THE USE OF VIDEO DEMONSTRATION TO IMPROVE STUDENTS WRITING SKILL

(An Experimental Study at the second grade of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014)

A GRADUATING PAPER

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In English Department of Educational Faculty

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STATE INSTITUTE OF ISLAMIC STUDIES (STAIN)

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2014
DECLARATION

In the name of Allah, the most Gracious, the most Merciful

Hereby the writer fully declares that this graduating paper is made in the writer herself, and it is not containing materials written or has been published by other people ideas except the information from reference.

The writer is capable of accounting this graduating paper, if in the future this is proved of containing others idea or in fact, the writer imitates the other's graduating paper.

This declaration is made by the writer to be understood.

Salatiga, September 10th, 2014

The writer

[Signature]

NIM. 113 10111
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ATTENTIVE COUNSELOR’S NOTE

Case: Ayu Sunata Amelia’s Graduating Paper

Dear
The Rector of State Islamic Studies Institute of Salatiga

Assalamu’alaikum Wr.Wb.

After reading and correcting Ayu Sunata Amelia’s graduating paper entitled THE USE OF VIDEO DEMONSTRATION TO IMPROVE STUDENTS WRITING ABILITY (An Experimental Study at the second grade of SMP N 3 Salatiga in the Academic Year 2013/2014)", I have decided and would like to purpose that it could be accepted in the Educational Faculty and I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum Wr.Wb.

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(An Experimental Study at the second grade of SMP Negeri 3 Salatiga in The Academic Year of 2013 / 2014)

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MOTTO

You have to endure caterpillars if you want to see butterflies.

-(Antonie De Sain)-
This graduating paper is whole heartedly dedicated to:

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2. My beloved grandmother and grandfather, Hj. Sutarni and H. Sukemi Iskandar, thanks for your love, encouragement, and prayer to Allah. I am very proud of you

3. My beloved young brother Muhammad Firman Ashar, thanks for your kindness, support, and prayer

4. My unforgettable friends (Risalatul Mufidah, Choerul Umam, Al Haitami Ahkam, Nur Mawarti, Devi Pramana Yudha and all my friends of TBI 2010 especially TBI D) Thanks for your support, togetherness and I’m proud to call you my best friends.

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In the name of Allah the most gracious, the most merciful, the Lord of universe, Thanks to Allah, the writer could finish this graduating paper as one of the requirement for Sarjana Kependidikan Islam in English Department of Educational Faculty of State Islamic Institute (STAIN) Salatiga in 2014

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Salatiga, September 10th, 2014
The Writer

Ayu Sunata Amelia
NIM. 11310111

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ABSTRACT

Ayu Sunata Amelia’s Graduating Paper (2014), entitled “THE USE OF VIDEO DEMONSTRATION TO IMPROVE STUDENTS WRITING ABILITY (An Experimental Study at the second grade of SMP N 3 Salatiga in the Academic Year 2013/2014)”

This research analyzed the improvement of students’ writing ability through “Video Demonstration”. The objectives of the research are to find the video demonstration could improve students writing skill at the Second Grade of SMP Negeri 3 Salatiga in the academic Year 2013/2014. To find the use of video demonstration to improve students writing skill at the second grade of SMP N 3 Salatiga in the Academic Year 2013/2014. The methodology of research is quantitative method. To find out the improvement of students’ writing ability the researcher used pre test, treatment and post test and t-test. She used two cycles, in each cycle are pre-test and post-test. The researcher showed that the students involved actively in teaching learning process, they more encourages and interesting to write English than before, there are advantages and disadvantages using demonstration. The result of this research that there is an improvement of students writing ability by using Video Demonstration. It can be seen from the mean score of pre-test and post-test. In pre-test of VIII C (control class) is higher than VIII D (experimental class): 64,18>63,45. In post-test of VIII D is higher than VIII C : 77,27>66,18. Then the result of t-test calculation in control and experiment class is 1,97 (control) and 5,04 (experiment) is greater than t-table with N =22 is 2,093. This indicated that by applying video demonstration the students writing ability can be improved.

Keyword: Video Demonstration, writing ability.
CHAPTER I

INTRODUCTION

A. Background of the Study

Language has central role in intellectual development, social, and emotional and it is a success support in learning all of studies. Learning of language expectable can help the learner’s to acquainted itself, culture, and other culture. In addition to, Learning of language can help the learner to propose of mind and feeling, participating in society and so find and use analytical capability and imaginatif within itself.

Language commonly used by all of people in the world is English. English language has strategic role that form tools to communicating by oral and write. Communicating is understanding and reveal the information, thought, feeling, and fostering of knowledge, technology, and culture. Capability to Communicate in whole understanding is discourse capability, That is comprehend capability or produce oral or written text.

English Learning in Junior High School targeted in order to the learner can to achieve level functional that is communicating by oral and write to solve the problem day to day. The learners expectable getting of best of four skills in language, They are Listening, Speaking, Reading and Writing. These Fourth skills use to perceive or make an invention of discourse in daily of society. Therefore, English course directed towards fostering the skills in order to alumnus can to communicating and expression in English to certain of it.
Writing is a productive skill. However it must be through a process which is not easy to get it through. Students need more attention when they learn the rules or the steps from writing form. Therefore, writing skill are more complex and difficult than other skills to teach because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgement devices. Brown (1992: 2) as quoted Melinda Prawati (2010:1) states, “As a method of communication, writing could be used to establish and maintain contact with others, transmit information, express though feeling and reactions, entertain and persuade”. In the teaching and learning process of writing, the teacher has an important role.

For this purpose, a teacher should give much practice to improve student’s ability in English. They should be a model of English and should be able to choose the materials and methodology in presenting the materials to reach the objective of teaching and learning process. Using writing to teach can make visible the process students and teachers go through of as they learn (Haycraft, 1978: 97) as quoted Melinda Prawarti (2010:2).

Writing a recount text is about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Recounts are usually given in the order that the event occurred. Recounts can be factual, procedural and personal. However, it is not easy to teach for the Junior High School in second grade. Although they belong to conversation class, writing skill should also be
supplementary covered because the skill will also contribute to the students speaking skill. They often feel confused about what they will write.

Based on my pre-observation the SMP Negeri 3 Salatiga students understanding and ability in writing are still low. They tend to difficult to memorizing vocabulary and error grammar because the students feel lazy to memorize vocabulary, open dictionary at home and never redoing the materials has given by teachers . The students work out bored when method that used by teacher such it. For instance talk, These method will be the students more passive and can to hamber students understanding about lesson. It is caused by the use of in- appropriate technique in teaching writing . That is way I did an experimental for teaching writing of recount text.

According to Haycraft (1978: 97) as quoted Melinda Prawarti(2010:2) proposes that” in a language learning situation a teacher should give much practice in reacting in english to object or things”. Object or things allowed us to explain a word or concept in a simple way. As has been mentioned before, time can be saved by using object or things because showing the object directly is a more rapid process than speaking or explaining.

Based on practicallity, case in production and economic reason, I choose video demonstration as a medium for teaching learning processes in my research. in this case, the teaching of writing recount text. From the explanation above the writer would like to make research entitled “THE USE OF VIDEO DEMONSTRATION TO IMPROVE STUDENTS WRITING SKILL (An
Experimental of the second grade of SMP N 3 Salatiga in the Academic Year 2013/2014” . Use a Video Demonstration hope can be improve the students to more developing English skills especially in writing ability exactly toward recount text.

B. Statement of The Problem Study

To clarify the problem that is going to be analyzed, the statement of the problem is formulated as follows:

1. How is the video demonstration could improve students writing skill at the second Grade of SMP Negeri 3 Salatiga in the academic Year 2013/2014?

2. How is the teaching learning situation when use the video demonstration is implemented in the students’ writing ability at the second Grade of SMP Negeri 3 Salatiga in the Academic Year 2013/2014?

C. The Objective of the Study

Generally the objective of this research is to improve the student’s writing skill in the second year of SMP Negeri 3 Salatiga . The objectives of this research especially are to get information about:

1. The video demonstration could improve students writing skill at the Second Grade of SMP Negeri 3 Salatiga in the academic Year 2013/2014.
2. To find out whether the application using video demonstration could improve students’ writing skill at the Second Grade of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014.

D. Significance of The Study

The researcher hopes that the result of this research can give information and the researcher hope by using Video Demonstration in writing class will be useful for both, for the teacher, the students and the researcher.

1. For the teacher

The result of this research can give additional contribution for the English teachers to develop language teaching methods theoretically and practically, and this study can contribute the teachers in their English class, so they are able to improve the quality of teaching learning process.

2. For the Students

The result of this research the students can be more active to observe and can motivate the students to interest in learning English. Teaching students by using video demonstration can make the students relax and fun in following the teaching learning process.

3. For the Researcher

The research can contribute the researcher to help to find out the best medium for teaching writing.
E. Limitation of the Study

The researcher limits the problem only on improving students writing ability by using video demonstration to the students in the second grade of SMP Negeri 3 Salatiga 2014.

