

# Improving Ability in Identifying Procedure Text Elements Using Visual Audio Media

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## ABSTRACT

The research aims to determine the process of increasing the identification of procedural text elements using audio-visual media in class VII SMP Negeri 8 OKU and the results of the improvement to identify elements of procedural text using audio-visual media in class VII students of SMP Negeri 8 OKU. The method used in this study is a classroom action research method. The research subjects were 32 students of class VII.C at SMP Negeri 8 OKU in the 2020/2021 academic year. Data collection was carried out by identifying the elements of the procedural text, observation, and documentation. The data analysis technique uses the percentage formula. The results of the study were the increase in student learning outcomes in each cycle starting from the initial cycle (pre-cycle) the average value of students had increased. The increase in the results of observations obtained by students has increased from the learning outcomes of the active category and increased to the active category. The increase in the level of student completeness starting from the pre-cycle of students who reached the Minimum Completion Criteria (KKM) had increased and students who obtained scores below the Minimum Completeness Criteria (KKM) had decreased.

**Keywords:** Ability, Identifying Procedure Text, Audio-Visual Media

## 1. INTRODUCTION

Today's education receives serious attention from the government and society. Education is a shared responsibility between the government, society, and families. This is stated in the National Education System Law No. 20 of 2003 following: Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, the nation, and the state. Aims to shape the child's personality to be mature, mature, independent, and independent of others. This means that children who are not yet mature must become adults, independent, have a complete and mature personality. "As a personal shaping process, education is defined as a systematic and systemic activity directed at the formation of the personality of students" [1].

The national education system functions to provide direction to all educational activities within existing educational units. This national education goal is a general goal that all educational units want to achieve. Even though each of these educational units has its own goals, it cannot be separated from the goals of national education. In general, the

educational process is of course directed according to the goals to be achieved by the teacher, namely shaping the personality of students and changing behavior, and developing the potential that exists in each individual. The success or failure of achieving educational goals depends a lot on the learning process experienced by students as students because learning activities are the most basic activities in overall education in schools.

Jatmiko said that education is one of the pillars and the main capital in anticipating and supporting the future because education is always oriented to develop student resources so that they can play a role in the future and are directed to human needs[2]. The success in the Indonesian language learning process cannot be separated from the readiness of students and the readiness of the teacher. Students are required to have an interest in Indonesian language lessons and teachers are also required to master the material to be taught and be able to choose the right learning method, so that good educational interaction will be created towards improving student abilities.

The Indonesian language has a very important position, as stated in the third pledge of the 1928 Youth Pledge which reads We, the sons and daughters of Indonesia, upholds the language of unity,

the Indonesian language [3]. This means that Indonesian is the national language; its position is above regional languages.

Indonesian has given instruction at all levels of education and plays an important role in renewing and improving the quality of education. In the teaching and learning process, it consists of several subjects, one of which is Indonesian. Language skills (or language arts, language skills) in the curriculum in schools usually cover four aspects, namely: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills. Each skill relates to the thought processes that underlie language [3]. A person's language reflects his thoughts. The more skilled a person is in speaking, the brighter and clearer his thinking.

Learning is an activity that involves teachers and students, in this case, the teacher provides a condition for the expected learning process to occur and students can absorb learning well and meaningfully [4]. This reason, teachers must have adequate skills and knowledge, especially in controlling classrooms and creating learning activities. In the 2013 curriculum, writing skills is one of the lessons in Indonesian that must be taught. The basic competencies of learning Indonesian which refer to the 2013 class VII curriculum are understanding procedural, descriptive, exposition, and narrative texts both oral and written. Of these basic competencies, the main difficulty faced by students was in identifying the procedural text. Procedure text is a text that seeks to explain the steps or good ways of doing things and procedures to do something in detail to achieve certain goals.

It is different according to Hendri [5], in everyday life, we use procedural texts to provide instructions so that someone can do a job appropriately so that activities can be precise and accurate and get maximum results, principles are needed. presents the procedure text.

Learning about the complex procedural text is very important for students to learn because the learning of complex procedural texts can increase students' knowledge and insight about the steps or stages that must be taken before doing something. With the learning of complex procedural text students also know what to do before doing something they want to do so that students will not hesitate in doing something they will do

Based on the results of observations made by researchers as a class VII Indonesian language teacher at SMP Negeri 8 OKU, several problems in writing skills, especially identifying procedural texts, are (1) writing activities at school have not received sufficient attention from students, (2) student motivation towards writing still low, because students think that writing is a difficult activity compared to the other four language skills, (3) students have difficulty finding and pouring ideas into learning to write, (4) the learning methods used

are less attractive so a more attractive learning model is needed to improve student interest in writing, and (5) the media used did not attract students' attention.

