

The Effect of Using Audio Visual on Students Writing Procedure Text at The Eighth Grade of SMPN 5 Kota Jambi In Academic Year 2018/2019

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ABSTRACT

This research was done aimed at investigating if audio visual as a media more effect for the students skill in writing procedure text. The method of this research is quantitative. The population of the research is the eighth grade students of SMPN 5 Kota Jambi. The researcher takes two classes of the eighth grade students as the sample from this research which were divided into two groups; experimental group (XIII A) and control group (XIII B). The XIII A was taught by using Audio Visual as a media, while the XIII B was taught without Audio Visual as media. The instruments of collecting data are test: pre-test and post-test. To analyze the data, the researcher used experimental design. The mean in control class of pre test is 71,66 and mean post test 75,66. The mean in experimental class of pre test is 74,33 and the mean post test is 84,83. Based on the calculation of the statistical analysis, it is found that the value of *t-test* was 4,05 is higher than the value of *t-table* 1,69 at the degree freedom (df 30-1) = 29 and the level of confidence 0,05 with for that reason, the alternative hypothesis is accepted, the researcher could interpret that it was significantly effective to improve students writing procedure text using Audio Visual in SMPN 5 Kota Jambi.

Keywords: *Writing, Procedure text, Audio Visual.*

INTRODUCTION

In Indonesia, English is a foreign language. English Education Study Program is taught in almost every educational level since kid garden until University. Seeing English as an internasional language, special attention to the English language has been given by Indonesian government. Learning a foreign language is an integrated process that the learner should study the four language skills: listening, speaking, reading, and writing. All of them are important elements which should be acquired by students to improve their competency in English. By learning English, we can communicate to other people from around the world. When someone communicates and socialize, it means that he sends information and news

to another, or exchange information and news.

According to Brown (2001: 335), "Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that are not every speaker develops naturally". It shows writing is not an easy task for the students. The students' understanding is challenged and deepened through writing. The students do not simply learn the theory of writing but they need to practice it step by step. In teaching and learning activity at school, the students have to complete sequences of assignments in written form such as making a summary, a paragraph, and an essay. For those reasons, those become consideration why writing is important to be taught at school.

However, in reality, many students who do not understand and still confuse to write when they learning English. Realizing that writing is very important for English learners, it is essential for English teachers to encourage the students to write. Based on the the researcher's observation in SMPN 5 JAMBI, The teachers seem to have difficulties in deciding what technique and media to make writing easier for students to learn. We know that the teacher has important role is teaching and learning process. To reach an optimal success in teaching writing, a teacher needs media to convey the lesson easier. Media are supportive to the students on learning attitude.

Based on the syllabus , there are some kinds of texts that are taught at junior high school, one of them is procedure text. It is a genre that is given for the students at junior high school for eighth and ninth grade. Based on the pre-research when the researcher did observation at SMPN 5 Jambi. There were a lot of students who have difficulties in writing English. The first, the students have limited vocabulary which can be seen from their difficulties in choosing the diction and arranging the sentences. The second, they had difficulties in exploring and expressing their the ideas. Sometimes they were confused on what they would write into the paper.

In the teaching and learning process, teacher needs media to convey the material easily. One of the media is Audio visualinstructional materials that present information to students in ways that do not involve the use of paper and pencil. The advantages of audio-visual media that attract and attract students' attention to complete lessons related to the visual meaning collected or accompanying the text of the subject matter. Often at the beginning of the lesson not interested in subject matter or subject matter is one lesson that is not liked by them so they do not pay attention. Special image media

images that are projected through overhead projectors that can be approved and directed their attention to the lessons they will receive. Thus, it is expected to get and remember the contents of the lesson getting bigger.

In order to the problem of the study to help the students to improve their writing by using audio visual media. Therefore, the teaching learning process will run well, and the students can be more comfortable in the class as well as they can improve their achievement in writing procedure text. There many ways that can be done to teach procedure text. In this study, media is one of the tools that can be applied. his study will use audio visual media as the media to improve students' writing achievement in procedure text. The researcher choose audio visual media because by using audio visual media that is a way to help students' more easy to arrange their text in procedure. By using audio visual, media can make students more interest and accordance with the characteristic that can active students learn.

The procedure text is concerned to study by implementing procedure text Audio Visual as media. In order to make teaching English fun, there are several factors to consider such as the teacher, student, methodology, teaching material, and time allotment. Therefore, this research is intended to Improve students' writing skill procedure text by using procedure text audio visual as media.

