred when this class used the silent demonstration method on procedure text material.

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<sup>73</sup> *Ibid*

<sup>74</sup> Jeremy Harmer, *How to Teach Writing*, Harlow: Pearson Education Limited, 2004, P.4

### **3. Students Problems in Learning Writing Procedure Text by Using Silent Demonstration**

According to Msanjila, students' difficulties in learning to write can be concluded as follows: capitalization, punctuation, in explicitness or fuzziness, poor organization, spelling problem, grammatical errors. The researcher gave questionnaires to students and made observations to find out what problems students face in learning to write procedure texts using silent demonstrations. The researcher gave twelve questions related to the problems faced by teachers according to Msanjila's theory.

Based on the results of the questionnaire answered by students, the problem related to theory is that many students have low writing skills because students do not like learning to write (see appendix 7 SQ 8). Based on the results of the questionnaire answered by students, they have a lot of difficulties when starting to string sentences (see appendix 6 TI 10), students also have difficulties of used punctuation (see appendix 7 SQ 5) and students have not yet used appropriate grammar in their writing (see appendix 7 SQ 12).

Students must often be told of their mistakes during writing. Based on the teacher interview, there are also some students who need to use a dictionary or online translator to construct sentences (see appendix 6 TI 13). The teacher also said that dictionaries or online translators are very helpful for students who are embarrassed to ask the teacher. Students have difficulty in stringing sentences due to the limited vocabulary that students have.

Based on the data findings above, although the learning process of writing using silent demonstration was not going well due to several factors. There are students who have difficulty in learning to write procedure text using silent demonstration, students still have difficulty stringing words into a sentence. There are some students who have to be told by the teacher about mistakes in writing, there are also students who need to use a dictionary or online translator to

make sentences. Based on the results of interviews with teachers, this happens because of students' lack of knowledge about vocabulary. Students also still have difficulty using correct grammar.

After the researcher analyzed and found the research findings, it is expected that teachers can contribute their research to the learning of writing in a better way, giving more effort to understand the psychological conditions of students, so that teachers can find the most effective way to be applied in the classroom for students. Writing learning as one of the productive skills is required by students to communicate in writing. In addition, to be able to write well, one must have good motivation and always practice. In addition, the silent demonstration method that has been applied by teachers is one of the ways that can be used in learning to write. However, both teachers and students still face obstacles when applying the technique.

### **C. Discussion**

After the researchers found the research findings and analyzed the data, the teacher did not apply all the silent demonstration procedures based on the theory. There are several steps that are not applied by the teacher, namely in the second procedure, the teacher does not form students into pairs but the teacher asks students to form groups of 5 people. Furthermore, in the fifth procedure, the teacher does not give students the opportunity to practice the procedure but students record the results of the demonstration demonstrated by the teacher, namely on how to make pop noodles. In the last procedure, the teacher did not challenge students to carry out the procedure of making pop mie from beginning to end but the teacher asked students to collect the results of students' notes on the steps of how to make pop mie.

In this case, the problem faced by the teacher was that there were some students who did not pay attention or did not focus on the demonstration carried out by the teacher. The

teacher had to reprimand the students several times to pay attention to the demonstration again. The students had difficulty understanding the teacher's demonstration, and there were several students who asked the teacher to repeat the demonstration again. The students also had difficulty in constructing written sentences as they were stuck with limited vocabulary knowledge.

