

Writing Text Procedures in Seventh Grade Negeri 3 Kualuh Selatan Junior High School Students in the Academic Year 2020-2021

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ABSTRACT

The purpose of this research was to determine the effectiveness the use of audio-visual media in teaching procedural texts for seventh grade students of Negeri 3 Kualuh Selatan Junior High School, North Labuhanbatu Regency. This research is an experimental research using a pretest and posttest. The population of this research is students of Negeri 3 Kualuh Selatan Junior High School which consists of 7 classes with a population of 250 students. From this number, a sample of 20% was determined, namely 50 students, then the sample was divided into two control groups and an experimental group, totaled 25 students in random sampling technique. The instrument or data collection tool used to determine learning outcomes is an essay test. From the results of data analysis, it was found that audio-visual media was more effective than conventional media. In this case, it is obtained t-count 6.81 then consulted with t-table at level 0.05 (5%) is 0.127 with $dk = (N_1 + N_2) - 2 = 48$. Because the t-count obtained is greater than the accepted t-table. This proves that learning procedural texts using audio-visual media is more effective than conventional media.

Keywords: *Teaching Procedure Text, Audio Visual Media*

1. INTRODUCTION

Learning Indonesian is directed at improving the ability of students to communicate using Indonesian that is good and correct, both orally and in written. What's more, with the latest curriculum, namely the 2013 curriculum, re-applying the 2013 2016 curriculum (K-13 Revision), of course, it has many differences which are an improvement from the previous K-13 curriculum. This improvement can be seen from several government regulations, for example Permendikbud No. 103 of 2014 and Permendikbud No. 104 of 2014 related to the function of Indonesian subjects in the world of education not only has a role to pay attention to language as a list of lessons in schools but also Indonesian is able to be a source of self-actualization of its use in social, cultural, and academic contexts. Likewise, the competency standard of Indonesian language learning requires the ability of students to master language knowledge, language skills, and a positive attitude towards Indonesian [1]-[3].

Language in everyday life is used to communicate both in spoken and written form. Tarigan [4] suggests that language skills include four components, namely (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. Each skill is closely related to the other three skills in varying ways.

According to Tarigan [4], writing is a language skill used to communicate indirectly, not face-to-face with other people. Writing is a productive and expressive activity. In writing activities, the writer must be skilled at utilizing structure, language and vocabulary. This writing skill will not come automatically, but must go through a lot of practice and regular practice.

Writing is the most important language skill in human life. By writing, a person is able to channel or influence society by using written thoughts or ideas. As Morsey said in Tarigan [4], that writing is used, reported/notified, and influenced; and such purposes and objectives can only be well accomplished by persons who are capable of thought, organization, thought of words, and structure of sentences.

The ability to write is one that students must have, with the ability to write students can express ideas, ideas and main thoughts, write students can distinguish standard and non-standard sentences, use punctuation appropriately, and compose words in a language that is easily understood by readers, one of which is in the form of procedural text.

Procedure text is a step and objective that must be followed in order for a job to be done. Procedural texts have great benefits in life. Procedure texts help to know how to carry out certain activities and correct life habits. In addition, it helps in using the tool properly without causing harm to oneself and without damaging the tool itself. In order to achieve the proper objectives, the procedure texts must be arranged in the correct order. Because the steps in compiling a procedure text cannot be reversed to achieve that goal. Writing procedure text can be done by reading the instructions regarding the procedure text.

Procedure text is one of the types of text studied in Indonesian seventh grade students of Negeri 3 Kualuh Selatan Junior High School in the 2020-2021 learning year which has implemented the 2013 curriculum which requires teachers to be creative and innovative in the use of learning media. In addition, in writing procedural text, students are still not able to write procedural text properly. So far, classroom learning tends to focus on teachers. The teacher is considered a source of knowledge, so that teaching tends to use conventional methods. With conventional methods, students' creativity in the learning process, especially in learning procedural texts is reduced. Every teacher and practicing educator in schools must provide various language activities and learning media. Learning sources in the form of learning media should be varied both in the form of other learning media sources such as audio-visual media. Because when education delivers learning material, a medium is needed that can support activities in teaching materials. Then the audio-visual media can be used to support the teaching and learning process that will take place.

Arsyad [5] in Arabic, media is an intermediary or messenger for messages from the sender to the message recipient. Audio visual media are media that have sound and image elements. This type of media has better capabilities, because it includes both auditive (listening) and visual (seeing) media types. Therefore, the use of audio-visual media can help students focus on the material presented.

The use of learning media (including learning resources, and learning tools) to assist learning activities should be adjusted to the content or learning material and the objectives to be achieved. Through advances in science and technology, teachers can use various media according to their learning needs and objectives, but can also make the learning process more interesting.

Based on the description above, the researcher encouraged to carry out research with the title: Writing Text Procedure in Seventh Grade Negeri 3 Kualuh Selatan Junior High School Students in The Academic Year 2020-2021.

After limiting the research problem, the next step that needs to be done is to formulate the research problem in

the form of a statement. The problems in this research are as follows.

1. Is the development of audio-visual media teaching materials in writing procedural texts more effective than conventional media?
2. Can the use of audio-visual media techniques attract students' interest in writing?

2. LITERATURE REVIEW

2.1. Effectiveness

Effectiveness comes from effective power. According to the Big Indonesian Dictionary [6], the word effective means effect, consequence, influence or can bring results. So, effectiveness is activeness, effectiveness, conformity in an activity of people who perform tasks with the intended target.

