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THE EFFECTIVENESS OF AUDIO VISUAL MEDIA ON THE PROCEDURE TEXT WRITING SKILLS OF CLASS XI STUDENTS OF SMA N 2LUBUK BASUNG

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Abstract
The purpose of this research is as follows. First, it describes the skills of writing procedural text for class XI students of SMA N 2 Lubuk Basung without using audio-visual media. Second, it describes the skills of writing procedural text for class XI students of SMA N 2 Lubuk Basung by using audio-visual media. Third, to describe the effectiveness of audio-visual media on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung. This type of research is quantitative research, because the data processed is in the form of numbers, namely in the form of scores of procedural text writing skills without and with the use of audio-visual media. data analysis, and discussion of the effectiveness of the use of audiovisual media on students' procedural text writing skillsXI SMA N 2 Lubuk Basung, it can be concluded three things as follows. First, the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media obtained an average score of 58.20 in the range of 56-65% on a scale of 10, with sufficient qualification (C). Second, the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung using audio-visual media obtained an average score of 77.24 in the range of 76-85% on a scale of 10, with good qualifications (B).
Keywords: Effectiveness, Media, Audio Visual

Abstract
Tujuan penelitian ini sebagai berikut. Pertama, mendeskripsikan keterampilan menulis teks prosedur siswa kelas XI SMA N 2 Lubuk Basung tanpa menggunakan media audio visual. Kedua, mendeskripsikan keterampilan menulis teks prosedur siswa kelas XI SMA N 2 Lubuk Basung dengan menggunakan media audio visual. Ketiga, mendeskripsikan efektivitas media audio visual terhadap keterampilan menulis teks prosedur siswa kelas XI SMA N 2 Lubuk Basung. Jenis penelitian ini adalah penelitian kuantitatif, karena data yang diolah berupa angka- angka, yaitu dalam bentuk skor keterampilan menulis teks prosedur tanpa dan dengan menggunakan media audio visual. analisis data, dan pembahasan mengenai evektivitas penggunaan media audiovisual terhadap keterampilan menulis teks prosedur siswa kelas XI SMA N 2 Lubuk Basung, dapat disimpulkan tiga hal sebagai berikut. Pertama, keterampilan

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menulis teks prosedur siswa kelas XI SMA N 2 Lubuk Basung tanpa menggunakan media audio visual diperoleh nilai rata-rata hitung 58,20 berada pada rentangan 56-65% pada skala 10, dengan kualifikasi cukup (C). Kedua, keterampilan menulis teks prosedur siswa kelas XI SMA N 2 Lubuk Basung dengan menggunakan media audio visual diperoleh nilai rata-rata 77,24 berada pada rentangan nilai 76-85% dengan skala 10, dengan kualifikasi baik (B).
Kata Kuncis: *Efektivitas, Media, Audio Visual*

1. INTRODUCTION

Writing is a language skill that is related to the process of thinking and putting sentences into written form. Learning to write at school aims to enable students to recognize various types of writing, and develop their potential according to the skills, needs and interests of students. In the learning process, great attention is needed to guide and train students, so that the learning objectives of these students can know and be able to write types of writing. By learning to write students understand and think critically and can develop ideas, insights, and knowledge. Writing learning really needs to be considered with guided exercises, so that the type of writing that is written is in accordance with the rules and can convey messages to othersthe reader. One of the skill materials that must be mastered by students in learning Indonesian for class XI in the 2013 curriculum is writing skills.

Learning to write for SMA/MA according to the 2013 curriculum for class XI is writing procedure text. With Core Competency (KI) 4. Processing, reasoning, and presenting in concrete realms and abstract realms related to the development of what is learned in schools independently, acting effectively and creatively, and being able to use methods according to scientific rules. Basic Competency (KD) 4.2 Developing procedure text by taking into account the results of analysis of content, structure and language.

Writing procedure text is a text that shows, explains and does something in sequential steps. Learning procedural text is very important for students to learn, because it can train and increase students' knowledge in writing. In addition, writing procedure text students can also find out how to do something by using steps or stages so that what students do does not become doubtful. By studying the procedural text taught by the teacher, it is hoped that students will understand and understand more, and be able to develop their skills in writing activities.

