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The Effect of Using The Meaningful Instructional Design (MID) Model on The Ability To Write Procedure Texts of Class VII Students of SMPN 7 Padang

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Abstract – *The problem in this research is that students are not yet skilled in writing procedural texts. One of the causes of the low ability of students is the selection of inappropriate learning models by the teacher. The purpose of this study was to describe the effect of using the Meaningful Instructional Design learning model on the ability to write procedural texts for class VII students of SMPN 7 Padang. This research is quantitative research with experimental method. The population of this study were all students of class VII SMPN 7 Padang. Class VII-3 was used as a sample in the experimental class, which consisted of 32 people, and class VII-4 as a sample in the control class, which consisted of 32 people. The instrument used in this study was a performance test in writing procedural text. The results of this study are as follows. First, the average value of the ability to write procedural texts without using the Meaningful Instructional Design learning model for class VII students of SMPN 7 Padang is 63.99. Second, the average value of the ability to write procedural texts using the Meaningful Instructional Design learning model for class VII students of SMPN 7 Padang is 67.82. Third, there is a significant effect of using the Meaningful Instructional Design learning model on the ability to write procedural texts for class VII students of SMPN 7 Padang. The results of the analysis show that $t_{count} > t_{table}$ namely 2.49> 1.67. This shows that the Meaningful Instructional Design model can affect the ability of class VII students of SMP N 7 Padang in writing procedure texts.*

Keywords – *Meaningful Instructional Design, writing, procedural text*

1. INTRODUCTION

In the 2013 curriculum, Indonesian language subjects are arranged in text form. The text has been grouped into several types. The many types of texts in learning Indonesian are influenced by social activities and the goals to be achieved. To learn Indonesian at school, students must be able to write various texts to communicate creative ideas and concepts, one of which is procedural text (Alam, 2017). Procedure text is a type of text that is used in procedures trying to find a way or sequence of doing something systematically. Procedure text is one of the texts that must be mastered by students. Activities in its application convey a series of facts in the form of procedural texts in learning, especially by rewriting creative, inventive, and motivating writing (Adah, et al. 2016).

The redesigned 2013 curriculum teaches junior high school class VII students how to write procedure texts. In accordance with what has been stated in Basic Competency KD 4: Presenting data on a series of activities as process text In particular, structure, language features, and spoken and written content (such as how to play regional musical instruments, regional dances, and making handicrafts) are all important consideration. The learning objective of this Basic Competency is for students to be able to write procedure texts according to the structure and characteristics of the language. However, after observing the procedure text written by class VII students of SMP N 7 Padang, it was found that many students were still not able to write procedure text properly and correctly. This is also supported based on the results of interviews conducted with Mindawati, M.Pd, a class VII Indonesian teacher, it can be seen that there are problems related to learning to write procedural texts. These problems are as follows. First, students had difficulty writing procedural texts, because students did not write procedural texts according to the steps. Second, students have difficulty understanding the linguistic aspects of procedural texts because students do not yet understand procedural text material. Third, because most lecturers still use the discussion and lecture approach, the Meaningful Instructional Design learning paradigm has never been used in the teaching and learning process.

In addition, interviews were also conducted with five students from class VII SMPN 7 Padang. The results of the interviews that have been conducted can be concluded as follows. First, students had difficulty writing procedural texts, because students had difficulties in compiling the steps in learning to write procedural texts. Second, students do not understand the structure and language of procedural texts, so they are not able to determine the structure of the text and language methods correctly. Third, students have difficulty in composing words, so that the procedural text written by students cannot be arranged correctly according to the structure and language in the procedural text.

From the results of these interviews, it is necessary to present a variety of material in learning to write procedural texts. To make it easier for students to carry out the learning process and achieve learning objectives, the use of a model that is appropriate to the method text, such as the Meaningful Instructional Design (MID) model, is considered suitable. Students can take advantage of this learning model to help them develop good process tests. *Meaningful Instructional Design* (MID) model will be explained in detail later, abbreviated as MID.