According to the research background discussed above, this research is directed to answer the following research questions: "Is there any significant effect of using audio visual on students writing procedure text at the eighth grade of SMPN 5 Jambi in the Academic Year of 2018/2019"

AUDIO VISUAL

Audio visual media are media that have sound elements and image elements.

This type of media has a better ability, because it covers both types of auditive (hearing) and visual (viewing) media. According to Azhar (2009) Audio-visual technology how to make or deliver materials by using mechanical machinery and electronic messages to present the audio and visual. Audio-visual teaching through clearly characterized by the use of hardware during the learning process, such as machines film projectors, tape recorders, projectors and visual width.

According to Gopal (2010) stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. So, teaching is an audio-visual production and use of materials, absorption through sight and hearing, and not entirely depends on to understanding words or symbols that are similar. Audio visual media it is means of producing or conveying matter by the use of mechanical and electronic machines to present messages audio and visual. Teaching through audio visual clear characterize by discharging hardware during the process of learning, like a projector film, a tape recorder and projector visual wade. Teaching media can motivated students to learning English. Teaching media as input of learning process. Using media when teaching make student creative more than the teacher. The teacher just as fasilitator in the classroom.

According to Anzaku (2011)“the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”. Anzaku further stated that audio-visual materials include materials and equipment alike, that materials are considered to be system, or body of content of potential value when put to work, while equipment or instructions, often referred to as

hardware, components, are the means of presenting such content.

The researcher concluded, Media is very important in learning process. Between media and motivation has correlation that when learning process between the teacher students has interaction in the classroom. When the teacher using media the students when the teacher using media the students can be motivation and focus to learn. Using audio visual media the students study through visual and audio. In visual, the students can see what the teacher showing the material in learning process and audio the student can listening what the teacher talk or listening media the teacher use. In learning audio visual media the teacher can use power point program. In power point program, the teacher can take all of the material to be conveyed and the teacher can also adding video concern with the material being taught process. Audio visual media can motivated, enthusiastic, active, interest, and can changes students behavior in learning. If the students have interest in learning the students can comfortable and get good spirit to learn. Using audio visual media can improving students ability and provide students feedback in learning. Media can add more students knowledge itself and adding experience in life.

PROCEDURE TEXT

Procedure is a text a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of series. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with ‘how to make...’ or ‘how to use...’ it

can be certainly that the text is procedure text.

According to American Heritage Dictionary (2000:1398), "Procedure text is a set of instruction that performs a specific task of function." We can say that procedure text describes how something is accomplished through sequence of actions or steps. Its to instructions for making something, doing something or getting somewhere procedure is commonly used to describe how to make something which is close to our daily activity for example how to make a cup a tea. Therefore the students have to write about their procedure text based on their experience in daily activities.

Based on the theories above, the researcher concludes that procedure text is a text to describe how to make or doing something. The purpose of this text is to explain how something can be done. It means that procedure text is a text that helps us to do something or gives us instructions how to get things done.

1. Generic Structure of Procedure text

Swales (1990:42) states that, "structure of the text is a device that supports communicative purpose". Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of text.

Anderson (1997:52-55) states that, the generic structure of a procedure text contains:

- 1) An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph.
- 2) A list of the materials that will be needed to complete procedure
 - a. This may be a list or a paragraph

- b. This step may be left out in some procedures
- 3) A sequence of steps in the order they need to be done
 - a. Numbers can be used to show first, second, third, and so on
 - b. The order is usually important; such words as now, next, and after this can be used
 - c. Usually the steps begin with a command such as add, stir, or push.

2. The Purpose of Procedure Text

First, to explain explain/tell (the reader) how to make/operate/do something through a sequence of actions or steps. Second, to explain steps/instruction to make/operate/do something.

RESEARCH METHODOLOGY

This experiment research use quantitative data that are analyzed related to the problem. Besides, the researcher will also uses experimental study for this research will help the researcher to know the cause and effect between independent variables and dependent variables (Creswell, 2012:295). From the explanation above the research can conduct experimental studies on two classes of experimental class and control class. Experimental class is a class that taught using the audio visual media. While the control class is a class that is taught not to use audio visual media.

POPULATION

The population is the entire of the eighth grade students at SMPN 5Jambi in the academic year 2018/2019. The population of this research is eighth grade students of SMPN 5 Jambi which into 8 classes. So the total population is 244 students.

SAMPLE

After determining the population, I was obtaining a sample, which is obviously important step in conducting a

research. A sample is a subset of the individuals in a population; there is typically data available for individuals in samples (Bret Hanlon and Bret Larget; 2011). The researcher used the technique Cluster Random Sampling in the eighth grade students of SMPN 5 Jambi. The sample of this research is that consist of 30 students. Which were divided into two classes, namely Control Class and Experiment Class the total number of students is 60. The sample of this research is 2 classes (A) and (B).