Based on the results of the author's interview with the Indonesian language teacher for class XI on June 17 2022, it can be seen that there are problems related to learning to write procedural texts. The problem isas follows. First, some students were less interested in writing activities, it was proven when the teacher instructed students during writing activities, students seemed less enthusiastic about writing because students had difficulty developing ideas in writing. Second, students experience problems when developing sentences they make, such as making general statements, and sorting something done in stages, especially in procedure text.

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In addition, interviews were also conducted with five class XI students at SMA N 2 Lubuk Basung on June 17 2022. The results of the interviews that have been conducted can be concluded as follows. First, students experience difficulties in formulating ideas and goals in learning to write procedural texts, this is evident when the teacher asks students to make a procedure text, students tend to take a long time to complete it. Second, students do not understand the procedural text material, because the teacher does not provide variety in the use of learning methods, so students tend to be sleepy and bored when learning takes place. Third, the lack of supporting media for students in understanding learning material, because there are still limited tools or media provided in schools.

Seeing the problems experienced by students above, to overcome these problems it is necessary to apply learning methods or media that can increase student interest in the material presented by the teacher. One of the learning media that can be used is audio-visual media. This audio-visual media is expected to be used as an appropriate audio-visual media in procedural text learning.

Audio-visual media is sound and image-based media that can be used in this lesson and improves students' writing procedural text skills. The use of audio-visual media can increase students' interest or interest and can stimulate students to think more critically in understanding the social sphere that surrounds them. Munadi (2010: 131) states that audio-visual media is media that involves the senses of hearing and sight as well as in one process. Audio-visual media is a combination of audio media and visual media or commonly called listening media.

Through the application of audio-visual media, learning becomes more interesting, because material can be conveyed to children through visual media, which can be in the form of videos that can be seen by children, so the presentation of the contents of the text theme will be more complete and optimal. In this case the teacher does not always act as a conveyer of the material because the presentation of the material can be replaced by the media. The role of the teacher can change to become a learning facilitator, namely making it easy for children to learn. The use of media is one of the innovations to improve students' writing skills, especially in writing procedure texts. If it is used correctly in learning activities, the use of media will have a direct or indirect impact on student activity.

This can also be seen from the results carried out by Indariani (2016; 176), stating that there are differences in students' ability to write anecdotal texts after using audiovisual media. Through the application of audio-visual media students understand the material more easily so that this also has an impact on the results of the texts written by students. The use of audio-visual media can help student activities during the learning process. This is also proven from research results.

The use of audio-visual media is expected to assist students in developing ideas, thoughts, and ideas that will be poured into written procedure texts. In addition, the teaching and learning process will feel livelier and more enjoyable than just being carried out in the classroom. This audio-visual media will help students understand the procedural text material, because audio-visual media is audio-visual media which

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is carried out in stages. For this reason, the authors tested this media in procedural text learning using audio-visual media

2. METHODS

This type of research is quantitative research, because the data processed is in the form of numbers, namely in the form of scores of procedural text writing skills without and with the use of audio-visual media. According to Alfianika (2016: 27) quantitative research is research in which the data is in the form of numbers and analyzed using statistical data. It is said to be a quantitative research because the data collection is in the form of tests and the data collected is in the form of numbers or scores. According to Sugiyono (2016: 8) quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, data analysis is quantitative/statistical in nature, with the aim of testing established hypotheses .

The method used in this research is experimental research. According to Sugiyono (2016: 72) in experimental research there is treatment (treatment), while in naturalistic research there is no treatment. Thus the experimental research method can be interpreted as a research method used to seek the effectiveness of certain treatments against other people in controlled conditions. This study uses an experimental method with a Quasi-Experimental design because this design has a control group, but cannot fully function to control external variables that make the experiment more effective. However, this design is better than the pre-experimental design.

