Development of Teaching Materials for Writing Procedure Texts Using A Project Based Learning Model Based on Audio Visual Media at SMP Negeri 2 Medan

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ABSTRACT
This examination centers around creating showing materials for composing procedural texts in view of task-based learning with general media (video) for SMP N 2 Medan. The Borg and Nerve innovative work strategy was utilized in this examination. This examination includes ten stages, beginning from the initial exploration to the eventual outcome. The examination results incorporate models of instructing materials that have been made, which are then tried for legitimacy and common sense. The examination results show that (1) the consequences of the Material Master Appraisal of the Propriety of the Substance of Showing Materials with a typical worth of (3.4) are in the great class; (2) the practicality part of showing materials with a typical worth of (3.38) is in the great class; (3) the Material Master Part viewpoint in regards to Achievability of Show with a typical worth of (3.36) is in the great class; and (4) Plan Master Evaluation Part (3.4) is in the great classification. Alluding to the approval that has been completed, procedural text showing materials utilizing the PLBL model in light of general media is plausible to be created and carried out in learning in schools.

INTRODUCTION
Composing showing materials in schools is done independently by educators in light of the educational program, schedule and example plans. Everything taught by educators in the educational experience depends on the educational plan and schedule rules at school. In this manner, the improvement of the materials should be connected with the learning. Indonesian language advancing in computerized time can't be isolated from the advancement of conventional techniques towards digitalization (Al-Tabany, 2017). The advancement and outcome of learning in computerized time depend upon the capacity of understudies and educators to use innovation, so it is actually utilized in on-the-web and disconnected learning. Alluding to this, the focal point of this exploration is investigating the idea of creating intuitive sight- and sound-based procedural text instructing materials that follow evolving times.

To compose teaching materials, educators can pick one of a few kinds of teaching materials that are often utilized in the educational experience, in particular visual teaching materials, sound-based teaching materials and general media-based teaching materials (Yuanta, 2020). Specialists ought to plan the introduction of bona fide material by alluding to learning results and markers. The educator’s responsibility is to be a facilitator, with the goal that the educator doesn't need to address or convey material from the outset of the gathering to the furthest limit of the gathering, which brings about fatigue for understudies. Learning Indonesian is obligatory in the training and educational plan in Indonesia. There are four etymological abilities mastered in Indonesian language subjects. These language abilities incorporate (1) listening abilities, (2) talking abilities, (3) understanding abilities, and (4) composing abilities. Composing abilities are one part of language abilities that is very troublesome compared with the other three abilities that people comprehend. Composing requires reality and a normal growing experience to be grasped (Ilham & Wijiati, 2020). Figuring out how to compose at school is the last thing instructed. It takes a cycle and diligence to foster composition. Composing abilities are gained through customary activity and practice. Composing exercises will develop, foster a creative mind, and help somebody record them as a hard copy (Musfah, 2012). Aside from that, to have the option of comprehending how to compose, understudies should routinely peruse different sorts of writing. Fascinating composition can be delivered through routinely perusing different sources connected with what you need to expound on. At school, understudies are offered the chance to figure out how to write in Indonesian language...
Figuring out how to write to increase understudy education in middle school comprises a few texts that are educated. One of the texts that is the result of composing abilities in middle school is composing technique texts. System text will be text that has the point of conveying course or direction in regards to the methodology and strategies for making something that is not entirely set in stone (Riyanti et al., 2019). Learning method texts is finished by keeping the systems for accomplishing something exhaustively beginning to end in a precise way. As a general rule, strategy text will be text that gives rules for involving language as a courier with deliberate advances (PARDEDE, 2023). Strategy texts can be concentrated on utilizing different methods. The Indonesian educator expounds on figuring out how to compose procedural texts by requesting understudies to compose a series of exercises from start to finish. Notwithstanding, steps that educators can take can be joined with project-based advancing so understudies have yield from the moves they initiate (Pohan, 2020).