The MID model is a learning model that prioritizes the meaning of learning and affectivity by creating a cognitive conceptual activity framework (Dayu, 2016). This was also revealed by Samsiyah, et al (2016) that the use of learning models MID is intended to make it easier to master language skills, especially Indonesian writing skills. So that in learning Indonesian writing skills students do not find it difficult to express story ideas, and not just make it easier for students to write. Judging from these problems, this research is very important to do to gain knowledge about the effect of using the Meaningful Instructional Design (MID) model on the ability to write procedural texts for class VII students of SMPN 7 Padang.

2. METHODOLOGY

This research is quantitative research with experimental methods based on the collection of numerical data. The numerical data is then processed and researched to obtain scientific knowledge from it. The population in this study were all class VII students of SMPN 7 Padang, totaling 254 students. Class VII-3 was used as a sample as an experimental class with 32 participants, and class VII-4 as a sample with 32 people as a control class. The data in this study were scores on the ability to write procedural texts for class VII students of SMPN 7 Padang without and using a learning model *Meaningful Instructional Design* (MIDS). Data collection was carried out by giving a writing test procedure to the control class without using a learning model *Meaningful Instructional Design* (MID), and provide writing test procedures to the experimental class using the Meaningful Instructional Design (MID) learning model.

The collected data was analyzed in the following way. *First,* read and re-check the procedure text that has been written by students. *Second,* give value to the procedure text written by students based on the characteristics and indicators that have been set. *Third,* using the percentage rule, convert the scores into grades. *Fourth,* gives the results of the frequency distribution table. *Fifth,* determine the average value of the ability to write procedural text without and by using models *Meaningful Instructional Design* (MID). *Sixth,* grouping the ability to write procedural texts for class VII students of SMPN 7 Padang without and using models *Meaningful Instructional Design* (MID). *Seventh* is to adopt the approach *Meaningful Instructional Design* (MID) for the writing ability test procedure. *Eighth,* use the following criteria to determine the normality and homogeneity of the data. *Ninth*, to find out whether the application of the paradigm of writing procedure test skills for class VII students of SMP N 7 Padang is influenced by *Meaningful Instructional Design* (MID). *Tenth,* presents the results of data analysis and concludes the results of the study.

3. RESULTS

Based on the results of the research analysis, three things need to be discussed further, namely, (1) Ability to write procedural texts for class VII students of SMP N 7 Padang without using a learning model *Meaningful Instructional Design;* (2) Ability to write procedural texts for class VII students of SMP N 7 Padang using learning models *Meaningful Instructional Design*; and (3) the influence of the use of learning models *Meaningful Instructional Design* on the ability to write procedural texts for class VII students of SMP N 7 Padang.

a. **Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)***

The ability level of ability to write test procedures for class VII students of SMPN 7 Padang without using a learning model *Meaningful Instructional Design* (MID) is more than adequate, according to the results of data analysis, because mastery is 66-75 percent on a scale of 7 with an average gain of 66-75 percent. 63.99. The ability of writing test procedures for class VII students of SMPN 7 Padang without using the MID learning model was divided into three categories, namely good, more than enough, enough, and almost enough.

Writing activities really need to be trained on students, because writing activities can train students to think creatively. This Writing is an act of communication in the form of giving messages or information in writing to other parties who use written language as an instrument or medium, according to Dalman (2016: 3). Authors, as messengers, writing substance, channels or media, and readers all play a role in writing activities.

Class VII junior high school students in the 2013 curriculum are recommended to be able to master good language skills. one that must be done is the skill in writing texts. Writing Procedure Test is one of the learning to write texts for class VII students. According to Mulyadi (2016: 239), procedural text is a text whose purpose is to describe as completely and as clearly as possible how to do something. The theory used in writing procedural texts is according to Mulyadi (2016: 239), while the assessment that will be assessed in the ability to write procedural texts is first, title; second, purpose; third, materials or tools; fourth, stages or procedures; and fifth, the command word. Sixth, explain the conditions. Seventh, order of steps. Eighth, content. Below is a description of the acquisition of students' ability to write procedural text without using the Meaningful Learning Design Model (MID) for students in class VII SMPN 7 Padang. The indicators can be described as follows.