F. Review of Previous Research

In this thesis, the writer review researcher conducted by the previous writer related references as comparison. The literature review is as follow:

“The Effectiveness of Demonstration To Improve Students English Achievement (A Case Study of the Fifth Year Students of MI Sruwen IV, Tengaran, Semarang in the Academic Year of 2009/2010) (Hikmawan, 2010:51) which has been researched by Luqman Abid Hikmawan the student of STAIN Salatiga. The result of study was that the score students’ English achievement after the demonstration technique is higher than before the demonstration technique used.

Presently, the writer tries to make different research with the title “THE USE OF VIDEODemonstration TO IMPROVE STUDENTS WRITING SKILL (An Experimental of Study at the second grade of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014).” On this research, the writer analyzes the concept of demonstration medium, students’ writing skill, and the use of video demonstration towards students writing skill at the second grade of SMP Negeri 3 Salatiga in the academic year of
2013/2014. The writer assumes that there is positive effect of demonstration method in teaching English towards their writing skill.

G. The Definition of Key Term

The writer needs definition all of terms used in this research as follows:

1. Video Demonstration

Video is an electronic medium for the recording, copying and broadcasting of moving visual images (http://en.m.wikipedia.org/wiki/video). According to Azhar Arsyad (2011:49) video is picture in frame, where frame by frame projectioned through projector lens mechanically in screen it can be life seen. Based on explanation above, it could be concluded that video is kind of audio-visual medium and can describe an object that moves together with natural sounds or sounds appropriate. Video presenting the information, explained the process, explaining complex concepts, teach skills, abbreviate or extend the time and affect attitudes.

Demonstration is a way of giving material or lesson with shows and acts a process, terms, or some things been studies in front of the students with a real model and it oral explanation (Sudirman, 1989:13) as quoted Luqman bid (2010:6)

All of the explanation had given by teacher is not understood well by some student easily, it is because of the following reason:
a. The different stage of the student thinking development, thinking development start from concrete to abstract, learning process will be better and easily to understand by giving the real form or an artificial model which is showed (demonstrated) by the teacher. That’s why we may found a lot of learning process in the elementary and primary school used teaching tool or model.

b. The different of the way performing the teaching tool, there some tool kit which is not necessary to make it clear by performer those things with demonstrating in front of the students, and the rest is by giving the real or the artificial model in order to make it easily and clearly understanding. To introduce a new knowledge and science it necessary to use what we called demonstration Method.

c. The different of individual learning type, there is some type of the learning as following:

a) Visual type: Students who have this type more easily understand the lesson or material given by seeing or watching in bare eye, the real or the artificial model.

b) Audio type: Students who have this type more easily understand the lesson or material given by listening, such as teacher speech, discussions, listen the electric media such as radio, tape reorder, and other audio source.
c) Mixing type: Students who have this type will more easily understand the lesson or material given by the entire source had mentioned above.

2. Improving

Improving is the process of becoming or making to the better (Oxford University Press, 2008:222). In other dictionary, we can find the word of improve which means to make better in quality or make more productive to become better (Webster, 1994:487).

3. Students

Student is person who is studying at secondary school, polytechnic or university; boy or girl attending school; anyone who studies or who is devoted to the acquisition of knowledge (Hornby, 1974: 859) As quoted Era Wulan Sari (2013:6). The other definition of student isapersonengagedinstudy;onewhoisdevotedtolearning;alearner;apupil;ascholar;especially,onenwho attends aschool,orwho seeks knowledgefromprofessional teachers orfrom books; as,thes students ofanacademy,acollege,orauniversity;amedicalstudent;ahardstudent.(Collins Thesaurus of the English Language, 2002: 134)

4. Writing

Writing is a process of discovering and shaping meaning. Implicit in the definition is that writing requires communicating that meaning to someone, whether this audience consists solely of the writer is a group of “someone” beyond the writer. But writing can serve a greater purpose
than being only a means, however good or effective, or transmitting ideas from one person to another. Writing is a powerful means of learning, one of the most important means we have available to us. (Bridges, Charles W, 1984:2)

Writing is a medium of communication that represents language through the inscription of signs and symbols (en.wikipedia.org).

5. SMP Negeri 3 Salatiga

SMP Negeri 3 Salatiga is one of junior high school in Salatiga city. This school has strategies location at Jl Stadion No. 4 Salatiga, Central Java –Indonesia. It has good building and good facilities to support teaching learning process. It has 688 students, 27 classes, and 53 teachers. This school also have many student who excel in academic and non academic.

H. Graduating Paper Outline

This thesis will consists of five chapter. as follows:

Chapter I tells about introduction. The writer will explain about general background of the problem, statement of the problem, objective of the study, benefit of the study, the hypothesis, review of previous research, definition of the key term, and graduating paper outline.

Chapter II tells about theoretical framework. The writer takes some books written by many experts as references which will explain more about the demonstration and writing skill.
Chapter III discusses about the research method and history of Smp 3 Salatiga. It covers research method, data and source, sample and technique sampling, method of data collection, research procedure and technique of data analysis.

Chapter IV presents Data Analysis. It includes the analysis of the use of video demonstration to increase student’s writing skill.

Chapter V is Closure. It consists of conclusion and suggestion.

The last part is Bibliography and Appendixes
CHAPTER II

THEORETICAL FRAMEWORK

A. Video Demonstration

1. The Definition of Video Demonstration

Video is considered to be one of media that can be utilized in English teaching and learning process. It has been proven to be an effective tool in teaching English as a foreign/second language (EFL/ESL) for both young and adult learners (Rammal, 2006) as quoted Febriyanti N and Enny Erawati (2011, 2). It is often used by the classroom teacher who is typically not a speaker of the foreign language (Rhodes and Puhfahl, 2003) as quoted Febriyanti N and Enny Erawati (2011, 2). Providing students with sound, image, and text, video becomes one of media providing “lively situation” (Maggi, 1998, cited in Cahyono, 1997:129) which can evoke students’ motivation to learn. In addition, the use of video materials is considered to be relevant with communicative approach in terms of “the use of authentic materials, the importance of topical and relevant input, the presentation of language in context, and the significance of non-verbal aspect of communication” (Kelly, 1985, cited in Pijana, 2010) as quoted Febriyanti N and Enny Erawati (2011:2).

Videos as authentic materials also bring intercultural awareness to the classroom. The foreign language teacher needs to consider the fact that teaching a foreign language does not consists of teaching, for
example, only vocabulary and grammar, but also teaching the target cultures. Otherwise, the whole teaching process may appear to be useless and artificial. However, teachers have very limited time available in the classroom and there are curriculum constraints, and hence the inclusion of cultural lessons often comes second in language teaching. Teaching with video, on the other hand provides teachers with the opportunity to develop pupils’ cultural awareness and make them acquainted with the target cultures in addition to training the four basic language skills (listening, speaking, reading and writing) and increasing pupils’ vocabulary.

Videos can also be used for many other purposes. For example, video materials can be useful for promoting communication in the classroom. Lonergan (1984:4) states that “The outstanding feature of video films is their ability to present complete communicative situations”. Indeed, video-based assignments can extend beyond passive video watching by requiring pupils to interact and respond to the video content. For instance, after watching the video pupils can be asked to answer questions.

There are three basic types of video which can be used in teaching and learning process, They are:

1) Off-air Program

   Programs recorded from a television channel should be engaging for our students, and of a sensible length. We have to
consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programs and excerpts are ones which we can use for a range activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students’ own creativity.

2) Real-world video

There is no reason why we and our students should not use separately published videotape material such as feature films, exercise manual, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again we need to make our choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too.

3) Language learning video

Many publishers now produce free-standing language learning videos or videos to accompany course book. Frequently these have accompanying workbooks.

According to Jeremy Harmer (1998: 282) using video as media in teaching learning process has advantages and disadvantages. They are:
1. Advantages of using video

a) When using video students do not just hearing language, they see it too. This greatly aids comprehensions, for example general meaning and moods are often convoyed through expressions, gestures, and other visual clues. Students can imitate some expressions or gestures in spoken language.

b) Video uniquely allows students beyond their classroom. This is especially useful if they want to see, for example typical British ‘body language’ when inviting someone out, or how American speaks to waiters. Video is also of great value in giving students a chance to see such things as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country.

c) When students use video themselves they are given potential to create something memorable and enjoyable. In addition students will be enjoyable in learning activity. Video can help them to achieve in understanding the material.

d) For all of these reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.
2. Disadvantages using video

Beside the advantages of using video above, it also has some disadvantages, they are:

a) We have to provide activities that are unique learning experiences and do not just replicate home televisions viewing. Students bore easily, when they watch viewing which have been before.

b) We have to be sure that students can see and hear the video. If all students cannot watch and hear clearly, they will get difficult to catch information on video.

c) Some students become frustrated when teacher constantly stop and start the video, only showing little bits at a time.

d) Some people think that more than one two or three minutes of video clips sends students to sleep. It can happen when theme of video is unfamiliar with them. They will get difficult to express their opinion based on video.