Project-based learning is regularly used to master composing by educators in middle schools. The learning technique utilized is connected to the issue as an underlying move toward gathering and coordinating information as indicated by understudies' encounters or exercises beyond school. The undertaking-based learning model, or venture-based learning, is a learning model that gives teachers the potential chance to oversee learning in the homeroom by including project work (Rati et al., 2017). Project exercises delivered by instructors are basic activities that can be done by understudies. The point of the task completed is to provide understudies with a valuable chance to expand on the material concentrated on in each subject. In Indonesian language illustrations, particularly when composing texts, understudies are offered the chance to concentrate on data from the climate to make different sorts of texts (Samsiyah & SD, 2016). Explicitly for learning procedural texts, the material utilized will be logical in light of the understudies' current circumstances, which is then communicated, written down imaginatively and afterward recorded at each stage exhaustively and precisely from start to finish through digitalization media (Estyanah, 2022). In this exploration, specialists have considered and noticed the educational experience at Huda Wan Nur Langsa Center School. Right now, figuring out how to compose procedural texts is as yet completed utilizing the talk strategy with direct bearing by the instructor.

There are no showing materials, practice-based learning exercises or ventures completed by understudies to create yield as understudy work. It is realized that the strategy involved by educators in creating procedural texts has not had the option to increment understudy grades. In the 2022–2023 scholastic year, understudies' grades don't yet meet the KKM of 80% to traditionally finish. Alluding to this, educators were tasked with configuring instructional materials that could be utilized by educators and understudies to further develop understudies' technique and text-composing abilities. The advancement of showing materials for composing methodology texts is joined with a general media-based task-based learning model. Understudies will be given the task of dissuading the assistance of the best sound and perception to make it simpler for understudies to compose a definite series of strategies and movement stages as per field realities. This examination is supposed to have the option to foster understudies' instincts in seeing each phase of a venture and composing it as procedural text fittingly.

The educational experience for composing procedural texts actually utilizes the talk strategy. The educator gives bearings to record steps or techniques for accomplishing something without the item being seen by the understudies. Understudies' scores recorded as hard copies of procedural texts likewise still don't meet the KKM of 85% for traditional culmination. Alluding to this, specialists need to look at the abilities of composing procedural texts by using a task-based learning model with the assistance of recordings. It is trusted that this exploration can analyze understudies' abilities recorded as hard-copy procedural texts with the assistance of the most recent models and media in order to further develop understudies' abilities to compose. This examination was planned by considering the component of recency in significant exploration. In view of what the writing audit did, it is realized that examinations on the advancement of showing materials have been generally formed and coordinated into learning in schools (Al Haddar et al., 2023)

Improvement of Intelligent Showing Materials for Composing System Texts in Indonesian Language Learning for Class VII Understudies at Punaga One Rooftop Center School, Takalar Rule. The consequences of the examination show that through testing the material item by validators, specifically the intelligent module for composing procedural texts, it was pronounced substantial with a level of (93.3%). The intelligent module for composing procedural texts is expressed
as commonsense and successful for use in learning exercises since it can further develop understudy learning results. This examination is a fundamental hotspot for scientists for hypothetical examinations and beginning comprehension in creating technique text-showing materials in schools. This exploration didn't utilize advanced media. Moreover, (Damayanti & Sumarno, n.d.) Improvement of Intuitive Interactive Media Essential Material for Indonesian Language Subject Method Messages for Class XI at Sidoarjo Antarctic Secondary School. The consequences of the examination express that showing materials is entirely reasonable for application in learning, with a level of 98% for material specialists and a level of 97.35% for media specialists. The examination model utilized as a source of perspective for this exploration depends on the ADDIE model (investigation, plan, improvement or creation, execution or Conveyance and assessments). The intelligent sight and sound item advancement configuration in this exploration is reasonable to be applied in the proposed research since it covers all parts of getting information. The information gathered is applicable to the outcomes found. Thusly, this is reasonable for gathering information in the field connected with the advancement of educational materials.