1) **Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)* Viewed from Indicator 1 (Title)**

The first indicator contained in the procedure text is the title. The scores set for writing the title indicator are 3, 2, and 1. The scores obtained by students will be explained below. A score of 1 is given if the title made by the student only contains the name of the object, the student who gets a score of 1 is found in sample code 02 on behalf of Alexa Putri class VII 4. Because the structure of the procedure text title indicator made by students in sample code 02 only load the object name only i.e. decorative *lights.*

A score of 2 is given if the title made by the student only contains the name of the object and how to do something, the student who gets a score of 2 is found in sample code 08 on behalf of Diwangkara Perdan Mario Class VII 4. Students with sample code 08 get a score of 2 because of the structure about the indicator for the title of the procedure text made by students contains the name of the object and how to do something, namely make *hair ties.*

A score of 3 is given if the title made by the student contains the name of the object, how to do something and use something. Students who get a score of 3 are found in sample code 03 on behalf of Alfikri Putra Asnel Class VII 4. Students with sample code 03 get a score of 3 because the structure of the procedure text title indicators made by students contains

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names of objects, how to do something and use something, namely how *to make roses from plastic straws*.

2) Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)* Viewed from Indicator 2 (Purpose)

The third indicator contained in the procedural text is the objective. The scores set for writing indicator 3 are 1, 2, and 3. The scores obtained by students will be explained below. A score of 1 is given if students only make 1 statement stating the purpose of writing a procedure text. All students in the control class in the objective indicator still get a score of 1 because because of the structure of the objective indicator of the procedural text students only make 1 statement stating the purpose of Writing a Procedure Text like sample 21 on behalf of Refa Amdia Putri Class VII 4 namely *Wall decoration.*

3) Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 3 (Tools or Materials)

The third indicator contained in the procedure text is tools or materials. The scores set for Writing Procedure Text indicator 2 are 1, 2 and 3. The scores obtained by students will be explained below. A score of 1 is given if the materials/tools made by students only contain 1 material, students who get a score of 1 are found in sample code 06 on behalf of Farel Ardiansyah Class VII 4. Students with sample code 06 get a score of 1 because of the structure of material indicators / procedural text tools made by students only contain 1 material, namely*straw, scissors and glue*. A score of 2 is given if in the materials/tools that are made students only make some of the tools and materials to be made. Students who get a score of 2 are found in sample code 09 on behalf of Aldi Ardiansyah Hakim Class VII 4. Students with sample code 09 get a score of 2 because the structure of the indicator material / tool procedure text made by students only makes part of the tools and materials to be made, that is flannel*, key chains, scissors, needles and glue*.

A score of 3 is given if in the text written by students write down all the materials/tools to be made while students who get a score of 3 are found in sample code 21 on behalf of Refa Amdia Putri Class VII 4. Students with sample code 21 get a score of 3 because of the structure about the indicators of materials / tools in the procedure text written by students, write down all the materials / tools that will be made, namely *plastic plates, straws, scissors, knives, glue, pens and watercolors.*

4) Ability to write procedural texts for class VII students of SMPN 7 Padang without using a learning model *Meaningful Instructional Design (MID)* Judging from Indicator 4 (Procedure or stages)

The fourth indicator contained in the procedure text is the procedure or stages. The scores set for writing indicator 4 procedures are 1, 2 and 3. The scores obtained by students will be explained below.

A score of 1 is given if the student only makes 1 step in the procedure text. Students who get a score of 1 are found in sample code 05 on behalf of Ibnu Nurizal Class VII 4. Students with sample code 05 get a score of 1 because in the structure about the indicators of stages/procedure text students only make 1 step, namely take *cut and cut straws according to the frame then stick 3 straws*.