The technique use in this research is test. The researcher gave essay question for students. This study is undertaken through two activities. At first is a pre-test, and second is the post-test which to measure students' achievement. To give a clear understanding, the two steps of the activities will be explain as follows:

1. Pre-test

First meeting, for experimental class and control class did pre test. Researcher gave pre-test before presenting the treatments to know how far the students' understand about procedure text lesson in the class. Pre-test is only done in one session. In this stage, the teacher just told about procedure text. Then the students are given practice test about 40 minutes.

2. Treatment

Experimental group do the experiment study while control group do their usual study with their own teacher. In experimental group, the researcher gave the students' activities during the treatments or during the teaching and learning process using audio visual that is observed by their writer. The treatment is conducted in each meeting after pre-test. then the researcher displays teaching using audio visual to help improve learning writing procedure text before giving a post-test. The treatment will be conducted in each meeting after pre-test.

3. Post-test

The post test is given after treatment. For experimental class and control class did post test. It has similar step with pre-test. Post-test to the students in order to know the progress of the students in learning using "Audio visual" after treatment. The result of post-test compare with the pre-test to get the influence learning writing procedure text and to know students' students ability after teaching by using "Audio visual".

FINDINGS

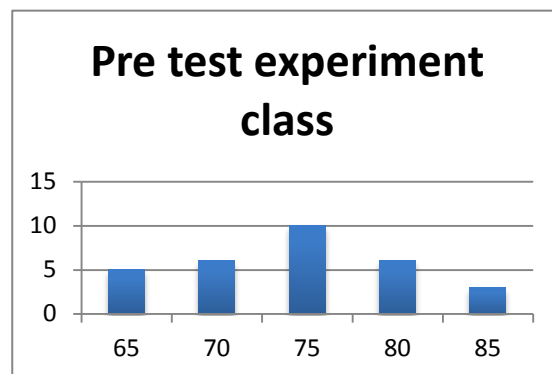
This research was conducted toward the eighth grade of SMP Negeri 5 Kota Jambi. The researcher conducted this research for 3 weeks to prove the effect of using audio visual on students writing procedure text. The researcher did this research start from January 28, 2019 to February 18, 2019. The researcher presents the data from the test, test in this research are pre test, Treatment, and the last is post test.

The result of pre test and post test in the experiment class

The first meeting, before giving treatment the researcher was given pre test. Pre test is done at 31th January 2019 and post test done at 15th February 2019 for experiment class. All of the students joined the test. The researcher gave essay question for students, the topic is how to make simple sandwich. The question has 3 point. The result of pre test as a follows:

Chart 1.

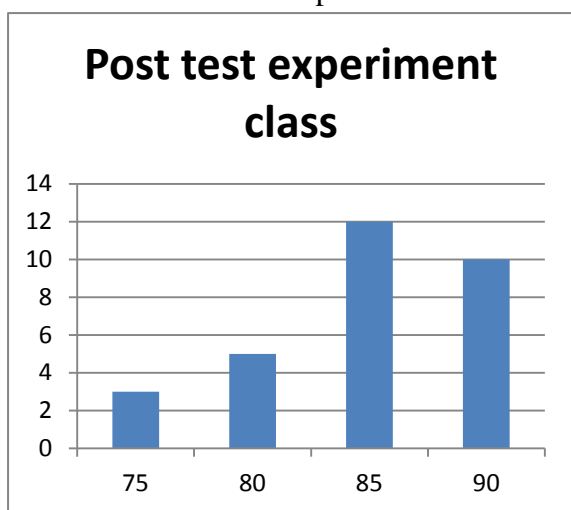
The means scores of pre-



test in experimental class

Based on histogram above researcher concluded the pre test in experimental class more than one students got 75-80 score. The lowest students got 65 score. The mean in histogram is 74,33, and the number of students is 30. The result of post test in experimental class as a follows:

Chart 2.
The means scores of post-test in experimental class



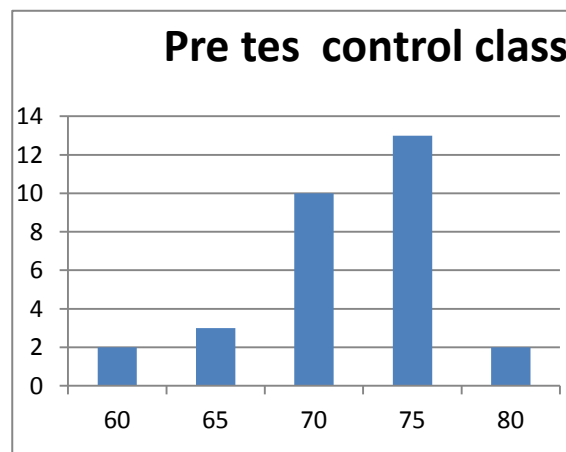
Based on histogram above researcher concluded the post test in experimental class more than one students got 85-90 score. The lowest students got 75 score and the higher score is 90. The mean in histogram is 84,83, and the number of students is 30.