As a teacher, we have to choose the best video which is related with materials. Video has to have a good moral value in order to persuade and motivate students in doing positive something.

Demonstration is a method that combines oral explanation by using the tool in the form of physical or material (Brown, James W, 284:1959). Demonstration is to show how to make a learning
process become interesting. Demonstration that requires a variety of tools to support the passage of the learning methods such as whiteboards, mock object, as well as using simple language and easy to understand, good preparation, sufficient time and attract the attention of the audience or students (Drs. Oemar, Hamalik, 1956: 284).

Demonstration as visualization explanatory of the essential facts of life, the idea or process, experience. Demonstration method is a method of learning that is used to assist teachers in providing visual as an example, so that students can understand directly and making carefully based on the model of illustration (Rahardja, P. Widi, 87: 2002). Demonstration can be explained how to demonstrate a process to make or explain something (Edgar Dale, 271: 1969).

Demonstration is a way to demonstrate a process or step in order to the students can learn something new and how to do something itself (Barclays & Vynckt: 1984) as quoted Melinda Prawati (2010: 6). From some of definitions above, It can be concluded that the demonstration is a teaching method used in teaching and learning process to show something new and interesting by using some visual tools directly as a video documentary or making hand skills that are easy to make. Most of students often face difficulties when the teacher asks them to write. One of the reason that make student difficult to write is because they sometimes do not know what they will write caused by lacking of the vocabularies and ideas. This
situation also will be a challenge for the teacher to make the activity of writing becomes more attractive and enjoyable in order to the students can not feel bore. From the explanation above there are several advantages and disadvantages of using demonstration method.

The Advantages of Demonstration method as follows:

1. This method can make teaching process more clearly and concrete and avoid the misuse of.
2. Study can do in factual situation.
3. Learning process can do in an excited and participative.
4. Can to encourage creativity of earner covering and modeling the material to develop this method.

The Disadvantages of Demonstration method as follows:

1. Entail capability covering the material
2. Entail of mastering educator to covering and aid presentation
3. Tend to aim the learner thought
4. Time of learning process can exceed time a given.

2. Principles of Demonstration in Teaching

To become skillful demonstrator the teacher must be understanding of principles and moderate of practice. Demonstration as a form of communication. Good demonstration is good
communication. A good communicator combines sensitivity to student reaction with the ability to talk or present material clearly and simply (Edgar Dale,277:1954).

3. Major Characteristics of Demonstrations

A demonstration often can be and is followed by doing. Usually this consists of imitative reactions but it may also involve a creative interaction. Just as we have critical reading and critical listening, so we can also have critical observing. Then, the demonstration is an excellent example of communicating by visualizing and observing (Edgar Dale,273:1954).

4. Planning and Preparing The Demonstrations

Perhaps we are now ready to begin classroom demonstration but we should not assume. We can do this simply by stepping before the students and beginning the demonstration. Careful planning and preparation are essential if demonstration can be meaningful and effective (Edgar Dale,281:1954).

5. Performing The Classroom Demonstration

After finished the preparation, we can start to the demonstration itself. There are several key points in order to the performing demonstration can be nice and smooth, i.e set the tone for good communication, keep your demonstration simple, do not get out of the subject matter of, Check to see that the demonstration is being understood, do not hurry the demonstration, do not drag out the
demonstration, summarize as go along and provide a conclusion, hand out written materials at the conclusion (Edgar Dale, 283:1954).

6. The Function of Demonstration in Language Learning

In general, the function of demonstration in language learning are to create an optimal environment, either physical or mental (De Porter Hernacki, 13:2004) as quoted Siti Aimah (2008:155). According Sukartiwi, cited in Depdiknas (2004:13) as quoted Siti Aimah (2008:155) explains that demonstration gives some advantages in the teaching-learning process which to improve students’ motivation, to avoid student’s bore learning in the classroom, to be sure that the teaching learning processes run systematically, and to make it easier for students to understand the teacher instructions.

B. Writing

1. The Definition of Writing

   English has been spoken by people from all over the world. Everyone knows about this famous language even though they can or can not practice in speaking or writing the language well. There are four skills which must be mastered by the students. They consist of speaking, listening, reading and writing. According to Wikipedia (2009) as quoted Siti Aimah (2008:153), Writing is the representation of language in a textual medium through the use of a set signs or symbols (known as a writing system). Writing is
various steps they are planning, drafting, editing, etc that writers used to creating and composing written text (Harmer,113:2007) as quoted Siti Aimah (2008:153).

As one of the four language skills, writing has always occupied a place in most English language course. One of the reason is that more and more people need to learn to write in English for occupational or academic purposes. Traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on process. Broadly speaking, a product oriented approach focuses on the end result of the learning process, what the learner is expected to be able to do as a fluent and competent user of the language (Brown, 1994) as quoted Didik Mahmud Marji’in (2008:16).

2. The Principles of Teaching Writing

Actually, There is nothing wrong to pay attention to one of the criteria in writing, but over time the better in line with the learners when they are allowed to focus on the content and the message and look for new ideas to write.

As for the process approach to teaching writing is given in the following (H Douglas Brown, 1994:320) as quoted Didik Mahmud M (2008:16):

a. Focus on the process of writing
b. Help the students to understand the composing process
c. Give time to students to write and rewrite

d. Place central importance to write and rewrite

e. Let student what they want to say as they write

f. Give feedback throughout the composing process

g. Encourage feedback both from the teacher and learner

h. Includes individual conferences between teacher and student during the process of composition

3. The Principles of writing as a process (Endang Fauziati, 2002:148)

a. The Product Approach

   In the product oriented type of teaching writing, Intended to capture the grammar, spelling, sign language, and the mistakes of students in elementary school to junior high schools uses this theory a lot of things that need to be noticed students in the orientation of teaching writing. One of which is training grammar because grammar is essential in learning to write. For example, students were given a short text and instructed to change the sentence in the present tense, etc.

b. The Process Approach

   In the process approach, students are taught strategies that should help them to reach final achievement who desired, process approach that encourages students to be more creative, critical, and look for funny ideas in written form and distribute it through a classmate in order to get input from the opinion of
some people in order to explore the ideas and writings of what
to say and how to say it. The result, the classroom becomes
noisy, students work in groups to write, students are more
meddlesome in looking for ideas, read and comment on each.
Process writing approach tend to be framed in three stages of
writing such as generating ideas, drafting, and revising.
According to Brown (1994) as quoted Didik Mahmud M
(2006:18) has proposed several following activities as follows:

1) Skimming and scanning
2) Conducting outside research
3) Brainstorming
4) Listing
5) Teacher initiated question
6) Free writing

4. The Types of Written Language

The types that we will need for further study of English or for our
ultimate goals, should then become the prime focus of oral writing in
classroom.

a. Characteristics of written language

1) Permanence

Something that was written and delivered in the
end, it depends on the audience. As a mentor and facilitator
teacher should help the student remedy to fix and revise
their work is still lacking, because the teacher is very important in shaping the character of students in order to have confidence in their work.

2) Production Time

May require the process and spend time, but with continuous training and efficient in writing can help students in the face of limited time.

3) Distance

As a teacher should be able to know how much knowledge students about knowledge, culture, etc. Therefore, All is very important in thinking and interpreting language in the environment.

4) Orthography

In orthography explained, everything is very complex and simple for example with the basic of reading and writing. If they do not recognize the letters of alphabet because of mental backwardness can use the new symbol that already they produce with their hands.

5) Complexity

The teacher must learn how to combine sentence, how to make references to other elements in a text.
6) Vocabulary

The teacher will be looking for creative ideas so that students can make a rich in the English vocabulary.

7) Formality

The most difficult thing according to the student in writing is to explain, compare, contrast, describe, criticize and argue.

5. The Writing Process

Writing will be a simple task if it were a set procedure that can be performed the same way every time. Writing is first and particularly an intellectual activity. It combines intuition with consideration and inspiration with perseverance. Writing is also social process. It puts one mind in touch with other mind and creates a community. The writing Process is learning to write involves imitating and manipulating models provided by the teacher and students need to know the sequence of activities involved in writing lesson. They are familiarization, controlled writing, free writing, guided writing (Richards,14:2002) as quoted Didik Mahmud M (2008:21).

The writing process is a way of exploring possibilities, realizing the concerns and hopes, working out problems, presenting arguments and entertaining, informing, and persuading other. To be done well writing like all activities, requires practice. Rewriting is not a
punishment but rather a chance to gain greater proficiency, flexibility, and understanding (Lynee B and William Vande, 68:1992).

Writing is a recursive process, it involves overlapping and repetition. We begin with an idea, write down quickly, and then perhaps draw a blank on what to write next. As we expand we have just written, we detect a related idea to pursue.

