

**THE EFFECT OF REAL MEDIA ON THE STUDENTS' COMPETENCE IN WRITING
PROCEDURE TEXT OF THE ELEVENTH YEAR STUDENTS OF SMK SWASTA**

ANNAAS KOTA BINJAI

¹Juliantina, ²Efrini Panjaitan

Dosen Universitas Sriwijaya

[¹juliantinasebayang@gmail.com](mailto:juliantinasebayang@gmail.com)

Dosen STKIP Budidaya Binjai

[²efrinipanjaitan@gmail.com](mailto:efrinipanjaitan@gmail.com)

ABSTRACT

The study deals with an experimental research design which seeks for the effect of real media on students' ability in writing procedure text. The problems that had been identified by the writer are including many of vocational high school students have difficulties in understanding the genres of text, they still get lack of vocabularies which makes the students difficult to compose any kinds of text, the procedural texts seem hard for students to comprehend without any practical media, the written language is more complicated than spoken one, and teacher does not have very effective strategy to overcome the students' inability in learning procedural text. 70 students at the eighth year students at SMK Swasta Annaas Binjai in academic year of 2022/2023 are taken as the subject of the study. Multiple choices are used to obtain the data on the variable. The final data then is analyzed by using technique of *t*-test analysis. The result shows that coefficient of $t_{counted}$ (3.37) was greater than the t_{table} coefficient (1.66757). This means that there is the effect of real media on students' ability in writing procedure text of the 2020/2021 eighth year students of SMK Swasta Annaas, Binjai. Therefore, the hypothesis of the study is accepted.

Keywords: *Real Media, Procedure Text, Writing Ability*

I. INTRODUCTION

English is an International language, which is used by most people all over the world, taught and learnt in many countries either as second language or foreign language. As an international language, English has gained its popularity all over the world including Indonesia. In Indonesia, English has an important place in the educational curriculum. English is regarded as the first foreign language to be taught at school. In the past, English was only taught in secondary schools as a compulsory subject and as an additional subject at universities. In current years, however, the teaching of English has expanded into elementary school setting as a local content. It means Indonesian government has considered the importance of learning English as an international language. That is why English is taught at school to prepare Indonesian people to participate in the global era.

The fact that has been found in the field when the writer did some observations to the students at SMK Swasta Annaas Binjai, that there are many students who have limited understanding about procedure text. It is shown when the writer tries to teach the students about procedural text in the class, the students are too lack to understand not only the generic structure or the linguistic features but also very hard to be persuaded to do a procedural thing like making a simple glass of

tea. Even though the text is the simple to complex text to be understood and made. From the writer's observation, the students need more time to understand the text and the English teacher gives some examples of text by demonstrating through the concrete materials such as demonstrating how to serve a bowl of fried noodle.

Besides, the average of English achievement of the eleventh year students at SMK Swasta Annaas Binjai is below the minimum standards of criteria (KKM) scored 65 and 70% of the students have gained less than the standard score according to the data which the writer has done before the research (pre-research). For this instance, there are three of all the students at class IX named Ganda who was obtaining 64, Alfira was gaining 62 and Jaya was having the bottom score 58.

Giving the skill and knowledge to the students is teaching learning process. Theoretically, teaching is conveying the science and skill to other people by using a certain strategy. Teaching strategy has an important role in the teaching learning process beside other components such as the purpose, material and methods. Roestiyah states that the teacher must have the strategy to create the study to be effective and efficient, which is based on the expected objective.

The quotation that tells the teacher must use strategy in teaching in order to get the objective of teaching is not interesting for the

students. It is better for the teacher to choose a suitable technique to teach the text. According to Grondlund, one of the learning styles is “*enjoyable learning*”. It means that the students have fun in learning and keep the students active and cast off the boredom.

By the reason, strategy is very important to the teacher. The teacher will be unsuccessful in teaching if the teacher does not use one of teaching strategies. Therefore, a teacher has to consider what teaching strategy to use and how to organize the learning environment. So that the students will have experience that helps the students to achieve whatever learning outcomes, and the teacher has identified as desirable as possible. That, the teacher has to choose teaching strategies according to what it is, that the teacher wants the students to be able to do as a result of the teaching.

