

**THE EFFECTIVENESS EXPLICIT INSTRUCTION METHOD TO
IMPROVE STUDENTS' ABILITY IN WRITING PROSEDURE
TEXTS AT CLASS XI SMA NEGERI 2 LAWE BULAN
ACADEMIC YEAR 2021/2022**

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***Abstract:** This study deals with the effect of explicit instruction method in ability to make procedure text at class XI in SMA Negeri 2 Lawe Bulan Academic Year 2021/2022. Its objective is to find out whether the use explicit instruction has a significance effect in make procedure text. Population and samples used in this study were all students of class X total 36 students. The method used in this study is an experimental method with a one group as pre-test and post-test design. This study was carried on using quantitative method. The data was analysed by using t-test. The researcher found the pretest mean = 43,05 , deviation standard = 4,48 and experienced an increase in the posttest mean = 80,83, deviation standard = 4,55. From this analysis, writer found that guided explicit instruction method has significance in teaching writing procedure text. It can be proved by the result of the analysis showed that " t_o " observed about 35,64 was higher than " t_{table} " about 2,030 with the level significance is 0,05% it implies that the teacher of English should use explicit instruction method in teaching make procedure text so that the teaching and learning process can be successful.*

***Keywords:** the effectiveness, explicit instruction method, ability in writing*

1. INTRODUCTION

According to Endang Komara (2014: 15) says the characteristic of learning is change, namely learning to produce behavioral changes in students. Learning produces changes in behavior that are relatively permanent in thinking, feeling, and doing in students. These changes occur as a result of practice, experience, and development whose results cannot be observed directly.

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Based on this explanation, learning is mastery of material that changes a person for the better which forms a complete personality from the knowledge and learning experience. Learners who learn sometimes produce different learning outcomes, some are positive and some are negative. This happens due to several factors or causes ranging from the way of teaching, students and the needs of supporting the learning.

Based on observations and interviews with teachers of SMA Negeri 2 Lawe Bulan, there are still many class XI students whose learning outcomes are low, in learning English in procedural text material. This is because teachers still use traditional learning, namely the lecture method. Thus, students are less motivated to learn English and feel bored with the material being taught, namely procedural text.

According to Diyah Nur Hidyati, procedure text is a text of procedures, instructions, processes, ways or steps in making/doing something with the aim of telling how to make and do it. This procedure text is very important to learn because procedure text is an activity that is often carried out in daily activities. Procedure texts must be practiced and written simultaneously, in contrast to other texts such as recount text or descriptive text which are only explained or only written.

While the procedure text must simultaneously practice activities and write the steps. Therefore, it is very important to study procedure text. Learning procedure text can not only explain in a traditional way / lecture, but this learning must be practiced which makes students and teachers active to produce effective learning.

To fix these problems, teachers must use more effective and efficient methods so that students are more motivated to learn. One method that is efficient in learning procedure text is explicit instruction. According to Aris Shoimin (2014:76) "Explicit instruction is a learning method that is specifically designed to develop student learning about procedural knowledge and declarative knowledge that can be invited with a step-by-step pattern."

The previous research was conducted by Agus Saeful Anwar with the journal title "The application of explicit instruction learning models to improve student learning outcomes on the subject of light and nature in fifth grade students at SD Negeri 1 Sembawa." The average pretest result in the sample class is 56.36. While the average posttest results after being treated by applying the explicit learning model of instruction in the sample class was 88.43.

Based on the existing problems and previous research, the researchers were motivated to conduct research with the title "The effectiveness of explicit instruction method to improve student's ability in writing procedural texts at class XI of SMA Negeri 2 Lawe Bulan Academic year 2021/2022."

2. REVIEW OF LITERATURE

A. Procedure Text

1. Understanding Procedure Text

According to Nanda Widya (2021:1) in his article on procedure text, it is stated that procedure text is a type of text in English that contains goals and steps to make or do something related to that goal. The function of this text is to show how to do something through successive steps so that the reader can reach his goal.

According to Utami Widiati (2018: 10) Procedure Text, or procedure text is a text that gives us orders or instructions to do something. Usually this type of text begins with the sentence "How to...", for example "How to make a cup of tea" or "How to operate the machine". Procedure Text is found in many cookbooks and manuals.

Procedure Text is a text that is created to instruct the reader on how to complete a certain task. Generally, procedure text focuses on how to make something and how to do something. Procedure text is generally found in recipes, manual books or science experiments. (Wida Kurniasih, 2020:2).

