APPLICATION OF THE DEMONSTRATION METHOD IN LEARNING TO WRITE COMPLEX PROCEDURE TEXT BASED ON THE GENRE BASIC APPROACH

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Abstract

This study aims to describe the effect of the Demonstration Method on the ability to write complex procedural texts based on a genre-based approach. This research is a pre-experimental research designed quantitatively. The population of the study was the seventh grade students of SMPIT Al Ishlah Maros. The research sample amounted to 25 students. Sampling with random sampling technique. The instrument used is a written test. Data were analyzed using descriptive statistics and inferential statistics. The students' ability to write complex procedure texts before applying the MD was on average 58 after applying the MD the mean value was 74. Based on the hypothesis test, a significance value of 0.000 <0.05 was obtained, so that H1 was accepted and H0 was rejected. This shows that MD has an effect on the ability to write complex procedure texts.

Keywords: influence, demonstration method, procedure text, genre based approach

Abstrak

Penelitian ini bertujuan mendeskripsikan dampak metode penyajian terhadap kemampuan menulis teks prosedur kompleks berdasarkan pendekatan genre. Penelitian ini merupakan penelitian pra eksperimen dengan desain kuantitatif. Subjek penelitian ini adalah siswa kelas 7 SMPIT Al Ishlah Maros. Sampel penelitian terdiri dari 25 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik random sampling. Alat yang digunakan adalah tes tertulis. Analisis data menggunakan statistik deskriptif dan inferensial. Rata-rata kemampuan siswa menulis teks prosedur kompleks sebelum mendaftar MD adalah 58, dan rata-rata setelah mendaftar MD adalah 74. Berdasarkan pengujian hipotesis diperoleh nilai signifikansi 0,000 < 0.05, sehingga hingga H1 diterima dan H0 ditolak. Hal ini menunjukkan bahwa MD berdampak pada kemampuan menulis teks prosedur kompleks.

Kata kunci: Pengaruh, Metode Demonstrasi, Teks Prosedur, Pendekatan Berbasis Genre

INTRODUCTION

Indonesian is one of the compulsory subjects in school. However, learning Indonesian is still considered a very uninteresting subject. Various things that make teaching Indonesian unattractive are teaching methods that are less varied, students' lack of understanding of the content of reading and difficulties in writing, which usually take a long time and are sometimes boring.

Learning Indonesian in the 2013 Curriculum Indonesian language teaching is oriented towards text-based learning. In the process of learning Indonesian in Class VII Curriculum 2013 one of the skills to be achieved is that students are able to work on

complex procedure texts. Students can better understand the intent or meaning contained in the type of procedure text from the teacher. However, the students' lack of understanding and interest makes it difficult to write a text that explains the steps completely, clearly and in detail, which is often time-consuming and tedious.

In increasing interest in reading in students, educators have a very important role, especially in learning Indonesian in learning complex procedure texts, one of the causes of the success or failure of an education in schools is the teacher. Educators have a very important role in the progress and development of students.

The strategy that can be done by educators is one of using methods according to the material in the learning process. The selection of suitable learning methods from educators, the more quality. Therefore, with this method, educators prepare an orderly and complete teaching process in presenting content. The selection of appropriate techniques can motivate and inspire students to participate in learning activities and will have a major impact on the quality of student learning.

Various types of learning techniques include: for example, lecture techniques, question and answer techniques, teamwork techniques, acting or playing plays, and project techniques. Among the different techniques, researchers tend to choose the demonstration technique because this technique varies the learning technique. Gardille argues that demonstration is a carefully prepared presentation to show an action in the form of steps to be carried out. This technique is followed by oral (oral) or visual presentations, explanations, and illustrations.

Writing aspect skills relate to a number of text aspects, including exemplum type text, news type text, short story type text, biographical type text, and procedural text. As an important aspect of language skills to be developed today is making texts. Genre-based approach procedure text manuscripts are texts that contain information, the contents of which are made with the intention of providing or explaining concepts in an accurate, concise, and concise writing style made based on the steps of the *Genre-Based Approach* (GBA). The type of writing procedure script aims to provide information or notify. The result of the exposition text is knowledge about the object of certain things. Through that information, the insight of the reader will get better and wider.