Four Components of a writing process involves inventing, drafting, revising, and editing which explain as follows (Lynee B and William Vande, 71:1992):

a. Inventing
   1) Prewriting stages
   2) Generating ideas about a subject
   3) Narrowing a subject to a topic
   4) Shaping ideas about a topic
b. Drafting
   1) Formulating a thesis statement
   2) Deciding on your tone
   3) Outlined your ideas
   4) Writing your first draft
c. Revising
   1) Rethinking the content
   2) Organization
   3) Level or formality of your text
d. Editing

1) Checking your revised draft for misspelling
2) Grammatical confusion or incoherence
3) Putting your text in a format suitable for your audience

Process approach on the other hand, focuses more on the various classroom activities which are believed to promote the development of skilled language use (Nunan, 1991). In the traditional way of teaching writing, which focuses more on the product and very little attention is paid to help learners develop their ideas in the process of meaning and making. No wonder that writing activity becomes dull, dry, and boring (Leki, 1996).

The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly writing as a skill in its own right (Jeremy Harmer, 1998). In general, however we will try to the students writing in a number of common everyday styles. These will include writing postcards, letters of various kinds, filling in forms such as job application, writing applications, writing narrative compositions, reports, newspaper and magazine articles, etc.

C. Teaching Writing using Demonstration

Much of what we say in daily conversation in any language is prompted by what we see or have seen. According to Haycraft (1978:97) as quoted Siti Aimah (2008:156) interpose that in a language learning
situation a teacher should give much practice in reacting in English to objects or things. Objects or things which means a word or concept in a simple way. As has been described previously, time can be saved by using objects or things because the objects directly is a more speedy process than speaking or explaining.
CHAPTER III

RESEARCH METHODOLOGY

A. The setting of Research

1. General Situation of SMP Negeri 3 Salatiga

SMP Negeri 3 Salatiga is SMP Negeri 3 Salatiga is one of junior high school in Salatiga city. This school has strategies location at Jl. Stadion No.4 Salatiga, Central Java-Indonesia. It has good building and good facilities to support teaching learning process. In these sections try to describe about the situation of this school.

1) Identity of SMPN 3 Salatiga

Name of School : SMP Negeri 3 Salatiga

SK : 443 / C / Kep / I / 1993

Statistic Number : 201036201003

Address : Stadion Street No.04, Sidomukti, Salatiga 50721

Website : www.smpn3salatiga.sch.id

E-mail : smp_netisa_ssn@gmail.com

Phone : (0298)326260, 313 721

Fax : (0298)326 260

Build : August 1st, 1954
Day school: Monday-Saturday (07.00-12.50)

Headmaster: Bambang Subiyakto, M.Pd.

2) Vision and Mission of SMPN 3 Salatiga

a. Vision of SMPN 3 Salatiga

Race achievement, Pioneer in technology and Model in attitude to create “SEGAR” (Santun Energik Gembira Arif Reevaluasi) in SMPN 3 Salatiga

b. Missions of SMPN 3 Salatiga

1) Improve the learning motivation

2) Develop the graduation quality

3) Create smart, competent and creative generations who has nationality

4) Create familial spirit and best achievement

5) Create harmonies condition, good emotion and intellectual to reach the goal of national education

3) Organization Structure

The structure of organization is a composition or people’s position in a cluster job, so that there is an arranged in pack for regularly job patterns, which has a goal for retrieving target from its cluster. The
following chart is the structure of organization in SMP Negeri 3 Salatiga

Figure 3.1

THE ORGANIZATION STRUCTURE OF SMP NEGERI 3 SALATIGA

THE ACADEMIC YEAR 2013/2014

4) Situation of the Teacher and the Staff

The important role in teaching learning process is a teacher.

Teacher is someone who transfers knowledge for the students. They
help the students to understand the materials in the class and give knowledge to them to be better. In SMP Negeri 3 Salatiga, there are 18 teachers’ male and 32 teachers’ female.

Table 3.1
Teachers of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>NAME OF TEACHER</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BG</td>
<td>Drs. Bambang Subiyakto, M.Pd</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>TM</td>
<td>Hj. Tri Mulyani, S.Pd</td>
<td>History</td>
</tr>
<tr>
<td>3</td>
<td>TG</td>
<td>Teguh Sugiyarto, S.Pd</td>
<td>Physic</td>
</tr>
<tr>
<td>4</td>
<td>DJ</td>
<td>H. Daroji, S.Ag</td>
<td>Islam Religion</td>
</tr>
<tr>
<td>5</td>
<td>HY</td>
<td>Sri Haryanto, S.PdI</td>
<td>Islam Religion</td>
</tr>
<tr>
<td>6</td>
<td>JM</td>
<td>Jumadi, S.Th.</td>
<td>Christian Religion</td>
</tr>
<tr>
<td>7</td>
<td>YU</td>
<td>Yustina S.Pd</td>
<td>Chatolic Religion</td>
</tr>
<tr>
<td>8</td>
<td>NH</td>
<td>Hj. Nurul Hastuti, S.Pd</td>
<td>PKn</td>
</tr>
<tr>
<td>9</td>
<td>BD</td>
<td>Budiarto, S.Pd..M.Si</td>
<td>PKn</td>
</tr>
<tr>
<td>10</td>
<td>DY</td>
<td>Dwi Estuningdyas, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>11</td>
<td>ED</td>
<td>Endang Srinowo D, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>12</td>
<td>AM</td>
<td>Siti Aminah S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>13</td>
<td>DW</td>
<td>Dewi Wardah, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>14</td>
<td>RS</td>
<td>Retno Setyowati, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>15</td>
<td>DR</td>
<td>Dwi Retno BW, S.Pd</td>
<td>Mathematic</td>
</tr>
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<td>16</td>
<td>JS</td>
<td>Jusmaniar, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>17</td>
<td>AA</td>
<td>Anastasia Tri Astuti, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>18</td>
<td>YN</td>
<td>Hj. Sri Mulyani, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>19</td>
<td>AP</td>
<td>Anik Prihati, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>20</td>
<td>IK</td>
<td>Ika Resmanawati, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>21</td>
<td>PR</td>
<td>Patricia RK, S.Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>No</td>
<td>Code</td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>22</td>
<td>CA</td>
<td>Chatarina TSR, S.Si</td>
<td>Physic</td>
</tr>
<tr>
<td>23</td>
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<td>Ismanto, A.Md.Pd</td>
<td>Physic</td>
</tr>
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<td>24</td>
<td>EP</td>
<td>Dra.Endang Pratiwi TP</td>
<td>Biology</td>
</tr>
<tr>
<td>25</td>
<td>JH</td>
<td>Johan Ananto TL, S.Pd</td>
<td>Biology</td>
</tr>
<tr>
<td>26</td>
<td>RW</td>
<td>Retno Wigati, S.Pd</td>
<td>Biology</td>
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<tr>
<td>27</td>
<td>RN</td>
<td>Eleanore Harini, S.Pd</td>
<td>History/PKn/TIK</td>
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<tr>
<td>28</td>
<td>TA</td>
<td>Titik Amggraini, S.Pd</td>
<td>Geography</td>
</tr>
<tr>
<td>29</td>
<td>GI</td>
<td>Drs.Giyoono</td>
<td>Geography</td>
</tr>
<tr>
<td>30</td>
<td>DP</td>
<td>Danny Pranindyo, S.Pd</td>
<td>Economy/Geography</td>
</tr>
<tr>
<td>31</td>
<td>KR</td>
<td>Kristanto Adn N, S.Pd</td>
<td>Economy/TIK</td>
</tr>
<tr>
<td>32</td>
<td>CH</td>
<td>Chomsatun, S.Pd</td>
<td>English</td>
</tr>
<tr>
<td>33</td>
<td>HA</td>
<td>Hariyati, M.Pd</td>
<td>English</td>
</tr>
<tr>
<td>34</td>
<td>YT</td>
<td>Yulia Tri Wahyuni, S.Pd</td>
<td>English</td>
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<td>35</td>
<td>DS</td>
<td>Dik Sindu, S.Pd</td>
<td>English</td>
</tr>
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<td>36</td>
<td>AD</td>
<td>Aditya Ibnu Nugroho, S.Pd</td>
<td>English</td>
</tr>
<tr>
<td>37</td>
<td>WI</td>
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<td>Javanese Language</td>
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<tr>
<td>38</td>
<td>RT</td>
<td>Y Rini Tri P, S.Pd</td>
<td>Javanese Language</td>
</tr>
<tr>
<td>39</td>
<td>EN</td>
<td>Eny Setyowati, S.Pd</td>
<td>Javanese Language</td>
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<td>40</td>
<td>EL</td>
<td>Elly Maharani Shakti, S.Pd</td>
<td>Art and Culture</td>
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<tr>
<td>41</td>
<td>AN</td>
<td>Sri Andewi DA, S.Pd</td>
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<tr>
<td>42</td>
<td>MP</td>
<td>Monica Diah P, S.Sn</td>
<td>Art and Culture</td>
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<td>43</td>
<td>SM</td>
<td>Sri Mulyaningsih</td>
<td>Sport</td>
</tr>
<tr>
<td>44</td>
<td>SL</td>
<td>Slamet Riyadi, S.Pd</td>
<td>Sport</td>
</tr>
<tr>
<td>45</td>
<td>LS</td>
<td>Leny Septiyani, S.Pd</td>
<td>Sport</td>
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<td>BK</td>
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<td>Sri Mulyaningsih</td>
<td>BK</td>
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<td>DT</td>
<td>Dewi Prawasti, S.Pd</td>
<td>BK</td>
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<td>51</td>
<td>AK</td>
<td>Ary Sasongkono, S.Pd</td>
<td>BK</td>
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</table>
Table 3.2

