

# THE APPLICATION OF EXPERIMENTAL METHOD IN TEACHING WRITING PROCEDURE TEXT

*Oleh: Ismini.  
Guru MAN 2 Madiun*

## **Abstrak**

*Di Indonesia, Bahasa Inggris merupakan bahasa asing yang dipelajari mulai dari sekolah dasar sampai perguruan tinggi. Sebagai bahasa asing tentunya ada beberapa kendala yang dihadapi dalam menyampaikan mata pelajaran dan mempelajarinya. Oleh karena itu, guru diharapkan mampu menerapkan beberapa metode, teknik maupun strategi untuk mempermudah yang pada akhirnya dapat meningkatkan kualitas pembelajaran dan mampu meningkatkan prestasi belajar bahasa Inggris. Sehingga penelitian ini bertujuan untuk mendeskripsikan metode eksperimen dalam pembelajaran menulis teks Prosedur dan untuk mengidentifikasi kelebihan dan kekurangan metode eksperimen dari penerapan metode eksperimen dalam pelajaran menulis teks prosedur (procedure text) di kelas X MAN 2 Madiun tahun pelajaran 2013/2014.*

*Penelitian ini menerapkan metode deskriptif kualitatif dengan menggunakan observasi, wawancara dan dokumentasi sebagai teknik pengumpulan data. Sedangkan teknik analisis data yang digunakan adalah reduksi data, display data and verifikasi data.*

*Berdasarkan hasil dari observasi, wawancara dan dokumentasi, diperoleh hasil sebagai berikut: penerapan metode eksperimen terbagi menjadi dua tahap. Tahap pertama yaitu persiapan dimana guru mempersiapkan materi, media dan alat penilaian. Tahap kedua adalah presentasi dimana guru menerapkan metode eksperimen sesuai rujukan yang digunakan. Selain itu, ada beberapa kelebihan metode eksperimen dalam pembelajaran menulis prosedur text, yaitu: (1) metode eksperimen dapat mendorong siswa menjadi lebih aktif dalam proses pembelajaran, (2) dengan penerapan metode eksperimen namun demikian, dalam penelitian ini juga ditemukan beberapa kekurangan dari metode eksperimen, yang antara lain: (1) metode eksperimen membutuhkan waktu yang cukup lama dan (2) kelas menjadi gaduh sehingga guru dituntut untuk mampu mengelola kelas dengan lebih efektif dimana hal tersebut membutuhkan skill tersendiri dari seorang guru.*

**Key Terms:** Experimental method, Writing, Procedure text

## Introduction

Language is a means of communication for human being. It is very important to the people to give and to get information each other. People can communicate with other by using language to express what they will say. Language can be verbal and nonverbal. As Brown states<sup>1</sup>, “Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another”. It means that people can use language orally, in written and symbolic to communicate with each other. People can express their ideas, emotions and feelings by using language.

As a means of communication, English is an international language that is used in various countries. Most people all over world know and use this language to communicate with people with each other. In Indonesia, English is not the first language, and English is not used as a daily conversation in environment too. It is as a foreign language. It is taught at the formal education in Indonesia. It is started from kindergarten up to university level. In addition, English becomes one of subjects examined in National Final Examination in senior high school level. So, many English teachers try to improve students' English ability.

In teaching English, there are four skills that should be acquired by the students. They are listening, speaking, reading, and writing. Beside four skills, the students also require some language elements, including structure, vocabulary and

---

<sup>1</sup> Brown H. Douglas. 2000. *Principles of Language Learning and Teaching*. Sanfrancisco State University: Addison Wesley Longman, Inc. Page 5.

pronunciation of language. In writing, people can express language in written. According to Sokolik<sup>2</sup>, “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader”. It means that writing is used to express some ideas, emotion, feeling that people are think about in a statement and paragraph in order that the reader can be easier to understand. So, it's important for the students to have a good ability in writing.

Writing is the most difficult skill, among the four language skill, to acquire Harmer in Bambang Yudi Cahyono<sup>3</sup>. This is because writing includes: ideas what to think and how to use structure, grammar, vocabulary and punctuation. Oshima and Hogue<sup>4</sup> state writing is a progressive activity. It means that writing is a continuous and step by step activity to learn. In this study, the students need much time to learn it. It is not just one or two times to have a good writing. They need more process in it.