Writing is a linguistic skill that is used to communicate indirectly, indirectly with other people. Writing is a productive and expressive activity. This writing activity requires the writer to be proficient in the use of graphology, language structure and vocabulary. In

writing skills, it does not only come by itself, but there are several supporting factors, for example a lot of practice and regular practice (Tarigan, 2018).

Each writer must clearly state the purpose of the writing in which they will work. There are several formulations of goals that are very important and must be determined in advance, because this is the starting point of all writing activities. Preparation of the purpose of writing and description of the author in writing activities and developing essays based on linguistic competence. Writing is an active, productive, complex, and integrated language skill in the form of disclosure and is realized in written form (Dalman, 2018).

Through writing, a person can express his feelings. (Langan, 2015) suggests that each type of writing has several purposes, but because the goals are very diverse, for inexperienced writers it is better to pay attention to groups telling or teaching, convincing or pressing, entertaining or pleasing, and expressing feelings and emotions that are fiery fire.

Text is defined as a language unit used as an expression of a social activity both orally and in writing with a complete thinking structure (Mahsun, 2014). In the 2013 curriculum, it is known as text-based learning, one of which is a complex procedure type text that makes students better able to know the meaning of the procedure type text taught by the teacher. A complex type of procedure text is a text that can provide several clear, complete, and detailed steps According to Kosasih (2014. The Ministry of Education and Culture Team (2013) contains a complex procedure text that contains steps or steps that must be taken to achieve destination.

Complex procedure text is a text that prioritizes commercial accuracy. The specified activity steps must be correct. Sequence errors can cause activities to fail or even destroy results (Annisa, 2016). Compared to other texts, complex procedures differ in the number of uses of mandatory clauses. The sentences are ordered in order of time or according to unimportant importance. Analysis of complex procedure texts follows structure and rules. Based on this analysis, the integrity of complex process texts can be recognized (Langan, 2015).

With evaluation we can see the quality of a text in relation to the specified criteria. Regarding the Steps of Procedure for Writing Complex Texts (Kosasih, 2014), and more precisely: (1) Determining the general topic of the essay/text; (2) Collecting essays/texts, both from newspapers, magazines and the internet. We can also do some interviews with experts or people who can understand a wide range of topics we write about; (3) List

topics that can be developed from the material collected for the essay/text; (4) Order the arguments correctly, according to time, cause and effect, important according to unimportant or according to other appropriate schemes; (5) Develop the structure of the essay/text with clear and correct instructions.

Editing in an essay or text, we must pay attention to the characteristics of the essay/text itself. Complex procedure text is a text that contains instructions that are arranged systematically. In it, there are many imperative sentences and verbs of imperatives and conjunctions that state the sequence of activities and time instructions. It is these aspects that must be considered for the accuracy of their use in the text (Nuruddin, 2017).

According to Mahsun (2014), procedural/directive texts are included in the factual genre of procedural subgenres. The social purpose of this text is to guide or teach predetermined steps. Therefore, this type of text emphasizes the aspect of how to do something, which can be in the form of experimentation or observation.

According to Kosasih (2014), complex procedure texts are structured as follows: (1) The objectives contain introductory instructions presented in the discussion section; (2) The discussion is full of instructions for doing something organized systematically. In general, the order follows the order of time and is chronological; (3) The conclusion is filled with the necessary sentences, not a conclusion that only consists of two sentences. As if the sentence is just, the sign is the text is ready. Kosasih (2014) suggests that complex procedure texts are structured with the structure of the target text and its parts. The goal here means the means used to achieve the goal.

