

**IS DEMONSTRATION EFFECTIVE IN TEACHING ESP PROCEDURE
TEXT? A QUALITATIVE STUDY: HOW TO MAKE A SCRUNCHIE**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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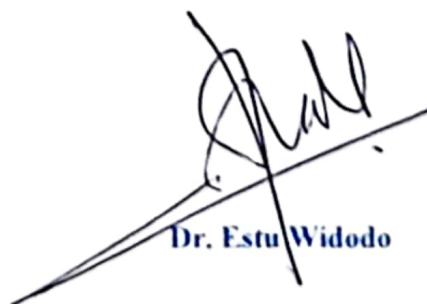
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1. The thesis entitled: **IS DEMONSTRATION EFFECTIVE IN TEACHING ESP PROCEDURE TEXT? A QUALITATIVE STUDY: HOW TO MAKE A SCRUNCHIE** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 1st November 2023
The Writer,


ROISATUL BADRIYAH

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Alhamdulillahirabbil'alamin. All praise be to Allah for His innumerable blessing which enables me to finish this thesis. I eventually did it.

This study aims to explore the practice of demonstration teaching in delivering procedure text of English for Specific Purposes (ESP) in the context of fashion design, particularly in making a scrunchie. The results of this study can guide teachers in designing and implementing demonstration methods in the teaching and learning process, especially in the context of ESP teaching, which requires an understanding of the concept and its real application.

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For future researchers, these research results are expected to provide some bases or consideration when they want to conduct similar research. Hopefully, this research could also provide decent resources for future researchers.

The writer

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Is Demonstration Effective In Teaching Esp Procedure Text? A Qualitative Study: How To Make A Scrunchie

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ABSTRACT

Many teachers and students experience difficulties teaching and learning procedural texts because they are considered abstract, less practical and irrelevant. This can affect the improvement of English language skills in the fashion industry. Therefore, teaching methods such as demonstrations in teaching ESP procedural texts are needed to make the learning process more effective and practical. This study explores the teaching practices of demonstrations in teaching English for Specific Purposes (ESP) procedural texts in fashion design, specifically in making scrunchies. Thus, this study is important for providing a deeper understanding of integrating ESP and procedural texts in fashion design teaching. This study uses a descriptive qualitative approach. Based on the results of the research that has been conducted, the demonstration method is effective in teaching ESP procedural texts, especially in the context of fashion design, such as how to make scrunchies. This is evidenced by the student's learning outcomes which show a good understanding of the procedural text and can apply the procedure in making scrunchie products. In addition, the high level of participation and engagement of students during the learning process indicates the effectiveness of this method in facilitating the learning process. The results of this study can guide teachers in designing and implementing demonstration methods in the teaching and learning process, especially in the context of ESP teaching, which requires an understanding of the concept and its real application.

Keywords: Demonstration, ESP Teaching, Fashion Design, Procedure Text

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ABSTRAK

Ada banyak guru dan siswa yang mengalami kesulitan dalam pembelajaran teks prosedur karena dianggap abstrak, kurang praktis dan tidak relevan. Hal ini dapat mempengaruhi peningkatan kemampuan bahasa Inggris di tata busana. Oleh karena itu, metode pengajaran seperti demonstrasi dalam pengajaran teks prosedur ESP diperlukan agar proses pembelajaran lebih efektif dan praktis. Penelitian ini mengeksplorasi praktik pengajaran demonstrasi dalam pengajaran teks prosedur English for Specific Purposes (ESP) dalam tata busana, khususnya pembuatan scrunchies. Oleh karena itu, penelitian ini penting untuk memberikan pemahaman yang lebih mendalam tentang pengintegrasian ESP dan teks prosedur dalam pengajaran tata busana. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Berdasarkan hasil penelitian yang telah dilakukan, metode demonstrasi efektif dalam pembelajaran teks prosedur ESP khususnya dalam konteks tata busana seperti cara membuat scrunchie. Hal ini dibuktikan dengan hasil belajar siswa yang menunjukkan pemahaman yang baik terhadap teks prosedur dan dapat menerapkan prosedur dalam pembuatan produk scrunchie. Selain itu, tingginya tingkat partisipasi dan keterlibatan siswa selama proses pembelajaran menunjukkan efektifitas metode ini dalam memperlancar proses pembelajaran. Hasil penelitian ini dapat menjadi pedoman guru dalam merancang dan menerapkan metode demonstrasi dalam proses belajar mengajar, khususnya dalam konteks pengajaran ESP yang memerlukan pemahaman konsep dan penerapan nyata.