This study uses a quantitative method using a Quasi Experimental research design in the form of a posttest-only control design. According to Sugiyono (2016: 76) suggests that the posttest-only control design is that, there are two groups, each of which is chosen randomly (R). The first group was given treatment (X) and the other group was not. The group that was given the treatment was called the experimental group and the group that was not given the treatment was called the control group. The effectiveness of the treatment (treatment) as described below.

Table 1
Research design

	Group	**pendent variable**	**Posttest**
(R)	Experiment	X	O1
(R)	Control	-	O2

Information:
O1 = experimental class test results
O2 = control class test results
X = treatment

The population in this study were 134 students in class XI SMA N 2 Lubuk Basung who were enrolled in the 2022/2023 academic year consisting of seven

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classes, namely XI IPA1, XI IPA2, XI IPA3, XI IPA4, XI IPA5, XI IPA6. The sample in this study were students of class XI IPA5 and XI IPA6.

According to Sugiyono (2016: 81) the sample is part of the number and characteristics possessed by the population. The selection of this research sample was carried out by using purposive sampling technique. According to Arikunto (2010: 183) purposive sampling is a way of taking samples not based on strata, random or regions but based on a specific purpose. Based on the information obtained, the researchers themselves took the sample with the consideration of the lowest standard deviation. Therefore, for more details regarding the population and sample of this study, it can be seen from the following table.

Table 2.
The Average Value of the Procedure Text Writing Practice for Class XI Students of SMA n 2 Lubuk Basung

o	**Class**	**number of students**	**erage value**	**andard eviation**	**Information**
.	XI IPA. 1	20	72.35	7.50	
.	XI IPA.2	19	73,1	7,61	
.	XI IPA. 3	20	72	7,42	
.	XI IPA.4	17	70,41	7,81	
.	XI IPA. 5	21	**71**	**7,32**	**Control Class**
5	XI IPA.6	21	**70,76**	**7,27**	**periment Class**
Amount					

(Source: Indonesian Teacher at SMA N 2 Lubuk Basung)

The variables in this study are the independent variable and the dependent variable. Independent variable (X) and dependent variable (Y). Variable X is audio-visual media, while (variable Y) is procedural text writing skills. The data in this study were a performance test of the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without and with the use of audio-visual media.

According to Sugiyono (2016: 102) a research instrument is a tool used to measure observed natural and social phenomena. In this study the research instrument used was the performance test. According to Arikunto (2010: 193), a test is a series of questions or exercises as well as a tool used to measure skills, knowledge, intelligence, skills or talents possessed by individuals or groups. This study used a performance test of students' procedural text writing skills. The purpose of this test is to determine the effectiveness of audio-visual media on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung.

The data collection technique used in this study was to provide a performance test, namely writing procedural texts without and using audio-visual media. The data collection technique in this study was carried out in three meetings, namely one meeting in the control class and two meetings in the experimental class. The first meeting without using audio-visual media is in the control class with the following steps. First, the teacher conveys the competencies to be achieved. Second, the teacher

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explains learning to students about the material for writing procedural texts. Third, the teacher gives assignments to students to write a procedure text with the theme "Traditional Padang Cuisine", namely "How to Make Rendang". Fourth, after students have finished doing the assignments ordered by the teacher,

The second and third meetings were held in the experimental class. The first meeting of data collection using audio-visual media with the following steps. First, the teacher prepares the learning unit. namely using audio-visual media related to procedural text. Second, the teacher chooses a video with the theme "How to Make Piggy Banks from Drink Bottles" with a duration of 10-12 minutes. Third, after all the tools and media are available, the teacher arranges students so they can hear and see the video that will be broadcast. Fourth, the teacher reflects and asks questions

At the second meeting, a test (posttest) was given in the form of performance to write a procedure text with the theme "Special Padang Cuisine" namely "How to Make Rendang". Then the teacher collects the results of student worksheets.

