

**A COMPARATIVE STUDY BETWEEN TEACHING
PROCEDURE TEXT BY USING DEMONSTRATION AND
THINK PAIR SHARE (TPS) METHODS**

A Study at the seventh Grade Students of SMP Negeri 4 Padangsidimpuan

By:

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ABSTRACT

The aim of this study is to increase students there is the comparative of demonstration and TPS method in teaching procedure text at the grade seventh students of SMP N 4 Padangsidimpuan. The method of this research is experimental method. The population of research is 320 respondents and the sample of the research with the cluster sampling is 80 respondents. The data was collected by giving the test for both methods that contains 20 items for test. The result of analyzes data get the mean of variable X is 72,5 with the category "good" and the mean of variable Y is 66,5 with the category "enough". The calculation of t_{test} is 3.02 and t_{table} is 2.00, it can be seen from samples are 80 students where $N_1 = 40$ students and $N_2 = 40$ students. So, $df (N_1+N_2)-2 = (40+40)-2 = 80-2 = 78$. Thus, the score of t_{table} 2.00 of 5% significant degree. The result of the analyzed data shows the score of $t_{test} > t_{table} = 3.02 > 2.00$. In other words, the score of t_{test} is higher than t_{table} . It can be stated that there is a significant comparison between demonstration and dThink pair share methods in teaching procedure text at the seventh grade students of SMP Negeri 4 Padang sidimpuan. So, the hypothesis is accepted.

Keywords: Demonstration Methods, TPS Methods and Procedure Text

INTRODUCTION

English is an international language which is expected to be mastered by students in getting knowledge. The urgency of having communication skills in English in globalization era is high. Indonesia as a country which uses English as foreign language sees it as a challenging fact. Therefore, Indonesia's education systems provides curriculum which support the improvement of English communication ability in orally or written.

Furthermore, the English material which is taught in many students levels in Indonesia (junior high school, senior high, and university) have oriented to the genre. It means, in teaching language, the teacher should relate the learning process to the situation and context. Genre is material which is fulfilled with kinds of text, such as: procedure text, spoof text, descriptive text, report text, explanation text, narrative text, and discussion text, and so on.

Related to the previous explanation, it can be said that procedure text is one of material which is taught in students levels, especially in junior high school (SMP (2006:1). Procedure text is text which explains how to

do a work in sequent steps. Thus, the direction about steps that must be done can be packed in a procedure text. Therefore, it is expected that students of junior high school have mastered in learning procedure text, especially in seventh grade students.

Fact, the seventh grade students of SMP Negeri 4 Padangsidimpuan still have problem in teaching and learning of procedure text. This is known from observation which is done by the writer. It is also supported by average score of the seventh grade students. Majority (more than 80%) of seventh grade students of SMP Negeri 4 Padangsidimpuan in 2012/2013 Academic Year have 70 in English subject, while their minimal target is 75. It means that the students do not get their target in English subject. Thus, it can be said that the students find and still have difficulties in English subject and it included to understanding procedure text.

Looking to the difficulties which are found by students, it can be influenced by many factor, such as: teaching method, intelligence, motivation, interest, grammar mastery, personality of the teacher, environment, facility of the students, society, library, family, etc.

Actually, there are many efforts that teachers have done in teaching procedure text, such as: prepare teaching materials, completed the school facilities, gives motivation, and so forth. But the result is not effective. The students still cannot solve their problem in English subject, especially in teaching procedure text. The students cannot write how to make something in procedure text. Therefore, the writer sees to another factor, namely use of teaching method. For this case, the writer believes that using of suitable method can solve the students' problem, such as demonstration method and Think Pair Share (TPS) method.

Demonstration method is a kind of teaching method where the teacher explains and practices what she/he explains. It means that demonstration method is the method which the teacher or another designated individual stands before the class, shows something, and tell what is happening or what has happened, or ask students to discuss what happened.