STAFF OF SMPN 3 SALATIGA

IN THE ACADEMIC YEAR 2013/2014

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>POSITION</th>
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<tbody>
<tr>
<td>1</td>
<td>Indriyati Triningsih, S.Pd</td>
<td>Administration</td>
</tr>
<tr>
<td>2</td>
<td>Retno Setyowati, S.Pd</td>
<td>Library</td>
</tr>
<tr>
<td>3</td>
<td>Sugiarti</td>
<td>Laboratory</td>
</tr>
<tr>
<td>4</td>
<td>Sularno</td>
<td>Canteen</td>
</tr>
<tr>
<td>5</td>
<td>Daryono</td>
<td>Security</td>
</tr>
<tr>
<td>6</td>
<td>Slamet</td>
<td>Gardener</td>
</tr>
</tbody>
</table>

5) Situation of the students

The total numbers of students of SMP Negeri 3 Salatiga are 688 students. They come from various areas with different background, age, religion, economics status and characteristic.
Table 3.3
Students of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASSIFICATION</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>TOTAL</th>
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<td>1</td>
<td>Gender</td>
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<tr>
<td></td>
<td>Male</td>
<td>91</td>
<td>102</td>
<td>132</td>
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<td></td>
<td>Female</td>
<td>100</td>
<td>147</td>
<td>116</td>
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<td>2</td>
<td>Religion</td>
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<td></td>
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<tr>
<td></td>
<td>Islam</td>
<td>153</td>
<td>214</td>
<td>198</td>
<td>565</td>
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<tr>
<td></td>
<td>Christian</td>
<td>33</td>
<td>30</td>
<td>44</td>
<td>141</td>
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<tr>
<td></td>
<td>Chatolic</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>16</td>
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<tr>
<td></td>
<td>Hindu</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Buddha</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Confucius</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>191</td>
<td>249</td>
<td>248</td>
<td>688</td>
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Table 3.4
Family Background of Students of SMP Negeri 3 Salatiga in the
Academic Year of 2013/2014

<table>
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<th>NO</th>
<th>OCCUPATION</th>
<th>PRESENTASE (%)</th>
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<tr>
<td>1</td>
<td>PNS</td>
<td>18.3</td>
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<tr>
<td>2</td>
<td>TNI/POLRI</td>
<td>8.3</td>
</tr>
<tr>
<td>3</td>
<td>Farmer</td>
<td>5.8</td>
</tr>
<tr>
<td>4</td>
<td>Swasta</td>
<td>49.2</td>
</tr>
<tr>
<td>5</td>
<td>Wiraswasta</td>
<td>15.5</td>
</tr>
<tr>
<td>6</td>
<td>Politicians (DPR)</td>
<td>0.2</td>
</tr>
<tr>
<td>7</td>
<td>Village Official</td>
<td>0.4</td>
</tr>
<tr>
<td>8</td>
<td>Fisherman</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>100</td>
</tr>
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</table>

6) Subject of the study

The writer conducted this experimental in SMP Negeri 3 Salatiga
and especially concern in the second grade students of C and D class.
Each class consists of 22 students.
<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GENDER</th>
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<tr>
<td></td>
<td></td>
<td>Male</td>
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<tr>
<td>1</td>
<td>AGATHA SANTI KURNIASARI</td>
<td>¥</td>
</tr>
<tr>
<td>2</td>
<td>AGNES MELINA WINDYTASARI</td>
<td>¥</td>
</tr>
<tr>
<td>3</td>
<td>ALGINA AYUNINGSARI KUSUMAWATI</td>
<td>¥</td>
</tr>
<tr>
<td>4</td>
<td>ANGELA AJENG PRANGESTI</td>
<td>¥</td>
</tr>
<tr>
<td>5</td>
<td>ANGGA SAPUTRA</td>
<td>¥</td>
</tr>
<tr>
<td>6</td>
<td>ARIEL SURYA PRAMADITHA</td>
<td>¥</td>
</tr>
<tr>
<td>7</td>
<td>CRESSENTIA FLOSSA TAMARINDA PUTRI</td>
<td>¥</td>
</tr>
<tr>
<td>8</td>
<td>DHANANG SETYO WICAKSONO</td>
<td>¥</td>
</tr>
<tr>
<td>9</td>
<td>GLORIA YESINTA</td>
<td>¥</td>
</tr>
<tr>
<td>10</td>
<td>ILHAM RAMADHAN</td>
<td>¥</td>
</tr>
<tr>
<td>11</td>
<td>JATI WASKITO PRAKOSO GESANG</td>
<td>¥</td>
</tr>
<tr>
<td>12</td>
<td>JENNY ERINE VALENTINA</td>
<td>¥</td>
</tr>
<tr>
<td>13</td>
<td>JIHAN SHOBIHAN ULA</td>
<td>¥</td>
</tr>
<tr>
<td>14</td>
<td>KAREN PRESTLY JELMANINGSIH</td>
<td>¥</td>
</tr>
<tr>
<td>15</td>
<td>KRISNA ADI PUTRA</td>
<td>¥</td>
</tr>
<tr>
<td>16</td>
<td>KURNIAWAN ADI PRASETYO</td>
<td>¥</td>
</tr>
<tr>
<td>17</td>
<td>MEI LARASATI</td>
<td>¥</td>
</tr>
<tr>
<td>18</td>
<td>ROBERTO ARMANDA PUTRA</td>
<td>¥</td>
</tr>
<tr>
<td>19</td>
<td>RONA FREDIANSA ADITAMA</td>
<td>¥</td>
</tr>
<tr>
<td>20</td>
<td>SEPTIANA RIFI VALEN</td>
<td>¥</td>
</tr>
<tr>
<td>21</td>
<td>VANI AULIANA</td>
<td>¥</td>
</tr>
<tr>
<td>22</td>
<td>YUARNES ELKANA FEBRILIO</td>
<td>¥</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
### Table 3.6
VIII D Students of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ABDUL FUAD WAHID KHOSIM</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>ALDO RABIL MUSLIM</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>ASNA AFIFATUN NISA</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>AWALINDA DEA KUSUMANDARU</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>BANGUN NUR SIDQI</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>DANI SUSANTO</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>GAGAH ARIPRABOWO</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>HANIFAH INdarwati</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>KURNIATI ARUMSARI</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>LILIK LATIFAH</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>LISTIANA VALA WARDANI</td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>LUDFIANA ANGGITA</td>
<td>√</td>
</tr>
<tr>
<td>13</td>
<td>MARINO FIRAJ KAUSAR</td>
<td>√</td>
</tr>
<tr>
<td>14</td>
<td>MAUDY FEBIANA</td>
<td>√</td>
</tr>
<tr>
<td>15</td>
<td>MUHAMMAD KHARIL FADZAKI</td>
<td>√</td>
</tr>
<tr>
<td>16</td>
<td>NURNINA ULFA DAMAYANTI</td>
<td>√</td>
</tr>
<tr>
<td>17</td>
<td>RAHAYU ANIS KHIKMAWATI</td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td>REYNALDI SYAH</td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>RISKI ABDUL FATAH</td>
<td>√</td>
</tr>
<tr>
<td>20</td>
<td>RIZAL FATAHILLAH</td>
<td>√</td>
</tr>
<tr>
<td>21</td>
<td>WIDIA SUKMA SARI</td>
<td>√</td>
</tr>
<tr>
<td>22</td>
<td>WILDAN EKO VERGIAWAN</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male: 11 Female: 11</td>
</tr>
</tbody>
</table>
B. Research Methodology

Research can be defined as the process of problem solving. To solve the problem, the researcher needs a method. The method of research that used in this study is experimental research, According to Arikunto (1990:272), “Experiment research is a research method used for finding the effects of treatment towards another in a controlled condition”.

Experimental research including in quantitative research variants. Allaga and Gunderson (2002:1) as quoted Durotul Yatimah (2014:3) describes that quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

1. Essential characteristics of experimental research

There are some essential characteristics of experiment research according to Jack R. Fraenkeland and Norman E. Wallen (2008:262) as quoted Durotul Yatimah (2014:35):

   a. Comparison of group

   An experimental usually involves two groups of subjects, an experimental group and a control or a comparison group, although it is possible to conduct an experiment with only one group (by providing all treatments to the same subjects) or with three or more groups. The experimental group receives a treatment of some sort (such as a new textbook or a different method of
teaching), while the control group receives no treatment (or the comparison group receives a different treatment).