3. RESULTS AND DISCUSSION

This research was conducted on 9-11 January 2023. Control was carried out on 9 January 2023. The treatment was carried out on 10 January 2023 and the experiment was carried out on 11 January 2023. The research sample was class XI students at SMA N 2 Lubuk Basung who were registered in 2022/2023 totaling 42 people. There are six indicators assessed to determine the effect of the use of audio-visual media on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung, namely the first, objectives; secondly, steps; third, reaffirmation; fourth, command sentence; and fifth, conjunction sentences. Sixth, order of steps.The data is described in two, namely as follows. First, the score of procedural text writing skills without using audio-visual media for class XI students of SMA N 2 Lubuk Basung. Second, the students' procedural text writing skills using audio-visual media for class XI students of SMA N 2 Lubuk Basung.

Data of Procedural Text Writing Skills of Class XI Students of SMA N 2 Lubuk Basung Without Using Audio Visual Media

Data the procedural text writing skills test for class XI students of SMA N 2 Lubuk Basung without using audio-visual media is seen as a whole. In this test students are asked to write a procedure text. After the data is collected, the data is assessed based on the indicators that have been determined. Scores of students' writing procedure texts can be seen from the following description.

Based on the table above, it can be seen that the score data for students' procedural text writing, the highest score obtained by students is 14 and the lowest is 7. Students who get a score of 7 are 1 person with an acquisition percentage of 4.76%. There are 2 students who get a score of 8 with a percentage of 9.52%. There are 5 students who get a score of 9 with a percentage of 23.80%. There are 2 students who get a score of 10 with a percentage of 9.52%. There are 4 students who get a score of 11 with a percentage of 19.04%. There are 4 students who get a score of 12 with a percentage of 19.04%. There are 2 students who get a score of 13 with a

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percentage of 9.52%. Students who get a score of 14 are 1 person with a percentage of 4.76%.

Data analysis

In analyzing the data of this study there are several steps taken as follows. First, analyzing the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media as a whole and indicators. Second, analyzing the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung using audio-visual media as a whole and indicators. Third, the effect of using audio-visual media on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung.

Writing Skills of Procedural Texts of Class XI Students of SMA N 2 Lubuk Basung Without Using Audio Visual Media as a Whole

In determining the skills of writing procedural text for class XI students of SMA N 2 Lubuk Basung without using audio-visual media. while the highest score obtained by students was 38.88-77.77. The values obtained by students can be seen in the following table.

Table 3
Overall Frequency Distribution of Procedural Text Writing Skills

NO	X	F	FX
1	38,89	1	38,89
2	44,44	2	88,88
3	50	5	250
4	55.55	2	11,12
5	61,11	4	44,44
6	66,66	4	66,68
7	72,22	2	44,44
8	77,77	1	77,78
		21	**1222,23**

$$M=\frac{\sum FX}{N}$$

$$M=\frac{1222,23}{21}$$

$$M = 58.20$$

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Based on the table3, obtained an average count (M) of 60.31. Based on the arithmetic averages obtained, it can be concluded that the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media as a whole are quite adequate, because the average arithmetic at the mastery level is at 56-65% with a scale 10.

Table 4.
Classification of Procedural Text Writing Skills for Class XI Students of SMA N 2 Lubuk Basung Without Using Audio Visual Media as a Whole

No	Value Range	Qualification	Frequency	Percentage (%)
1	96-100 %	Perfect	0	0
2	86-95 %	Very well	0	0
3	76-85 %	Good	1	4.76
4	66-75%	ore than enough	6	28.57
5	56-65 %	Enough	4	19.04
6	46-55 %	lmost Enough	7	33,33
7	36-45 %	Not enough	3	14,28
3	26-35 %	Less Once	0	0
9	16-25 %	Bad	0	0
10	0-15 %	Very bad	0	0
	Amount		**21**	***100***

Based on the table4, it can be obtained an overview of the procedural text writing skills of class XI MAN Pesisir Selatan students as a whole. First, there are 1 student who is in good qualification (76-85%). Second, there are 6 students with more than sufficient qualifications (66-75%). Third, there are 4 students who are at very high level (56-65%). Fourth, there are 7 students who are in almost sufficient qualification (46-55%). Fifth, there are 3 students who are less qualified (36-45%). If it is described in the form of a diagram, then the presentation of the data is as follows. If it is described in the form of a diagram, then the presentation of the data is as follows.

