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Is Demonstration Effective In Teaching ESP Procedure Text? A Qualitative Study: How to Make a Scrunchie

Abstract

Teaching procedural texts in English for Specific Purposes (ESP) can be challenging, often viewed as abstract and unrelated to real-world applications, especially in niche sectors like fashion design. This can hinder English language skill development within such industries. Addressing this, our study evaluates the effectiveness of demonstrations in teaching ESP procedural texts, specifically the crafting of scrunchies. Using a descriptive qualitative method, we identify the merits of demonstrations. Our results show that students not only understand but can also apply procedural knowledge effectively, as evidenced by their successful creation of scrunchies. Enhanced engagement and participation levels during the learning process further validate the efficacy of the demonstration approach. These insights are pivotal for educators looking to refine their teaching techniques in ESP scenarios that require a balance between theoretical grasp and practical execution.

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

INTRODUCTION

In today's globalized world, English proficiency has become indispensable across many professions, including fashion design. Moreover, English facilitates communication between global industry stakeholders like designers, manufacturers, and consumers (Burns, 2022; Elfeky & Elbyaly, 2021; Kaowiwattanakul, 2020; Kincade et al., 2019; Murzyn-Kupisz & Hołuj, 2021). As a result, mastering the language is paramount for those aiming for a career in fashion. Yet, teaching English in academic or professional settings often demands more specificity than traditional methods (Ain et al., 2023; Chaovanapricha & Chaturongakul, 2020; Khalil & Kholofelo Semono-Eke, 2020; Saienko et al., 2020; Sijono & Aristo, 2019; Simkova et al., 2021). This is where English for Specific Purposes (ESP) comes into play (Rohani & Suyono, 2021). ESP tailors language instruction to the unique needs of a specific field, such as fashion design, ensuring that the learning material is pertinent to the learner's goals (Boloña & Allen, 2022; Danilina & Shabunina, 2020; Montaner-Villalba et al., 2022; Saienko et al., 2020; Salmani-Nodoushan, 2020). For example, in the realm of fashion, ESP would prioritize teaching terms and expressions specific to sewing, pattern design, and fabric types, aligning instruction with career aspirations and making it intrinsically relevant (Al-Jarf, 2022; Mulyah & Aminatun, 2020).

Procedural text is a vital genre within the spectrum of English texts, particularly in the realm of fashion design (Elfeky & Elbyaly, 2021; Jemberie, 2021; Maya & Saragih, 2021; Pham et al., 2020; Setyowati & Sukmawan, 2019). Characterized by step-by-step instructions, procedural texts guide processes, such as crafting a scrunchie. Consequently, the aptitude to comprehend and generate these texts is indispensable for fashion industry professionals. However, based on interview result with X-grade teachers at Al Maliki Vocational School reveal a notable challenge: many fashion design educators grapple with imparting English for Specific Purposes (ESP), especially when it comes to procedural texts. The predominant sentiment is that teaching these texts intertwines abstract concepts with practical applications, posing hurdles for student comprehension and application. A compounding issue is that many students view procedural texts as tangential to their main course of study, and hence, lack the drive to engage with them. This misalignment stymies the growth of crucial English language skills pivotal to their future in the fashion world. In

light of these challenges, there's a pressing need for more tangible teaching strategies, with the demonstration method emerging as a promising approach for ESP procedural texts.

The demonstration method offers a robust solution to the challenges of teaching ESP procedural texts. Rather than relying solely on theoretical exposition, this teaching strategy employs direct demonstrations or recorded examples to elucidate specific topics or skills. While it's frequently adopted in science and technology to demystify intricate concepts (Obafemi et al., 2023), the essence of the demonstration method lies in merging theoretical knowledge with tangible actions. Teachers actively display the sequence of steps to craft a particular product, offering students a vivid, hands-on learning experience (Min et al., 2022; Triana et al., 2022). This immersive approach not only clarifies concepts but also empowers students to deploy their English language prowess in real-world contexts. The demonstration method's relevance to career-focused learning further bolsters student motivation and engagement (Papi et al., 2019; Zhang & Pérez-Paredes, 2021). Incorporating this technique into ESP procedural text instruction fosters an interactive learning atmosphere, deepens comprehension, and amplifies the potential for English language skill enhancement within the dynamic landscape of the fashion industry (McQuillan, 2020).