A score of 2 is given if the student only makes 2-3 steps in the procedure text. Students who get a score of 2 are found in sample code 10 on behalf of Raifa Syahira Raalin Class VII 4. Students with sample code 10 get a score of 2 because in the structure of the indicators of stages/procedure text students only make 2-3 steps, namely*(1) cut it (2) Attach the cut board to the tree trunk board first.* A score of 3 is given if the steps for writing a procedural text are complete and orderly. Students with sample code 12 on behalf of Paramitha Putri Ramadhani Class VII 4 get a score of 3 because on the structure of the indicators of stages / procedures in the procedure text students write the steps in a complete and orderly manner, namely*(1) collect the materials and tools needed. (2) cut the used bottle into 2 parts (3) make a hole for the money to be put in (4) paint the bottle (5) add doll eye decorations etc. (6) the piggy bank is ready to be used.*

5) **Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 5 (Imperative Words/Commands)**

The fifth indicator contained in the procedural text is the word imperative. The scores set for Writing Procedure Text indicator 5 are 1.2 and 3. The scores obtained by students will be explained below. A score of 1 is given if the procedure text written by the student contains 1 command word made. Students who get a score of 1 are found in sample code 03 on behalf of Alfikri Putra Asnel Class VII 4. Students with sample code 03 get a score of 1 because in the structure of the command word indicator the procedure text written by students only has 1 command word made, namely cut *it*.

A score of 2 is given if the procedure text written by the students contains 2 command words. Students who get a score of 2 are found in sample code 15 on behalf of Dara Amelia Tertia Yuza Class VII 4. Students with sample code 15 get a score of 2 because in the structure of the command word indicators of procedure text written by students there are 2 command words made, namely *(1) cut (2) fold.* A score of 3 is given if the procedure text written by the student contains 3 or more command words made. the procedure text commands written by students have 3 or more command words made namely*(1) roll it up (2) stack it (3) tape it (4) tie it up.*

6) **Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 6 (Explaining Conditions)**

The sixth indicator contained in the procedural text is the command word. The scores set for writing indicator 6 procedures are 1, 2, and 3. The scores obtained by students will be explained below.

A score of 1 is given if the procedure text written by the student contains 1 word that describes the condition. Students who get a score of 1 are found in sample code 04 on behalf of Farel Class VII 4. Students with sample code 04 get a score of 1 because in the structure of the condition indicator of the procedure text written by students there is only 1 word that describes the condition, namely same *length*

A score of 2 is given if the procedure text written by the students contains 2 words that describe the condition. Students who get a score of 2 are found in sample code 23 on behalf of Adiel Safaraz Class VII 4. Students with sample code 23 get a score because in the structure about condition indicators in the procedure text written by students there are 2 words that describe conditions*(1) pointed (2) evenly.*

7) Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Without Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 7 (Fill in the text of the procedure)

The seventh indicator contained in the procedural text is the content of the procedural text. The scores set for Writing Procedure Text indicator 7 are 1 and 3. The scores obtained by students will be explained below. A score of 3 is given if the contents of the procedural text are written in full by the students (guidelines for steps, materials or activities when carrying out activities and the contents of the activities carried out sequentially). write in full (a guide to steps, materials or activities when carrying out activities and the contents of activities carried out sequentially).

b. Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang using Learning Models *Meaningful Instructional Design (MID)*

In the 2013 curriculum, students are taught to be able to master good language skills. Language skills that must be done is the ability to write text. Writing activities really need to be trained on students, because through writing activities can train students to think creatively. disclosed by Dalman (2014, p. 3) who states that writing is an act of communication such as sending written messages or information to those who use written language as a tool or medium. Authors, as messengers, writing substance, channels or media, and readers all play a role in writing activities.

Writing Test Procedure is one of the writing skills mastered by class XI students. According to Mulyadi (2016, p. 239), procedural text is a text whose purpose is to explain clearly a technique for doing something. According to Mulyadi (2016, p. 240) the structure of procedural text is divided into two. The first is the title, the second is the goal. Third, materials or tools. The linguistic rules of procedural text are as follows. First, there are many procedures or stages. Second, words describe conditions or connecting words. Third, the use of words that state the time sequence of activities. Fourth, use a lot of procedural text contents. In order for students' writing skills to be improved, it can be used through a dynamic, creative and innovative learning model. The learning model that can be used is the model *Meaningful Instructional Design* (MIDS). Explanations of how a learner generates information in his mind, such as building ideas about phenomena or making meanings for phrases, and developing techniques for getting the process of explaining the hows and whys of questions, are provided

through this model. Meaningful Instructional Design (MID), according to Huda (2014, pp. 265–266), is an explanation of how a student develops knowledge in his mind, such as forming ideas about a phenomenon or determining the meaning of a term, as well as designing techniques to arrive at answers to question. Why and how did this happen?