Some benchmarks that can be used in complex procedure texts are as follows: (1) Instructional in nature, complex procedure texts use many commands (commond); (2) The use of commands, there are also many uses of imperative verbs, namely words that express orders, commands or prohibitions. Examples: do, create, organize, find, need, don't need, don't need; (3) Used conjunctions or temporal conjunctions, which express the temporal sequence of activities, such as then, then, after, after. The word is present as a result of the steps of using something that is chronological. Therefore, the text also requires important and chronological conjunctions; (4) Using a verb in a similar text, such as a few minutes later, half an hour. This word is often used especially in food recipes; (5) Using words that describe the sequence of steps involved in a sequence of activities, such as: B. first, second, third, and others; (6) Using a lot of adverbs, for example fast, smooth, slow; (7)

Using technical terms depending on the topic. For example, use traffic alerts and words like driver's license; (8) Contains detailed information about the name of the product used, including the number, sequence or form (Kosasih, 2014).

The rubric for assessing complex procedural texts includes writing spelling and punctuation, titles, beginnings (objectives), middle sections (steps), linguistic rules and end of sources (adaptation of *Buku Bahasa Indonesia untuk Guru Bahasa Kelas VII*, Jakarta: Edisi Kementerian Pendidikan dan Kebudayaan, 2013).

Hyland (2017a) said that the genre-based writing model is basically a writing learning model that emphasizes the importance of understanding a procedural text as a provision for writing activities. Based on this understanding, learning to write will begin by equipping students with how to write a particular genre based on an example or a ready-made writing model.

Genre-Based Approach (GBA) is a learning method that emphasizes the relationship between the type of procedural text and its context (Tuan, 2016). This approach provides opportunities for teachers to present teaching by means of text modeling and explicit analysis of procedural text features (Firkins, 2017). Therefore, learning with GBA directs students to be able to understand and produce procedural texts with various contexts, both orally and in writing.

Basically, GBA is based on the theory of functional systemic linguistics by Halliday in 1978 and 1994 which was later developed by Christie in 1992, Macken Horarik in 2001 and Martin in 2004 (Firkins, et al., 2017).

In the context of this research, the teaching model for writing skills applied is a procedural text-based approach or commonly known as GBA. This GBA is one of the appropriate approaches and/or teaching methods and can help the teacher get out of the problems mentioned earlier. Meanwhile, for the type of text used to practice GBA, namely narrative type text, this procedure text type is one of the types of text contained in the learning achievements of Sekolah Menengah Pertama (SMP) students of Indonesian.

The stages of this model are modified from the Myhill Model (2016) as follows: (1) Introduction to the model, at this stage the teacher provides several examples of writing in certain genres which will later be made by students. At this stage the teacher can also ask questions with students as an appreciation regarding the general impression of the text theme or the content of the procedure text that students receive; (2) Model discussion, at this stage students analyze the text they receive. Students must be able to show the purpose

of the text, the form of the text, analysis of how the text is developed, and including the rhetorical structure of the text and its grammatical patterns; (3) Writing texts, at this stage students begin to write an essay based on their knowledge of the model they have analyzed. The theme developed could be the same theme as the given model or a new theme determined by the students themselves. The most important thing is that the theme can be developed into an essay of the same genre as the given model; (4) Editing, at this stage students individually or with the help of their friends or teachers correct the contents of the writing they have made and then correct them. The things that are edited are the content and technical writing; and (5) Professional reading, at this stage the student reads his writing carefully to ensure that his writing has been corrected and is sure that there are no more mistakes in it.

According to Wahab (2015), the demonstration method is a teaching and learning format that intentionally demonstrates or demonstrates actions, processes or procedures carried out by teachers or other people to all or part of students.