In line with the results of these observations, this is also supported by the results of interviews conducted with students regarding constraints and problems in learning to identify procedural texts. The results of the interview obtained information that (1) there were many assumptions that writing procedural texts were difficult. (2) lack of interest in writing procedural texts, (3) lack of motivation in writing procedural texts, (4) less time allocation in learning, (5) lack of writing culture in the school environment and students, and (6) lack of media for assist in writing procedure text

As a researcher and teacher of class VII Indonesian language subjects at SMP Negeri, 8 OKU clearly understands the level of writing skills and identifies student procedural texts which are still not optimal. This can be seen from the student's average score of 67.43, which is still below the Minimum Completeness Criteria Standard (KKM) where 16 (41.71%) students score above the Minimum Completeness Criteria (KKM) and those who score below the completeness criteria. Minimum (KKM) is 19 (58.29%) and must follow remedially. Even though the number of students who achieved classical completeness should have reached 85% of students, so remedial was carried out so that students' learning completeness scores were achieved.

Talking about the above, we need innovation in classroom learning [6] This is stated in the latest curriculum, namely the 2013 curriculum, where according to the curriculum is the key to the success or failure of an education that will be held by teachers and schools. The participation of teachers in creative and innovative learning is needed to achieve educational goals. This is in line with the opinion expressed by [1] Teachers are required to reform education, including how to make the most of learning resources outside of school, the structural overhaul of teacher-student relationships such as friendship, use of modern technology and mastery [9]. Science and technology, cooperation with colleagues between schools, and cooperation with environmental communities. In a broader definition, every teacher who teaches something new can be considered a teacher [7].

Especially for Indonesian teachers in the current era, they are required to be able to create a learning atmosphere that can improve students' ability to identify procedural texts. Teachers can give a good teaching learning by using interesting and varied learning media, for instance educational comic as media learning.[8] The use of interesting and diverse media is very important for students to assist in casting ideas or ideas. Based on the facts above, the researcher tries to improve the writing learning system, especially identifying procedural texts so that

the learning process will be effective. Thus, the learning objectives will be achieved properly. One such effort is by using audiovisual media

Learning innovations in the classroom need to be carried out by teachers to improve the quality of learning and make easy in understanding the materials.[9] Therefore, the authors made learning innovations in the classroom through research activities using audiovisual media in classroom learning. The use of audiovisual media in learning makes it easier for students to understand the subject matter. Audiovisual media increase students' understanding of some subject matter that must be observed with the sense of sight and hearing of some very broad conceptual subject matter. The use of audiovisual media in learning aims to make student learning outcomes more quality and meaningful compared to the use of others. The use of audiovisual media in learning is expected to help in achieving learning objectives carried out in schools. This problem is useful for applying the basic steps in determining the instructional development process in selecting and implementing the right [10].

Audio Visual Media is a set of media that can simultaneously display images and sounds at the same time, which contains learning messages. This learning media has more than one component so that it is an integration of several elements so that it can display sound and moving images simultaneously and has been carefully planned, systematically, and logically by the objectives and level of readiness of students who receive it.[15]

Audio-visual media is an intermediary medium or the use of the material and its absorption through sight and hearing to build conditions that enable students to acquire knowledge, skills, or attitudes. In general, the benefits that can be obtained are that the learning process is more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved and the learning process can be done anywhere and anytime, and student learning attitudes can be improved.

The position of the teaching media is in the teaching method component as an effort to enhance the teacher-student interaction process and student interaction with their environment. Therefore the main function of the teaching media is as a teaching aid, which is to support the use of teaching methods [10].

The use of instructional media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. The learning message conveyed by the teacher without using media will feel bland and will not make an impression if it does not use media. Likewise, the enthusiasm of students to study is very low, it can even be said to be non-existent. When learning has

reached a saturation point and there is no enthusiasm for students to continue learning activities, the presence of media will be very helpful and very necessary.

Based on this, Indonesian language teachers should use audio-visual media in learning to identify elements of procedural text at SMP Negeri 8 OKU with the hope that students' abilities will increase so that learning completeness can be achieved by existing Minimum Completeness Criteria (KKM).

The researcher took the subject of identification of the procedural text because it was by the learning syllabus in Indonesian class VII SMP Negeri 8 OKU so that it could make it easier for researchers to research because it did not deviate from the existing syllabus.