Because of the research findings, it is clear that the use of the model (MID) has a significant impact on students' writing abilities. The average score for students' procedural writing ability shows that class VII SMPN 7 Padang with an average of 81.34 is considered good, because their M at mastery of 76-85 percent is well qualified (B). So it can be concluded that the use of the model *(MID)* influence is used in the learning process, because through the model (MID) it can develop the ability to write procedural texts for class VII students of SMPN 7 Padang. The following is an overview of the scores achieved by using the model *Meaningful Instructional Design* (MID) for class VII students at SMPN 7 Padang.

1) Ability to write technical procedures for class VII students of SMPN 7 Padang using learning models *Meaningful Instructional Design (MID)* Viewed from Indicator 1 (Title)

The first indicator contained in the procedure text is the title. The scores set for writing the title indicator are 1, 2, and 3. The scores obtained by students will be explained below. A score of 1 is given if the title made by the student only contains the name of the object. Students who get a score of 1 are found in sample code 01 on behalf of Andrea Pirlo Class VII 3. Students with sample code 01 get a score of 1 because of the structure of the procedure text title indicators made by students namely *hijab hanger*. A score of 2 is given if the title made by the student only contains the name of the object and how to do something. Students who get a score of 2 are found in sample code 02 on behalf of Bintang Tesa Hariyanto Class VII 3. Students with sample code 02 get a score of 2 because the structure of the procedure text title indicator only contains the name of the object and how to do it, namely *key chain made of flannel cloth*.

A score of 3 is given if the title made by the student only contains the name of the object, how to do something and use something. Students who get a score of 3 are found in sample code 12. On behalf of M. Iqbal Class VII 3. Students with sample code 12 get a score of 3 because the structure of the procedure text title indicators made by students contains names of objects, how to do something and use something i.e. *how to make hair ties as a gift for a wedding*.

2) Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Using Learning Models *Meaningful Instructional Design (MID)* Viewed from Indicator 2 (Purpose)

The third indicator contained in the procedural text is the objective. The scores set for writing indicator 3 are 1, 2, and 3. The scores obtained by students will be explained below. A score of 1 is given if students only make 1 statement stating the purpose of writing a procedure text. Students who get a score of 1 are found in sample code 02 on behalf of Bintang Tesa Hariyanto Class VII 3. Students with sample code 02 get a score of 1 because the procedure text does not contain a goal sentence.

A score of 2 is given if students only make 2 statements stating the purpose of writing a procedure text. Students who get a score of 2 are found in sample code 04 on behalf of Divan May Roli Tara Class VII 3. Students with sample code 08 get a score of 2 because in the procedure text there are 2 objective sentences, namely makin g*nice and also attractive hijab hanger made in simple style*.

A score of 3 is given by students who only make 3 statements stating the purpose of writing a procedure text Students who get a score of 3 are found in sample code 06 on behalf of Hidayatul Salfianti Azira Class VII 3. Students with sample code 06 get a score of 3 because the procedure text contains several objective sentences in detail, namely *Tasbih is used as a gift that can be given at weddings and other events*.

3) Ability to Write Procedure Texts for Class VII students of SMPN 7 Padang Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 3 (Tools or Materials)

The second indicator contained in the procedure text is tools or materials. The scores set for Writing Procedure Text indicator 2 are 1.2 and 3. The scores obtained by students will be explained below. A score of 1 is given if the materials/tools made by students only contain 1 material. Students who get a score of 1 are found in sample code 01 on behalf of Andrea Pirlo Class VII 3. Students with sample code 01 get a score of 1 because the procedure text does not contain materials/tools from the procedure text to be explained.

A score of 2 is given if in the materials/tools made students only make part of the tools and materials to be made. Students who get a score of 2 are found in sample code 06 on behalf of Bintang Tesa Haryanto Class VII 3. Students with sample code 06 get a score of 2 because in the procedure text there are only two materials/tools from the procedure text to be explained, namely *(1) nylon rope (2) large beads (3) string (4) matches.*

4) Ability to Write Procedure Text for Class VII students of SMPN 7 Padang Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 4 (Procedure or stages)

The fourth indicator contained in the procedure text is the procedure or stages. The scores set for writing indicator 4 procedures are 1, 2 and 3. The scores obtained by students will be explained below. A score of 1 is given if the student only makes 1 step in the procedure text. Students who get a score of 1 are found in sample code 07 on behalf of Jihan Gaitsa Zahira Class VII 3. Students with sample code 07 get a score of 1 because in the procedure text there is only one sentence containing the procedure or stages contained in the procedure text to be explained .