2. Purpose Of Procedure Text

According to Utami Widiati (2018:13) The purpose of a procedure text is to explain how something is made, done or used through sequential steps (to show how something is made/used/done through a sequence of steps). The text aims to provide an explanation of the procedure for doing something as clearly as possible. The existence of such texts is very much needed by someone who will use an object or carry out activities that are not yet clear how to use it. According to Wida Kurniasih (2020: 4) this type of text has the aim of providing information to the reader or sequential directions so that the reader can successfully carry out certain tasks efficiently and precisely.

3. Generic Structure of Procedure Text

According to Wida Kurniasih (2020: 8) each type of text certainly has a generic structure, for procedure text the generic structure is very different from other texts. Here is the generic structure of procedure text:

1. Goals or goals

The goal or purpose of the procedure text already lies in the title, how to make cookies, how to clean sneakers and others.

2. Materials or materials

After knowing the purpose of the text, there will be tools or materials used to carry out the next step. Examples of materials for making cakes are flour, eggs, cake molds, butter and others.

3. Steps or steps

The next stage will contain steps on how to perform a task. For example, mix dry ingredients to make a cake. After that stir evenly.

B. Explicit Instruction

According to Istarani (2017:99) the explicit instruction method is direct learning specifically designed to develop students' ways of learning about procedural knowledge and declarative knowledge that is taught in a step-by-step pattern. According to Aris Shoimin (2019:77) explicit instruction is a learning method designed to develop student learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern.

In the book SYNTAX 45 Learning Models in Student Centered Learning (SCL) the definition of explicit instruction learning method explicit instruction model is a cooperative learning, where learning can be in the form of lectures, demonstrations, training or practice, and group work (Panai, 2015:13). Effectiveness of Explicit Instruction Learning Method Explicit Instruction Model is an approach or learning model designed to develop student learning about procedural knowledge and declarative knowledge so that students can understand and really know knowledge thoroughly and actively in learning with a step-by-step pattern (Panai, 2015: 14).

3. RESEARCH METHODOLOGY

This type of research based on the approach is quantitative research. According to Utama (2016: 43) quantitative research is closely related to social survey techniques including structured interviews and structured questionnaires, experiments, structured observations, content analysis, formal statistical analysis. According to Sialen (2018: 18) revealed "quantitative research, namely quantitative methodology as a research procedure that produces data in the form of numbers and is generally analyzed using descriptive or inferential statistics".

This research is quantitative research with the type of experimental research to determine the effectiveness of the explicit instruction method in improving students' ability in making procedure texts in class XI by analyzing the data obtained from the pre-test and post-test conducted by the researcher.

This research uses sampling using saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people. A saturated sample is also known as a census, where all members of the population are sampled. Based on this explanation, the sample in this research was 36 students.

4. FINDING AND DISCUSSION

The research is quantitative research with categorized as a type of pre-experimental study with a model approach to pre-test post-test design is: One group of experiments. The data is taking by giving pre test and post test in table 4.1 as following:

Table 4.1. The score of Pre Test (X₁) and Post Test (X₂)
 At Class XI SMA Negeri 2 Lawe Bulan

NO.	NAME OF STUDENTS	CLASS	PRE-TEST	POST-TEST
1	Ak	XI IPA 1	40	80
2	ANS	XI IPA 1	50	85
3	AS	XI IPA 1	40	85
4	BCL	XI IPA 1	40	80
5	FDA	XI IPA 1	50	85
6	FBN	XI IPA 1	40	80

