



# Improving Descriptive Text Writing Achievement through the Demonstration Method among Seventh Grade Students

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## A B S T R A C T

This study is a Classroom Action Research (CAR) aimed at improving students' learning outcomes in writing descriptive texts through the use of the demonstration method. The research subjects were 21 seventh-grade students of MTs Alwashliyah Pantai Labu. The study was conducted in two cycles, each consisting of one meeting. Data collection techniques included learning outcome tests administered at the end of each cycle and a questionnaire distributed during the second cycle. The research design followed the Kurt Lewin model, which involves planning, action, observation, and reflection. Data analysis was carried out using descriptive statistics by calculating the class average and the percentage of mastery learning, with a minimum completeness criterion of 80%. The findings indicate that the implementation of the demonstration method significantly enhanced both the learning process and the students' achievement in writing descriptive texts. Therefore, the demonstration method is considered effective for teaching descriptive text writing to seventh-grade students at MTs Alwashliyah Pantai Labu.

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## 1. Introduction

Student success in learning can be measured through their academic achievements, which are largely influenced by the quality of the teaching and learning process. In the context of learning the Indonesian language, active student participation plays a crucial role in achieving optimal learning outcomes. Equal student engagement is essential; when only a few students are actively involved while others remain passive and unmotivated, the effectiveness of the learning process becomes compromised.

One of the common challenges faced by seventh-grade students is their low performance in understanding and writing descriptive texts. This issue is often rooted in a lack of comprehension of the structure, characteristics, and elements of descriptive texts, as well as a lack of active involvement during classroom activities. Students tend to be passive, showing reluctance to ask questions when facing difficulties, and offering little response when teachers pose questions. This indicates that the instructional methods employed may not sufficiently meet the students' learning needs and preferences.

Writing is a complex language skill that involves a systematic thinking process. Each learner goes through different stages in writing, depending on the teaching method applied (Aeni & Lestari, 2018). According to Firmansyah & Firmansyah (2018), writing is not merely about expressing ideas in

written form, but also a reflection of students' productive thinking. Students will struggle to write effectively if they lack understanding of the type of text they are expected to produce, including its definition, features, elements, structure, and development stages (Triyani, Romdon, & Ismayani, 2019).

The primary goal of learning is to support students in developing their potential in accordance with their interests and capabilities. Therefore, it is essential for teachers to select instructional models that can foster student motivation and engagement. One such model is the demonstration method, which enables students to directly observe the application of the material and encourages them to ask and answer questions. This method is considered effective in promoting two-way interaction between teachers and students, thereby enhancing students' understanding of the material, particularly in writing descriptive texts.

## 2. Research Methods

This study was conducted at MTs Alwashliyah Pantai Labu in 2022. The population of this study consisted of all seventh-grade students at MTs Alwashliyah Pantai Labu, and the sampling technique employed was cluster random sampling. This technique was chosen as it allows for the random selection of samples from pre-existing groups within the population.

### 2.1. Data Collection Techniques

Data collection in this study was carried out using two primary methods: tests and questionnaires. The data gathered were used to evaluate students' learning outcomes as well as to assess their learning motivation during the instructional process.

#### 1. Learning Instruments

##### a. Curriculum Syllabus

The syllabus serves as a general guide, outlining the learning objectives, the content to be taught, as well as the activities and teaching strategies that will be applied throughout the study.

##### b. Lesson Plan (RPP)

The lesson plan (RPP) details the steps of instruction for each meeting. It is designed to ensure that the teaching and learning process proceeds effectively and aligns with the established learning objectives.

#### 2. Research Instruments

##### a. Test

The test is used to measure students' learning outcomes in writing descriptive texts. According to Arikunto (2002:127), "A test is a series of questions, exercises, or other instruments used to measure skills, intellectual knowledge, abilities, or talents possessed by an individual or group." In this study, the test was a written assessment consisting of 25 multiple-choice questions. This test was designed to evaluate students' understanding and skills in writing descriptive texts after undergoing instruction using the demonstration method.

##### b. Questionnaire

The questionnaire was used to gather data regarding students' learning motivation. As Sugiyono (2008:199) states, a questionnaire is a data collection technique in which a set of questions is provided to respondents to be answered. In this study, the questionnaire was used to measure the level of students' motivation in learning

descriptive texts. It contained questions related to students' learning motivation, with four alternative answers provided for each question.

### 3. Results and Discussion

#### 3.1. Result

Along with the increase in student engagement during the learning process, the students' achievement in writing descriptive texts using the demonstration method in the seventh grade at MTs Al-Washiyah Pantai Labu also showed significant improvement. This improvement can be observed from the comparison of narrative writing competency results achieved by the students, measured at the baseline before the intervention and after the completion of the cycles, as shown in the table below.