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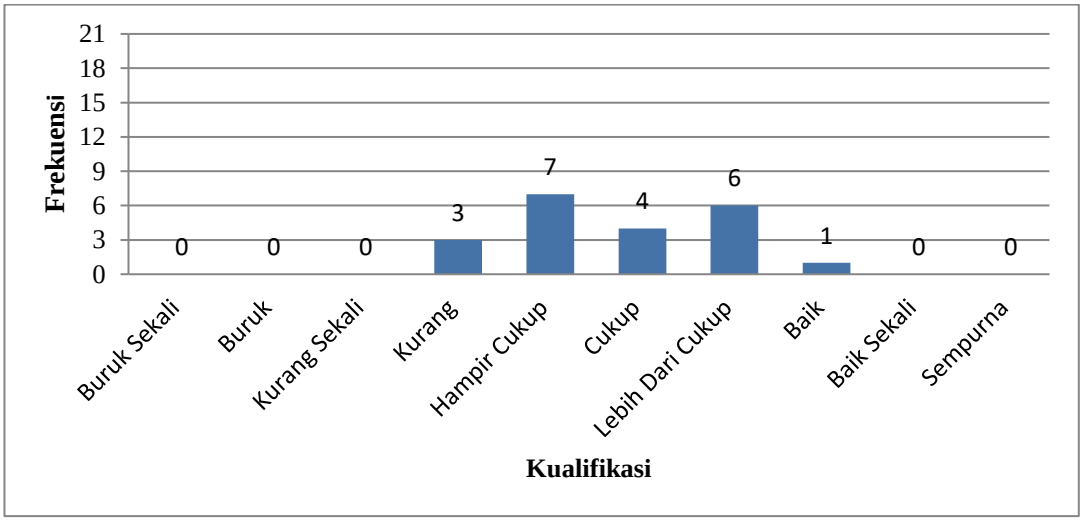

Figure 1. Diagram of Procedural Text Writing Skills for Class XI Students of SMA N 2 Lubuk Basung Without Using Audio-Visual Media as a Whole

The steps taken to find out an overview of the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media is to calculate the raw scores from the answers to student statements. The raw scores are then converted to grades using a percentage formula. The following is an overview of the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media seen based on indicators.

Writing Skills of Procedure Text for Class XI Students of SMA N 2 Lubuk Basung Without Using Audio Visual Media Indicator 1 (Purpose)

Skill value menwrite procedure text for class XI students of SMA N 2 Lubuk Basung without using audio-visual media ranging from 33.33-100. There were 10 students who scored 33.33 (47.62%). There were 11 students who scored 66.67 (52.38%). The next step is to determine the calculated average value as shown in table 10 below.

Table 4
Frequency Distribution of Procedure Text Writing Skills Seen from Indicator 1 (Objective)

No	Xi	F	Fxi
1	33,33	20	666.6
2	100	1	100
	Amount	**21**	**766.6**

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$M=\frac{\sum FX}{N}$

$M=\frac{766,6}{21}$

$M = 36.50$

Based on the table4, an overview of procedural text writing skills is obtained as seen from indicator 1 (Purpose), obtained an average count (M) of 36.50. Refers to the calculated average obtained. It was concluded that the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media for indicator 1 (Objectives) were classified as lacking because the average arithmetic (M) was at a mastery level of 36-45% on a scale of 10.

Table 6
***Value Classification*Writing Skills of Procedure Text for Class XI Students of SMA N 2 Lubuk Basung Without Using Audio-Visual Media Indicator 2 (Steps)**

No	Value Range	Qualification	Frequency	Percentage (%)
1	96-100 %	Perfect	9	42.86
2	86-95 %	Very well	0	0
3	76-85 %	Good	0	
4	66-75%	More than enough	10	47,62
5	56-65 %	Enough	0	0
6	46-55 %	Almost Enough	0	0
7	36-45 %	Not enough	0	0
8	26-35 %	Less Once	2	9.52
9	16-25 %	Bad	0	0
10	0-15 %	Very bad	0	0
	Amount		**21**	

Based on table 6, an overview is obtained regarding the skills of writing procedural texts as seen from indicator 2 (steps). First, there are 9 students who are in perfect qualification (95-100%). Second, there are 10 students with more than sufficient qualifications (66-75%). Third, there are 2 students who are in very less qualification (26-35%). If described in the form of a diagram, then the presentation of the data is as follows.