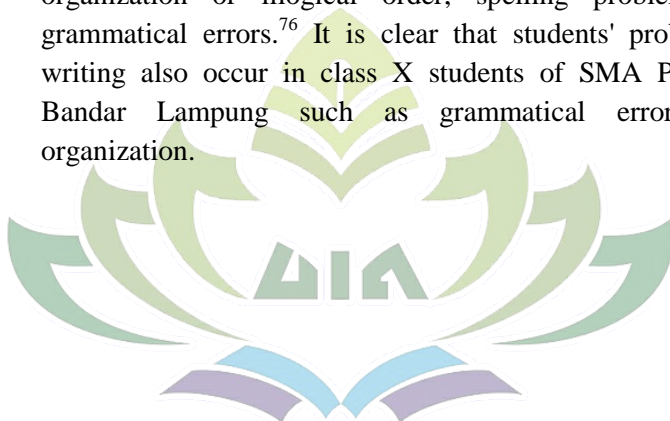
Based on the teaching and learning process of writing text procedures using silent demonstration. As explained in the previous explanation, the teacher had some obstacles such as difficulty in controlling and calming students who did not pay attention or did not focus when the demonstration was running, therefore the teacher had to do the demonstration again. Not all students participated in the group exercise where they had to rebuild the text. When students rebuild the text, the teacher has to direct them. Since each student has a different level of talent, the teacher occasionally continues to help students develop their notes into a text based on the important words they have written. Some students also had to use a dictionary or online translator to make a sentence. These problems are related to the theory proposed by Al Mubarak where there are several problems in learning such as the topics in textbooks are not attractive, credit hours, over-crowded class, teacher competence, intensive writing exercise.<sup>75</sup> It is clear that the problem of overcrowded class often occurs in the teaching and learning process, so in this study the teacher also had difficulty in managing the class. Another problem is the lack of competent teachers. This is where the teacher must find creative ways to deliver the material if the students have not been able to understand it well.

Meanwhile, the student problems mentioned in the previous explanation such as low motivation and interest in learning to write. From the students' questionnaires, students

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<sup>75</sup> Amin Ali Almubark, Exploring the Problem Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia, International Journal of English Language Teaching, Vol.4, No.10, December 2016,p.15-19

do not like learning to write, and students are still confused when stringing sentences. It seems that when they reconstruct the text in groups, not all students participate in this activity. Students find it difficult to write, because students have limited vocabulary. From teacher observations and interviews, most students make mistakes in writing, they almost feel confused when stringing a word into a sentence. Students do not know that in writing activities they must know grammar. So, they still make mistakes in writing. These problems are related to the theory proposed by Msanjila that the problems in learning to write faced by students include capitalization problems, punctuation problems, vagueness, poor organization or illogical order, spelling problems, and grammatical errors.<sup>76</sup> It is clear that students' problems in writing also occur in class X students of SMA Perintis 1 Bandar Lampung such as grammatical errors, poor organization.



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<sup>76</sup> YohanaP.Msanjila, Nordic Journal of Africa Studies Problems of Writing. In Kiswahili: Case Study of Kigurunyembe and morogoro secondary schools in Tanzania, 2005,p.18



## CHAPTER V

### CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestions in teaching and learning writing procedure text by using silent demonstration.

#### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The learning process of writing procedure text using silent demonstration has been implemented. The learning process of writing procedure text using silent demonstration method was not going well due to several factors. The teacher found it difficult to control the class. And other students have difficulty in reconstructing a word into a sentence, they have limited vocabulary sometimes they have to use a dictionary or online translator to make a sentence. The observation also showed that the teacher did not follow the whole procedure of silent demonstration based on the theory.
2. The teacher's problems in teaching writing text procedures using silent demonstration is that the teacher has difficulty controlling students who do not pay attention to the ongoing demonstration. Therefore, the teacher needs to repeat the demonstration again. Not all students participated in the group exercise where they had to rebuild the procedure text. The teacher had difficulty in explaining paraphrasing to the students (vocabulary). When students rebuild the text, the teacher has to direct them. Since each student has a different level of talent, the teacher occasionally continues to help students develop their notes into a text based on the important words they have written.
3. The students' problems in learning to write text procedures using silent demonstration are some students' low motivation and interest in learning to write. From students' questionnaires, students do not like learning to write, and



students still have difficulty in making sentences. Often some students need to use dictionaries or online translators as a tool to help students make sentences. It seems that when they reconstruct the text in groups, not all students participate in this activity. Students find it difficult to write, because students have limited vocabulary. From teacher observations and interviews, most students make mistakes in writing, students do not know about grammar. Students do not know that in writing activities they must know grammar. So, they still make mistakes in writing.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follows:

### **1. For Teacher**

- a. Teachers should provide various methods especially in teaching writing so that writing activities are more effective, interesting and attractive to students.
- b. Teachers should manage time well so that the implementation of techniques runs well and successfully.
- c. Teachers should give students more writing exercises so that they can practice their writing skills.
- d. Teachers should pay more attention and interaction when delivering material so that students are helped in understanding the lesson

### **2. For Students**

- a. Students should be more creative and have motivation to learn and practice English, especially practicing writing at school and outside school.
- b. Students should have more time to practice writing and not feel confused in writing.
- c. Students should find a figure that triggers them to be good students in English skills.

- d. Students should improve their vocabulary, good command of grammar so that it can be easily used in their writing activities.
- e. The students should continue to try hard and be good students as always.





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## Appendix 1

### THE INTERVIEW TRANSCRIPT OF PRELIMINARY RESEARCH

1. The researcher : Is it true that you have used Silent Demonstration in teaching writing procedure text?

The teacher : Yes, that's right

2. The researcher : What is your reason for applying Silent Demonstration?

The teacher : Because Silent Demonstration is a teaching method that is quite suitable for teaching text procedures, and silent demonstration has several advantages including students being more focused.

3. The researcher : Is Silent Demonstration difficult to apply in class?

The teacher : Not really, as long as the teacher can master the material and is able to control the class, learning will be easy.

4. The researcher : In your opinion, what are the students' main problems in writing lessons?

The teacher : In my opinion, the students' difficulties in learning writing are grammar and vocabulary. In writing students still have many errors in grammar and many students also do not master a lot of vocabulary.

5. The researcher : Specifically, in teaching writing procedure text, what are the difficulties experienced by students?

The teacher : Procedure text is a learning that is quite easy to understand for students. In learning to write text procedures, it is usually difficult for students to just string together sentences to make text procedures.

6. The researcher : In your opinion, is Silent Demonstration effective enough to be applied in text procedure writing lessons?

The teacher : In my opinion it is quite effective because text procedures are learning that uses steps or step by step and is



very suitable when using Silent Demonstration, moreover students will focus on paying attention to learning using Silent Demonstration.

7. The researcher : Which class in this tenth grade obtained the lowest average score in learning writing?

The teacher : So far from the results of the examination yesterday, among all class X who got the lowest average score was class X 3.



## Appendix 2

**Table 1**  
**Observation Sheet for Teacher's Performance**

<b>NO</b>	<b>LEARNING ACTIVITIES</b>	<b>YES</b>	<b>NO</b>	<b>NOTE</b>
1	Determine the procedure or steps to be taught to students			
2	Form students into pairs then the teacher demonstrates the first part of the procedure and tries not to give too much explanation. Asking each pair to discuss what they witnessed			
3	Ask students to pay attention to the teacher in carrying out the procedure with minimal explanation or comments.			
4	Asking several people to explain what the teacher did, if the students still have difficulty then the teacher repeats the demonstration.			
5	Gives the opportunity for each pair to practice the procedure,			

	if successful it will be followed by a silent demonstration for the next part			
6	This activity ends by challenging students to carry out the procedure from beginning to end			