METHODS

This research and development (R&D) method is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, n.d.). The researchers carried out this by adapting the ten steps in the Borg and Gall research and development model according to the researcher's needs and abilities. There are three main steps, namely: 1) preliminary research; 2) development of teaching materials; and 3) implementation of teaching materials. Furthermore, these three stages supervise the subsequent stages, namely: 1) preliminary study; 2) create a product design; 3) develop initial product forms; 4) conduct limited trials; 5) revise products resulting from limited trials; 6) conduct extensive trials; 7) carry out product revisions from extensive trials; 8) carry out effectiveness tests; 9) make revisions; and (10) create the final product. This research was conducted at SMP N 2 Medan on Class VII students. The sample for this research was 24 students in class VII.A. The research method used and the focus of the study (study object and context) are discussed in your research article. Data collection techniques in this research used observation, interviews and questionnaires. Analysis Techniques The data obtained in the research is data about the state of the procedural text teaching materials that will be developed. This data was collected through expert validation and questionnaires distributed to teachers and students. Research instruments for validators and individual tests, small groups and limited field groups are made in the form of a Likert scale (Sugiyono, 2016).

DISCUSSION

Researchers have completed research at SMP N 2 Medan. The research conducted focuses on developing teaching materials for writing procedure texts. This research is combined with project-based learning, which is the newest thing in writing texts. Apart from that, researchers also combine research with audio-visual (video) media. Researchers chose basic writing competencies to be used as research objects. The thing that was chosen to be written was a procedural text with the help of audio-visual media. Students are given the opportunity to watch videos on making instant noodles, making paper airplanes, and making tea. The research was carried out in two or three stages, namely pre-research by observing classes at Huda Wan Nur IT Middle School to ensure the learning process for writing texts at the school. Researchers also ask for permission to carry out research at the agreed-upon time. The core research activities are carried out by preparing lesson plans and teaching materials, as well as audio-visual media that will be paid attention to by students.

Learning to write procedural texts at SMP N 2 Medan was explained by researchers by providing three videos made by the research team. The video shows the activity steps in detail from start to finish. The thing shown is played twice to the students. Students pay close attention to each video and note down the important points of the steps in the video. In the final step, the researcher gave students a worksheet to write procedural text based on the video shown. Students perform two steps in the activity sequentially. First, students write the steps for the activities shown in the video. After finishing writing, the resulting procedural text sheets were divided into three small groups. The small group followed each step written by the other group to form a product in the form of a paper airplane toy. Students are very enthusiastic about the learning process. This is because students are directly involved in projects produced by teachers for learning.
In terms of the language used, procedural text teaching materials based on project-based learning with audio-visual (video) media are in the good category. This can be seen from the average value of each assessment component that has been assessed. It is known that the language clarity aspect received a score of 3.3 (good). The communicative language component received a score of 3.4 (good). The component of the suitability of teaching materials to the level of development of students received a score of 3.6 (very good). This is because the material in the teaching materials uses language that is appropriate to the development of junior high school students. The components of sequence and flow integration get a score of 3.5 (good). Finally, the component of using terms, symbols and icons gets a score of 3.2 (good). Based on a series of assessment results, it is known that the language used by researchers in procedural text teaching materials based on project-based learning with audiovisual media is suitable for use. Finally, material experts also provide good value in the field of teaching material design. The following is the explanation:

### Table 1 Recapitulation of Material Experts regarding the Language of Teaching Materials

<table>
<thead>
<tr>
<th>No.</th>
<th>Components of Feasibility of Teaching Materials</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Straightforward</td>
<td>3.3</td>
</tr>
<tr>
<td>2.</td>
<td>Communicative</td>
<td>3.4</td>
</tr>
<tr>
<td>3.</td>
<td>Dialogic and Interactive</td>
<td>3.3</td>
</tr>
<tr>
<td>4.</td>
<td>Suitability to the level of development of students</td>
<td>3.6</td>
</tr>
<tr>
<td>5.</td>
<td>Sequence and integration of thought flow</td>
<td>3.5</td>
</tr>
<tr>
<td>6.</td>
<td>Use of terms, symbols, and icons</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>3.38</strong></td>
</tr>
</tbody>
</table>

