

THE INFLUENCE OF AUDIO-VISUAL-ASSISTED DEMONSTRATION LEARNING METHODS ON THE ABILITY OF WRITING PROCEDURE TEXTS IN GRADE VII

Nurfadiah¹⁾, Trisna Helda²⁾, Ria Satini³⁾

email: ¹²³ Pendidikan Bahasa dan Sastra Indonesia, fakultas Sosial dan Humaniora,
Universitas PGRI Sumatera Barat

nurfadiah611@gmail.com¹, trisna_helda@ahoo.coid², riasatini18@gmail.com³

Abstract

The purpose of this study was to describe the effect of using the audio-visual aided demonstration learning method on the ability to write procedural texts for class VII students of SMP N 18 Padang. This type of research is quantitative research. The method used in this research is experimental research. The population in this study were class VII students of SMP N 18 Padang who were enrolled in the 2021/2022 school year with a total of 10 classes. The sample in this study were students of class VII 3 and VII 4. Variable X is the audio-visual aided demonstration learning method, while (variable Y) is the ability to write procedural texts. The research instrument used a performance test of students' ability to write procedural texts. The data collection technique used in this study was to provide performance tests, namely writing procedure texts using the Audio Visual Assisted Demonstration Learning Method. The data analyzed in this study were scores from student test results obtained without and by using the Audio Visual Based Demonstration Learning Method. The results of this study are that H₀ is rejected and H_a is accepted. So, it can be seen that there is an effect of the use of the audiovisual assisted demonstration learning method on the procedural text writing skills of class VII students of SMP N 18 Padang.

Keywords: writing, demonstration, audio visual

Abstract

Tujuan penelitian ini mendeskripsikan pengaruh penggunaan metode pembelajaran demonstrasi berbantuan audio visual pada kemampuan menulis teks prosedur siswa kelas VII SMP N 18 Padang. Jenis penelitian ini adalah penelitian kuantitatif. Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah siswa kelas VII SMP N 18 Padang yang terdaftar pada tahun ajaran 2021/2022 berjumlah 10 kelas. Sampel dalam penelitian ini adalah Siswa Kelas VII 3, dan VII 4. Variabel X yaitu metode pembelajaran demonstrasi berbantuan Audio Visual, sedangkan (variabel Y) yaitu kemampuan menulis teks prosedur. Instrument penelitian ini menggunakan tes unjuk kerja kemampuan menulis teks prosedur siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah memberikan tes unjuk kerja yaitu menulis teks prosedur dengan menggunakan Metode Pembelajaran Demonstrasi Berbantuan Audio Visual. Data yang dianalisis dalam penelitian ini adalah skor dari hasil tes siswa yang diperoleh tanpa dan dengan menggunakan Metode

Pembelajaran Demonstrasi Berbasis Audio Visual. Hasil dari penelitian ini yaitu H0 ditolak dan Ha diterima. Jadi, dapat terlihat bahwa terdapat pengaruh penggunaan metode pembelajaran demonstrasi berbantuan audiovisual terhadap keterampilan menulis teks prosedur siswa kelas VII SMP N 18 Padang.

Kata Kunci: menulis, demonstrasi, audio visual

1. INTRODUCTION

Writing is something that must be mastered by students in conveying their ideas, ideas, and opinions in learning activities. According to Dalman (2015:3), writing is a creative process of expressing ideas in the form of written language for the purpose of, for example, telling, convincing, or entertaining. In writing skills students are required to master vocabulary, knowledge, and experience in order to be able to convey the author's ideas well with readers. To produce good writing, not only considering the writing technique used, but also having to adjust to the type of writing.

Therefore students must be able to appreciate various thoughts, ideas and opinions and feelings so as to create interesting writing. According to Tarigan (2008:24), each type of writing contains several purposes, and these objectives are as follows. First, it aims to inform or teach. Second, to convince or urge. Third, to entertain or please. Fourth, expressing/expressing feelings and fiery emotions. At the junior high school level, the writing material that students need to master is the skill of writing procedural texts that must be mastered by students. According to Mulyadi, Dkk (2016:239), procedural text is a text that aims to provide an explanation of how to do something as clearly as possible. The presence of procedural text is needed by someone who will use an object or perform an activity that is not yet clear. Putri dkk (2021:15) procedural text is a type of text that shows and explains a process in making or operating something. The process of making or operating something is done through systematic or regular steps.

Priyatni (2014:87), states that the contents of the procedure text as a whole are contained in the objectives and steps. Goals must be clear and specific. Objectives can also be viewed based on the title and topic written. The title comes from a theme and a topic. The title in the procedure text can be the name of the object/something to be made/done or it can be a way of doing/using something. According to Ramadhanti (2022:175), there are three procedural text structures, namely as follows. First, an introductory statement that provides intent and purpose. Second, a list of materials needed to complete the procedure. Third, the implementation steps are in the right order.