The result of pre test and post test in the control class

The first meeting in the control class the researcher was given pre test. Pre test is done at 30th January 2019 and post test done at 15th February 2019 for control class. The researcher gave essay question for students, the topic is how to make simple sandwich. The result of pre test as a follows:

Chart 3.

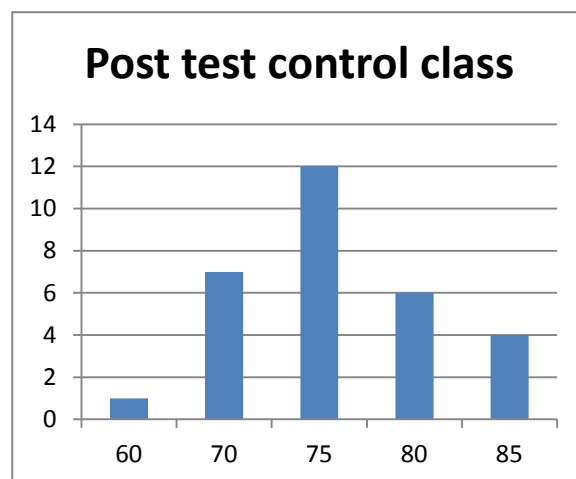
The means score of pre-test in control class



Based on histogram above researcher concluded the pre test in control class more than one students got 70- 75 score. The lowest students got 60 score and the higher score is 80. The mean in histogram is 71,66, and the number of students is 30. The result of post test as a follows:

Chart 4.

The means score post-test in control class



Based on histogram above researcher concluded the post test in control class more than one students got 70-75 score. The lowest students got 60 score and the higher score is 85. The mean in histogram is 75,66 and the number of students is 30. The score distribution in the experiment class as a follows:

The Score Distribution of Pre Test and Post Test in the Control and Experiment Class

The result of the test showed that the post test score were better than the pre test score. It can be seen from the difference of both test mean score. There is significant effect of listening popular songs towards students' vocabulary achievement in the classroom. It is very apparently proved that the students were able to remember vocabulary very well. The score distribution in the control class and experiment class as a follows:

Tabel. 1
The score distribution in the experiment class

Score interval	Category	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent				
81-90	Very good	3	10%	22	73%
71-80	Good	16	53%	8	27%
61-70	Fair	11	37%		
51-60	Poor				
0-50	Very Poor				

From the table 6, it can be seen that, in the pre test no one students got excellent, poor, very poor category, 3 students get very good, 16 students get good category, 11 students get fair category.

In post test, it can be seen that is improvement in students score which mean improvement in students ability, 22 students get very good category, 8 students get good category. In the post test no one students got excellent, fair, poor, and very poor category.

Tabel. 2
The score distribution in the control class

Score interval	Category	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent				
81-90	Very good			11	63%
71-80	Good	17	57%	19	37%
61-70	Fair	11	37%		
51-60	Poor	2	6%		
0-50	Very Poor				

From the table 2, it can be seen in pre test most students were in fair category, 17 students get good category, 11 students get fair category, 1 student get poor category, and no one students get excellent, very good and very poor category. Meanwhile in post test 11

students were in very good category, 19 students get good category. No one students get excellent, fair, and very poor category. It is clearly proved students ability that taught without media not really improve.

Data Analysis of Control Class and Experiment Class

The table comparison between experimental class and control class:

Table 3
Different between control class and experimental class

Variable		Mean	The improvement
Control class	Pre test	71,66	4
	Post test	75,66	
Experimental class	Pre test	74,33	10,5
	Post test	84,83	

The result of control class and experimental class is different. The result of control class is 4 and experimental class is 10,5. Experimental class is higher than control class. This result is significant. To know there is significant difference between experimental class score and control class score, t-test was higher than t-table. In order to see the significance between pre test and post test before and after treatment of experimental class, the formula would be used analyze the data; the researcher was compared between the score of pre test and post test.

Based on the calculation of the statistical analysis, it is found that the value of *t-test* was 4,05 is higher than the value of *t-table* 1,69 at the degree freedom (df 30-1) and the level of confidence 0,05 (5%). It means that the effect of using audio visual as media more effectiveness of teaching writing procedure text.