It is the fact that students have difficulties in writing. Brown (2000:7) states “Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques”. It means that the teacher’s competence will determine the

---

<sup>2</sup> Nunan, David (Ed), 2003. *Practical English Language Teaching*. New York: McGraw-Hill Contemporary, page 88.

<sup>3</sup> Bambang Yudi Cahyono (Ed), 2009. *Technique in Teaching EFL Writing*. Malang: State University of Malang, page 16.

<sup>4</sup> Oshima, Alice and Hogue, Ann. 1997. *Introduction to Academic Writing*. New York: Longman, page 2.

methods or techniques to teach students. If teachers do not apply an appropriate method or technique, it will influence students' motivation in learning. They often feel too difficult for students and they become frustrated and lose motivation. Moreover, it is possible for the students to get bored if the learning process going easier than they want. Making students get bored and frustrated can influence the teaching writing process. So, the teacher should try to keep the students in a good mood and comfortable during teaching writing process.

In this study, the researcher focuses in teaching writing process. Writing is a skill that express ideas in the book or note. The students can learn writing step by step to have a good ability in writing English. Actually, in MAN 2, actually the students are already interested in learning writing but their lack of experience in English makes them lose their enthusiasm for learning writing.

By using experimental method, it is expected that the teacher is able to motivate the students to learn and pay attention to the material presented by the teacher in learning writing, and finally, they are able to write. That is the reason why the researcher is interested in investigating how the experimental method is applied and the advantages and disadvantages of experimental method in teaching writing procedure text to the tenth grade students of MAN 2 in the schooling year of 2013/2014.

## Review of Related Literature

The reseacher presents theories underlying the appication of experimental method in teaching writing procedure text. The descriptions are about teaching, writing, teaching writing, text, experimental method, teaching experimental method relevant to the title.

Teaching is leading activities of helping the students in their study so in teaching learning process the student more active, teacher participate with student to transfer knowledge. As Brown<sup>5</sup> states, “teaching, which is implied in the first definition of learning, may defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing, to know, or understand”. It means that teaching process as the facilitating learners to understand something. It is supported by Brown<sup>6</sup>, “teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning”. It means that in teaching, the teacher should give guidance for students, make them easier to learn and even create a good condition for learning.

Poedjiati in Trianto<sup>7</sup> says, “*mengajar merupakan bagian dari proses pendidikan*”. It means that teaching is a part of educational process. Mac Donald (in Trianto<sup>8</sup> adds, “*Mengajar (teaching) merupakan kegiatan atau perlakuan professional treatment by yang diberikan oleh guru*”. In means that teaching is an

---

<sup>5</sup> Brown H. Douglas. 2000. *Principles of Language Learning and Teaching*. Sanfrancisco State University: Addison Wesley Longman, Inc. Page 7.

<sup>6</sup> *Ibid*, Page 7.

<sup>7</sup> Trianto, 2010. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka, page 22

<sup>8</sup> *Ibid*, page 34.

activity or professional treatment done by the teacher. According to Julie (in Freeman and Richards<sup>9</sup>, “Teaching is problem solving”. It means that teaching is a place to help the students solve problem. Teaching also helps students learn new things and show them to explore what has already been got.

Based on statements above, it can be concluded that teaching is a process or way done in order to help someone be able to contact the knowledge. Teaching is some activities to lead students to get their skills, attitudes, ideals and knowledge. Thus, teaching learning process is the process of transferring information and knowledge both from teacher and students.

The next point is element of teaching. Element of teaching is very important to teaching learning. As Brown<sup>10</sup> (2000:7), “Teaching cannot be defined apart from learning”. It means that teaching and learning are in a line. Soetopo<sup>11</sup> adds, “*Proses belajar-mengajar sebagai suatu sistem yang komponen-komponennya terdiri atas: 1) Siswa, 2) Guru, 3) Tujuan, 4) Materi, 5) Metode, 6) Evaluasi, dan 7) Lingkungan*”. It is clear that every components of teaching learning is a process to unity system is depending on each other to get the purpose of teaching learning.

From the seven element, the first is student. Students as a component process of teaching learning. Students are a subject of teaching. Education

---

<sup>9</sup> Freeman, Donald & Richards, Jack C.(Eds), 1996. *Teacher Learning in Language Teaching*. United Kingdom: Cambridge University Press, page 100.