Kosasih (2014:71) some of the rules in the procedure text are as follows. First, because it is a guide, procedural text uses a lot of command sentences. secondly, because of using imperative sentences, there is also a lot of use of imperative verbs, namely words that express commands, obligations, or prohibitions. Third, in procedural texts, temporal conjunctions or conjunctions are used which express the time sequence of activities. Fourth, in similar texts, words indicating time are often used. Fifth, use words that state the sequence of activity steps. Sixth, use a lot of adverbs of manner. Seventh, use lots of technical words,

according to His friend. Eighth, in the instructions in the form of a recipe, a detailed description of the name of the object used, including the amount, order, or shape is also presented.

Based on the results of an interview with a class VII Indonesian teacher at SMP N 18 Padang and with a class VII student that the students' writing procedural text skills were very low and there were many problems in writing procedural texts. Based on interviews with Mrs. Nurul Asyiqin, S.Pd, as a class VII subject teacher, it is known that, firstly, the lack of duration in teaching procedural text material, secondly, students find it difficult to determine the structure and linguistic rules of procedural texts, thirdly, the lack of use of learning media. Based on interviews with students, the problems contained in procedural text learning based on interviews are first, the difficulty of understanding procedural text material. Second, students find it difficult to write procedural texts based on grammatical structures and rules correctly. Third, students find it difficult to think of ideas and themes in writing procedural texts. These problems are due to the monotonous learning methods and the lack of learning media in the learning process so that students are less active and not enthusiastic in receiving learning material for writing procedural texts. For this reason, appropriate learning methods and media are needed to be able to achieve the expected basic competencies.

To overcome this problem, teachers should use appropriate methods and media so that learning is more effective, varied and more interesting. Based on the observations, the authors found one of the media that can be used to improve the learning outcomes of writing procedural texts for class VII students of SMP N 18 Padang, namely the demonstration learning method assisted by audio-visual. Majid (2013:197), the demonstration method is a method of presenting lessons by demonstrating and addressing students about a particular process, situation, or object, either real or just an imitation. Umami (2019:72) demonstration is a show of the process of something happening or exemplifying certain behavior. The goal is none other than for students to be able to understand how to arrange or compile.

The use of demonstration methods assisted by audio-visual media has been widely applied and proven effective in improving students' writing skills. These results can be seen from several studies such as those conducted by Fata Ibnu Hajar, et al (2019) which state that by using audio-visual media the average value is very good compared to classes that do not use audio-visual media. These results are like Bagiya, et al. (Increasing Ability to Write Complex Procedure Text with Audio Visual Media in Class X Students of State Vocational School 1 Kebumen Academic Year) which states that the effect of audio-visual media on student interest is very good in learning to write complex procedure texts. The results are similar to Enawar's research (The Effect of Using Audio Visual Media on Persuasive Essay Writing Skills in Class X Students of SMA Muhammadiyah 3 Kota Tangerang) which states that the results of the study show that there is an effect of using audio visual media on persuasive essay writing skills in class X SMA 3 Kota Tangerang. This proves that audio-visual media is effectively used in procedural text learning in writing procedural texts in class VII students of junior high school.

Hidayat (2019:73) explains the advantages and disadvantages of the demonstration method, namely: The first advantage is that it helps to live up to the lessons that have been taught. Second, provide practical experience that can shape the feelings and will of students. Third, focusing students' attention on the lesson being demonstrated. Fourth, immediately answer the problems encountered during the learning process. Fifth, minimizing errors in drawing conclusions because the process can be observed directly. Sixth, reduce the notion that is verbalistic. Seventh, provide an opportunity to think carefully and critically. Eighth, as well as providing learning experiences regarding the steps to mastering certain motor activities.

2. METHODS

This type of research is quantitative research. The method used in this research is experimental research. The population in this study were class VII students of SMP N 18 Padang who were enrolled in the 2021/2022 school year with a total of 10 classes consisting of VII 1, VII 2, VII 3, VII 4, VII 5, VII 6, VII 7, VII 8, VII 9, VII 10. The sample in this study were students in grades VII 3 and VII 4. The X variable is the Audio Visual assisted demonstration learning method, while (Y variable) is the ability to write procedural texts. The research instrument used a performance test of students' ability to write procedural texts. The data collection technique used in this study was to provide performance tests, namely writing procedure texts using the Audio Visual Assisted Demonstration Learning Method. The data analyzed in this study were scores from student test results obtained without and by using the Audio Visual Based Demonstration Learning Method.