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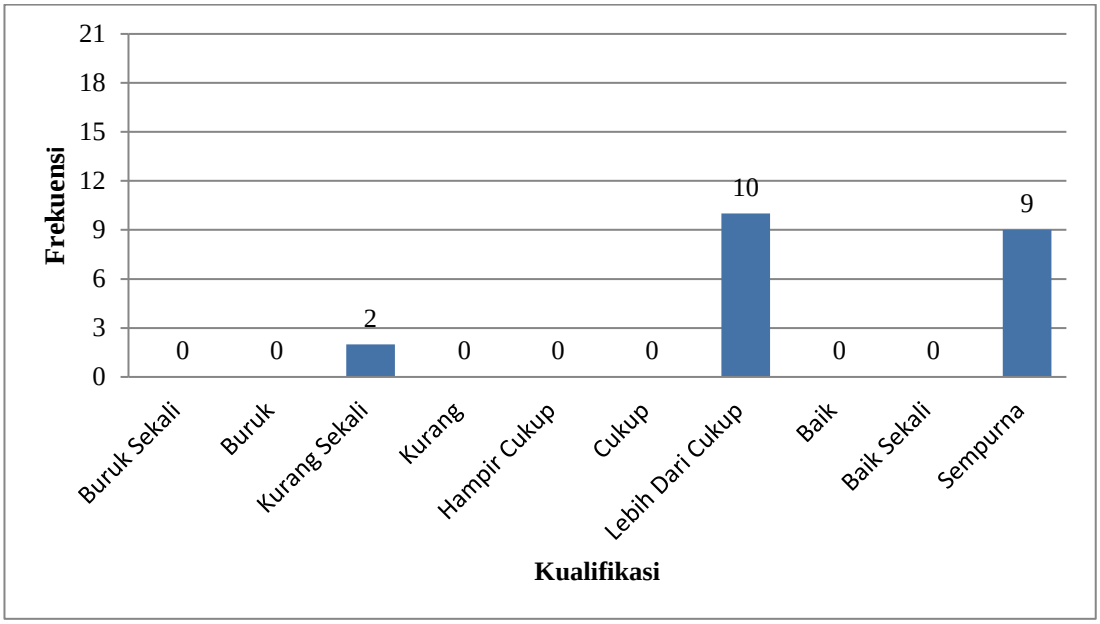

Figure 2. Diagram of Students' Procedure Text Writing Skills Viewed from Indicator 2 (Steps)

a. Writing Skills of Procedure Text of Class XI Students of SMA N 2 Lubuk Basung Without Using Audio Visual Media Indicator 3 (Reaffirmation)

Skill value menwrite the procedure text for class XI SMA N 2 Lubuk Basung without using audio-visual media indicator 3 ranging from 33.33 to 100. Students who scored 33.33 totaled 14 people (66.67%). Students who get a score of 66.67 are 5 people (23.81%), and students who get a score of 100 are 2 people (9.52%). The next step is to determine the calculated average value shown in the following table

Table 7
Frequency Distribution of Procedure Text Writing Skills Seen from Indicator 3 (Reaffirmation)

No	Xi	F	Fxi
1	33,33	14	466,62
2	66.66	3	199.98
3	100	4	400
	Amount	**21**	**1066.6**

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$M=\frac{\sum FX}{N}$

$M=\frac{1066,6}{21}$

$M = 50.79$

Hypothesis testing

Once it is known that the data groups are normally distributed and homogeneous, a t-test can be carried out to find out the comparison of the control group and the procedural text writing skills experiment without using audio-visual media. and by using audio-visual media as below. The first step is to determine the combined standard deviation (S2) with the following formula.

