



USING DEMONSTRATION TECHNIQUE AND COLLABORATIVE WRITING STRATEGY TO TEACH WRITING A PROCEDURE TEXT TO VOCATIONAL HIGH SCHOOL STUDENTS

Ilham Ferdias¹, Yenni Rozimela²

English Department
Faculty of Languages and Arts
State University of Padang

Abstrak

Writing is one language skill that the students must master in learning English. Writing a procedure text is included as well. However, some students seem to face several problems in writing the text, such as students' failure in understanding the text structure and features of a procedure text as well as difficulties in understanding and applying their ideas in writing the text. Therefore, it is necessary to propose and use some technique that can effectively enhance students' cognitive performance as well as attract their attention during classroom learning activity so that their ability in writing a procedure text improves hopefully. In this circumstance, teachers can use the combination of *demonstration technique* and *collaborative writing strategy*. The techniques can help teachers during the learning activities and assist the students in understanding the given lesson. *Demonstration technique* requires teachers to perform a demonstration of a process or set of steps of certain topics in teaching writing procedure text that can completely attract students' attention. Meanwhile, *collaborative writing strategy* can help students understand the procedure text, its social function, the structure and language features of the text as well provide students assistance in composing and writing the text as they work in groups. Thus, by using these techniques, teachers can cope with the difficulties in learning process, and students are expected to successfully manage their problems in understanding the procedure text, its social function, and the structure as well as the language features of the text and to effortlessly apply and use their ideas in writing a procedure text.

Keywords: *Writing, Procedure Text, Demonstration Technique, Collaborative Writing Strategy*

¹Student of English Language Teaching Program of FBS UNP graduated on March 2017

²Advisor, Lecturer in Faculty of Languages and Arts, The State University of Padang

A. Introduction

English is the most widely-used international language. For its various uses in the global world, from communicative purposes to academic and other specific purposes English is now compulsory to learn in the academic field as well as in the vocational education. In the vocational education, English language learning is essential because it is required to accommodate and strengthen the students' quality in order to achieve their occupational or carrier goals. As the assigned institution in the vocational education, SMK takes the responsibility to prepare students with specific skills for their carrier orientations through certain vocational programs. This is in line with Thorogood in Triyono (2012:48) who says that one of the purposes of the vocational education is to help the students get or sustain certain professions through providing specific competences and skills related with the professions. One of the important skills that students have to be mastered is writing. In the curriculum 2013, for the teaching of English in Indonesia, there are 12 text genres that need to be learned by the students. One of them is procedure text. Procedure text is one of text genres that provides sequenced information or a sequential set of actions on how to accomplish or perform certain thing or activity. Unfortunately, many teacher find some difficulties in teaching the text, students also find difficulties in write the text.

The problems that are usually found in teaching writing procedure text can be seen from two perspectives. They are the problems that come from the students' side and the problems that come from the teacher's side. First, the students are often confused with what they want to write. Aimah in Binangkit (2013: 3) found that students got confused every time they want to start writing. They have difficulties in organizing the ideas they are going to write. Second, students have difficulties in understanding and applying the generic structure and language features of the text they are going to write. This is supported by Istianah in Binangkit (2013: 3) who observed that most of students could not answer the teacher's questions related to the generic structures and language features of procedure text. Meanwhile, there are several problems that come from the teachers' side. First, the teacher tends to use monotone technique to teach the students to write. The teacher usually just read an example of a procedure text from the text book that used in the classroom without teach them how to write a procedure text. The technique that can be used to solve this problem is demonstration technique, because by using demonstration technique in learning process, the teacher will be easy to explain about the lesson and by using this technique the teacher will teach the students with the interesting process and will not boring for the students. Research about collaborative writing had been conducted by Jannah and Rosa in 2013.

Based on the problems explained above, the writer wants to discuss the implementation of demonstration technique and collaborative strategy in teaching writing, especially writing a procedure text to vocational high school students. The writer choose vocational high school because the technique and the strategy are suitable with the lesson in the vocational high school that much learn by doing practices. Both demonstration technique and collaborative writing strategy are

often used in writing classes; however, they are used separately. The writer combines both technique and strategy in one teaching procedure.

B. Implementation of Using Demonstration Technique and Collaborative Writing Strategy to Teach Writing a Procedure Text to Vocational High School Students

The teaching learning process is divided into three stages. They are exploration, elaboration, and confirmation.

1. Exploration

In this stage, the teacher activates the students' background knowledge by asking the students about their knowledge that related to the topic. For example in this paper the writer chooses the topic about using *Adobe Photoshop* computer application to create transparent-background image. For this topic the teacher can ask the students such as "Do you know how to use computer application? Do you know any kinds of computer application? Do you know how to use them? What have you done whit those application?" After that, the teacher plays a video or shows several pictures (see appendix page: 39) about procedure text that related to the topic. Then, ask the students some questions about the video or the pictures. This activity can help the teacher to make sure that the students are ready to study. The purpose is to motivate the students, so that they are ready to follow the learning process well.