3. RESULTS AND DISCUSSION

Based on the data analysis that has been done by researchers, several results were found. First, the skills of writing procedural texts for class VII students of SMP Negeri 18 Padang without using the demonstration learning method assisted by audiovisual media in the control class. Second, the skills of writing procedural texts for class VII students of SMP Negeri 18 Padang using demonstration learning methods assisted by audiovisual media in the experimental class.

1. Skills in Writing Procedural Texts Without Using Demonstration Assisted Learning Methods Audiovisual Media for Class VII Students of SMP Negeri 18 Padang (Control Class)

The level of mastery of procedural text writing skills for class VII students of SMP Negeri 18 Padang without using the demonstration learning method assisted by audiovisual media with an average of 67.56 is more than sufficient because it is in the mastery of 66% -75% on a scale of 10. The first indicator contained in the procedure text is objective. The objective is, which is an introduction to the topic that will be explained in the text. Students are given a score of 66.67 because the procedure text that students write contains an introduction. Student writing as below

The purpose of *"flower pot is a place to put flowers so that they are beautiful and neatly arranged"*

Students are given a score of 100 because the procedure text written by the student contains an introduction explaining the topic... the student's writing is as follows.

Purpose *"Wood dolls are dolls that are shaped like humans or animals. Those who use wood as a basic material that can add aesthetic value to a room"*

The second indicator contained in the procedure text is the steps. Students will get a score of 2, because the procedure text is written with non-ordered/numbered steps but uses words that show orders. Student writing as follows.

Steps: *"Prepare used cans
 Scissors of flannel or patchwork the size of an old can
 Glue flannel or rags to an old can
 Make a hole in the top of the piggy bank using a knife
 Decorate the piggy bank using beads or ribbons."*

Students who get a score of 100 in the procedure text are written in sequential steps/numbered but use words that show commands, as found in the following example.

Steps: 1. Take some quality wood
 2. Measure the wood using a meter
 3. Then cut the wood with a saw according to size
 4. Then make a sketch on the wood using a pencil
 5. Carve the wood according to the sketch that has been made
 6. Then smooth the wooden dummy with sandpaper
 7. Then paint the wooden doll to make it look attractive

The third indicator contained in the procedural text is reaffirmation. Students who get a score of 33.33 because there is no reaffirmation in the procedural text, as shown in the following example.

Reaffirmation: *"Those are the steps to make my piggy bank"*

Imperative words are verbs that are used to give commands or instructions. Students who scored 66.67 for using 2 imperative words in the procedure text such as the word *"stick"* and the word *"decorate"*, as found in the following example.

Imperative words: *"stick the flannel cloth to the cigarette can"*
"Decorate cans that have flannel attached with existing decorations"

Conjunctions are connecting words that express the sequence of time of activities.

Students who scored 33, 33 because the procedure text written by students contained 1 conjunction such as the word *"or"*, as shown in the following example.

Conjunctions: *"scissors of flannel or patchwork as big as tin cans"*

Students who scored 66.67 because the written procedure text contained 2 conjunctions. Like the word "" *which and with*" as found in the following example.

Conjunction words: *"cut the cardboard according to what you want"*
"Coat cardboard with wrapping paper by gluing"

The next indicator contained in the procedure text is the sequence of activity steps. Students who get a score of 33.33 because the written procedure text does not use words that indicate the sequence of steps, as shown in the following example.

Sequence of steps: *"cut enough flannel, then glue it using a hot glue gun"*
Glue the flannel that has been given glue to the rorko can
Then decorate with beads

Students who get a score of 100 because the written procedure text contains 3 or more words which state the sequence of steps, the data is as contained in the following example:

"First, cut the cardboard according to what you want"
Second, cover the cardboard with wrapping paper in a dead way
Third, decorate the gift box with beads
After the tissue box is ready to use"

Adverbs of manner are words that express how. Students who get a score of 33.33 because there is 1 method statement, as shown in the following example.

Explanation of the method: *"then decorate with beads"*

2. Skills in Writing Procedure Texts Using the Demonstration Learning Method Assisted with Audiovisual Media for Class VII Students of SMP Negeri 18 Padang (Experimental Class)

Based on the results of data analysis it is known that the level of mastery of procedural text writing skills for class VII students of SMP Negeri 18 Padang uses the demonstration learning method assisted by audiovisual media with an average of 84.08 which is considered good because they are at 76% -85% mastery on a scale of 10.

Purpose, namely, which is an introduction to the topic to be explained in the text. Students who get are given a value of 33.33 because the objectives do not contain an introduction to the topic in the procedure text, as shown in the following example.