A score of 2 is given if the student only makes 2-3 steps in the procedure text. Students who get a score of 2 are found in sample code 01 on behalf of Andrea Pirlo Class VII 3. Students with sample code 01 get a score of 2 because in the procedure text there are only two to 3 sentences containing procedures or stages contained in the procedure text that will be described in a step-by-step sentence*(1) provide (2) choose one (3) prepare scissors*.

A score of 3 is given if students only make complete and sequential steps in the procedure text. Students who get a score of 3 are found in sample code 09 on behalf of Kheysa Hira Bareno Class VII 3. Students with sample code 09 get a score of 3 because in the procedure text there are 3-5 sentences containing procedures or stages contained in the text and it can be said clear and detailed ie*(1) cut the flannel to the desired size (2) sew the flannel with thread (3) put cotton in the flannel (4) sew it back (5) insert the key chain into the flannel*.

5) Ability to Write Procedural Texts for Grade VII students of SMPN 7 Padang Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 5 (Imperative Words / Commands)

The fifth indicator contained in the procedural text is the imperative word/command. The scores set for Writing Procedure Text indicator 5 are 1.2 and 3. The scores obtained by students will be explained below. A score of 1 is given if the procedure text written by the student contains 1 command word made. Students who get a score of 1 are found in sample code 03 on behalf of Dafa Alfatan Class VII 3. Students with sample code 03 get a score of 1 because in the procedure text there is only one imperative word in the procedure text that will be explained, namely *entered*.

A score of 2 is given if the procedure text written by the students contains 2 command words. Students who get a score of 2 are found in sample code 01 on behalf of Andrea Pirlo Class VII 3. Students with sample code 01 get a score of 2 because in the procedure text there are only a few imperative words in the procedure text to be explained, namely*(1) cut (2) prepare*.

A score of 3 is given if the procedure text written by the students contains 3 or more command words. Students who get a score of 3 are found in sample code 04 on behalf of Divan May Roli Tara Class VII 3. Students with sample code 04 get a score of 3 because in the procedure text they make 3-5 sentences of imperative words contained in the procedure text to be explained, namely*(1) cut (2) insert (3) connect*.

6) Ability to Write Procedure Texts for Grade VII students of SMPN 7 Padang Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 6 (Explaining Conditions)

The sixth indicator contained in the procedural text is the command word. The scores set for writing indicator 6 procedures are 1, 2, and 3. The scores obtained by students will be explained below. A score of 1 is given if the procedure text written by the student contains 1 word that describes the condition. Students who get a score of 1 are found in sample code 01 on behalf of Andre Pirlo Class VII 3. Students with sample code 01 get a score of 1 because the procedure text does not contain words that explain the procedure text to be explained.

A score of 2 is given if the procedure text written by the students contains 2 words that describe the condition. Students who get a score of 2 are found in sample code 12 on behalf of M.Iqbal Class VII 3. Students with sample code 12 get a score of 2 because in the procedure text there are two sentences explaining the conditions contained in the procedure text to be explained, namely*(1) according to the required material (2) according to the desired size.*

A score of 3 is given if the procedure text written by the students contains 3-4 words that describe the conditions. While students with sample code 06 on behalf of Hidayatul Salfianti Azira Class VII 3 get a score of 3 because the procedure text explains the conditions contained in the procedure text clearly in a few sentences, namely*(1) the materials needed are not too expensive (2) the method is not too difficult (3) the ingredients are not too much*.