This demonstration is also associated with the presentation of information which is defined as a way of applying things in doing something. Demonstrative method is a didactic method in which objects, events, rules and procedures for the implementation of an activity are demonstrated directly or through the use of didactic aids that are relevant to the topic presented. The main purpose of using this method in the learning process is to clarify the understanding of concepts and show how something should be done or how something should happen (Fathurrohman & Sutikno, 2017),

According to Sanjaya (2015), the demonstration learning method shows several benefits, including: (1) the Demonstration Method can prevent the emergence of verbalism by asking students to pay attention to the material being explained; (2) In the learning process, students become more interesting because they do not only listen but also witness an event or occurrence; (3) Through direct observation,

Students have the opportunity to compare theory with reality. This will make students more confident about the truth of the material they are learning. In addition to several advantages, there are also several disadvantages, including: (1) The demonstration method requires more thorough preparation, because demonstrations without adequate preparation can fail and this method may no longer be effective. It often happens, in fact, that the teacher must first try several times to demonstrate a certain process, which can take a long time; (2) Demonstrations require adequate equipment, materials, and space,

which means that applying this method requires more effort than lectures; (3) Demonstrations require special skills and abilities from the teacher, so the teacher must be more professional. In addition, demonstrations also require the will and motivation of a good teacher for the success of the student learning process.

Based on the literature review and framework, a hypothesis is proposed as an initial answer to the problem formulation in item 3. The formulation of the hypothesis of this research is as follows: MD learning affects learning to write complex GBA-based procedural texts based on GBA in class VII SMPIT Al Ishlah, Maros Regency. This hypothesis is an alternative hypothesis (Ha). To determine whether the hypothesis is accepted or rejected, the alternative hypothesis (Ha) is changed to the null hypothesis (Ho). The conditions for testing the hypothesis are as follows: (1) The null hypothesis (Ho) is accepted if the significance value is > 0.05 and (2) The null hypothesis (Ho) is rejected if the significance value is & lt; 0.05; and the alternative hypothesis (Ha) is accepted.

METHOD

This type of research is quantitative research, namely research data in the form of numbers that are processed by statistical methods. This study was conducted in a group without a comparison group. The procedure in this study begins with a test to determine the students' initial abilities (pre-test stage). In addition, students were treated to an MD (treatment) and then given a posttest. According to Sugiyono (2015), this type of research is not in the form of a real experiment, there are still a number of external variables and also influence the occurrence of the dependent variable, so it is not influenced by the independent variable itself.

The variable in this study is MD (X) and the dependent variable is the skill of writing complex procedure text based on GBA (Y). The research design carried out is a pretest-posttest group design. The population in the study were all students of class VII SMPIT Al Ishlah, Maros Regency, a total of 53 students divided into 2 groups. Sampling by means of random sampling. In this case it is up to half that is 1 selected group that is randomized.

The data used is quantitative data. The data was obtained from the results of the pre and post test of seventh grade students of SMPIT Al Ishlah, Maros Regency. According to Sugiyono (2015), research tools are tools to measure observed natural and social

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phenomena. On that basis, this data collection tool is in the form of a written test, namely compiling a complex type of procedure text based on GBA. For data collection, the method used is to write GBA-based complex procedure texts. Two tests were carried out in this study, namely pre-test and post-test. Preliminary tests are carried out to deepen students' knowledge of the text. The final text is used to determine the effect of changes or improvements in ability to the sample after learning to use MD as a learning technique.

The data collected after being processed, was analyzed using descriptive statistical analysis and inferential statistics. Descriptive statistical analysis is used to analyze the data by describing the data collected without intending to draw conclusions or generalizations that are generally accepted. Descriptive statistics include the presentation of the results in the form of regular tables and frequencies, group explanations are known from the mean, modality, median, and variation of each group at intervals and standard deviations. Interpretation of the range of values is required when evaluating the results of pre- and post-test studies. Development of frequency distribution, percentage and results of writing complex procedure scripts based on GBA for seventh grade students of SMPIT Al Ishlah, Maros Regency.