Purpose: *"The guitar is a musical instrument that can be played."*

Students who get a score of 66.67 because it contains a topic statement in the form of a sentence detailing the purpose of writing in a procedure text, as shown in the example:

Purpose: *"The guitar is music that is usually used as accompaniment to songs"*

Students who get a score of 100 because it contains objectives in the form of paragraphs, as found in the following example: Purpose: *"The guitar is a musical instrument that can be played by both adults and children. The guitar is also a musical instrument that is played by picking, this instrument is also often the accompaniment to songs."*

The steps are in the form of detailed instructions suggested to the reader related to the specified topic. Students who are given a score of 66.67 because students write down the steps of the procedure text not sequentially/numbering but using words that show commands, as found in the following example.

Steps: *"prepare the guitar
Hold it by hand
Then after the guitar with the correct tone
Once the tone is right
Strum and play the music we want to play"*

Students who are given a score of 100 because students write down the steps of the procedure text sequentially/numbered by using words that show commands, as found in the following example.

Steps:
 1) first prepare the guitar instrument that we will play
 2) Hold the guitar by hand
 3) Then after the guitar with the correct tone
 4) After the tone is right, pick the guitar and play the music that we will play.

Reaffirmation is in the form of hope or benefits if the instructions are carried out properly. Students are given a value of 66.67 because the procedure text written by students contains reaffirmation in it, as shown in the following example.

Reaffirmation: *"that's all the tutorials on how to play the guitar, hopefully the above tutorial can be followed by everyone"*

Students who get a score of 100, because the procedural text written by students contains reaffirmation in the form of paragraphs, as shown in the following example.

Reaffirmation: *"so many tutorials from us, if there are words that are wrong please forgive and hopefully with this tutorial now you can play guitar wassalamualaikum warrahmatullahi wabarakatuh"*

The imperative is a verb that is used to give orders or instructions. Students who scored 33.33 because the procedure text written by students contained 1 imperative word, as shown in the following example.

Imperative words: *"then set the tone according to the song we want to play"*

Conjunctions are connecting words that express the sequence of time of activities.

Students who scored 66.67 because the procedure text written by students contained 2 conjunctions, as shown in the following example.

Conjunctions: *"then tune the guitar to the correct tone*

Set the tone that fits the guitar strings"

Students who are given a score of 100 because the procedure text written by students contains 3 or more conjunctions, as shown in the following example.

The conjunction says: *"prepare the guitar instrument we will play*

Hold the guitar by hand

Then set the guitar with the correct tone

After the tone is right, pluck the light from the guitar and play the music we are going to play."

The sequence of activity steps are words that state the sequence of activity steps. Students who are given a value of 33.33 because the procedure text written by students does not contain the word sequence of activity steps, as shown in the following example.

Sequence of steps: *"prepare the guitar instrument that we will play*

Hold the guitar with your hands

Then set the guitar with the correct tone

Once the tone is right, strum the guitar and play the music we're going to play."

Adverbs of manner are words that describe how. Students are given a score of 33.33 because the procedure text written by students only contains one method description, as shown in the following example.

Explanation of the method: *"then set the guitar with the correct tone"*

Students are given a score of 100 because the procedure text written by students contains 3 method descriptions, as shown in the following example:

Description of the method: *"both hold the guitar with your hands*

Third, then set the guitar with the correct tone

Fourth, after the tone is right, pluck the guitar strings and play the music we want to sing."

3. The Effect of Audiovisual Media Assisted Demonstration Learning Methods on the Writing Skills of Procedural Texts for Class VII Students of SMP Negeri 18 Padang

Based on the results of the research data analysis conducted, it is known that there is a significant effect of the use of demonstration learning methods assisted by audiovisual media on the writing skills of procedural texts for class VII students of SMP Negeri 18 Padang because the Sig. (2-tailed) $0.000 < 0.05$ then H_0 is rejected and H_a is accepted. So, there is an effect of using the audiovisual assisted demonstration learning method on the writing skills of procedure texts for class VII students of SMP N 18 Padang.

4. CONCLUSION

Based on the results of the research data analysis conducted, it is known that there is a significant effect of using demonstration learning methods assisted by audiovisual media on the skills of writing procedural texts for class VII students of SMP Negeri 18 Padang because the value of Sig. (2-tailed) $0.000 < 0.05$ then H_0 is rejected and H_a is accepted. So, there is an effect of the use of the audiovisual assisted demonstration learning method on the procedural text writing skills of class VII students of SMP N 18 Padang.

5. ACKNOWLEDGMENTS

Suggestions from this study are for other researchers it is recommended that the results of this study be used as input and comparison material for subsequent research related to this problem.

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