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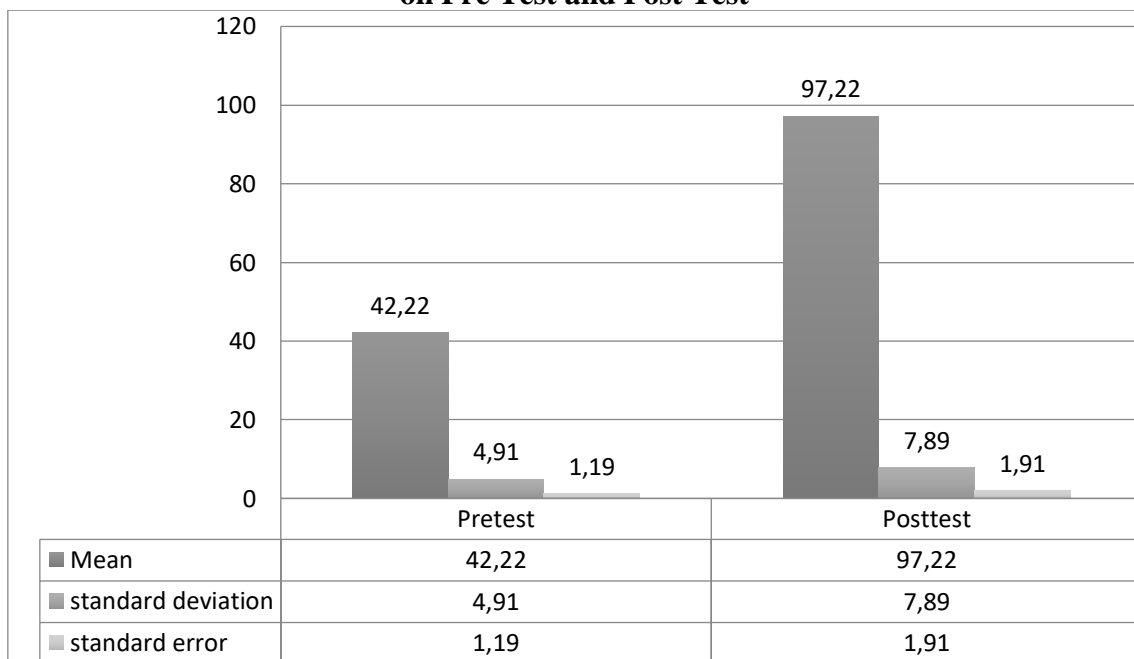
7	IH	XI IPA 1	40	85
8	IA	XI IPA 1	40	80
9	Ir	XI IPA 1	50	85
10	MR	XI IPA 1	50	80
11	NR	XI IPA 1	40	80
12	Ra	XI IPA 1	40	85
13	RWD	XI IPA 1	50	80
14	RAH	XI IPA 1	40	80
15	RS	XI IPA 1	50	80
16	Sy	XI IPA 1	40	85
17	TD	XI IPA 1	40	85
18	YP	XI IPA 1	50	80
19	DS	XI IPA 1	40	85
20	Ai	XI IPA 2	50	85
21	AF	XI IPA 2	40	80
22	Ar	XI IPA 2	40	85
23	DT	XI IPA 2	50	80
24	Di	XI IPA 2	40	85
25	Ga	XI IPA 2	50	85
26	GWN	XI IPA 2	50	80
27	HPP	XI IPA 2	40	85
28	IK	XI IPA 2	50	80
29	MJ	XI IPA 2	50	85
30	RN	XI IPA 2	40	80
31	SA	XI IPA 2	40	85
32	HP	XI IPA 2	50	80
33	MN	XI IPA 2	40	85
34	PY	XI IPA 2	50	80
35	Sa	XI IPA 2	50	85
36	TS	XI IPA 2	50	80
TOTAL SCORES			1610	2970

MEAN	44,72	82,5
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The data in table 4.1 showed that the highest score of the pretest given at class XI = 50 and the lowest score = 40 whereas the highest score on post test = 85 and the lowest = 80.

To more clearly, the picture below describes the difference of means pretest and posttest as follow:

Picture 4.2. The Score of Mean and Standard Deviation on Pre Test and Post Test



The Picture 4.2 above showed the result of Means on Pre Test = 44,72 while the result of the standard deviation = 4,99. And the result of mean of post test = 82,5 while the result of the standard deviation = 2,5.

5. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

The minimum completeness criteria of English Lesson at SMA Negeri 2 Lawe Bulan = 70. The mean score of students test on pre test = 44,72. The mean score on posttest improved become = 82,5 and it reached the minimum completeness criteria score. There were 37,78 point the difference between pre test to the post test score. The

calculation of data by using t test and found the $t_{\text{observation}} = 40,62$ then compared it with $t_{\text{table}} = 2,030$. of level alpha = 5%. It meant that $t_{\text{observation}}$ was higher than $t_{\text{table}} = 40,62 > 2,030$. So, the researcher concluded that there were effectiveness explicit instruction method to improve students' ability in writing procedure text at class XI SMA Negeri 2 Lawe Bulan Academic Year 2021/2022 and the hypothesis in this research was received.

B. Suggestion

Considering the result of this study, the writer would like to give some suggestion, they are as follows:

1. To improve students' ability in make procedure text the teacher can using teaching as explicit instruction method. The teacher should use guided explicit instruction method in teaching in writing procedure text.
2. To teacher it is important to improve motivation the students' ability in writing procedure text by using explicit instruction method as good method to increase students interest in make procedure text.

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