Kata kunci: Demonstrasi, Pengajaran ESP, Desain Busana, Teks Prosedur

INTRODUCTION

In this global era, English language proficiency has become a basic requirement in many professions and industrial sectors, including fashion design. English is crucial in communication between designers, manufacturers, and consumers in the global fashion industry (Burns, 2022; Elfeky & Elbyaly, 2021; Kaowiwattanakul, 2020; Kincade et al., 2019; Murzyn-Kupisz & Hołuj, 2021). Therefore, mastering English skills becomes essential for anyone pursuing a career in this field. However, English language teaching in an academic or professional context often requires a more specific and targeted approach than general English teaching (Ain et al., 2023; Chaovanapricha & Chaturongakul, 2020; Khalil & Kholofelo Semono-Eke, 2020; Saienko et al., 2020; Sijono & Aristo, 2019; Simkova et al., 2021). In this regard, English for Specific Purposes (ESP) can be a suitable choice (Rohani & Suyono, 2021). ESP is a type of language teaching designed to meet learners' specific needs in a particular field or profession, in this case, fashion design (Boloña & Allen, 2022; Danilina & Shabunina, 2020; Montaner-Villalba et al., 2022; Saienko et al., 2020; Salmani-Nodoushan, 2020). The core idea of this approach is to contextualize language teaching to be relevant to the specific needs and objectives of the learners. For instance, in fashion design teaching, ESP could mean teaching vocabulary and phrases related to sewing techniques, pattern design, and fabric selection. In this way, ESP learning is more fundamental and directly relevant to the student's career goals (Al-Jarf, 2022; Mulyah & Aminatun, 2020).

Procedural text, as one of the genres of texts in English, also plays a significant role in fashion design (Elfeky & Elbyaly, 2021; Jemberie, 2021; Maya & Saragih, 2021; Pham et al., 2020; Setyowati & Sukmawan, 2019). This text contains step-by-step instructions on how to do something, in this case, like learning about how to make a scrunchie. Therefore, understanding and producing procedural texts accurately and efficiently is an essential skill for anyone involved in the fashion industry. However, based on the results of interviews with X-grade teachers at Al Maliki Vocational School, many fashion design teachers require

assistance in teaching English for Specific Purposes (ESP) in the context of fashion design, especially in teaching procedural texts. The reason is that most teachers feel that the process of teaching procedural texts can be more abstract and practical, leading to difficulties for students in understanding and applying the concepts taught. Additionally, many students perceive procedural texts as irrelevant to their field of study and require more motivation to learn them. This negatively impacts the development of English language skills needed for their careers in the fashion industry. Therefore, a more effective and practical teaching method, such as the demonstration method in teaching ESP procedural texts, is needed.

The demonstration method is an effective approach to teaching ESP procedural texts. The demonstration teaching method uses direct demonstrations or recordings to teach specific topics or skills. This method is commonly used in science and technology to illustrate complex concepts that may be difficult to understand through theoretical explanations alone (Obafemi et al., 2023). Thus, this method integrates learning concepts with real actions, where the teacher directly demonstrates the steps required to create a specific product (Min et al., 2022; Triana et al., 2022). Consequently, students can experience firsthand how to apply their English language skills in a practical context. Besides providing a more concrete understanding, the demonstration method motivates students by connecting direct learning to their career needs (Papi et al., 2019; Zhang & Pérez-Paredes, 2021). By leveraging the demonstration method in teaching ESP procedural texts, teachers can create a more interactive learning environment, facilitate a better understanding, and positively impact students' English language development in the competitive fashion industry context (McQuillan, 2020).