7) Ability to Write Procedure Texts for Grade VII students of SMPN 7 Padang Using Learning Models *Meaningful Instructional Design (MID)* Judging from Indicator 7 (Fill in the text of the procedure)

The seventh indicator contained in the procedural text is the content of the procedural text. The scores set for Writing Procedure Text indicator 7 are 1, 2 and 3. The scores obtained by students will be explained below. A score of 2 is given if there are 2 parts of the content in the procedure text written by the students (a step-by-step guide, the actions involved in carrying out the activity, as well as the contents of the activities carried out sequentially). Students who get a score of 2 are found in sample code 03 on behalf of Bintang Tesa Haryanto Class VII 3. Students with sample code 03 get a score of 2 because in Make the contents of the procedural text in procedural text with sentences that are quite clear, namely *cutlery as a wedding party gift for guests and make it easy and simple.*

A score of 3 is given if the contents of the procedural text are written in full by the student (a guide to the steps, materials or activities involved in carrying out the activity and the contents of the activities carried out sequentially). Students who get a score of 3 are found in sample code 08 on behalf of Kayla Lusyfa Surya Class VII 3. Students with sample code 08 get a score of 3 because students with sample code 08 explain sequentially from the procedure text which will be explained in detail regarding the contents of the procedure text can be seen in the sentences in the sample 08 questionnaire there is the contents of the procedure text in detail and clearly.

c. Effect of Using Learning Models *Meaningful Instructional Design (MID)* Against the Ability to Write Procedural Texts for Class VII Students of SMPN 7 Padang

Because t count > t table (2.49 > 1.67) then the null hypothesis is rejected and the alternative hypothesis is accepted, based on the results of research data analysis conducted, it is known that the use of learning models (MID) has a significant effect on the ability to write test procedures for class VII students SMPN 7 Padang.

Writing activities really need to be trained on students, because through writing activities can train students to think creatively. This Writing is a communication activity that conveys messages (information) in writing to other parties using written language as a tool or medium, according to Dalman (2016, p. 3). This writing activity involves many elements, including the writer as a means of conveying the message, the substance of the writing, the media or channel used to convey the message, and the reader.

Writing Test Procedure is one of the writing skills mastered by class XI students. This can be used as a creative and innovative learning strategy to help students improve their writing skills. This model is a usable learning model (MID). Because this model is one of the most popular, students' creativity can be increased by using it to maximize students' minds.

As a consequence of the research findings, it is clear that the use of the model (MID) has a significant impact on students' writing abilities. This can be seen in the average value of the numeracy skills of class VII children, namely 77.52 which is quite good, because they are in 76-85 percent mastery with good conditions (B).

Meanwhile, if seen from the ability to write procedural texts for class VII students of SMPN 7 Padang without using a learning model *Meaningful Instructional Design* (MID) is sufficient because it has a mastery level of 66-75 percent, or an average mastery level of 63.99 on a scale of 7. So it can be concluded that the application of the *Meaningful Instructional Design* (MID) has an impact on the learning process, because the MID model improves the learning ability to write procedural texts for class VII students of SMPN 7 Padang

4. CONCLUSION

Three findings can be drawn based on the description and analysis of the data, as well as a discussion of the effect of implementing the paradigm *Meaningful Instructional Design* (MID) on the ability to write test procedures for seventh grade students at SMPN 7 Padang. *First*, the ability to write exam processes for class VII students of SMPN 7 Padang without using a learning model *Meaningful Instructional Design* (MID), with a qualifying average score of 63.99 which is in the range of 56-65 percent overall. scale 6. (C).*Second*, by utilizing the learning model *Meaningful Instructional Design* (MID), the ability to write test procedures for class VII students of SMPN 7 Padang has an average score of 67.82 which is in the range of 66-75 percent on a scale of 7. *Third*, there is a clear influence of the use of the Meaningful Instructional Design (MID) learning model on the ability to write procedural texts for class VII students of SMPN 7 Padang including test results which prove that tcount>ttable is 2.49 > 1.67. This shows that the model Meaningful *Instructional Design* (MID) can influence students in Writing Procedure Text. Based on this, it can be suggested to class VII students of SMPN 7 to further improve their ability to write procedural texts. Teachers should apply a learning approach *Meaningful Instructional Design* (MID) to develop their skills, especially in Indonesian language subjects in class VII SMPN 7 Padang. and provide more practice and direction so that students are skilled in writing.

DECLARATIONS

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