<sup>10</sup> Brown H. Douglas. 2000. *Principles of Language Learning and Teaching*. Sanfrancisco State University: Addison Wesley Longman, Inc. Page 7.

<sup>11</sup> Hendrat Soetopo, 2005. *Pendidikan & Pembelajaran: Teori Permasalahan dan Praktek*. Malang: UMM Press, page 143.

without students is nonsense. Further, Student is a key from all activities of education. Students have different competence and ability, so the teacher should develop their competence and ability. The second element is teacher. We all know that teacher is a profession. As a profession, a teacher should master a set of skills and help the students get the purpose of teaching learning. As Edge<sup>12</sup> states, “The teacher is the most powerful person in the classroom”. It means that the teacher as the leader in the classroom, so the teacher should be active and give motivation to the students in the classroom. The third element is purpose. Process of teaching-learning should be directed with the purposes set. Therefore, teacher should master all the purpose of education. The purposes consist of students’ characteristic and the target will be reached.

The fourth is material. All materials of learning should be organized systematically in order that the students feel easier to understand. Material is compiled based on the purpose and characteristic of the students. The fifth is method. Teaching method is a way and technique to give material of learning. Teaching method developed based on the purpose and learning material. The next element is media and equipment. Teaching media is very important in order that the students feel interested and easier to understand the learning material. Using teaching media must accordance with the purpose, material, student, and method of learning. The next element is evaluation. Evaluation is very important related to the teaching and learning process in order to produce new design of teaching

---

<sup>12</sup> Edge, Julian. 1993. *Essentials of English Language Teaching*. New York: Longman., page 11.

learning process. Evaluation is done based on the purpose and material of learning. The last element is environment. Environment of learning is component of teaching-learning process that is very important to support students in their study.

Teaching a foreign language is not as easy as learning native language, especially English. Teaching a foreign language which is quite different from native language is very difficult for Indonesian students. Therefore, the students should have a great motivation. They should be serious in learning English because learning language actually needs a total physical and emotional response. Edge<sup>13</sup> says, "People usually learn English because of some reasons, in some ways, they want to be able to communicate in English". It means that there are some reasons of the people learn English to understand and communicate in English.

English as language, it is needed to know the components of language that decide the way of teaching language. Brown<sup>14</sup> states, "your understanding of the components of language determines to a large extent how you teach a language". It means that as language teacher is needed to comprehend what the language components are, because it affects the way of teaching language. Beside that, the comprehension of how the students study also determines the teaching style, approach, and classroom technique.

---

<sup>13</sup> Edge, Julian. 1993. *Essentials of English Language Teaching*. New York: Longman., page 17.

<sup>14</sup> Brown H. Douglas. 2000. *Principles of Language Learning and Teaching*. Sanfrancisco State University: Addison Wesley Longman, Inc. Page 6.



Brown<sup>15</sup> adds “Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom technique”. In this case, the teacher uses teaching style, approach, method or technique to teach the students. It is can easier for students to understand what the lesson from the teacher. The teacher must understand how the students learn, and know the method, teaching style, approach and classroom technique to apply. In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language makes students be able to communicate by using the target language orally and written form.

Brown<sup>16</sup> states, “Language teaching is not easily categorized into method and trends”. It means that teaching language can not be simply categorized into method and trend of learning. Edge<sup>17</sup> adds, “In term of broad approach, there are two ways to teach people to use a language”. They are: First, moving step by step from to meaning and adding together different with the language which has been isolated for learning. Second, moving from meaning to form. Based on two ways to teach people or someone to use language in order to easier to the students understanding what the students learned.

In conclusion, teaching foreign language means teaching components of language by using certain method and technique according to teacher understands about how students learn.

---

<sup>15</sup> *Ibid* , page 7.

<sup>16</sup> Brown H. Douglas. 2000. *Principles of Language Learning and Teaching*. Sanfrancisco State University: Addison Wesley Longman, Inc. Page 16.

<sup>17</sup> Edge, Julian. 1993. *Essentials of English Language Teaching*. New York: Longman., page 16.