The control or the comparison group is crucially important in all experimental research, for it enables the researcher to determine whether one treatment is more effective than another.

b. Manipulation of the independent variable

The researcher deliberately and directly determines what form the independent variable will take and then which group will get which form. For example, if the independent variable in a study is the amount of enthusiasm an instructor displays, a researcher might train two teachers to display different amounts of enthusiasm as they teach their classes.

Although many independent variables in education can be manipulated, many others cannot. Examples of independent variables that can be manipulated include teaching method, type of counseling, learning activities, assignment given, and materials used. Examples of independent variables that cannot be manipulated include gender, ethnicity, age, and religious preference.

c. Randomization

An important aspect of many experiments in random assignment of subjects to groups. Although there are certain kinds of experiments in which random assignment is not possible, researcher try to use randomization whenever feasible. It is a
crucial ingredient in the best kinds of experiments. Random assignment is similar but not identical. Random assignment means that every individual who is participating in an experimental or control condition being compared.

Random selection, on the other hand, means that every member of a populations has an equal chance of being selected to be a member of the sample. Under random assignment, each member of the sample is given a number and a table of random numbers is then used to select the members of the experimental and control groups.


Three aspects should be noted about random assignment of subjects to groups.

- It takes place before the experiment begins
- It is a process of assigning or distributing individuals to groups, not a result of such distribution
- The use of random assignment allows the researcher to form groups at the beginning of the study. They differ only by chance in any variables of interest.
C. Object of the research

1. Setting of the Research

This research was done in SMP Negeri 3 Salatiga. It is located in Stadion Street Number 4 Salatiga 50721, Central Java province. The object of this research is the second grade students in academic year of 2013/2014. There were 10 classes in the second grade of SMP Negeri 3 Salatiga.

2. Subject of the study

a. Population

According to Arikunto (2010: 173) as quoted Durotul Yatimah (2014:38), the population is all members of the research subject. So, the population is all individuals that involve in that research. A population is a summation of all the organisms of the same group or species, who live in the same geographical area, and have the capability of (en.wikipedia.org). The researcher takes population in the second grade of SMP Negeri 3 Salatiga in the academic year of 2013/2014. The population of the students in the second grade of SMP Negeri 3 Salatiga consists of 225 students.

b. Sample and Sampling Technique

According to Arikunto (2010: 174) as quoted Durotul Yatimah (2014:38), Sample is a part of population representative which is researched. The researcher takes two classes of the sample on the second grade students of SMP Negeri 3 Salatiga. There are
22 students in VIII C class as a control class and VIII D class that consists of 22 students as an experiment class. The English teacher in this school, Mrs. Hariyati suggested to the researcher conduct the research in VIII C class and VIII D class. She also explained to the researcher that the students in that class especially VIII D class still less in writing, but they have spirit to study in the class. So, the VIII C and VIII D class becomes the samples of this research.

D. Technique of Data Collection

Data collection is done by observing a situation, setting or interaction using the constructed instrument (Muijs:2004:56) as quoted Durotul Yatimah (2014:38). In this research the data is taken from:

1. Test

Test are generally prepared, administered and scored by one teacher (Harris, 1996:1) as quoted Durotul Yatimah (2014:39).

To know more the details of the test accompshied, the researcher put in plain words below:

1) Pre-test

The test can be called at the pre-test before the treatment of this research. The pre-test is aimed is to know the students mastery in writing materials before the treatments carried out. In the testing process, the students have to do the fill in the blank question. This result of the test became the evaluation before the use of demonstration as the methd in writing is applied in the class.
2) Post-test

Post test is done after the students get different treatments (VIII D class is taught by using demonstration and VIII C is taught without demonstration method). From the score of this test, the researcher is intended to find out the effectiveness of using demonstration to increase students writing skill. The result of the scoring then is compared with pre-test. In this case, the researcher knows how far is the effectiveness of using demonstration to increase students writing skill.

2. Documentation

The researcher would record visual data and take photos about learning process or result of learning in the class. So, the researcher knows about the learning activity of students in the class.

E. Technique of data analysis

The purpose of data analysis is to know the use of video demonstration to improve students writing skill at the second grade students of SMP Negeri 3 Salatiga in the academic year of 2013/2014. To analyze the data from the test, researcher conducts some steps:

a) To find out the rate of average of pre-test \(x\) and the rate of post-test \(y\) the researcher use formula:

\[
MX = \frac{\sum x}{N}
\]
MX = \frac{\sum y}{N}

Explanation:

M = Mean of the student’s score

x = total score of pre-test

y = Total score of post-test

N = the total number of students

b) To find out the deviation standard the researcher uses a formula:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

SD = Standard deviation

D = difference between pretest and post test

N = the number of observation

c) To find out the significance between x and y by calculate t hitung (uji-t), the researcher uses this formula, in order to analyze the use of medium used in the learning process, the process formula is:

\[
t_0: \frac{\left(\frac{\sum D}{N}\right)}{SD} \sqrt{\frac{N}{N-1}}
\]
Explanation:

$t_0$ : T test

SD: Standard Deviation

D : Difference between pretest and post-test

N : the number of observation
A. Data Analysis

In this chapter the researcher has done the process of pre-test, experiment treatment and post-test. After finishing that process, the writer calculated the significant difference between two means, test of significance, and difference of average score (mean) between experiment and control class. This process was as below:

Pre-test → Treatment → Post-test

Pre-test was given to both of control and experiment classes, in order to measure how the condition of two classes before treatment. Both of classes got same pre-test. After doing the pre-test, the researcher conducts the experiment treatment. The researcher taught the experiment class by using video demonstration (Video recount) and taught control class without demonstration method. At the end of learning process, the researcher gave post test to the two classes. They have to finish of fill in the blank about recount. It was conducted
in order to analyze how far is students get understand about recount text. The research was carried out during a month from April 26\textsuperscript{th} to 19\textsuperscript{th} May 2014.

Table 4.1

The learning process can be Seen as the table follow:

<table>
<thead>
<tr>
<th>EXPERIMENT GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Meeting</td>
<td>1. First Meeting</td>
</tr>
<tr>
<td>\bullet The researcher gave pre-test for students</td>
<td>\bullet The researcher gave pre-test for students</td>
</tr>
<tr>
<td>2. Second Meeting (with treatment)</td>
<td>2. Second Meeting (without treatment)</td>
</tr>
<tr>
<td>\bullet The researcher asked the students about recount text that they had known.</td>
<td>\bullet The researcher asked the students about recount text that they had known.</td>
</tr>
<tr>
<td>\bullet The researcher explained about the social purpose, generic structure and language features of recount text.</td>
<td>\bullet The researcher explained about the social purpose, generic structure and language features of recount text.</td>
</tr>
<tr>
<td>\bullet The researcher demonstrate a video about recount text.</td>
<td>\bullet The researcher gave recount text</td>
</tr>
</tbody>
</table>
The researcher and students discussed about the video. Students discussed about the text.

3. Third Meeting.
- Teacher made review about the previous lesson.
- The researcher gave post-test for students.
- The researcher analyzed the result of study.

3. Third Meeting.
- Teacher made review about the previous lesson.
- The researcher gave post-test for students.
- The researcher analyzed the result of study.

B. Arithmatical Calculation

Table 4.2
The Score of Experiment Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Fuad Wahid Khosim</td>
<td>56</td>
<td>96</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>2</td>
<td>Aldo Rabil Muslim</td>
<td>68</td>
<td>60</td>
<td>-8</td>
<td>-64</td>
</tr>
<tr>
<td>3</td>
<td>Asna Afifatun Nisa</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Awalinda Dea Kusumandar</td>
<td>68</td>
<td>84</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>5</td>
<td>Bangun Nur Sidqi</td>
<td>52</td>
<td>68</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>6</td>
<td>Dani Susanto</td>
<td>60</td>
<td>86</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>7</td>
<td>Gagah Ariprabowo</td>
<td>56</td>
<td>84</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>8</td>
<td>Hanifah Indarwati</td>
<td>56</td>
<td>90</td>
<td>46</td>
<td>2116</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Pre-Test Score</td>
<td>Post-Test Score</td>
<td>D</td>
<td>D^2</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>Agatha Santi Kurniasari</td>
<td>52</td>
<td>64</td>
<td>12</td>
<td>144</td>
</tr>
</tbody>
</table>