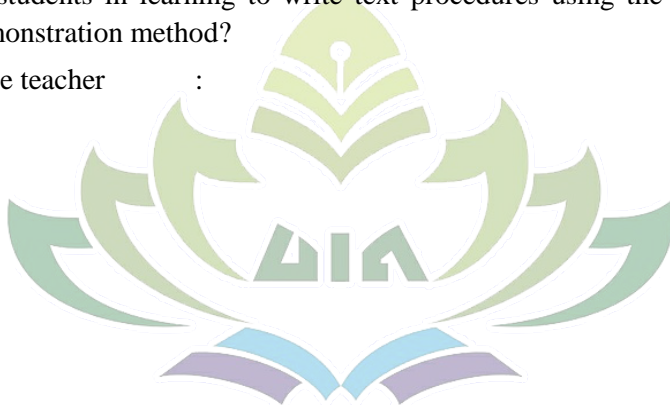


### Appendix 3

#### INTERVIEW SHEET FOR TEACHER

1. The researcher : Do you prepare the topic for student writing?  
The teacher :
2. The researcher : Do you use specific books/modules to help you teach writing?  
The teacher :
3. The researcher : Why do you use the modules to teach writing procedure text?  
The teacher :
4. The researcher : How do you manage your time well in learning when you use the Silent Demonstration method?  
The teacher :
5. The researcher : Is additional time given to students who have not completed the task?  
The teacher :
6. The researcher : Is the silent demonstration method that you use to teach procedure text can handle the classroom situation?  
The teacher :
7. The researcher : Which steps of silent demonstration can help to reduce classroom situation when get crowded?  
The teacher :
8. The researcher : Do you use a supporting media in teaching writing procedure text with silent demonstration method?  
The teacher :
9. The researcher : Why you don't use supporting media to teach writing procedure text?  
The teacher :
10. The researcher : Do you find it difficult to teach students about the use of specific vocabulary, the use of capital letters, the use of punctuation and grammatical patterns in teaching text procedures?

- The teacher :
11. The researcher : Do you assign writing tasks to students on a regular basis?
- The teacher :
12. The researcher : What kind of writing task that you usually give to your students?
- The teacher :
13. The researcher : In the learning of writing, are there any difficulties that students experience?
- The teacher :
14. The researcher : Do you think there are any difficulties faced by students in learning to write text procedures using the silent demonstration method?
- The teacher :



## Appendix 4

**Responden :**

**Hari/ tanggal :**

### I. Petunjuk Pengisian

Bacalah pertanyaan – pertanyaan dibawah ini hingga anda memahami maksudnya. Berikan tanda ceklis pada pilihan Ya/Tidak dan berikan alasan/catatan anda jika diperlukan. Kuesioner disusun untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan dalam proses interaksi didalam kelas ketika mengikuti pelajaran bahasa Inggris. Kuesioner ini tidak berpengaruh terhadap nilai bahasa Inggris anda, maka jangan ragu untuk menjawab setiap pertanyaan yang diberikan dengan jujur dan jelas.

### II. Isian Kuesioner

NO	Pertanyaan	Ya	Tidak	Alasan/Catatan
1	Apakah menurut anda kapitalisasi sulit dipelajari?			
2	Apakah anda menulis teks prosedur dengan menggunakan huruf kapital yang tepat?			
3	Apakah silent demonstration dapat meningkatkan kemampuan menulis menggunakan huruf kapital dengan baik?			
4	Apakah kalimat ini sudah benar dalam penggunaan huruf kapital: "Jakarta adalah ibu			

	kota negara indonesia."			
5	Apakah penggunaan demonstrasi diam oleh guru membuat Anda lebih mudah memahami aturan tanda baca?			
6	Apakah kalimat ini menggunakan tanda baca yang benar: First, crack the eggs into a small bowl and add a pinch of salt and pepper. Whisk until all is well blended.			
7	Apakah guru dapat menjelaskan materi menulis teks prosedur dengan jelas dan mudah dengan menggunakan metode Silent Demonstration?			
8	Apakah anda suka belajar menulis teks prosedur dengan menggunakan Silent Demonstration?			
9	Apakah Anda merasa kesulitan untuk memahami organisasi penulisan?			

<b>10</b>	Apakah anda merasa sulit untuk memahami ejaan kata dalam tulisan?			
<b>11</b>	Apakah ejaan ini sudah benar: "WATTER"?			
<b>12</b>	Apakah grammar sulit untuk dipelajari?			