$\bar{x}_1$= 58.20
$\bar{x}_2$= 77.24
N_1= 21
N_2= 21
S12 = 123.43
S22 = 60.06

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_1 - 1)s_2^2}{n_1 + n_2 - 2}$$

$=\frac{(21-1)\ 123,43+(21-1)\ 60,06}{21+21-2}$
$=\frac{2468,6+1201,2}{40}$
$=\frac{3669,8}{40}$
$=\sqrt{91,74}$
= 9.57

Based on the above formula, it is known that the combined standard deviation (S2) is 9.57, thus, the difference can be determinedprocedural text writing skills of class XI students of SMA N 2 Lubuk Basungin the control class and experimental class by conducting the t-test as follows.

t-test
$\bar{X}_1$= 77.24
$\bar{X}_2$= 58.20

n1 = 21

n2 = 21

s = 9.57

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$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$=\frac{77,24-58,20}{9,57\sqrt{\frac{1}{21}+\frac{1}{21}}}$

$=\frac{19,04}{9,57\sqrt{0,08,}}$

$=\frac{19,04}{9,57.0,28}$

$=\frac{19,04}{2,67}$

tcount = 7.13

Based on the results of the t-test, it was concluded that the alternative hypothesis (H1) was accepted at a significant level of 95% and dk = n1 + n2 – 2 because tcount>ttable (7.13 > 1.68). In other words, the application of audio-visual media was effectively used on the procedural text writing skills of class XI students of SMA N 2 Lubuk Bashipotesiis was accepted and H0 was rejected.

After testing the hypothesis, to see the level of effectiveness in using audio-visual media, the N test formula is used as follows.

N-Gains = X $100\frac{Skor\ Ekperimen - Skor\ Kontrol}{Skor\ Ideal - Skor\ KObtrol}$

N-Gains = X $100\frac{77,24-58,20}{100-58,20}$

N-Gains = X $100\frac{19,04}{41,8}$

N-Gains =45,55

From the results above, the N-gian value is obtained, which is 45.55. So it can be said that the level of effectiveness in the use of audio-visual media is in the medium criteria, namely0.3 ≤ 9≤0.7. Soit can be said that the use of audio visual media is lacking effective on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung.

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Based on the data analysis described in the previous section, three things need to be discussed further, namely, (1) the skills of writing procedural texts for class XI students of SMA N 2 Lubuk Basung without using audio-visual media, (2), the skills of writing procedural texts for class XI students SMA N 2 Lubuk Basung using audio-visual media, and (3) the effect of using audio-visual media on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung. Based on the results of data analysis it is known that the level of mastery of procedural text writing skills for class XI students of SMA N 2 Lubuk Basung without using audio-visual media is quite sufficient because they are at 56-65% mastery on a scale of 10 with an average acquisition of 58.20. Student writing activities without using the media still do not get maximum results. Because it can be seen from the average results obtained by students, the average student results are still classified as more than adequate. The skills of writing procedure texts for class XI students of SMA N 2 Lubuk Basung without using audio-visual media are grouped into 4 qualifications, namely: good, more than enough, enough and almost enough.

4. CONCLUSION

Based on the description of the data, data analysis, and discussion regarding the effectiveness of the use of audiovisual media on students' procedural text writing skillsXI SMA N 2 Lubuk Basung, it can be concluded three things as follows. First, the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung without using audio-visual media obtained an average score of 58.20 in the range of 56-65% on a scale of 10, with sufficient qualification (C). Second, the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung using audio-visual media obtained an average score of 77.24 in the range of 76-85% on a scale of 10, with good qualifications (B). Third, the results of the hypothesis prove that tcount> from ttable, namely7.14 1.68>. This shows that audio-visual media can influence students in writing procedure texts.From the results above, the N-gian value is obtained, which is 45.55. So it can be said that the level of effectiveness in the use of audio-visual media is in the medium criteria, namely0.3 ≤ 9≤0.7. Soit can be said that the use of audio visual media is lacking effective on the procedural text writing skills of class XI students of SMA N 2 Lubuk Basung.

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