The next discussion is about writing. Writing is an activity to convey language, deliver something to say thought written form. In writing, the students must know and understand about structure, vocabulary, and grammar. The student takes along time to master writing process to be a good writer. According to Oshima and Hogue<sup>18</sup> (1997:2), “writing is a progress activity that when you are first write something down, you have already been thinking about what you are going to try and how we are going to say it”. It means that writing is a continuous and organized activity which has been known what and how to express.

Based on Sokolik in Nunan<sup>19</sup> (2003:88), “Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader’. It means that writing is one of express some ideas, emotion, feeling that people thinking about in a statement and paragraph in order to easier the reader to understand about that. According to Hogue<sup>20</sup>, “*Good writing is more than just using correct grammar*”. It means that in good writing, the students must know the grammar. In this case, the students should think about planning, checking, and revising what they write. This activity need time to get a good idea.

---

<sup>18</sup> Oshima, Alice and Hogue, Ann. 1997. *Introduction to Academic Writing*. New York: Longman, page 2.

<sup>19</sup> Nunan, David (Ed), 2003. *Practical English Language Teaching*. New York: McGraw-Hill Contemporary, page 88.

<sup>20</sup> Hogue, Ann. 1996. *First Steps in Academic Writing*. New York: Longman, page 6.

According to Herman in Bambang Yudi Cahyono<sup>21</sup>, “Writing is a communicative act; it is of sharing information, thoughts, experiences, or ideas, between ourselves and others”. It means that writing needs to express some ideas, thought to sharing and get information and experience about things related to ourselves.

In conclusion, writing can be concluded as the activity of expressing thought, mind into word, words into sentences arranged to be a good paragraph and it needs much time to have a good writing.

According Sokolik in Nunan<sup>22</sup>, there are four principles for teaching writing, they are: understand your students’ reason for writing, provide many opportunities for students write, make feedback helpful and meaningful, and clarify for yourself, and for your students, how their writing will be evaluated.

According principles for teaching writing, every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles should be adapted to many different learning situations.

Teaching writing for foreign language, the teacher has problems in teaching writing to students. Harmer<sup>23</sup> says, “When helping students to become better writers, teachers have a number of crucial tasks to perform”. It means that

---

<sup>21</sup> Bambang Yudi Cahyono (Ed), 2009. *Technique in Teaching EFL Writing*. Malang: State University of Malang, page 16.

<sup>22</sup> Nunan, David (Ed), 2003. *Practical English Language Teaching*. New York: McGraw-Hill Contemporary, page 92.

<sup>23</sup> Harmer, Jeremy. 1998. *How to Teach English*. England: Addison Wesley Longman, page 41.

the teacher can help and guiding the students to perform before, during, and after student writing are the following: (1) Demonstrating. The students need to be aware writing conventions and genre constraint in specific types of writing; teachers have been to be able to draw these features to their attention. The language used to perform certain written function, for example, the important things are drawn to their attention. (2) Motivating and provoking. The student writers often find themselves “lost for word”, especially in creative writing tasks. This is where the teacher can help, provoking the students into class with prepared suggestions so that when students get stuck they can immediately get help rather than having, themselves, to think of ideas on the spot. (3) The teacher’s role as motivator and provoker is that of supporting. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcomes difficulties. (4) Responding. When responding, the teachers react to the content and construction of a piece supportively to a students work at various draft stages, the teacher will not be grading the work or judging it as finished product. (5) Evaluating. When evaluating, the teacher indicate where they wrote well and where the students made mistakes, and teacher still use it not just grade students but also as a learning opportunity.

Based on the statement above, it can be concluded that the teacher has to perform before, during and after students’ writing are demonstrating, motivating

and provoking, supporting, responding, evaluating to help the students study written text in order to become good writer.

In conclusion, teaching writing means teaching what a set rules, principle, how to set the sentences to become coherent and decide a certain communicative purpose so that the students know the aims of good writing and become to be a good writer.

There are three generic structure of procedure text. They are goal, material, and step.

Method is a ways used to reach teaching purpose; the use of appropriate method can help and make the teacher easier to do the teaching and learning process. The method functions as means to realize the teaching strategy optimally. According to Trianto<sup>24</sup>, “*Metode merupakan upaya untuk mengimplementasikan rencana yang sudah disusun dalam kegiatan nyata agar tujuan yang telah disusun tercapai secara optimal*”. It means that method is an effort to implement the plan arranged in the form of activities in order to achieve the objectives optimally.