The media plays a central role in informing the public about what happens in the world, particularly in those areas in which audiences do not possess direct knowledge or experience. This article examines the impact the media has in the construction of public belief and attitudes and its relationship to social change. Findings from a range of empirical studies, the public look at the impact of media coverage in areas such as disability, climate change and economic development.

Ability to express meaning in a simple short monologue using a variety of spoken

language accurately, fluently and acceptably in order to interact within the context of everyday life in a given context form of procedure is one of the basic competences that must be mastered by students. In teaching procedure text, the students are asked to read and translate the text. Furthermore, the students are asked to do the exercise based on the procedure text. During the process of learning, the students seem very passive and complaining, and feel insecure.

The students have great difficulty in doing these duties. Obviously learning is not very effective or in other words, learning is unsuccessful. As a parent in the class, the teacher must be able to find a teaching technique that fits to the situation and condition of the classroom. There is very important reason why the teacher should be able understanding meaning. Students that are good in understanding meaning will be easier to do examinations than those who are not incapable in understanding meaning

Using real media simply means using examples of language produced by teachers for some real purpose of their own rather than using language produced and designed solely for the classroom. Anybody who takes into the classroom, a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket, is using real media. Teachers have always introduced such media into their classrooms.

II. RESEARCH METHODOLOGY

This research was conducted at SMK Swasta Annaas Binjai Kota Binjai. This research used an experimental research design. There were two groups, namely experimental group and control group. The population in this study took the eighth year students of SMK Swasta Annaas Binjai. The total population was 70 students in two classes. Each of class consisted of 35 students.

The amount of sample is appropriate to Arikunto's suggestion that: *"Jika jumlah populasi atau objek penelitian kurang dari 100, maka lebih baik peneliti mengambil semua populasi sebagai sampel dan penelitian ini dinamakan penelitian populasi. Namun, jika jumlah populasi lebih dari 100, maka peneliti bisa mengambil 10% - 15% or 20% - 25% dari jumlah populasi berdasarkan kualitas peneliti, keterbatasan waktu, anggota, dana dan lokasi penelitian."* By the quotation above, all of the population was as sample. The research focused on the class which was divided into two classes. One class was taught by applying the real media which was called as experimental group, while the other class was not taught by applying real media which was called as control group. This research used a *random sampling technique* which recommended the writer to make that every member of population had right and chance to be chosen as sample. The random sampling

technique could be conducted through lottery and the researcher had no interest or criteria toward the chosen sample.

Danim states that instrumentation is a process in selecting and developing tools and measurement methods that are appropriate to the assessment problem. This study did a writing test to collect the data by applying list of clues with its real (authentic) materials according to the topic to facilitate the students in understanding a procedural text.

III. DATA ANALYSIS AND DISCUSSION

A. The Data

In the previous section there was mentioned that the data of the study conducted in two groups but with similar test; the data of the students' ability in writing procedure text. Both data could be gained by giving related test to the students. After collecting and checking the students' answer sheet, the writer gave scores on each test.

The result of the tests was scored and displayed on the tables below. Then, the writer calculated the mean of X (score in experimental group) and Y (score in control group) based on the obtained data.

Table 1. The Scores Pre-Test and Post-Test in Experimental Group (X)

Based on the table above, the mean of students' score in the pretest was 42.57, with

the lowest score 20, and the highest score 60. Meanwhile the mean score of posttest was 78.00 with the lowest score 70, and the highest score 100.

Table 2. The Scores Pre-Test and Post-Test in Control Group (Y)

No.	Description	Pretest	Posttest
1	Total	1380	1770
2	Mean	39.43	50.57
3	Minimum	20	20
4	Maximum	60	90

Based on the table above, the mean of students' score in the pretest was 39.43, with the lowest score 20, and the highest score 60.

No.	Description	Pretest	Posttest
1	Total	1490	2730
2	Mean	42.57	78.00
3	Minimum	20	70
4	Maximum	60	100

Meanwhile the mean score of posttest was 50.57 with the lowest score 20, and the highest score 90.