Inferential statistical analysis was used to answer the formulation of Problem 3 and to verify the research hypothesis with the help of tests. However, before testing the hypothesis, normality and homogeneity tests were conducted. The normality test used is Kolmogrov-Smirov to determine whether the data is normally distributed among the population. The criteria used are learning outcomes data, which are said to follow a normally distributed population if the p-value $> = 0.05$. As for the homogeneity test, the variance test is used which intends to explore whether the variance of all the data is homogeneous. Processed learning achievement is said to be homogeneous if the p value $> = 0.05$. The test is then used to answer the proposed research hypothesis. The hypothesis is accepted if the significance value & lt; 0.05. This hypothesis was carried out with a computer program for Statistics Product Service Solution (SPSS).

RESULTS AND DISCUSSION

Learning Achievement in Writing Complex Procedure Text Before Treatment

The learning achievement (pratest) of Class VII students of SMPIT Al Ishlah, Maros Regency in learning to write complex procedure texts based on GBA is explained

descriptively by statistical analysis. In descriptive statistical analysis, it can describe the acquisition of students' scores from low to high. Below is an overview of the scores from highest to lowest along with the frequency achieved by students. The pretest group resulted in writing complex GBA-based procedure scripts in Class VII.

The results of the grouping of posttest scores in the ability to write complex procedure texts were applied before the MD which showed that there were no students who achieved learning outcomes in the 90-100 group and learning outcomes in the 75-89 group. The pretest conducted on students showed that students only got up to 11 students (44%) in the moderately gifted group, 8 students (32%) in the lowest group and students in the very poor group and up to six students (24%). This shows that the ability of students to write a complex procedure text based on GBA is still very low before this MD is used.

The results of descriptive statistical analysis have the ability to write GBA-based complex procedure texts before applying the MD as shown in Table 1.

Table 1. Student Learning Outcomes in Writing Complex Procedure
Texts Based on GBA (Pretest)

Statistics	Value Statistics
Sample	25
Lowest value	42
The highest score	72
Average (mean)	58
Sum	1459

Source: Primary Data, 2019

Table 1 shows that the sample in this study consisted of 25 students. The highest score was 72, the lowest score was 42 with an average score of 58. Therefore, the learning outcomes of seventh grade students of SMPIT Al Ishlah, Maros Regency, in written procedure text, were low with a score of 5059 based on the average score obtained from 58.

2. Learning Achievement in Writing Complex Procedure Text After Treatment

Learning Outcomes (posttest) of seventh grade students of SMPIT Al Ishlah, Maros Regency in learning to write GBA-based complex procedure texts were explained by descriptive statistical analysis. Descriptive statistical analysis provides an illustration

that the acquisition of student scores from the highest to the lowest. Below is an overview of the scores from highest to lowest along with how often students have achieved them.

The group of post-test results on the ability to write complex procedural texts based on GBA for grade VII students is shown in Table 2.

Table 2. Ability to Write Complex Procedure Text Based on GBA

No.	Range of Values	Ability Level	Frequency	Percentage
1.	90 – 100	Very Capable	5	20
2.	75-89	Capable	7	28
3.	60-74	Capable Enough	7	28
4.	50-59	Less fortunate	6	24
5.	0-49	Very Poor	0	0
	Quantity		**25**	**100**

Source: Primary Data, 2019

The results of the post-test score classification of the ability to write complex procedural texts based on GBA after using MD showed that five students were in the very capable group (20%), in the capable group and even seven students (28%) in the moderate group. able group up to seven students (28), poor as many as six students (24%) and none are included in the very poor group. This shows that the learning outcomes of students in writing complex GBA-based procedural texts experienced a significant change after using MD. Table 4 shows the results of descriptive statistics on the ability to write GBA-based complex procedure texts after using MD.

Table 3. Student Learning Outcomes in Writing Complex
Procedure Texts Based on GBA (Posttest)

Statistics	Value Statistics
Sample	25
Lowest value	54
The highest score	98
Average (mean)	73,84
Sum	1846

Source: Primary Data, 2019

Table 4. Normality test results of the One-Sample Kolmogorov-Smirnov Test
Unstandardized Residual

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	8,37309662
Most Extreme Differences	Absolute	,192
	Positive	,192
	Negative	-,119
Test Statistic		,192
Asymp. Sig. (2-tailed)		,019[c]

Source: SPSS Output, 2019

Table 4 shows that the 25 students who were used as research samples in general received sufficient scores. The highest score was 98 and the lowest score was 54 with an average student score of 73.84. For example, learning to write complex procedural texts based on GBA in grade 7 students of SMPIT Al Ishlah, Maros Regency, obtained a moderate score with an average score of 73.84.