2.2. Teaching materials

Teaching materials are an important part of the learning process. According to Prastowo [7], teaching materials are basically all materials (both information, tools, and text) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and research implementation of learning. Widodo and Jasmadi in Lestari [8] state that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating which are designed systematically and attractively in order to achieve the expected goals, namely achieve competences and sub competencies with all their complexities [9]-[11].

2.3. Audio Visual Media

The Big Indonesian Dictionary [6] states that audio-visual is audible and visible. Audio visual learning media is a medium to convey material using mechanical and electronic machines to convey audio and visual messages. Examples of film, television, video projector machines, and so on. Thus, teaching through audio-visual is the production and use of material whose absorption through sight and hearing is not entirely dependent on understanding words or similar symbols.

Audio-motion-visual learning media, namely learning media that has sound, has sound and the shape of the object can be seen. This kind of learning media is the most complete. Types of learning media including this group are television, video tapes and motion films [12]-[15].

2.4. Writing

In the Big Indonesian Dictionary [6], writing is an activity that generates thoughts or feelings by writing. According

to McCrimmon in Slamet [16], write is an activity to explore thoughts and feelings about a subject, choose things to write, determine how to write them so that readers can understand them easily and clearly. Slamet [16] expressed his opinion about writing, which is an activity that requires complex abilities. According to Semi [17], expressing the notion of writing is a creative process of transferring ideas into writing symbols. Other references on writing skills can be found in [18]-[20].

2.5. Procedure Text

In the Big Indonesian Dictionary [6], the procedure is the activity stage used to complete an activity according to the desired goal. Step by step method for sure and solve a problem. According to Yulianingsih [21], procedure text is a text that contains objectives and steps that must be followed so that a job can be done. In the procedure text, it describes how something is done through a series of steps or actions. The purpose of communicative or procedure is to provide instructions on how to do something through a series of actions or steps.

In the procedural text, the contents of the writing are always connected from the beginning to the end, and each content contains information so that it is easy for the reader to understand [22]-[24].

3. METHODOLOGY

The method used in this research is the research and development method (Research & Development). Research and development methods are research methods used to produce certain products to test their effectiveness [25]-[26]. According to Borg and Gall in Sugiyono [27], the research and development model is a process used to develop and validate educational products. So, development research is an effort to develop and validate the products used in the learning process.

The following are ten steps contained in the development research procedure according to Sugiyono [27], which have been summarized as follows: potentials and problems, data collection, product design, validation, product revision, initial product trial, product revision, final product trial, product revision, and final product.

4. RESULTS AND DISCUSSION

In determining the experimental group and the control group in the study, they are not tied to one class. Before the treatment was given to the two groups, first the students' ability test (pretest) was carried out to determine the abilities of the two groups. After the pretest test results were calculated, the control group obtained an average value of 72.2 and the standard deviation was 4.349, while the experimental group obtained an average value of 77 and the standard deviation was 3.535.

Furthermore, the two groups were given treatment, the control group using conventional learning obtained the average value of learning outcomes in writing procedural text (posttest) is 78.4 which is classified as good and the standard deviation is 2.783. While the experimental group using audio-visual media obtained an average result of learning to write procedural text is 85.8 which is classified as high and the standard deviation is 3.73.

From the value of t-count in this research is 6.81 where t-table is 0.127 in the standard significance is 0.05 or 5%. It means that t-count more than t-table, that is $6.81 > 0.127$. This means that the H_a hypothesis is accepted as the truth which states that "Audio-visual media is effective in learning procedural texts in writing procedural texts in seventh grade students of Negeri 3 Kualuh Selatan Junior High School, North Labuhanbatu Regency.

So hereby shows that there is a significant difference in learning outcomes to write procedural texts between the use of audio-visual media and conventional. The percentage of student ability improvement using audio visual media learning in this study is higher than using conventional learning.

This difference exists because conventional learning most students do not listen to explanations or lectures from the teacher because the methods used by the teacher are boring for students. While the experimental group using audio-visual media learning delivered messages in the form of sounds and forms that trained students' abilities in listening to the content of the video that was broadcast. The video contains text on the procedure for making candlenut oil which has many benefits in everyday life. Thus, learning procedure text, especially in writing procedural text using audio-visual media, can be used as an alternative learning process that can affect student learning outcomes.

5. CONCLUSION

Based on the results of research carried out on seventh grade students of Negeri 3 Kualuh Selatan Junior High School, North Labuhanbatu Regency, several conclusions were established, namely as follows.

The pretest results of the control group and the experimental group before the application of conventional learning treatment and audio-visual media had an average value of learning outcomes of learning procedure text in writing procedure text, respectively, which were 72.2 and 77 which were classified as good.

The posttest results of the control group students had an average score of 78.4 which was classified as B (good) and the experimental group after using audio-visual media had an average score of 85.8 which was classified as A (very good).

There are differences in learning outcomes of procedural text in writing conventional learning procedure texts using audio-visual media. This proves that the audio-visual media is effective in using procedural text learning in writing procedural texts for seventh grade students of

Negeri 3 Kualuh Selatan Junior High School, North Labuhanbatu Regency.

Audio-visual media is more effective in learning procedure text, especially in writing procedure text. This is evidenced by the t test, which is obtained t-count more than t-table or $6.81 > 0.127$, so that H_a is accepted and H_0 is rejected.

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