2. Elaboration

In this stage, the teacher should divide the students into groups of four. Group of four students are considered in order to help the students in discussion, they can asks their friends about the lesson that may be they still do not understand. Then the teacher starts to give the text but, before that the teacher should tell the students to take notes and that they will retell the text. After that the teacher states the goal, for example "I am going to tell you how to create a background-transparent image by using *Photoshop*". After stating the goal, the teacher enlist the materials needed while performing the action. In order to create the transparent background image by using *Photoshop* you need desktop pc or notebook pc or laptop computer with *Photoshop* application. An image stored in the computer memory that will be used. Then the teacher fully demonstrates the text.

After that the teacher asks students to discuss in groups. The teacher gives several questions about the note they have taken based on the text. The questions should lead students to identify text characteristic structure and features. For example:

1. What is the text about?
2. What is the text for?
3. Can you analyse and divide the text into several possible parts, for example: introduction, main body, closing?
4. Based on what you have learned can you determine which sentence types, tense, and words are use in the text?

The teacher asks the questions one by one. After that the teacher gives explanation about procedure text based on discussion starting from definition, social function, generic structure, and language features. The next stage is the teacher provides a new text example. Here the teacher will teach the students of how to write a procedure text. In this paper the writer gives an example how to write the process of “how to turn an image into a stencil”.

First, tell the students that they are going to learn how to write a procedure text. Tell the students that writing a procedure text starts from stating the goal, enlisting materials and sequence of steps. Tell the students that they have to write a goal in the beginning. Tell the students that the goal should state what the text is going to explain. Asks the students to write:

How to Turn an Image into a Stencil

After that, tell the students that they have to write the list of materials. Asks the students to write:

To turn an image into a stencil you need the materials below

- a) Laptop
- b) *Photoshop* Application
- c) Image

After that, asks the students to write sequence of steps and tell them for every the new command or step give a transition of sequence in the beginning of the step.

First, open *Adobe Photoshop* on your laptop click FILE on menu bar, then click OPEN and choose the image that you want to convert into a stencil.

After that, duplicate the layer by clicking the LAYER on menu bar, then choose DUPLICATE LAYER and click OK.

Next, click IMAGE on menu bar, choose ADJUSTMENTS and click POSTERIZE, adjust the value to 5 and then click OK.

After that, click IMAGE on menu bar, choose ADJUSTMENTS then click TRESHOLD and adjust the value to 75 then click OK.

Then, click FILTER on menu bar, choose BLUR and after that click GAUSSIAN BLUR and click OK. After that, click FILE on menu bar, then choose SAVE AS, fill the file name then change the file type into JPEG and click SAVE and now your image already become a stencil.

Then the teacher gives a writing exercise by asking each group to choose one topic for their exercise from several topics that provided by the teacher. Here each group will compose a procedure text based on the topics that provided by the teacher. For example of this topic are:

- a) How to crop an image by using Photoshop
- b) How to give a text on your photo by using Photoshop

In this exercise two members will be practicing the steps based on the topic the group choose, the rest will be the drafters. The first stage is practicing the steps, one member will try to do the steps and the other one will take notes.

Once the steps is done, the drafter will start writing based on the notes, after the draft is finished they have to write the writing exercise together to create a well written procedure text. Then each group submits their writing to the teacher and after that the teacher scores the writing and gives feedbacks.

3. Confirmation

The third stage is confirmation. In this stage, the teacher confirm the students' knowledge about writing procedure text by asking the students whether the activity helps them to confidently construct their ideas to write their own procedure text. The teacher asks the students about the difficulties that they faced during the activity. Next, the teacher concludes the lesson, give the students a homework about writing a procedure text for their individual task, and then the teacher tell the students about the lesson plan for the next meeting and after that the teacher say greeting and leave the class.

C. The Advantages of Using Self-Talk

Teaching procedure text by using demonstration technique and collaborative writing strategy has several advantages. First, because the teaching learning process is done through demonstration, it makes the students enjoy their learning process. Watching the demonstration means doing a fun activity. By enjoying the demonstration, the students will pay attention to the lesson. Second, demonstration technique will attract the students' attention because this technique is different and not monotone. By looking to the demonstration that shown, and because humans more quickly absorbed one thing in visual, it will make the students to understand easily with the subject because their attention directed to the specific things in the demonstration. Third, because the activity is done with groups the students learn how to socialize with others. Students not only have a responsible to their self but also for their friends, this activity will help the teacher to manage their time and for the students it will give a wide opportunities to brainstorming the ideas and opportunities to learn from each other and also to help them in writing process. Fourth, In the small groups they have to make the writing together and by doing it together, the students will be easy to write a procedure text because the students can share the information and give a respond of their friend's opinion to find the best idea and the best way in order to make their writing become the best one.

D. Conclusions and Suggestions

Based on the discussion above, it can be concluded that demonstration technique and collaborative writing strategy are very helpful for the teacher and the students. The students will not be confused when they start to write a procedure text because they already know about definition, social function, generic structure, and language features of the procedure text and the difficulties that usually faced by the students can be resolved. Demonstration technique and collaborative writing strategy can help the teacher to teach the students easily because the technique and the strategy will attract the students' attention in learning process.