Previous research in the context of teaching English for Specific Purposes (ESP) has revealed challenges teachers and students face. The research results of Cheraghi & Motaharnejad show that ESP teaching can be highly beneficial for students and teachers when using audio-visual tools, such as video presentations. Suitable video material can enhance students' interest and engagement in learning

and boost confidence in communicative language skills (Cheraghi & Motaharinejad, 2023). On the other hand, research by Abida et al. indicates that interactive and easy-to-understand multimedia learning is highly favored by students in vocational school ESP contexts, aligning with a practical learning approach in teaching English (Abidah et al., 2023). This research identifies that computer and network engineering students prioritize speaking skills as their main learning objective. Meanwhile, the research by Eleni Petraki & Korop Khat explains how ESP courses in STEM fields are designed to address challenges in higher education in Cambodia. While its focus is more on designing ESP courses in general, it discusses the challenges and necessary steps for designing ESP courses that cater to students' needs. This may provide additional insights into approaches that may also be relevant in teaching ESP procedural texts (Petraki & Khat, 2022).

However, existing research has yet to specifically explore the application of the demonstration method in teaching ESP procedural texts in the fashion design context, such as creating scrunchies. Therefore, the research gap lies in the need for studies specifically addressing the application of the demonstration method in teaching ESP procedural texts in the fashion design context and the absence of effectiveness comparisons between the demonstration method and other teaching methods. This research aims to fill this gap by investigating whether the demonstration method effectively teaches ESP procedural texts, especially in making scrunchies, and how its effectiveness compares to other teaching methods.

Therefore, by applying ESP and procedural text concepts in fashion design education, this qualitative research aims to explore the practice of using the demonstration method in teaching English for Specific Purposes (ESP) procedural texts in fashion design, particularly in scrunchie making. This research has significant contributions, such as providing a deeper understanding of integrating ESP and procedural texts in fashion design education, a relatively under-researched area. Additionally, it helps teachers and educators design and

implement more effective teaching methods by exploring the effectiveness of using demonstrations in teaching procedural texts. This research can also create new teaching materials that other teachers and educators can use in similar contexts. Finally, this research can contribute to the literature on ESP and teaching procedural texts, especially in fashion design.

METHOD

This research employed a descriptive qualitative approach to explore the practice of demonstration teaching in delivering procedure text of English for Specific Purposes (ESP) in the context of fashion design, particularly in making a scrunchie. Qualitative research was used to generate descriptive data in written or spoken words from people or observed behaviour (Creswell, 2008). The study subjects consisted of 29 tenth-grade students of Al Maliki Vocational High School. The sampling was done using purposive sampling, taking into consideration the low academic performance of the students. Data collection techniques for this research utilized observation and interviews. The data obtained through observation, interview, and documentation procedures are presented in comprehensible language and described descriptively. Observations were used to delve deeper into the effectiveness of teaching ESP procedure text through the demonstration method. In this context, the process modelled is "how to make a scrunchie," a hair accessory. Also, through observation, the researcher saw how the teacher guided the students through each step in the scrunchie-making process, from material selection to product completion. It also allowed the researcher to assess how students could understand and follow instructions. Meanwhile, interviews were conducted to gain learning conditions and situation information—finally, documentation. Documentation data is used to know students' learning outcomes during the learning process using the demonstration method in teaching ESP procedure text with the material on making a scrunchie. After collecting the necessary data, the researcher analyzed it based on the scientific point of view, analyzing and criticizing the examined data

comprehensively and presenting the results in the findings. This series of scientific steps can formulate findings and discussions comprehensively.

FINDING AND DISCUSSION

Results of Teaching Procedure Text ESP on How to Make Scrunchie

Based on the research results at Al Maliki Vocational High School grade X, learning is conducted using a demonstration method. This qualitative research explores the effectiveness of demonstrations in teaching procedure text ESP in a fashion design context. The teaching is conducted through three stages: preliminary activities, core activities, and closing activities. In the preliminary activity, students are given an overview of the learning materials and objectives. The learning objectives are to understand the purpose and structure of the procedure text, identify the main features and language used in the procedure text, create a clear and concise procedure text related to fashion arrangement and demonstrate the procedure text created. Then, students are informed about the core competencies, basic competencies, indicators, and minimum passing grades. Students are then divided into study groups. In the core activity, the teacher demonstrates an example of a procedure text and uses video to provide examples of procedure texts related to fashion design. The teacher then demonstrates a specific procedure text related to fashion, focusing on "How to Make a Scrunchie". The procedure text for making a scrunchie includes the following steps:

- 1) Cut the fabric strip to 3-1/2 x 22 inches,*
- 2) Fold the fabric lengthwise so the inside is facing out,*
- 3) Sew a straight line along the edge,*
- 4) Pull the strip to the right,*
- 5) Cut an elastic to 9 inches,*
- 6) Attach a safety pin at one end of the elastic,*

7) Thread the elastic through the tube, and

8) Remove the safety pin and tie the elastic into a knot.

The students observe and follow the demonstration and note the expressions and keywords in the procedure text. They are then allowed to search for more information about the procedure text's social function, text structure, and language elements. In their groups, students then create a basic procedure text based on the topic provided by the teacher. All students then perform in front of the class to demonstrate the simple procedure text and give feedback on the group presentation results. In the closing activity, students can ask questions, and the teacher guides them to conclude the procedure text material. The teacher also explains the material discussed at the next meeting and provides enrichment and remedial material about the procedure text.

The Assessment Results of Teaching Procedure Text ESP on How to Make Scrunchie

Through the demonstration method, the teacher guides students through each stage of making a scrunchie directly, from selecting materials, explaining each component, and sewing techniques, to product completion. The students appear active and directly involved in the learning activity during the learning process. They are not only passive receivers of knowledge but also participate in every phase of product creation. This greatly supports their understanding of the procedure text being taught. Based on the observation, most students could understand and complete the steps in the procedure taught by the teacher during the demonstration phase. This can be seen from the final scrunchie products they have produced. Some students even managed to incorporate their creativity into the scrunchie-making process, such as the selection of fabric colours and patterns or variations in the shape and size of the scrunchie.

In addition, based on the documentation of learning outcomes, it is clear that most students successfully understood and applied the steps in the procedure text. The learning outcomes show that they could make scrunchies quite well and function as they should. This indicates that the demonstration method effectively teaches procedure text in ESP.

Table 1. The results of learning how to make scrunchies

Number	Gender	Value
1	F	87
2	F	84
3	F	84
4	F	82
5	F	90
6	F	88
7	F	88
8	F	90
9	F	85
10	F	80
11	F	90
12	F	85
13	F	85
14	F	82
16	F	86
17	F	85
18	F	88
19	F	60
20	F	86
21	F	86
22	F	60
23	F	87
24	F	88
25	F	85
26	F	90
27	F	90
28	F	88
29	F	88
Average		85

The discussion of ESP procedural text learning assessment on how to make scrunchies shows varied results, as indicated by the learning outcomes data described in Table 1. Out of a total of 29 female students, as fashion design is predominantly chosen by female students. Based on the findings of this research, it is evident that students can understand and apply scrunchie-making. The lowest score recorded was 60, while the highest reached 90. The average score was around 85, indicating that the demonstration method in teaching ESP procedural texts is effective in learning. This suggests they follow step-by-step instructions in English and apply them in the scrunchie-making process. However, some students still have not met the expected standard, with scores below the Minimum Mastery Criteria of 75. The researcher set this indicator in line with the English subject's Minimum Mastery Criteria. Students who have yet to meet this standard may be experiencing difficulties understanding instructions in English or face challenges translating these instructions into actions in making scrunchies. In the context of ESP, this highlights the need for a greater focus on teaching specific vocabulary and phrases in fashion design and providing more practical exercises. The data shows that demonstration is an effective teaching method in this ESP context, particularly in teaching how to make scrunchies.