B. The Data Analysis

The data found and displayed on tables were valuable to be used in seeking the finding of this study. Since this study aims to find out the effect of real media on students' ability in writing procedure text of SMK Swasta Annaas Binjai, the writer used the scores of both tests to analyze the effect between them. To analyze the coefficient of accepted hypothesis in this study, the writer applied the technique of *t*-test analysis to find out the effect of both variables. The formula was displayed below:

$$\begin{aligned}
 t_{counted} &= \frac{\bar{X} - \bar{Y}}{\sqrt{\left[\frac{(\sum X + \sum Y)}{n_X + n_Y - 2} \right] - \left[\frac{1}{n_X} + \frac{1}{n_Y} \right]}} \\
 t_{counted} &= \frac{78 - 50.57}{27.43} \\
 t_{counted} &= \frac{\sqrt{\left[\frac{(2730 + 1770)}{35 + 35 - 2} \right] - \left[\frac{1}{35} + \frac{1}{35} \right]}}{27.43} \\
 t_{counted} &= \frac{\sqrt{\left[\frac{4500}{68} \right] - \left[\frac{2}{35} \right]}}{27.43} \\
 t_{counted} &= \frac{\sqrt{66.18 - 0.06}}{27.43} \\
 t_{counted} &= \frac{\sqrt{66.12}}{27.43} \\
 t_{counted} &= \frac{8.13}{27.43}
 \end{aligned}$$

$$t_{counted} = 3.37$$

From the calculation of t -test above, it was got that coefficient of $t_{counted}$ was 3.37. Then to find out the effect of the variable X on Y, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient in Appendix VII with significance level (α) = 0.05 and degree of freedom (df) = 68. So it could be seen that coefficient of $t_{counted}$ (3.37) was higher than the t_{table} coefficient (1.66757). This information indicated the hypothesis of the study was accepted that there is the effect of real media on students' ability in writing procedure text of SMK Swasta Annaas Binjai.

IV. CONCLUSION

The main objective of this study is to determine whether the real media significantly affected on the students' ability in writing procedure text. The problems that had been identified by the writer are including many of vocational high school students have difficulties in understanding the genres of text, they still get lack of vocabularies which makes the students difficult to compose any kinds of text, the procedural texts seem hard for students to comprehend without any practical media, the written language is more complicated than spoken one, and teacher does not have very effective strategy to overcome the students' inability in learning procedural text.

From the result of this study the writer concludes that there is a significant effect of real media on students' ability in writing procedure text of SMK Swasta Annaas Binjai due to the calculation which showed from the t -test coefficient which was high and significant by looking that coefficient of $t_{counted}$ (3.37) was higher than the t_{table} coefficient (1.66757).

REFERENCES

- Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik* Jakarta: PT. Rineka Cipta, 2013.
- Derewianka, B. *Exploring How Text Works*. Newton: Primary English Teaching Association, 2009.
- Geiger, John F., Millis, Keith K., *Assessing the Impact of Reading Goals and Text Structures on Comprehension*. New York: Taylor & Francis, Inc., 2014.
- Gerot, F. and Wignell, T. *Making Sense of Functional Grammar*. Australia, Antipodean Educational Enterprises, 2005.
- Grondlund, E.N., *Measurement and Evaluation in Teaching*. New York: McMillan, 2004.
- Hartono, Rudi. *Genres of Texts*. Semarang: English Department Faculty of Language and Art State University of Semarang, 2005.
- Kirkorian, Heather L., Wartella, Ellen A., and

Anderson, Daniel R.. *Media and Young Children's Learning*.

www.futureofchildren.org - Vol. 18 / No. 1 / Spring 2017.

Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press, 2002.

Mackey, F. M.. *Language Teaching Analysis*. Indiana: Indiana University Press, 2005.

Marczyk, Geoffrey. *Essentials of Research Design and Methodology*. New Jersey: John Wiley and Son, Inc., 2005.

Murcia, M.C. and Olshtain, E. *Discourse and Context in Language Teaching*. New York: Cambridge University Press, 2000.

Philips, M.K. and Shettlesworth, C.C.. *How To Arm Your Students: A Consideration of Two Approaches to Providing Materials for ESP*. Englewood Cliffs: Prentice Hall, 2008.

Richards, J.C. and Rodgers, T.S., *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2008.

Rivers, W.M. *Teaching Foreign Language Skills*. Chicago: University of Chicago, 2000.

Roestiyah. *Model Pembelajaran: Menciptakan Proses Belajar & Mengajar yang Kreatif dan Efektif Edisi 2*. Jakarta: Bumi Aksara, 2017.