Hypothesis Testing

From the calculation of t-test, the hypothesis can be tested as follow:

Null hypothesis (Ho) is accepted if the value of t-test is the same or less than the value of t-table (t-test = t-table or t-test < t-table). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table (4.05> 1.69).

Alternative hypothesis (Ha) is accepted if the value of t-test is higher than the value of t-table (t-test > t-table). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table (4.05> 1.69). Thus, it proved that there is the effect of using audio visual on students writing procedure text at the eighth grade of SMP Negeri 5 Kota Jambi.

DISCUSSIONS

There were four general aspects which were used in scoring system. They were content, organization, grammar, vocabulary. In this pre-test, the researcher found that the students were poor the organization, vocabulary, and grammar. It

is because the researcher had not explained in detail about procedure text yet, so they had not known what the procedure text.

Actually students written procedure text was not coherent and united. They actually constructed a sequence of step in a paragraph which did not have good arrangement. Moreover some of the students ignored about punctuation such as capital letters, periods, and commas in their paragraph. They did not use the mechanics of writing well.

In the control class, there is not a new treatment in a teaching learning process. They were given a usual treatment. They were taught procedure writing using conventional method as they have get. By using conventional method in the teaching learning process, teacher had used a monotonous method that could not increase students' procedure writing. Students could not enjoy in writing and explore their ideas because they have to write what they had listen to the teacher explanation.

In the experimental class, there is a treatment in teaching learning process. The researcher used audio visual as media. In the beginning, the researcher explained about the social function of procedure text, its generic structure and language feature to students. Next, the researcher gave an example of procedure text using audio visual media by the topic of how to make simple sandwich. Teacher asked each student to try what the teacher demonstrates in front of class. Suddenly class became noisy because some students were happy. They looked very enthusiasm with teacher's explanation. Teacher persuaded them to give attention and asked about how to make simple sandwich. Actually they can express its steps using Indonesian well, but teacher asked them to express using English, although that is difficult for them. After that the teacher ask the students to write a simple procedure about how to make simple sandwich

In the last activity, the researcher gave post-test in the experiment class on February 15, 2019 and control class did post test on February 15, 2019. The students had to write a simple procedure text based on the topic given and pay attention to component writing generic structure and language features.

After the researcher got pre-test and post-test result, the researcher found the significant difference of their score in the experimental class and control class. It was influenced by the treatment, so the ability of the students improved. It can be seen from the result of their test. This research was experimental research. It was administered to both groups with different treatment: using media audio visual for experimental class (VIII A) and teaching by using text books and asking students about the material for control class (VIII B) at SMP N 5 Jambi City.

Based on calculation of data analysis, it was found was better change of scores in group who were taught using audio visual media in teaching and learning process than those who were not. This can be seen from the pre test result before treatment and post test result after treatment in both of groups. In experimental group, there were 30 students, it can bee seen that teaching by using audio visual in experimental group was more effective than giving explanation in control group.

Based on the calculation paired t-test, it was found t-test between control class and experimental class. The findings displayed that value of t-test is 4,05 whereas the value of t-table with the degree of freedom 30 (df 30-1) and the level of the level of the significance 0.05 are 1.69. Alternative Hypothesis (H_a) is accepted if the value of t-test is higher than value of t-table ($t\text{-test} > t\text{-table}$). Thus the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table ($4.05 > 1.69$). Thus, it proved that there is the effect of using audio visual on

students writing procedure text at eighth grade of SMP Negeri 5 Kota Jambi.

CONCLUSIONS AND SUGGESTIONS

Based on the research finding and discussion, it could be concluded that using audio visual as a media can improve their effect to writing procedure text. It can be seen there is a significant difference students writing score between the class eighth students of SMPN 5 Jambi who were using audio visual as media of teaching. The mean score of post test in the experimental class is 84.83 and the mean score of post test in the control class is 75,66. The mean difference is 5.

The students writing ability in writing procedure text was developed after using audio visual as media in teaching writing activity. It was because their problems in starting and developing their ideas had been stimulated using audio visual. The student wrote comfortably and fluently after they used audio visual. The result could be seen from their improvement in writing achievement.

In this study, the researcher would like to offer some suggestions to effect writing procedure text by using audio visual in order to get better result. By using this media, the students actually get new ideas, and then they will be able to express them into the written form, like writing procedure text. Teachers will be easy to teach about writing especially procedure text because they get the simple way to teach it. In order students' will be interest in learning process with the audio visual as media.

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