Meanwhile, Think Pair Share (TPS) method is a kind of cooperative learning approach, where it designed the learning process by pairing. In there, students lead to share their own thought toward the topic by their selves in individually or pair. After that, the teacher gives more explanation through students' thought, and conclusion.

Based on the explanation previously, the writer sees that there many effects if the problem is not searched. Thus, the writer thinks that it is very interesting to do a research about "A Comparative Study between Teaching Procedure Text by Using Demonstration and Think Pair Share (TPS) Method, A Study at the Seventh Grade Students of SMP Negeri 4 Padangsidempuan".

1. Procedure Text

Procedure text is kind of genre which explain about how to do a work in sequent steps. In communication context, everyone often have to explain about how to do a work in sequent steps. Thus, the direction about steps that must be done can be packed in a procedure text. Key word of this text is "What needs to be done?" or "What should I do? According to Otong Setiawan Djuharie (2007:6) say that procedure text is kind of text which consist of tips or steps of action in making something or doing an activity

Pardiyono (2007:6) say that procedure text refers to the text which contains of instructions in making or doing something in order it can be finished with well. In other side, Angga Arkani states that procedure text

is kind of text which helpful and handy in making or doing something.

Pardiyono (2007:7) say that the aim of procedure text is giving instruction about steps which should be done in order a work can be finished with well. It means that direction about steps that have to do to finish a task can be packed in a procedure text. Thus, to make easy in doing or making something, everyone can make a procedure text.

Andri Setyawan (2008:8) says that social Function is usually stated as clearly as the text's title, or sometimes in the introduction form. It means that, this part has purpose explain about introduction of the title, such as how to make, how to use, how to keep, and today we are going to learn to make something.

Structure of procedure text relates to the steps presented with show the ideas or information from the procedure text. Otong Setiawan Djuhaeri (2007:9) say that Generic structure mengacu pada alur yang tersaji dalam text atau tahapan-tahapan pemetaan, gagasan/informasi dalam teks. Based on this opinion that generic structure refers to plot that is served in the mapping, steps, ideas/information in the text. Thus, generic structure is the plot of text that manage of the structure of its text.

2. Teaching Method

Peter West Wood (2008:13) says that All teaching methods can be made more effective by attending to particular aspects of implementation. It means that teaching methods make effective way to the teacher in implementation learning material in particular time.

the writer concludes that teaching method is teachers' way to give learning materials with looking to he goal of learning process. Thus, the way which is used by teacher is designed with suitable plan and know the function of them until it will be effective ways for the teacher in learning process.

a. Demonstration Method

According to Martinis Yamin (2010:14) say that demonstration method refers to the method which shows demonstration toward using instrumen or doing something like the real action. It means that demonstration method is teaching method which gives demonstration in learning process. Furthermore, Iskandar (2009:14) say that demonstration method is teaching method which shows process of making something and it is done togeher by the teacher and students. It means that demonstration method refers to the teaching way which points out the process of doing or making something by the teacher and students.

Wina Sanjaya (2006:15) say that demonstration methods is aimed to present things by demonstrating to students about process, situation or thing, wheter real or just trial. It means that demonstration method is a method which is used by teacher to show process and

situation about things in real or trial condition. Move from here, the students know what should they do after knowing the demonstration.

Wina Sanjaya (2007:17) say that demonstration as teaching method has some advantages and disadvantages, advantages of demonstration method :

- 1) in demonstration method, the orally explanation can be avoid, because students ask to look the learning material directly.
- 2) learning process will be interesting because students not only listening, but seeing the event which is happened.
- 3) by looking directly the students will have opportunity to compare between theory and reality.

disadvantages of demonstration method :demonstration method needs well preparing, because without well preparing the demonstration can fail until it can cause the demonstration is not effective.