Learning media is one of the important topics in the learning process. Because this media will create a learning community in the classroom. Besides, the use of learning media will have an impact on students' motivation and teacher professionalism. A class using a variety of media will look more alive than a class with a teacher who does not use any media, so will the teacher. Creative and innovative teachers will always be wanted by students because they are always present in a new classroom atmosphere, full of innovation, and creativity. Reference [9]. Argues that Audio-Visual Media is a set of media that can simultaneously display images and sounds at the same time, which contains learning messages. This learning media has more than one component so that it is an integration of several elements so that it can display sound and moving images simultaneously and has been carefully planned, systematically, and logically by the objectives and level of readiness of students who receive it.

When one looks at the phrase "Audio and Visual Media", three groups of media will be found, namely audio media, visual media, and audiovisual media. The three types of media are media groups based on their type (as cited in [11]).

Procedure text is a text that contains the steps to achieve the goal. Procedure text is the text that shows and explains a process in making or operating something that is done systematically and regularly. Procedure text is a form of text that contains steps or stages that must be fulfilled in carrying out an activity so that the activity runs smoothly without obstacles.

A procedural text is a text that provides instructions for doing or using something in sequential steps. The purpose of this procedural text is to present the procedures and steps about making, using, or doing something. Furthermore, reference [10]. Defines procedure text as text that explains the steps completely and clearly about how to do something.

## 2. METHODS

The research method is the method used by researchers in collecting research data reference in [2]). The research design or research design is a strategy to set the research background so that researchers obtain valid data by the characteristics of the variables and research objectives according to [5]. The research method used is Action Research (PT) or which is also called classroom action research, because the class is a small part and an important part of the learning system in schools.

Whatever form of classroom action research carried out by an educator or several collaborating educators can be carried out while carrying out learning in the class he or she supports. Without disturbing the learning process he does (as cited in [4]).

## 3. RESULTS AND DISCUSSION

Based on the results of the research data analysis carried out in each cycle using audiovisual media at SMP Negeri 8 OKU in the form of questions, identifying the elements of the procedural text in the final test with the material identifying the elements of the procedural text after the implementation of learning using audiovisual media increased that in the initial cycle (pre-cycle) the average value of the students was 60.63 and increased in the first cycle of 69.38, and in the second cycle the meeting became 80.47.

While the increase in the results of observations obtained an average value of student activeness in cycle 1 of 64.51 inactive categories and increased in cycle 2 by 80.25 inactive category. While the level of completeness increased with the value that in the pre-cycle as many as 6 (18.75%) students obtained scores above the Minimum Completeness Criteria (KKM) and 26 (81.25%) students obtained scores below the Minimum Completeness Criteria. In cycle 1 it is known that 18 (56.25%) students score above the Minimum Completeness Criteria (KKM) and 14 (43.75%) students score below the Minimum Completeness Criteria, and in cycle 2 it is known that as many as 30 (93.75%) students score above the Minimum Completeness Criteria (KKM) and 4 (6.25%) students score below the Minimum Completeness Criteria.

This shows that the use of audio-visual media to improve student learning outcomes, especially Indonesian Language subjects, in the subject that identifies elements of the procedural text in SMP Negeri 8 OKU in the 2020/2021 academic year.

Judging from the implementation of the teaching and learning process as long as it is known that the use of audio-visual media can improve the ability to identify elements of student procedural text

as a teacher's effort to obtain scores above the Minimum Completeness Criteria (KKM) at SMP Negeri 8 OKU in the 2020/2021 school year.

In compiling the procedural text, it was found that there were still many students who lacked in the structure of the procedural text, but almost all students used the four text structures, namely content, structure, writing rules, and linguistic characteristics. The structure of the procedural text is divided into 4 parts, namely the title, which can be the name/object of something to be made/done. Purpose can be a statement stating the purpose of writing. List of details. Phases, with phases indicated by numbering, the word denoting order, a word indicating order.

These data illustrate the ability to write procedural text which is classified as capable. The ability of students to write procedural text students have received material about the procedure text, the way the teacher explains is easy for students to understand. Writing is a communication activity in the form of delivering messages (information) in writing to the other party using written language as a tool or medium. The writing produced by students has also met the indicators of writing skills, namely: (1) the ability to choose ideas to be presented, (2) the ability to systematically organize or organize the ideas of their choice, (3) the ability to use the language according to rules and habits of language use which are common in nature. , (4) the ability to use a language style, namely the choice of structure and vocabulary to give tone or meaning to the essay, (5) the ability to regulate the writing mechanism, namely the writing procedure for written language symbols (spelling) presented in that language.

## 4. CONCLUSION

The paper concluded that using audio-visual media can improve the understanding of students in identifying procedure text elements.

## AUTHORS' CONTRIBUTION

Both the authors contributed equally and approved the final manuscript.

## ACKNOWLEDGMENT

The writer would like to express her acknowledgement to her family, her brother and sister for all their sincere support. She also would like to thank to her advisors and lecturers, for all endless guidance given to the writer.

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