## Appendix 5

### RESULT OF OBSERVATION

NO	LEARNING ACTIVITIES	RESULT	NOTE	CODING
1	Determine the procedure or steps to be taught to students	Yes	When learning begins the teacher determines the procedure on how to make pop noodles. The teacher also explains the rules of the teaching method that will be used in learning procedure text, namely silent demonstration.	LA 1
2	Form students into pairs then the teacher demonstrates the first part of the procedure and tries not to give too much explanation. Asking each pair to discuss what they witnessed	No	The teacher did not form students into pairs but instead, the teacher formed students into groups of 5 students each.	LA 2
3	Ask students to pay attention to	Yes	The teacher asks the students to	LA 3

	<p>the teacher in carrying out the procedure with minimal explanation or comments.</p>		<p>focus and pay attention to the teacher's demonstration in making pop noodles with a little explanation. However, there are some students who do not focus on the teacher's demonstration. Some students are busy with their own activities such as talking to their group mates and playing with their cell phones.</p>	
4	<p>Asking several people to explain what the teacher did, if the students still have difficulty then the teacher repeats the demonstration.</p>	Yes	<p>The teacher asked the students whether the demonstration was clear and understandable or not. Then there were several students who had difficulty and felt that the demonstration carried out by the teacher was still unclear. Then the teacher repeated the demonstration</p>	LA 4

			again.	
5	Gives the opportunity for each pair to practice the procedure, if successful it will be followed by a silent demonstration for the next part	No	The teacher does not give students the opportunity to practice the procedure. Students take notes from the teacher's demonstration on how to make pop noodles.	LA 5
6	This activity ends by challenging students to carry out the procedure from beginning to end	No	The learning ends by collecting assignments on how to make pop noodles and the teacher gives a little evaluation on learning text procedures.	LA 6

**Note\*** LA = Learning Activities

## Appendix 6

### RESULT OF TEACHER INTERVIEW

NO	QUESTION	ANSWER	CODING
1	Do you prepare the topic for student writing, especially on procedure text?	Yes, I always prepare the materials that I will teach to students. In the text procedure material that I will teach, I first prepare the theme that will be taught, the theme is about how to make pop mie.	TI 1
2	Do you use specific books/modules to help you teach writing?	Yes, I use modules for teaching materials and worksheets for student assignments.	TI 2
3	Why do you use the modules to teach writing procedure text?	The curriculum merdeka requires teachers to use modules as teaching materials, and the modules are made by the teacher.	TI 3
4	How do you manage your time well in learning when you use the Silent Demonstration method?	Teaching text procedures using the silent demonstration method can take quite a lot of time if I as a teacher do not manage my time well. The thing I do to manage time well is to prepare in advance the tools and materials that will be used to demonstrate text procedures, if the tools and materials are prepared before the lesson starts it will save learning time.	TI 4
5	Is additional time	Yes, I give extra time to	TI 5

	given to students who have not completed the task?	students who have not completed the assignment given, but if the learning time has been completed but the students still have not completed the assignment then I will make the assignment into homework.	
6	Is the silent demonstration method that you use to teach procedure text can handle the classroom situation?	The silent demonstration method that I used in this lesson was quite effective in handling the class situation. It was proven by students who became more focused on the learning that was going on. There are only a few students who do not focus on learning, but it is not a serious problem, I simply need to reprimand students who do not pay attention to learning so that they return to focus on paying attention to the learning that is taking place.	TI 6
7	Which steps of silent demonstration can help to reduce classroom situation when get crowded?	A step that can help reduce the crowded state of the class is during the demonstration of the procedure text. When the demonstration is being conducted, the students will be silent and focused on	TI 7

		paying attention and taking notes on the steps of the procedure text according to the demonstration I did.	
8	Do you use a supporting media in teaching writing procedure text with silent demonstration method?	When I teach text procedures using the silent demonstration method, I do not use media such as projectors/speakers. I just use tools and materials to practice text procedures such as scissors, 1 cup of pop noodles, and a bottle filled with hot water.	TI 8
9	Why you don't use supporting media to teach writing procedure text?	Because the most important thing to demonstrate how to make something is to use the necessary tools and materials. I do not need other supporting media such as a projector/speaker to teach text procedures using the silent demonstration method.	TI 9
10	Do you find it difficult to teach students about the use of specific vocabulary, the use of capital letters, the use of punctuation and grammatical patterns in teaching text procedures?	As is well known, all skills require a basic understanding of vocabulary. It was obvious that the students were struggling to organize their sentences into paragraphs. Students have different vocabulary mastery abilities. The problem I had when teaching writing was that I had to guide some	TI 10