Syaiful Bahri Djamarah (2006:17) says that demonstration method has advantages and disadvantages, advantages of demonstration method :

- 1) It can make the learning to be concreat and clear, thus it can avoid the orally teaching.
- 2) Make students easier to understand the material which is taught.
- 3) Learning process more interesting.
- 4) Students stimulates to be active in observation, bring into line between theory and reality, and try to do by themselves.

disadvantages of demonstration method :

- 1) This method needs special skill of teacher, because with out it the using of demonstration will not effective.
- 2) The facilities, such as: tools, place, and fund which is needed not always available.
- 3) Demonstration needs well readiness and planning and it also needs long time until the others lesson is force to leave to the other time.

Subana and Sunarti (2009:19) says that there are many steps which is should be done by teachers when they are using demonstration method in learning process, namely as follow.

- 1) Arrange the instructional goals to give strong motivations to the students toward study.
- 2) Consider that the technique which is used can guarantee to fulfill the instructional goals.
- 3) Observe what the number of students give chance for well demonstration. If it is no a chance, the teacher should thinks another way.
- 4) Looking to the substances and tools which it will use about amount, condition, and place. Beside it, the teacher needs to have well understanding about demonstration, ot the teacher try demonstration firstly.
- 5) Determine the steps which is done in demonstration.
- 6) Make sure that time is available until the teaher give more explanation, or the students have time to give questions about demonstration.
- 7) Give chance to the students to have well observe and give questions.
- 8) Make evaluation what demonstration which is done successfull. If it is needed, demonstration can be repeated.

a. Think Pair Share (TPS) Method

Trianto (2009:20) say that Think Pair Share (TPS) method is kind of cooperative learning which is designed to influence the way of students' interaction.

Furthermore, Kunandar says that Think Pair Share (TPS) is one of teaching method which gives chance to the students to think and response and help each other. Moreover, Yatim Riyanto (2010:20) sya that Think Pair Share (TPS) method is teaching method who give opportunities to the students to get answer individually, share, and discuss with their friend.

Yatim Riyanto (2009:20) say that the principle of Think Pair Share (TPS) method are thinking, pairing and sharing. Thinking gives students opportunity to look for their answer individually. Pairing guides the students to compare their ideas with their friend. Meanwhile, sharing makes students to discuss their ideas with other friends. Furthermore, Kunandar (2010:21) say that basically the Think Pair Share (TPS) method is teaching method which makes students think and respond the problem in learning process and it is also guide the students to have attitude in helping the other students to solve the problem of learning process.

Wina Sanjaya (2007:22) say that the advantages and disadvantages of Think Pair Share (TPS) method are following. The advantages of Think Pair Share (TPS).

- 1) Make students independent and creative in learning process.
- 2) Stimulate the student to tell their opinions.
- 3) Make students to respect to other students in learning process.
- 4) Teach the students to be responsible.
- 5) Increase the achievement of students in academic and social.
- 6) Lead the students to be able to solve the learning problem.
- 7) Increase the ability of students in using information.
- 8) Stimulate the students to be positive thinking.

The disadvantages of Think Pair Share (TPS).

- 1) It is neede the team work to understand the concept of TPS.
- 2) Difficult to get the aim of learning if the students to be full tutor in learning process.
- 3) The evaluation of TPS is related to the team.

Kunandar (2010:22) say that the steps which is done by the teacher in Think Pair Share (TPS) method.

A) Step 1: Thinking : Teacher give a question or problem which is related to the learning and ask the students to use their time to think individually in order get the answer of the problem.

B) Step 2: Pair : Teacher ask the students to discuss what the get in thinking by pairing. This time make students have the similar thought about the problem. Normally, the time which gives to the students about 4 or 5 minutes.

C) Step 3: Sharing: Teacher ask the pairing to share their result of discussion to the class. In other thought, Yatim Riyanto (2009:2003) give addition that the steps which is needed to apply in Think Pair Share (TPS) are

- 1) Teacher tell the the main topic and the competence which is expected to get the students.
- 2) Students ask to think about the topic individually.
- 3) Students ask to

make pair and explain their understanding through the topic. 4) Teacher lead the discuss and every pair tell their discussion to the class. 5) Teacher gives conclusion. 6) Closing.