**Table 4.3**

The Score of Control Group
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Agnes Melina W</td>
<td>68</td>
<td>72</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>3</td>
<td>Algina Ayuningsari K</td>
<td>72</td>
<td>84</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>4</td>
<td>Angela Ajeng Pangesti</td>
<td>52</td>
<td>84</td>
<td>32</td>
<td>1024</td>
</tr>
<tr>
<td>5</td>
<td>Angga Saputra</td>
<td>68</td>
<td>56</td>
<td>-12</td>
<td>-144</td>
</tr>
<tr>
<td>6</td>
<td>Ariel Surya Pramaditha</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Cressentia Flossa T.P</td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8</td>
<td>Dhanang Setyo W</td>
<td>52</td>
<td>56</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Gloria Yesinta</td>
<td>52</td>
<td>60</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>Ilham Ramadhan</td>
<td>68</td>
<td>84</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>11</td>
<td>Jati Waskito Prakoso G</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Jenny Erine Valentina</td>
<td>72</td>
<td>68</td>
<td>-4</td>
<td>-16</td>
</tr>
<tr>
<td>13</td>
<td>Jihan Shohibah Ula</td>
<td>80</td>
<td>52</td>
<td>-28</td>
<td>-784</td>
</tr>
<tr>
<td>14</td>
<td>Karen Prestly J</td>
<td>56</td>
<td>60</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>Krisna Adi Putra</td>
<td>60</td>
<td>56</td>
<td>-4</td>
<td>-16</td>
</tr>
<tr>
<td>16</td>
<td>Kurniawan Adi P</td>
<td>80</td>
<td>68</td>
<td>-12</td>
<td>-144</td>
</tr>
<tr>
<td>17</td>
<td>Mei Larasati</td>
<td>56</td>
<td>72</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>18</td>
<td>Roberto Armanda Putra</td>
<td>56</td>
<td>52</td>
<td>-4</td>
<td>-16</td>
</tr>
<tr>
<td>19</td>
<td>Rona Fredisansa A</td>
<td>64</td>
<td>58</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>Septiana Rifi Valen</td>
<td>76</td>
<td>60</td>
<td>-16</td>
<td>-256</td>
</tr>
<tr>
<td>21</td>
<td>Vani Auliana</td>
<td>56</td>
<td>52</td>
<td>-2</td>
<td>-4</td>
</tr>
<tr>
<td>22</td>
<td>Yuarnes Elkana Febrilio</td>
<td>64</td>
<td>60</td>
<td>-4</td>
<td>-16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1412</td>
<td>14,56</td>
<td>37</td>
<td>852</td>
</tr>
</tbody>
</table>
1. Mean

   a) Pre test of experiment class

\[
X = \frac{\sum x}{N}
\]

\[
X = \frac{1396}{22}
\]

\[
X = 63,45
\]

b) Pre test of control class

\[
Y = \frac{\sum y}{N}
\]

\[
Y = \frac{1412}{22}
\]

\[
Y = 64,18
\]

c) Post test of experiment class

\[
X = \frac{\sum x}{N}
\]

\[
X = \frac{1700}{22}
\]

\[
X = 77,27
\]

d) Post test of control class

\[
Y = \frac{\sum y}{N}
\]

\[
Y = \frac{1456}{22}
\]
Y = 66,18

2. Deviation Standard

a) Experiment class

According to the data from the table, the writer calculated Standard Deviation of pre-test and post-test of experiment class.

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{8196}{22} - \left(\frac{314}{22}\right)^2}
\]

\[
= \sqrt{372,54 - 14,27^2}
\]

\[
= \sqrt{372,54 - 203,63}
\]

\[
= 12,99
\]

b) Control class

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{852}{22} - \left(\frac{54}{22}\right)^2}
\]

\[
= \sqrt{38,72 - 4,45^2}
\]

\[
= \sqrt{38,72 - 6,00}
\]
\[ = \sqrt{32.72} \]
\[ = 5.72 \]

3. **T-test Calculation**

After the writer calculated Deviation Standard, t-test calculations are:

a) Experiment class

\[
\left( \frac{\sum D}{N} \right)_{\text{SD}} \frac{t_0}{\sqrt{N-1}}
\]

\[
\left( \frac{314}{22} \right)_{12.99}^{14.27} = \frac{12.99}{\sqrt{21}} 14.27
\]

\[
= \frac{12.99}{4.58} 14.27 = \frac{2.83}{5.04}
\]
b) Control class

\[ t_0 : \frac{\sum D}{N} \]
\[
\frac{SD}{\sqrt{N-1}} = \frac{54}{22} = 2.45
\]
\[
\frac{5.72}{\sqrt{22-1}} = 1.24
\]
\[
: 1.97
\]

C. Discussion

In this section, the writer analyzed the data which had been collected and then described the result of the research.

In the first meeting of the two classes, the researcher gave a pre test for students. They were difficult to do the task without opening the dictionary.

In the second meeting (learning process), the control class was taught without using demonstration method, almost of students did not pay their attention to the researcher’s explanation. They feel bored because the researcher used traditional method to explain the story. On the other hand, the experiment class were more enthusiastic and more interesting in the learning process.

In the last meeting, after the treatment was given, the students of experiment class were easier to write than control class in doing the post test. It happened because demonstration method could be seen as the
guidance in arranging the events of the story. So, it made them get higher score in post test than control class.

The result of the research can be seen as the table follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Result</th>
<th>Experiment Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>63,45</td>
<td>64,18</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>77,27</td>
<td>66,18</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td>12,99</td>
<td>5,72</td>
</tr>
<tr>
<td>3</td>
<td>T-test</td>
<td>5,04</td>
<td>1,97</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there is no significant difference in pre-test score of the two classes. After the researcher gave the treatment to experiment class, it can be seen that there is significant improvement from pre test to post test mean of experiment class (63,45 to 77,27). The students’ enthusiastic is built after demonstrate the video. They are easier to express their idea in writing.

On the other hand, there is no significant improvement from pre test to post test mean of control class (64,18 to 66,18). It could happen because the students were given traditional method by the researcher.

From the T-test result, it can be seen that the experiment class get higher score (5,04) than the control class (1,97). It means that there is significant difference between the two classes. Thus, based on the above
explanation, the writer concludes that using video demonstration is effective in writing. Video Demonstration can help students to write easier.

According to the explanation about the analysis of the result on the table above based on the research at the second year students of SMP Negeri 3 Salatiga, it can be inferred that students writing skill using video demonstration is better than that of without demonstration. Furthermore, the students who learned writing through video demonstration medium and those who are not have such a significant difference that the students writing scores taught by using video demonstration are higher than those who are not given treatment.

From the research finding, it can be concluded that using video demonstration can motivate students to engage in language learning. Briefly, the writing achievement in the experiment class has proven that video demonstration can be good medium in improving students’ writing skill. In addition, the positive finding of this research is in line with the previous research done by Luqman Abid Hikmawan with the title : THE EFFECTIVENESS OF DEMONSTRATION TO IMPROVE STUDENTS ACHIEVEMENT (A Case Study of the Fifth Year Students of MI Sruwen IV, Tengaran, Semarang in the Academic Year of 2009/2010). In Luqman Abid’s research, it is found that there is positive effect of demonstration method in teaching English towards their writing skill.
CHAPTER V

CLOSURE

After finishing the research, the researcher arranges some conclusions and suggestions based on the result of this research.

A. Conclusion

Based on the finding of the research, the researcher can draw the conclusion as follows:

1. From the observation and implementation in the classroom, the researcher could find the result of study showed that video demonstration can improve the students’ writing skill. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test VIII C and D class are 64,18 and 63,45, and the score of post-test are 66,18 and 77,27. Based on the statistical analysis, it could be seen from the result of mean score of Post-test of VIII C (control class) is 66,18 higher than pre-test 64,18 ,and the result of mean score of pos-test VIII D (experimental class) is 77,27 higher than pre-test 63,45. If t-table is equal or greater than t-test calculation, so the null hypothesis (H0) is rejected. It means, there is significance difference mean on pre-test and post-test. This indicate that “Video Demonstration” can improve the
students of SMP Negeri 3 Salatiga in the Academic Year of 2013/2014.

2. The learning condition in VIII D has lack of motivation to write English. They more to formal learning than was given the task to write because many of them who are less interested in teaching writing and lack of vocabulary. So, Video Demonstration can influence the improvement of the students writing skill of the second grade of SMP Negeri 3 Salatiga in the academic year of 2013/2014. From the pre-test until post-test there are many improvement of students especially students’ writing skill, they brave to express their idea by writing English, though they have error in grammar.

B. Suggestion

Based on the result of the study and conclusion that regarding to teach writing by using video demonstration is effective, lively, and enjoyable, the writer would like to suggest as follows:

1. For the teacher

   The teacher should be selective to choose the method in teaching learning process. They have to put in self as facilitator, controller, and guide all students who need help when they face the problem of learning in writing. They always have to appreciate the students’ opinions, regardless of right or wrong and not allowed to kill, reduce, or suppress the opinion of students. Teacher also should encourage students to submit students’ opinion freely. The result of
this research can support the English teachers to apply this method in teaching writing although still less teacher using video demonstration. Teachers should prepare materials and they can make good scenario to create fun situation and make it is more interesting.