		students to construct a sentence using the right vocabulary and grammar. For the use of capital letters and punctuation marks, students are already quite good at using them.	
11	Do you assign writing tasks to students on a regular basis?	Yes, I give assignments to students regularly.	TI 11
12	What kind of writing task that you usually give to your students?	The tasks I give depend on the material, if the material is procedural text, then I will ask students to make a procedural text about how to make something, if it is narrative text then I will ask students to answer questions based on the story.	TI 12
13	In the learning of writing, are there any difficulties that students experience?	Yes, students' weakness in writing text procedures is when combining words into sentences, this happens because students do not master much vocabulary, the vocabulary that students master is very limited so that some students have to use dictionaries or online translators to string sentences. Students also lack a clear understanding of grammar.	TI 13
14	Do you think there	As I said, the difficulty that	TI 14

	are any difficulties faced by students in learning to write text procedures using the silent demonstration method?	students experience is when they string words into sentences, some students have to use an online dictionary/translator when stringing a sentence.	
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**Note\*** TI = Teacher Interview





## Appendix 7

### RESULT OF STUDENT QUESTIONNAIRE

NO	QUESTIONNAIRE	RESULT	NOTE	CODING
1	Do you find capitalization difficult to learn?	No	Because I'm used to writing in correct capital letters from elementary to high school.	SQ 1
2	Do you write procedure text using correct capital letters?	Yes	I used the correct capitalization in the procedure text.	SQ 2
3	Can silent demonstrations improve your ability to write using capital letters well?	No	-	SQ 3
4	Is this sentence correct in using capital letters: "Jakarta is the capital of indonesia."	No	The word "indonesia" should be capitalized at the beginning of the letter.	SQ 4
5	Does the use of silent demonstrations by the teacher simplify the understanding of punctuation rules?	No	I have to be told frequently	SQ 5
6	Does this sentence	Yes		SQ 6

	<p>use correct punctuation:</p> <p>First, crack the eggs into a small bowl and add a pinch of salt and pepper. Whisk until all is well blended.</p>		-	
7	Can the teacher explain how to write procedural texts clearly and easily using the Silent Demonstration method?	Yes	Easy to understand but the demonstration was too fast.	SQ 7
8	Do you like learning to write procedure texts using Silent Demonstration?	No	I didn't like writing	SQ 8
9	Do you find it difficult to understand writing organization?	Yes	It is very difficult to understand the writing organization.	SQ 9
10	Do you find it difficult to understand the spelling of words in writing?	No	I found the spelling easy to understand.	SQ 10
11	Is this spelling correct: "WATTER"	No	As far as I know, the word is wrong and the correct one is	SQ 11

			"WATER".	
12	Is grammar difficult to learn?	Yes	Sometimes grammar is difficult to learn.	SQ 12

**Note\*** SQ = Students Questionnaire



## BLUEPRINT OF TEACHER INTERVIEW

NO	ASPECTS	INDICATORS	QUESTIONS
1	<p>The topics in textbooks are not attractive. It is rather disappointing to teach writing skills to the pupils because the topics in the writing skills textbooks are not interesting and persuasive enough.</p>	<p>Teacher is able to prepare attractive topic for writing.</p>	<p>1. Do you prepare the topic for student writing? 2. Do you use specific books/modules to help you teach writing? 3. Why do you use the modules to teach writing procedure text?</p>
2	<p>Credit hours ,In order to solve the issue of writing abilities in the classroom, more credit hours should be added to writing instruction.</p>	<p>Teacher is able to manage the time as well as possible in learning writing.</p>	<p>4. How do you manage your time well in learning when you use the Silent Demonstration method?? 5. Is additional time given to students who have not completed the task?</p>
3	<p>Over-crowded class Teacher of English experience a lot of problems in handling such as big class. It is</p>	<p>Teacher is able to handle the class to be collaborative.</p>	<p>6. Is the silent demonstration method that you use to teach procedure text can handle the classroom situation? 7. Which steps of</p>