METHODOLOGY

Method of the research refers to section of a research which has information about design of the research. The writer uses experimental method in this research. Population is all of research object with their characteristic. Therefore, the writer chooses the seventh grade students of SMP Negeri 4 Padangsidimpuan as the population. They consist of six classes with 320 students in 2012/2013. Furthermore, the writer uses cluster sampling to get the sample, namely X_3 and X_4 and each sample consists of 40 students.

Furthermore, the data in this research will be collected by using an instrument, exactly by using test. Test will be applied to the experiment group or class and to the control group or neutral class. It will be given the same test to the both classes. Furthermore, to analyze the data, the researcher uses descriptive analysis technique and statistical process technique by using t_{test} .

RESULT

Based on the data, the writer found that the lowest from the result of teaching procedure text by using demonstration method is 55 and the highest score is 90 where the possible score got in this variable was 0 – 100. Then, the average or mean is 72.12 the median is 72.5 and the mode is 75. Furthermore, the result of teaching speaking by using drill method is 50 and the highest score is 85. Meanwhile the average or mean is 66.5 the median is 67.5 and the mode is 65.

Hypothesis testing was done to know what the hypothesis which created acceptable or unacceptable by using t_{test} form. The hypothesis in this research, "There is a comparison between demonstration and Think Pair Share (TPS) methods in teaching procedure text, A Study at seventh Grade Students of SMP Negeri 4 Padangsidimpuan in 2012/2013 Academic Year". The hypothesis would be accepted if the t_{test} value is bigger than t_{table} in 5% significance with degree of freedom was 68 or $(N_1 + N_2 - 2) = 40 + 40 - 2 = 78$.

Furthermore, based on the above calculation, the writer has found that the coefficient of t_{test} is 3.02 and t_{table} is 2.00, it can be seen from samples are 80 students where $N_1 = 40$ students and $N_2 = 40$ students. So, $df (N_1 + N_2) - 2 = (40 + 40) - 2 = 80 - 2 = 78$. Thus, the score of t_{table} 2.00 of 5% significant degree. It means that the score of t_{test} is greater than the score of t_{table} namely $= 3.02 > 2.00$. From the score, the hypothesis is accepted.

DISCUSSION

Teaching method is an important aspect that should be looked in learning process. Teaching method helps teacher to get their target in learning process.

Thus, teacher should be able to choose the suitable method for them. The suitable method is very important for the teacher to reach the goal or successful in teaching the material especially teaching procedure text. Procedure text is a text that tells the readers the way to do something, gives instruction or operation manuals.

Demonstration method is aimed to make teaching which is showed the way how the process and things happened. Think Pair Share (TPS) method is a kind of cooperative learning approach, where it designed the learning process by pairing.

CONCLUSIONS

1. Conclusions

Conclusion from this study, are: a) the result of teaching procedure text by using demonstration method at the seventh grade students of SMP Negeri 4 Padangsidimpuan in 2012/2013 Academic Year can be said in good criteria; b) the result of teaching procedure text by using Think Pair Share (TPS) method at the seventh grade students of SMP Negeri 4 Padangsidimpuan in 2012/2013 Academic Year can be said in enough criteria; c) there is a significant comparison study between demonstration and Think Pair Share (TPS) methods in the result of procedure text at the seventh grade students of SMP Negeri 4 Padangsidimpuan in 2012/2013 Academic Year.

2. Implication

Related to the previous conclusion, it can be said that teaching method (demonstration and Think Pair Share (TPS) methods) are the aspects which give effect to the procedure text. Therefore, the students should be focus in learning process of procedure text by using demonstration and Think Pair Share (TPS) methods until students get well ability in procedure text (include to aim, social function, structure: goal, material, steps).

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