DISCUSSION

This research aims to explore the practice of teaching demonstrations in teaching procedural texts in English for Specific Purposes (ESP) in the context of fashion design, specifically in making scrunchies. This research indicates that demonstration is an effective method for teaching procedural texts. This is based on student assessments in making scrunchies and their understanding of the procedural text provided. The active and participatory involvement of students in the demonstration also shows an improvement in their knowledge of the steps in the procedural text. In ESP teaching, demonstration facilitates the internalization of concepts and techniques required in making scrunchies, allowing students to experience a deeper and more contextualized learning process. As stated by Raza,

(2020) the demonstration method in ESP teaching enables teachers to refine their teaching practices and strengthen their understanding of the material by observing its application in real situations. This aligns with Aditia et al., (2023), which means teachers can apply this method to instruct students individually or in groups. Through the demonstration method, students experience the material firsthand during the learning process. Thus, student involvement in the demonstration process enables them to identify and overcome obstacles in applying procedural texts.

Therefore, in ESP teaching, this improvement adds value in preparing students to face real-world situations in fashion design, such as making scrunchies. These findings are consistent with the constructivist learning theory, which focuses on forming knowledge through interaction and direct experience. According to Vygotsky (Rohaendi & Laelasari, 2020; Santrock, 2020), in his theory of the Zone of Proximal Development (ZPD), students can learn better when they are in situations where they are actively involved in the teaching and learning process rather than merely receiving information passively. The demonstration in this study allows students to interact and participate actively in the learning process, supporting this theory. These findings also prove that demonstration-based teaching can increase students' understanding and performance at other times (Bråten et al., 2022; Den Otter et al., 2021; Landøy et al., 2020; Pattanaphanchai, 2019; Ravshanovna, 2023; Song, 2021; Verburch, 2019). In the study, the improvement in understanding and performance is associated with the fact that demonstrations allow students to visualize the processes and concepts being taught, help them access prior knowledge, connect it with new concepts, and thus facilitate their learning process.

One of the strengths of this research compared to previous studies (Abidah et al., 2023; Cheraghi & Motaharinejad, 2023; Elkasović & Čolakovac, 2023) is the use of a direct and specific demonstration method for the learning content, which is ESP in the context of fashion design, especially in making scrunchies. This provides a clear and realistic context for students to apply the knowledge and

skills they have learned. In addition, this study also actively involves students in learning activities, not just as passive information recipients but as participating directly in teaching and learning. This method effectively improves students' understanding and skills in applying ESP in a real context and shows how this knowledge can be used in their daily lives. While this study provides important insights into the effectiveness of demonstrations in teaching ESP procedural text, this study also faces some challenges; the first is time constraints that can affect the level of student understanding of the material. Short learning time may not be enough for students to fully absorb and understand the given procedural text, especially for those with difficulties using English. In addition, limited resources also pose a challenge where the lack of suitable equipment and materials for practical demonstrations can affect the quality of student learning. Lastly, the lack of teaching experience in teaching procedural text in fashion design can also affect the quality of learning.

Overall, this study adds evidence supporting demonstrations in teaching ESP procedural text, specifically in fashion design. The implications of this research are the importance of the demonstration method in ESP teaching, especially in fashion design. The results of this study can guide teachers in designing and implementing demonstration methods in the teaching and learning process, especially in the context of ESP teaching, which requires an understanding of concepts and their real applications. In addition, this study also provides insights for educational policymakers to consider more the application of demonstration methods in the ESP curriculum, by considering challenges and obstacles that may be encountered such as time constraints, resource limitations, and teacher experience. Further research can be carried out to explore other effective strategies and techniques in teaching procedural text using the demonstration method in various other contexts.

CONCLUSION

The demonstration method has proven effective in enhancing students' understanding of procedural texts. This effectiveness is based on active student engagement in the learning process, where they not only passively receive information but also directly participate in each stage of product creation. This approach aligns with constructivist learning theory, emphasizing the importance of interaction and direct experience in knowledge formation. The advantages of the demonstration method include its ability to provide a clear and realistic context for students, enabling them to apply the knowledge and skills they have learned in real-life situations. Additionally, this method facilitates interaction between teachers and students, allowing for direct feedback and corrections during the learning process. However, there are also some limitations to this method, including time constraints that may need to be revised to ensure full comprehension for all students and the potential limitations of resources and equipment required for demonstrations. Therefore, it is recommended for further research to extend the learning time allocation and better plan and prepare resources. Further research is also expected to explore other effective techniques and strategies for teaching procedural texts through the demonstration method in various contexts to maximize the ESP teaching and learning process.

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