According to Richard and Renandya<sup>25</sup> “Methods are an overall plan for the orderly presentation language material, no part of which contradicts, and all of which is based upon, the selected approach”. It means that in teaching learning process, the teacher should prepare selected method to conduct the learning process.

---

<sup>24</sup> Trianto, 2010. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka. Page 132.

<sup>25</sup> Richards & Renandya, Willy A.(Eds), 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. United States of America: Cambridge University Press, page 19.

As Hendrat Soetopo<sup>26</sup> states, “*Metode mengajar adalah cara atau teknik penyampaian materi pembelajaran yang harus dikuasai oleh guru*”. It means that method of teaching is a way or technique of explaining material in which the teacher should master.

In this case, method means the part of learning strategy with optimal purpose. The function of method of learning is the way to serve, give example, explanation and give practice to the student to certain purpose. But every method of learning not related used to obtain the certain purpose in order to make successfully of the teach strategy.

There are some kinds of teaching method. The teacher can choose which teaching method is appropriate to the condition of her/his students and materials. This becomes the teacher’s responsibility in order to make her class run well to achieve the learning objectives. In accordance with characteristic of thematic learning, learning needs preparation that consists of many various activities using multimethod. There are kinds of method in thematic learning, they are: (1) Discussion Method. According to Muhibbin Syah in Trianto<sup>27</sup>, “*Metode diskusi adalah metode mengajar yang sangat erat hubungannya dengan memecahkan masalah (problem solving)*”. It means that discussion method is the learning method related to problem solving. This method is called group discussion or socialize recitation. Here, the students can express their argument or comment,

---

<sup>26</sup> Hendrat Soetopo, 2005. *Pendidikan & Pembelajaran: Teori Permasalahan dan Praktek*. Malang: UMM Press, page 145.

<sup>27</sup> Trianto, 2010. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka, page 133

and they can share their ideas to solve the problem. (2) Interview Method. Interview method is learning of method happens in verbal communication that is so called two way traffics because there are some dialogues between the teacher and the students. (3) Demonstration Method. Demonstration method is method used to show a process or procedure of things related to learning material. (4) Speech Method. This method combines some methods by communication. For example: speech plus interview method, speech plus discussion and task, speech plus demonstration and task method. (5) Experimental Method. Learning method that is conducted more than one experiment. (6) Simulation Method. Simulation method is the way to serve learning experience by using imitation condition to understand concept, principle, or certain skill. Simulation consists of five kinds, they are socio drama, psychodrama, role play, peer teaching, and imulation game.

### **Definition of Experimental Method**

Djamarah in Trianto<sup>28</sup>, 2010:136, “*Metode percobaan adalah metode pemberian kesempatan anak didik perorangan atau kelompok, untuk dilatih melakukan suatu proses atau percobaan*”. Here, the teacher gives opportunity to students individually or group to get information and explanation to process or experiment. The teacher guides the process of experiment in order to make they understand about it. He adds, “*Metode eksperimen adalah cara penyajian pelajaran, dimana siswa melakukan percobaan dengan mengalami sendiri*

---

<sup>28</sup> Trianto, 2010. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka, page 136.

*sesuatu yang dipelajari*”. It means that experimental method is a technique of explaining lesson which is experimented by doing something about they learn by themselves. Applying this method, the students have the opportunity to do their experiment by themselves, follow the process of method, and show the object. Here, the students claim to have experiment by themselves, find the truth of the process and make summaries from their process.

Based on definition above, the teacher can develop physical, mental, and emotional. Moreover, the students can set opportunity to practice ability in order to get result of study optimally. Learning process by experimental method will be helpful for the students to understand the concept of study. So, the students get experience to recognize in their memories. Moreover, the students can introduce learning condition that can improve confident of the students and it can make students innovative and creative.

### **Teaching of Experimental Method**

Palendeng (in Trianto<sup>29</sup>, 2010:138) says that the steps of experiment are: first experiment. It is done when the teacher demonstrates something to the students. The second is observation. Students observe inattentively when the teacher conducts an experiment. The third, the students can formulate pre-hypothesis based on the result of experiment. Fourth is verification. It is an activity to proof the truth from the hypothesis. Fifth is concept application. It is to ensure the

---

<sup>29</sup> Trianto, 2010. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka, page 138.



concept learned. The last is evaluation. It is the last activity done after one concept is finished.