Recent studies in the domain of English for Specific Purposes (ESP) teaching have shed light on the multifaceted challenges encountered by both educators and learners. Cheraghi & Motaharinejad's research underscores the efficacy of integrating audio-visual tools into ESP instruction. Their findings suggest that harnessing video presentations as a teaching medium not only amplifies student engagement and interest but also fortifies their confidence in communicative language abilities (Cheraghi & Motaharinejad, 2023). In a parallel vein, Abidah et al.'s study reveals a pronounced preference among vocational school students for interactive and comprehensible multimedia-based learning. Their research, focusing on computer and network engineering students, emphasizes the prioritization of speaking skills as a pivotal learning target within the ESP framework (Abidah et al., 2023). Diversifying the research spectrum, Petraki & Khat's work dives into the design of ESP courses within STEM disciplines, specifically in the Cambodian higher education context. Although their primary lens examines broader ESP course creation, the study offers valuable insights into addressing challenges and designing courses tailored to student requirements. These insights might be instrumental in refining strategies for teaching ESP procedural texts (Petraki & Khat, 2022)

While existing studies provide insights into various teaching methods for ESP, there remains a discernible lack of research focusing on the use of the demonstration method for teaching ESP procedural texts within the realm of fashion design, such as the creation of scrunchies. The evident research gap stems from both the absence of studies dedicated to the demonstration method's application in this specific context and a dearth of comparative analyses gauging its effectiveness against other instructional techniques. This research seeks to bridge this gap. It endeavors to ascertain the efficacy of the demonstration method in teaching ESP procedural texts, with a focus on scrunchie-making, and to juxtapose its effectiveness with alternative teaching methodologies.

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

In this study, a descriptive qualitative approach was employed to investigate the practice of demonstration-based teaching in delivering procedural texts for English for Specific Purposes (ESP), with a focus on fashion design, especially the creation of scrunchies. Drawing from the insights of Creswell (2008), qualitative research aims to generate descriptive data, either in written or spoken formats, or from observed behavior. The participants included 29 tenth-grade students from Al Maliki Vocational High School. Participants were selected purposively, prioritizing those who have shown lower academic performances in the past. Both observation and interview techniques were utilized for data collection. Through observation, the effectiveness of using the demonstration method for teaching ESP procedural text became evident, specifically in the context of making scrunchies. This approach allowed for insights into how students were guided through each phase of the scrunchie-making process, from the selection of materials to the final product. Additionally, it provided a means to gauge the extent to which students grasped and acted upon instructions. Interviews served to gather insights into the prevailing learning conditions and dynamics. Alongside, documentation was used to assess students' learning outcomes during their engagement with the demonstration method, specifically during the scrunchie-making lesson. Once all data was gathered, a comprehensive analysis was undertaken, critiquing the data from an academic lens. This formed the basis for the results presented in the findings section, facilitating a comprehensive discussion based on the observed data.

FINDING AND DISCUSSION

Results of Teaching Procedure Text ESP on How to Make Scrunchie

In a study done with Al Maliki Vocational High School grade X students, the demonstrative technique was used to instruct process text ESP within a framework of fashion design. This qualitative study examines how effective demonstrations are as a teaching aid. The lesson is divided into three sections: the introduction, the primary activity, and the conclusion. Students are first introduced to the topic and objectives of the lesson, which aims to help them comprehend the purpose, organization, key features, and language components of the procedural document. A cohesive method manual particular to fashion design, with specified criteria, skills, benchmarks, and grading expectations, is also required of them. Then, groups of students are formed for collaborative projects. A model procedure text and videos demonstrating fashion-related operations are presented by the educator during the main educational phase. This phase is centered around a thorough demonstration, such as "How to Make a Scrunchie.". *To craft a scrunchie, begin by cutting a fabric strip measuring 3-1/2 x 22 inches. Once done, fold this fabric lengthwise, ensuring the*

inside faces out. Next, sew along the edge in a straight line, then turn the strip right side out. Take an elastic measuring 9 inches, fasten a safety pin at one end, and use it to thread the elastic through the sewn tube. Once threaded, remove the safety pin and finalize the process by tying the elastic into a secure knot.

The students observe and replicate the demonstration while taking note of the terminology and terms used in the procedure literature. Then they are free to conduct further research on the social function, textual features, and linguistic components of the procedure text. Students then develop a fundamental process text in their groups using the teacher-provided topic. The simple method text is then demonstrated by all students in front of the class, and they also provide feedback on the outcomes of the group presentation. Students can express questions during the concluding exercise, and the teacher will help them draw a conclusion from the procedural text content. Along with providing enrichment and remedial materials about the procedural text, the teacher also summarizes the material that will be covered at the following meeting.

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

Utilizing the demonstration method, the instructor meticulously walks students through the comprehensive process of crafting a scrunchie—from material selection and component explanation to the sewing techniques, culminating in the finished product. Far from being mere passive learners, students are actively immersed in every facet of the scrunchie-making journey, enhancing their grasp of the procedural text. Observational data indicated that a majority of the students adeptly followed and executed the steps demonstrated by the instructor, evident in the high-quality scrunchies they crafted. Notably, several students infused their personal touch, experimenting with fabric choices or modifying the scrunchie's design. Furthermore, an analysis of the learning outcomes confirms the students' proficient understanding and application of the procedural text. Their ability to produce functional, well-crafted scrunchies underscores the efficacy of the demonstration method in ESP procedural text instruction.