2. For the students

The students should take part actively in learning process, and do not shy. They should be accustomed to be active and participative in learning process to improve their ability. They also must pay attention, quite, and seriously when the teaching learning is going on. Teaching writing through video demonstration could make the students are more enjoy, relax and fun in following teaching learning process. Especially for VIII C (control class), They should be more pay attention in learning process and keep spirit in studying English exactly in writing.

3. For the researcher

The researcher would understand more about demonstration method. Then, she must expand her knowledge in teaching writing through the other method, and the researcher must be more creative, studying in teaching writing.

4. For the other researcher

The result of this research can be used as input by the other researchers who want to make research about teaching writing as reference.
5. For educational field

As an English teacher in future, I will make my class become more active and interesting with fun method. So that the material can be accepted easily by the students.
Bibliography


Hikmawan, L. A. (2010). *The Effectiveness Using Demonstration To Improve Students Achievement (A Case Study of The Fifth Year Students of*


Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMP NEGERI 3 SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / I


Kompetensi Dasar : 6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Jenis Teks : Recount Text
Tema : Holiday
Aspek / Skill : Menulis
Alokasi Waktu : 2 x 40 menit (1 kali pertemuan)

A. Indikator
1. Mengidentifikasi berbagai informasi dalam teks recount
2. Mengidentifikasi ciri kebahasaan teks yang dibaca

B. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat :

a. Siswa mampu mengidentifikasi berbagai informasi dalam teks recount.
b. Siswa mampu menulis teks esei dalam bentuk recount.

C. Aplikasi Pengembangan Karakter

Setelah mempelajari tentang mengidentifikasi berbagai informasi dalam teks fungsi pendek, siswa diharapkan menerapkan sikap gemar membaca, mandiri, mempunyai rasa ingin tahu yang tinggi, disiplin, jujur, kreatif, tekun, bekerja sama dan bekerja keras.

D. Materi Pembelajaran

Subtitle on the video

The English of everything (Benyamin)

This story begins at 06:30 in the morning. Yesterday, I woke up at 06:30 in the morning and I got out of bed. I was slow to get out of bed because I don’t like mornings.

After I got out of bed I took my cat for a walk in the park. It was raining so we only had a short walk but she still managed to get completely wet.

After this I had a shower and breakfast. I brush my teeth and got ready for work. I travelled to work in my ferrari and drove through the morning traffic. Here in Prague it is not too busy so it only took about 20 minutes. I arrived at my job and began to work. I work as a space astronaut and so my first job for yesterday was to fly my spaceship in the moon. I flew my spaceship to the moon and spent the whole day playing golf and collecting moon rock.

After I had finished this I flew back to earth and drove my ferrari back home. I had some dinner and then took my cat for a long walk out into the park again. After I got back I watched film, had a glass of wine and went to bed. This is the end of my yesterday
E. Metode Pembelajaran dan media

Three-phase-technique

F. Langkah-Langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pengalokasian Waktu</td>
<td>10’</td>
</tr>
</tbody>
</table>

Kegiatan Pendahuluan

b. Guru mengecek kehadiran siswa.
c. Guru memberikan apersepsi / motivasi kepada siswa dengan menanyakan hal-hal yang berkaitan dengan topik pembelajaran seperti menanyakan pengalaman siswa dalam menerima surat
d. Guru menyampaikan tujuan pembelajaran
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Eksplorasi</th>
<th>Elaborasi</th>
<th>Konfirmasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Melibatkan peserta didik dalam mencari informasi yang luas tentang topik / tema pengajaran yang akan dipelajari.</td>
<td>a. Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>b. Membuat penjelasan singkat tentang daily activities.</td>
<td>b. Memberikan kesempatan untuk berfikir, menganalisis, menyelesaikan masalah dan bertindak tanpa rasa takut.</td>
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</tr>
<tr>
<td></td>
<td>c. Menggunakan beragam pendekatan pembelajaran, media pembelajaran dan sumber belajar.</td>
<td>c. Menfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif.</td>
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</tr>
<tr>
<td></td>
<td>d. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.</td>
<td>d. Menfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.</td>
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<td></td>
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**Total Time:**
- Eksplorasi: 20’
- Elaborasi: 30’
- Konfirmasi: 15’
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<th>5’</th>
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<tbody>
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<td>a. Guru memberikan lembar evaluasi kepada siswa</td>
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<td></td>
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<tr>
<td>b. Menanyakan kesulitan siswa atas materi yang telah dibahas</td>
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<tr>
<td>c. Guru membuat kesimpulan tentang hasil proses belajar mengajar.</td>
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<td></td>
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<tr>
<td>d. Berdo’a bersama diakhir pelajaran.</td>
<td></td>
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<tr>
<td>e. Guru mengucapkan salam dan memberikan pesan-pesan atau ungkapan sebagai penyemangat siswa.</td>
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</table>

G. Sumber Belajar

a. LKS Simpati Bahasa Inggris Kelas VIII
b. Power Point

H. Penilaian

a. Teknik Penilaian

- Jumlah Betul x 4
- 25 x 4
- 100
Salatiga, 28 April 2014

Mengetahui

Guru Mata Pelajaran Bahasa Inggris

Hariyati, S.Pd, M.Pd
NIP : 1970074 19998022006

Kepala Sekolah

Drs, Bambang Subiyakto, M.Pd
NIP : 196110231988031005

Mahasiswa

Ayu Sanata Amelia
NIM. 11310111
POST-TEST

Name : 
Class :

1. Please choose the best answer below to make a good paragraphs!

<table>
<thead>
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<tr>
<td>Gave</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>Was</td>
</tr>
</tbody>
</table>

Kupang, July 7\textsuperscript{th} 2013

Dear Sinta,

Hello, Sinta, how are you? It’s been a month since last heard from you. I just want to tell you that I was (1) ........ last week. According to the doctor, I was (2) ........... by dengue fever.

At first, I (3) ........ my body become weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At hospital, I (4) ........ brought into the emergency unit. The doctor immediately gave some treatment. Finally, I (5) ...... to stay there for a week. Every day the doctor (6) ........... me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor (7) ........... me permission to go home. Now, I’m okay and because of my illness, I am now more careful about keeping my house clean especially my room, I don’t want to get the same illness again.

OK, I think that’s all from me, write to me soon, OK?

Your friend,

Kanaya

2. Change the underline words below into past tense (verb2)
Visited EOS Studio

This morning my friends and I went to EOS studio. It’s not very far from our school, so we just rode our bicycles. First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food is delicious. Before we went home, we took some photographs with Shanti and Riko. It was tiring but we were happy.

3. Arrange the paragraph below into good recount text
   a. Camping at Mount Ciremai
   b. On Monday, we packed our bags and got ready to go home, respectively.
   c. Last weekend, my friends and I went camping in the mountain Ciremai.
   d. We reached the camping ground as we walked for about a half hour from the parking lot.
   e. At night, we held a bonfire night. We sing, dance, read poetry, comedy, having fun, playing magic tricks, and even some of us do stand up comedy and highly entertaining us all to laugh.
   f. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire.
   g. The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together.

4. Arrange the paragraph below into good recount text
   a. Finally, she could move her motorcycle and rode it to go to campus.
   b. Last morning, Dinar, my roommate woke up late and she had to go campus.
c. When she wanted to take her motorcycle, in fact she couldn’t move it because there were some motorcycles.

d. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.

e. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn’t do it.
CURRICULUM VITAE

Full name : Ayu Sunata Amelia
Nick Name : Ayu
Date of Birth : September 29, 1993
Address : Jl. Masjid Besar Tengaran Rt 08 Rw 02 Krajan Selatan, Kec. Tengaran, Kab. Semarang
Mobile Phone : 085740917432
Faculty : English Department

Education History:
1. TK Dharma Wanita graduated in 1998
2. SDN 01 Tengaran graduated in 2004
3. SMPN 1 Tengaran graduated in 2007
4. SMAN 1 Tengaran graduated in 2010
5. STAIN Salatiga graduated in 2014

Organization Experience:
1. Secretary of MENWA STAIN Salatiga 2011-2012

Salatiga, September 10th, 2014

Ayu Sunata Amelia
NIM. 113 10111
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<td>Seminar Nasional Pendidikan “Realisasi Pendidikan Karakter Bangsa dalam Kurikulum Pendidikan Nasional” diselenggarakan oleh HMJ Tarbiyah STAIN Salatiga</td>
<td>20 Juni 2011</td>
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<td>Sosialisasi dan Silaturahim Nasional “Sosialisasi UU no.1 th 2013. Peran Serta Fungsi OJK…” Pemerintah</td>
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<td>18-20 November 2013</td>
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Jumlah 117

Salatiga, 02 September 2014

Mengetahui,

Wakil Ketua III

Bidang Kemahasiswaan dan Kerjasama

[Signature]

M. Khurshid, M.Ag., M.A.

NIP. 19741212 19903 1 003