Based on the statements above, steps and procedures of teaching using experimental method helps the students understand the concept. The concept is understandable if the students are able to express their ideas orally, in written, or apply in real life. Moreover, the students have ability to explain, mention, give some examples, and apply the concept about what they had discussed.

### **Research Methodology**

The use of research methodology is the important factor in a research because the success of research depends on the accuracy in changing and applying method. The research purpose is to get new information and description about the real condition where the research is held. According to Nana Syaodih Sukmadinata<sup>30</sup>, “*Metodologi penelitian merupakan rangkaian-rangkaian cara atau kegiatan pelaksanaan penelitian yang didasari oleh asumsi-asumsi dasar, pandangan-pandangan filosofis dan ideologis, pertanyaan dan isu-isu yang dihadapi*”. It means that the research methodology is a series of an activity in a research based on the basic philosophy assumption and ideology, question and issue.

Moreover, W. Gulo<sup>31</sup> states “... *metodologi penelitian perlu melihat apa yang ingin ditemukan di dalam kerangka teoritis tertentu, agar apa yang*

---

<sup>30</sup> Nana Syaodih Sukmadinata, 2007. *Metode Penelitian Pendidikan*. Bandung: Rosda Karya, page 52.

<sup>31</sup> W. Gulo, 2002. *Metodologi Penelitian*. Jakarta: Grasindo, 12.

*ditemukan itu mendapatkan maknanya*”. It means that research methodology is necessary to identify what researcher wants to discover in theoretical design, in order that what she wants to find is meaningful.

In conclusion, research methodology is a scientific activity to get optimal and specific data, purpose and use.

In this study, the design applied is descriptive qualitative research. According to Bogdan and Biklen (2007:5), “Qualitative Research is descriptive”. In qualitative research, the data collected taken in the form of word or picture rather than numbers. According to Nana Syaodih Sukmadinata<sup>32</sup> (2007:54), “*Penelitian descriptive (descriptive research) adalah suatu metode penelitian yang ditujukan untuk menggambarkan fenomena-fenomena yang ada, yang berlangsung pada saat ini atau saat lampau*”. It means that descriptive research is research method that describes the real phenomenon happening now or past.

Based on statement above, it can be concluded that the descriptive qualitative method is to find a data from some objects of the research and describes in the real condition and situation.

To get the data, there are some techniques applied in this study. They are: (1) Observation. Observation is a way to get the information and the data that the researcher goes into field to see the real condition of the subject of research. According to W. Gulo<sup>33</sup> (2002:17), “*Pengamatan (observasi) adalah metode pengumpulan data dimana peneliti atau kolaboratornya mencatat informasi*

---

<sup>32</sup> Nana Syaodih Sukmadinata, 2007. *Metode Penelitian Pendidikan*. Bandung: Rosda Karya, page 54.

<sup>33</sup> W. Gulo, 2002. *Metodologi Penelitian*. Jakarta: Grasindo, 17.

*sebagaimana yang mereka saksikan selama penelitian*”. It means that observation is a method of collecting data in which the researcher writes information about what she watches along research. In this activity, check list is used as an instrument to observe the process of English teaching learning to identify advantages and disadvantages teaching learning by using experimental method. The object of the research is a process of English teaching learning in the tenth grade of MAN 2 Madiun. (2) Interview. Interview is activity which creates dialogue between interviewer and interviewee to get clearly information or opinion about some things. W. Gulo<sup>34</sup> states “*Wawancara adalah bentuk komunikasi langsung antara peneliti dan responden*” It means that interview is verbal communication between the researcher and respondent. To obtain information from the object of research. The interview is expected to give the description of experimental method in the teaching writing procedure text to the tenth graders of MAN 2 Madiun. Thereby, the researcher knows about the advantages and disadvantages teaching learning by using experimental method (3) Documentation. It is another kind of instrument to collect the data. The document forms can be printed data such as paper, leaflet, and even picture or photos that is related to the research. According to Suharsimi Arikunto<sup>35</sup> states, “*Dokumentasi dari asal kata dokumen, yang artinya barang-barang tertulis*”. It means that documentation derives from written document.