Based on the conclusion above, the writer suggests several suggestions.

1. The teacher should prepare a good media that needed and related to the topic. The teacher can find the media on internet, but if the teacher cannot find the media on the internet, the teacher has to use their creativity to make a good media in order to help the teacher for a good demonstration in the class.
2. The teacher should keep an eye to the students by walking around to each group while the students doing the task, this is to help the students or the groups to solve a problem if the students or the groups still have a problem that make the students confuse or do not understand with the lesson.



Note: This article is written based on the Ilham Ferdias's paper under the supervision of Prof. Dra. Yenni Rozimela, M.Ed., Ph.d

References:

- Anderson, Mark. And Kathy Anderson. 1998. *Text Type in English 2*. South Yarra: Macmillan.
- Anderson, Mark. And Kathy Anderson. 1998. *Text Type in English 3*. South Yarra: Macmillan Education Australia PTY LTD.
- Barnum, Carol M. 1994. "Collaborative Writing in Graduate Technical Communication: Is There a Difference?". *Journal of Technical Writing and Communication*. Vol. 14, No. 9, 1994.
- Binangkit, Reni., et al. 2013. *The Use of Demonstration Method in Teaching Writing Procedure Text at Ninth Grade of SMP Negeri 1 Darma Gunung Jati Cirebon*. Retrived on October 15th, 2015. www.google.com/m?q=PAPER+%28RENI+BINANGKIT%29+3.pdf&client=msope-ra-mini-android&channel=new.
- Blanton, L.L. 1992. "Reading, Writing, and Authority: Issues in Developmental ESL". *College ESL*. Vol. 6, No. 2, 1992.
- Boardman, Cynthia. A, and Frydenberg, Jia. 2002. *Writing to Communicate: Paragraphs and Essays*. University of California, San Fransisco: Longman
- Brown, James W., et al. 1983. *AV Instruction: Technology, Media and Methods*. Arlington: McGraw-Hill.
- Derewianka, Beverly. 2004. *Exploring How Text Work*. Sydney: Primary English Teaching Association.
- Djamarah, SyaifulBahri. 2000. *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Duin, Ann Hill. 1986. "Implementing Cooperative Learning Groups in the Writing Curriculum". *Journal of Teaching Writing*. Vol. 9, No. 1, 1986.
- Gerot, L. And P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Gerdstabler.
- Graham, Steve and Perin Dolores. 2007. *Writing Next : Effective strategies to Improve Writing of Adolescents in Middle and High schools*. New York: Carnegie Corporation.
- Harmer, Jeremy. 2004. *How to Teaach Writing*. New York: Pearson Education
- ESL.
- Hedge, Tricia. 2005. *Writing*. Oxford: Oxford University Press.

- Hyland, Ken. 2008. "Academic Clusters: Text Patterning in Published and Postgraduate Writing". *International Journal of Applied Linguistics*. Vol. 3, no. 2, 2008.
- Jacob, Evelyn. 1999. *Cooperative Learning in Context: An Education Innovation in Everyday Classroom*. Albany: State University of New York Press.
- Jannah, Khainur. Rosa, Rusdi Noor. 2013. *Using Collaborative Writing Technique Through Mixedink As Media In Teaching Writing A Discussion Text At Senior High School*. *ELT Journal* 2 (1), 144-151
- Kemper, D., et al. 1914. *Writer Express: Handbook for Young Writers, Thinkers, and Learners*. Wisconsin: Write Source Education.
- Knapp, Peter and Megan Watkins. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of Wales Press.
- Mangubhai, Francis and Ruth Pitchard. 1996. *English on Cue-Developing Skill in English Language*. Queensland: USQ Press.
- Morgan, Barton, et al. 1976. *Method in Adult Education* (3rd Ed). Danville: The Interstate Printers & Publisher Inc.
- Mundi, N. E. 2006. "The State of Students' Academic Achievement in Secondary School Agricultural Science in Kogi State". *Teacher Education Journal (TEJ)*. Vol. 8, No. 3, 2006.
- Paltridge, B. 1996. "Genre, Text Type, and The Language Learning Classroom". *ELT Journal*. Vol. 50, No. 3, July 1996.
- Perkins, Ray. 2005. "Teaching Writing". Retrieved on October 15th, 2015. From: <http://wac.colostate.edu/journal/vol9/perkins.pdf>.
- Peregoy, S. F., & O. F. Boyle. 2001. *Reading, writing, and learning in ESL: A Resource Book for K-12 Teachers*. New York: Longman.
- Snedden, David. 1917. *Problems of Secondary Education*. Boston: Houghton Mifflin.
- Triyono, Pamuji. 2012. *Manajemen Penyelenggaraan Program Keahlian Tata Boga Sekolah Menengah Kejuruan Negeri 1 Kalasan*. Unpublished Thesis. UNY.
- Verrinderber, Rudolph F. And Kathleen. 2003. *Effectivs Speaking Twentieth Edition*. New York: Thomson Learning Inc.

White, E. 1985. *Teaching and Assessing Writing*. San Francisco: Jossey-Bass.