	<p>difficult to pay due attention to individual students and it is very much desirable in English classroom</p>		<p>silent demonstration can help to reduce classroom situation when get crowded?</p>
4	<p>Teacher competence . Teacher competence in using devices or equipment for learning writing skills will assist in the attainment of writing skills in the classrooms.</p>	<p>Teacher is able to be competent to solve students' problem and provide better way of delivering new way of teaching.</p>	<p>8. Do you use a supporting media in teaching writing procedure text with silent demonstration method? 9. Why you don't use supporting media to teach eriting procedure text with silent demonstration? 10. Do you find it difficult to teach students about the use of specific vocabulary, the use of capital letters, the use of punctuation and grammatical patterns in teaching text procedures?</p>
5	<p>Intensive writing exercise Intensive writing exercises and teachers' regular assessment of the material will</p>	<p>Teacher is able to routinely give writing assignments to students.</p>	<p>11. Do you assign writing tasks to students on a regular basis? 12. What kind of writing task that you usually give to your</p>

	<p>identify the students' weaknesses in learning English language writing skills.</p>		<p>students?</p> <p>13. In the learning of writing, are there any difficulties that students experience?</p> <p>14. Do you think there are any difficulties faced by students in learning to write text procedures using the silent demonstration method?</p>
--	---	--	---



## BLUEPRINT OF STUDENTS QUESTIONNAIRE

NO	ASPECTS	INDICATORS	ITEMS
1	Capitalization problem, all writing conventions call for the right use of capital letters. It is a pedagogical problem which can be handled appropriately by professional teachers in schools	The students are able to write with correct capitalization.	1,2,3 and 4
2	Punctuation problem, Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively	The students are able to write with correct punctuation.	5 and 6
3	Inexplicitness or fuzziness, the problem of inexplicitness or fuzziness can argue that it is one of the serious problems facing students in schools and colleges. Writing features that are necessary in order to	The students are able to write with clear content.	7 and 8

	help the readers understand the intended meaning were inadequately used		
4	Poor organization, This problem is as serious as the problem of inexplicitness or fuzziness. If this problem is not addressed seriously, the conveyed messages would be totally distorted. Like the problem of inexplicitness or illogical sequence may also be said to originate from poor teaching in schools	The students are able to write with good organization of writing.	9
5	Spelling problem, this problem may be said to arise as a result of interferences from the mother tongue realized through phonological manifestations. This problem can only be minimized but we cannot say with certainty it can be completely eradicated. It seems that the issue of inaccurate spelling in writing is a recurrent issue that affects even academics, journalists, and	The students are able to write with correct spelling.	10 and 11



	professional writers.		
6	Grammatical errors, Grammatical errors appear to be a result of pupils' low grammar knowledge, insufficient learning, and bad teaching, similar to other writing issues	The students are able to write with correct grammatical sentence.	12



## DOCUMENTATION



**Picture 1. The learning process of writing procedure text using silent demonstration in class X3 (Monday 23 October 2023)**



**Picture 2. The learning process of writing procedure text using silent demonstration in class X3 (Monday 23 October 2023)**



**Picture 3. Students reconstruct the procedure text based on the teacher's demonstration in groups class X3 (Monday 23 October 2023)**



**Picture 4. Students reconstruct the procedure text based on the teacher's demonstration in groups class X3 (Monday, 23 October 2023)**



**Picture 3. The researcher explained the procedure for filling out the questionnaire and distributed the questionnaire after class (Monday 23 October 2023)**





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