---

<sup>34</sup> *Ibid*, page 119.

<sup>35</sup> Suharsimi Arikunto, 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, page 135.

After collecting the data, it is analyzed using some steps. They are: (1) Reducing Data. Reducing data is the process of research focused on the data. “In qualitative research, data reduction does not necessarily refer to quantifying nominal data. Berg<sup>36</sup> states ... it directs attention to the need for focusing, simplifying, and transforming raw data into a more manageable form. It means that data reduction is classified into the real data and needs to focus on the important things, and transform data can be seen clearly and specifically. (2) Displaying Data. Displaying data is the second activity after reducing data. Berg<sup>37</sup> states “The notion of data display is intended to convey the idea that data are presented as an organized, comprehend assembly of information that permits conclusions to be analytical drawn” Here, the researcher conveys and learns the finding data continually in order to make valid conclusion. The researcher must understand what she observes determines of additional analysis or action. (3) Verification Data. Data verification is the third term in research activity. This activity is done continually started at the beginning of data collection until the permanent data found. Berg<sup>38</sup> says, “Verification is actually a twofold consideration”. It means that verification is the effort to find out and understand the meaning, sequence, patterns, it must twofold think to get eventual conclusion.

---

<sup>36</sup> Berg, Bruce L., 2009. *Qualitative Research Method for the Social Sciences*. California State University: Long Beach, page 53.

<sup>37</sup> *Ibid*, page 54.

<sup>38</sup> *Ibid*, page 55.

## **Discussion**

Based on the results of observation, interview and documentation, the use of experimental method in teaching writing procedure text to the tenth grade students of MAN 2 in the schooling year of 2013/2014 is divided into two steps, they are preparation and implementation. It is discussed as follows:

### **1. Preparation**

In this step, there are some preparations that are done by the teacher using experimental method teaching writing procedure text to the tenth grade students. Teacher prepares the instruments of teaching; it consists of lesson plan, material, and task. The research sets classroom in line with experimental method by setting table in front of the class as the place of teacher's demonstration

### **2. Implementation**

Teacher teaches writing procedure text to the tenth grade students of MAN 2 by using experimental method in order to improve the students' understanding about good writing. So, they know the structure of writing, understand some question from the teacher and can practice it in their daily life. Besides, the teacher creates joyful situation. They are motivated and enthusiastic in learning process. Based on observation in lesson plan, it is seen that there are some activities in using experimental method. The activities are as follows: (1) Pre-activity. (2) Whilst-activities. Whilst activities are the activities during the

teaching learning process done by the teacher. The purposes of whilst activities are explaining the material to the students in order that the students understand and can practice the material which is gotten from the teacher. Here, two activities in whilst activities. They are presenting the material and giving students exercises.

In presenting materials, the teacher introduces and explains about the steps of experimental method. The teacher, as facilitator, explains the material and guides the students in the process of their experiment. The steps are: (a) The teacher gives apperception to the students which relate to the material. For example: Do you ever make orange juice? Is there any step in making orange juice? (b) The teacher gives explanation the definition, characteristic, steps and example of procedure text. (c) The teacher gives media (glass, water, spoon and lime also tea powder) to every student. (d) The teacher demonstrates as the example of the steps how to make coffe in front of the class. Firstly, the teacher explains media that are needed in making coffee. And then the teacher explains the steps how to make coffe to the students by putting water to the glass, pour coffee powder to the water and mix it, add sugar to the coffee, and stir it well and coffee is ready to served. In Giving students exercises, the steps are: (a) The teacher asks every student to practice how to make lime tea (b) the teacher asks the students write how to make lime tea in a paper after practice or do their experiment. (c) The teacher takes a paper from the students after the students finished their practice or do they experiment. (d) After that, the teacher asks several students explain and write how to make lime tea in the white board.

The last activity is post activity. A post activity is the last activity in the teaching learning process. The purpose of post activities is to know the result of teaching learning process. The teacher makes some conclusions by reviewing and discussing the material about the steps how to make lime tea of procedure text that is discussed in the activities before. Here, the teacher knows that the students can accept the materials well or not.