**Table 1.** Learning outcomes writing descriptive texts

No	Name	Result Value
1	Farhan	100
2	Vinna	100
3	Bill	100
4	Jira	100
5	Mau	100
6	Mira	100
7	Dira	80
8	Gita	100
9	Nzwa	100
10	Dinda	100
11	Syah	100
12	Adit	100
13	Tengku	60
14	Iksan	100
15	Rafa	80
16	Rama	100
17	Azi	100
18	Rohaiz	100
19	Irwan	100
20	Yani	100
21	Nuri	60

Thus, it can be concluded that the use of the demonstration method to improve descriptive text writing skills among seventh-grade students at MTs Al-Washiyah Pantai Labu has proven to be highly effective. This is evident from the test results given to the students, which show significant improvement. The use of this method facilitates students in expressing their thoughts and ideas more clearly, thereby enhancing their ability to write descriptive texts.

#### 3.2. Discussion

According to Sudjana (2009:23), learning outcomes refer to the abilities acquired by students after they have undergone their learning experiences. Learning outcomes play a crucial role in the educational process as they provide valuable information regarding the progress of students toward achieving the learning objectives. The assessment of learning outcomes enables teachers to evaluate students' development, which can then inform the planning of future learning activities, both for the class as a whole and for individual students. In the context of this study, students' learning outcomes were evaluated based on their ability to write descriptive texts after the implementation of the demonstration method.

The planning phase involved conducting an observation of the descriptive text lesson in the seventh grade on October 28, 2022. The teaching model employed encouraged active student

participation, wherein students were involved in the creation and revision of descriptive texts using image media. Initial observations of 21 students revealed that 2 students (10%) demonstrated outstanding ability, while the majority (over 70%) did not meet the minimum competency standards. After the test, it was found that many students struggled to express their thoughts and feelings freely and were unable to write essays that followed correct writing conventions. A considerable number of students also displayed a lack of seriousness in writing or composing good descriptions.

The content taught focused on the concept of description. The lesson was conducted using images as media to assist students in writing descriptive texts. The session began with the teacher greeting the students, followed by a roll call. The teacher motivated students to participate actively by discussing topics of interest, such as questions about their idols.

During the main activity, the teacher explained the concept of descriptive texts and asked students to define what description is. Students were encouraged to respond to the teacher's questions. Furthermore, the teacher guided students in writing their own descriptive texts, providing support in composing and revising their work using images as a medium.

After the observations, the data collected were analyzed to assess the effectiveness of the learning process and identify any limitations in the implementation of the lesson. The aim of this reflection was to explore the challenges and solutions related to the implementation of the teaching method. Based on the results of the observations, there was no significant change in student performance or the achievement of learning outcomes in narrative writing skills.

During the learning process, despite clear explanations, many students still struggled to understand how to create descriptive texts using image media. This was reflected in their learning outcomes, where, although some improvement was observed, no significant change was noted in the results of the seventh-grade students at MTs Al-Washiyah Pantai Labu. Among the 21 students, only 2 students (10%) scored below the Minimum Competency Standard (KKM) with scores <7, while 19 students (90%) achieved scores above the KKM (scores >7). The lesson was considered successful if 90% of students achieved scores above 6 (KKM), which was attained by 18 students (84.8%).

The use of image media in this lesson can be considered successful, as most students demonstrated improvement in their narrative writing skills. In Cycle I, only 15 students participated actively, with an activity rate of 70%. In Cycle II, the number of active students increased to 19, and 9 students were moderately active. They were able to engage in group discussions, answer questions, and express their opinions. However, five students still remained relatively passive. After implementing the demonstration model in Cycle II, the total number of active students rose to 21, achieving 100% participation. This represents a significant improvement in student activity, with an increase of 54%.

The students' response to the descriptive text lesson using image media was very positive. Throughout the lesson, students showed high enthusiasm and motivation. Positive feedback was also obtained from interviews with students, who expressed that they found it easier to understand the material and felt more motivated to learn when image media was used.

#### **4. Conclusion**

This research was conducted over two cycles with the aim of improving students' learning outcomes through the use of the demonstration learning model at MTs Al-Washiyah Pantai Labu, involving 21 seventh-grade students. The data collection technique utilized was student learning tests at the end of both Cycle 1 and Cycle 2, followed by the distribution of questionnaires to the students in the second cycle. Based on the findings and discussions presented, it can be concluded that the process and results of student learning show significant improvement in descriptive text writing using the demonstration method. The students at MTs Al-Washiyah Pantai Labu achieved very good

results, indicating the effectiveness of the teaching method in enhancing their learning outcomes.

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