The evaluation of the ESP procedural text on producing scrunchies produced a wide range of findings, as shown by the student outcomes. The 29 participants were entirely female, which is indicative of the gender preference for fashion design. Analysis shows that these pupils were able to understand and carry out the scrunchie-making process with ease. The effectiveness of the demonstrative method for teaching ESP procedural texts is highlighted by scores ranging from 60 to 90 and an average of 85. According to the results, pupils are able to systematically follow English instructions and put them into practice in a craft. However, some pupils fell short of the required Minimum Mastery Criteria of 75, which corresponds to the accepted standard for English competency. These students can have trouble comprehending instructions in English or applying these directives to the creation process. This highlights the need to emphasize specific fashion design terminology and provide more hands-on tasks within the ESP framework. The key finding is the method's proven efficacy, especially when it comes to teaching scrunchie creation.

Discussion

This study looks at the effectiveness of teaching demonstrations in ESP, primarily in the area of fashion design and more specifically the making of scrunchies, to impart procedural texts. According to student scrunchie-making performances and their

comprehension of the related procedural text, our findings highlight how important demonstrations are for the teaching of procedural texts. The active and involved participation of the students during the demos demonstrates their improved understanding of the processes in the process.

Demonstrations within the realm of ESP help students better understand the necessary theories and methods for making scrunchies, enhancing their educational experience. According to Raza, (2020), such practical methods enable teachers to improve their methodology while also enhancing their understanding of the material through its practical application. According to Aditia et al., (2023), who share this viewpoint, this approach can be modified for individual or group-based learning. Students learn and physically apply the topic through demonstrations, which equips them to identify and handle difficulties when completing procedural instructions.

ESP students are better prepared to handle real-world fashion design situations, like making scrunchies, because to this enhanced learning methodology. This is consistent with constructivist learning principles, which place a strong emphasis on collaboration and active immersion in order to create knowledge. According to (Rohaendi & Laelasari, 2020; Santrock, 2020) developments on Vygotsky's Zone of Proximal Development (ZPD) theory, active learning environments, as opposed to passive ones, improve student outcomes. The demonstrations in the study support this concept, which encourages active learner participation. Numerous studies have supported this idea (Bråten et al., 2022; Den Otter et al., 2021; Landøy et al., 2020; Pattanaphanchai, 2019; Ravshanovna, 2023; Song, 2021; Verburch, 2019).

When compared to studies like (Abidah et al., 2023; Cheraghi & Motaharinejad, 2023; Elkasović & Čolakovac, 2023), our research stands out for its custom demonstration approach that was applied to ESP in fashion design, especially scrunchie-making. It gives pupils a practical framework in which to use the knowledge and abilities they have learned. Students are active participants rather than passive recipients, developing their ESP expertise and its practical application.

However, our study faced obstacles, such as time constraints that might impede student comprehension, particularly for individuals who have trouble understanding English. Learning quality could also be hampered by a lack of adequate demonstrative tools and scarce resources. Additionally, the learning outcomes can be impacted by the limited pedagogical expertise in communicating procedural texts in the context of fashion design.

In conclusion, our research strengthens the case for demonstrations in the teaching of ESP procedural texts, particularly in the field of fashion design. The results highlight the need for educational policymakers to increase the integration of such methods in the ESP curriculum, mindful of the inherent hurdles, and serve as a guide for educators as they shape their teaching tactics. Future studies could examine various contexts and alternative instructional strategies for procedural text.

CONCLUSION

Using the demonstration method offers a tangible boost to students' grasp of procedural texts. Its strength lies in fostering active engagement; students aren't mere spectators they're active participants in the creation process. This resonates with the constructivist learning theory, which underscores active interaction and firsthand

experiences as pivotal to knowledge acquisition. One of the primary benefits of the demonstration method is the realistic context it offers, equipping students to transpose their acquired skills to real-world scenarios. The method also fosters a more dynamic interaction between the educator and students, creating an environment conducive for immediate feedback and timely course corrections. Nevertheless, this method isn't without its drawbacks. Time can be a limiting factor, potentially leaving some students behind in comprehension. There might also be constraints tied to the availability of essential resources for the demonstrations. To address these challenges, suggestions for future research include extending the dedicated learning time and ensuring better resource planning and provisioning. It would also be beneficial to explore alternative techniques for imparting procedural texts via the demonstration method across diverse settings, optimizing the ESP educational journey.

REFERENCES

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