### **The Advantages of Experimental Method in the Teaching Writing Procedure Text to Tenth Grade Students of MAN 2 Madiun.**

There are some advantages in applying experimental method. They are: (1) The method can make students easy to understand the lesson. Based on the teacher interview, the teacher says that the students are very enthusiastic to learn and know about what they will do. This method results good response from the students. (2) The students can express the idea to practice without teacher's help. The students are not afraid to write what they want to and can response their teacher questions. So, the students can have opportunity to practice their ability in order to get optimal result. (3) Experimental method reduces boredom and stress to the students. Based on student interview, they feel happy and enjoy learning English because they like the relaxed lesson. The method reduces boredom and stress because the students only remember what teacher say and not only sit and do their worksheet from their teacher.

### **The Disadvantages of the Experimental Method in Teaching Writing Procedure Text to Tenth Grade Students of MAN 2 Madiun.**

Beside some advantages, there are also disadvantages of the experimental method. They are: (1) It makes class dirty and crowded. Based on the observation, many students feel they can do their experiment so when they finished their practice, they talk with their friends. Furthermore, when they do the experiments, one of the students spill their lime tea. After that, they don't throw the script in the basket. It makes class dirty and crowded. (2) It needs much time. Based on the observation, the teacher prepares the materials for each student. The teacher explains about procedure text and demonstrate how make drink. After that, teacher divides media and materials to practice. The students do their experiment and write the result what they do based on procedure text.

### **Conclusion**

From the result, it can be concluded that there some steps in applying the experimental method. They are preparation and presentation. In preparation steps, teacher prepares lesson plan, material, and media for teaching writing procedure text. In presentation, there are three steps. First steps is pre-activities. Second steps is whilst activities. Teacher demonstrates how to make a drink and asks students to practice how to make it and asks to write how make it in a paper based on the steps of procedure text. And, third steps is post activities. Teacher closes the activities by giving conclusion based on the material, giving students an opportunity to asks about difficulties during the lesson, and giving motivation



Besides, there are some advantages and disadvantages in applying the experimental method. The advantages are: (1) The method can make students easier to understand the lesson, (2) The students can express the idea to practice without teacher's help, and (3) Experimental method reduces boredom and stressed to the students. whereas, the disadvantages of the using experimental method are: (1) it makes class dirty and crowded and (2) it needs much time.

### **Suggestion**

After concluding the research, it is suggested that teachers should apply various methods or techniques in teaching to improve the quality of teaching. Furthermore, it is also suggested that the future reseacher to conduct the further research in the teaching methods or techniques to improve teaching and learning process and to have a better quality in teaching. the students in writing competence.

## BIBLIOGRAPHY

- Bambang Yudi Cahyono (Ed), 2009. *Technique in Teaching EFL Writing*.  
Malang: State University of Malang.
- Berg, Bruce L., 2009. *Qualitative Research Method for the Social Sciences*.  
California State University: Long Beach.
- Brown H. Douglas, 2000. *Principles of Language Learning and Teaching*.  
Sanfransisco: Longman.
- Edge, Julian. 1993. *Essentials of English Language Teaching*. New York:  
Longman.
- Freeman, Donald & Richards, Jack C.(Eds), 1996. *Teacher Learning in Language Teaching*. United Kingdom: Cambridge University Press.
- Hendrat Soetopo, 2005. *Pendidikan & Pembelajaran: Teori Permasalahan dan Praktek*. Malang: UMM Press.
- Houge, Ann. 1996. *First Steps in Academic Writing*. New York: Longman.  
*practice of English language teaching*. England: Longman.
- Nana Syaodih Sukmadinata, 2007. *Metode Penelitian Pendidikan*. Bandung:  
Rosda
- Nunan, David (Ed), 2003. *Practical English Language Teaching*. New York:  
McGraw-Hill Contemporary.
- Oshima, Alice and Houge, Ann. 1997. *Introduction to Academic Writing*. New  
York: Longman.

- Richards, Jack C. & Renandya, Willy A.(Eds), 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. United States of America: Cambridge University Press.
- Suharsimi Arikunto. 1992. *Prosedure Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Trianto, 2010. *Mengembangkan Model Pembelajaran Tematik*. Jakarta: Prestasi Pustaka.
- W. Gulo, 2002. *Metodologi Penelitian*. Jakarta: Grasindo.