In the part of propriety of show, the typical score acquired from material specialists was 3.36 in the great class. Material specialists give grades as per the models for showing materials coming about because of the parts being surveyed. The show strategy part got a score of 3.2 (Great). The learning show part got a score of 3.4 (Great). Ultimately, the part of culmination of show of showing materials with a score of 3.4 (Great). In light of this, it tends to be reasoned that the introduction of procedural message showing materials in view of undertaking based learning has been introduced well. The three angles surveyed by material specialists with respect to the improvement of procedural text-showing materials in view of venture-based learning are in the great class and reasonable for use as educational materials. Then, to decide the appropriateness of the materials created in the plan structure, Research has likewise gotten results or worth from plan specialists. Plan specialists evaluate three parts, in particular: (1) the actual size of the showing materials; (2) the cover plan; and (3) the content plan of the educating materials. Coming up next is a show of the outcomes.

### Table 2 Recapitulation of Material Experts regarding the Feasibility of Presentation

<table>
<thead>
<tr>
<th>No.</th>
<th>Presentation Eligibility Components</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Presentation Techniques</td>
<td>3.5</td>
</tr>
<tr>
<td>2.</td>
<td>Learning Presentation</td>
<td>3.2</td>
</tr>
<tr>
<td>3.</td>
<td>Presentation Completeness</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>3.36</strong></td>
</tr>
</tbody>
</table>

The aftereffects of preliminaries directed by specialists on individual understudies at SMP N 2 Medan were given to 3 understudies. There are a few parts that are tried on these understudies, incorporating the material contained in the showing materials, the language utilized, and the understudies' advantage in the educating materials. The showing material part got a score of 3.1 in the great classification. The language part of showing materials got a score of 3.4 in the great class. At long last, understudies' advantage in showing materials got a score of 3.2 in the great classification. These outcomes are an outline of why the showing materials are fascinating and appropriate for understudies to study. Be that as it may, doing the following phase of testing in small groups is important. Little gathering preliminaries were completed by giving instructing materials to 10 understudies at SMP N 2 Medan. The outcomes acquired in this analysis were as yet unchanged as individual preliminaries. The material part got a typical score of 3.3 (great). The language part utilized got a typical score of 3.5 (great). At long last, understudies' advantage in showing materials got a score of
3.4 (great). The last preliminary completed was a preliminary showing material items in an enormous gathering. The iuni preliminary was given to 24 understudies at SMP N 2 Medan. The outcomes for the material part were 3.35; this is in the great classification. The language part got a typical score of 3.2 in the Great Classification. Besides, the part of the understudy interested in showing materials got a score of 3.5 and was in the great class. In view of the general information examination and preliminaries done on understudies, it very well may be presumed that procedural text-showing materials in light of task-based learning with general media are reasonable for use in figuring out how to compose texts in middle schools.

CONCLUSION

The consequences of the information examination introduced in the exploration results show that the procedural text showing materials is appropriate for use in learning in schools. The consequences of the evaluation by material specialists with respect to the propriety parts of the substance of showing materials got a typical score of 3.4 (great). The language part contained in the showing materials got a score of 3.38 (great). The show possibility part likewise got a score in the great classification with a score of 3.36. Showing materials have likewise been evaluated by plan specialists and, in general, got a typical score of 3.4 (great). Individual preliminaries for understudies at SMP N 2 Medan got a typical score of 3.23 (great). The appraisal done on 10 understudies in little gatherings got a typical score of 3.4 (great). At last, a preliminary on 24 understudies at SMP N 2 Medan in a huge gathering got a score of 3.35 (great). These outcomes can be reasoned as showing materials for composing procedural texts in light of undertaking based learning with general media (video) for SMP N 2 Medan are appropriate for use as showing materials in Indonesian language subjects at school.

REFERENSI


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