Effect of MD on Learning to Write Complex Procedure Texts Based on GBA

To determine the effect of the demonstrative method on learning to write GBA-based complex procedural texts, a pre-test was conducted and then the data was collected. Analyzed by inferential statistical analysis. Computer-aided inferential statistical analysis of the SPSS program. With the results of inferential statistical analysis must respond to the research hypotheses that have been formulated previously. Before performing statistical inference analysis, normality test and homogeneity test were carried out as test requirements or hypothesis testing. The test is as follows.

Normality Test

Before the data can be tested for hypotheses, the data must first be tested with a normality test with prerequisites. The normality test used is the Kolmogorov-Smirnov One Sample test.

Table 4. Normality test results of the One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	8,37309662
Most Extreme Differences	Absolute	,192
	Positive	,192
	Negative	-,119
Test Statistic		,192
Asymp. Sig. (2-tailed)		,019[c]

Source: SPSS Output, 2019

The data is said to be low distributed if the significance is greater than 0.05. Based on the data in Table 5, the normality test applied was obtained using the Asymp significance value. Sig (2tailed) of 0.019 is greater than 0.05, so this can indicate that the data is normally distributed.

Homogeneity Test

The second requirement that must be met by the researcher before conducting further data analysis tests is the homogeneity test of the variance data. The homogeneity test carried out is a homogeneity test of variance, which chooses the goal, namely to find out whether the variation of the two data is homogeneous or not.

Table 5. Results of Homogeneity Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,824	7	14	,047

Source: SPSS Output, 2019

The sample has the same or homogeneous variance if the significance value is greater than 0.05. Based on the data in Table 6, the significance value (Sig.) of 0.047 is greater than 0.05 (0.045 > 0.05), it can be concluded that the pre-test and post-test samples, namely MD, have similarity or homogeneity of deviation**s.**

Hypothesis test

Table 6. Descriptive Test Results Paired Samples Statistics

Mean	N	Std. Deviation	Std. Error Mean
58,36	25	10,353	2,071
73,84	25	13,503	2,701

Sumber: Output SPSS, 2019

Based on Table 6, the mean pre-test was 58.76 with a standard deviation of 10.353, the mean post-test was 73.84 with a standard deviation of 13.503. This shows that the participants' scores increased after taking the pre and post tests when writing GBA-based complex procedure texts. In addition, hypothesis testing was carried out with pre-test-post-test data to write GBA-based complex procedure texts.

Table 7. Hypothesis Test Results

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	25	,785	,000

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	
					Lower	Upper			
Pair 1	Pretest – Postest	-15,48	8,377	1,675	-18,258	-11,342	-8,834	24	,000

Source: SPSS Output, 2019

Based on Table 7, if a significance value of 0.000 is obtained which is < 0.05 (0.000 < 0.05), then the hypothesis in this study can be accepted. That is, there is an important influence between the results of writing GBA-based complex procedure texts before applying the MD and after applying the demonstrative method to the seventh grade students of SMPIT Al Ishlah, Maros Regency.

Discussion of Research Results

The discussion of the research results shows the results of research data analysis on the effect of MD on learning to write GBA-based complex procedural texts for seventh grade students of SMPIT Al Ishlah, Maros Regency. explained. Learning outcomes of writing complex GBA-based procedural texts prior to the application of the MD pretest were assessed as low. The sample shows that there are students who score very high and high in the group. The score in the medium group was obtained by 11 students (44%), the score in the low group was obtained by 8 students (32%), the score in the very low group was obtained by 6 students (24%) and the score in the very low group was obtained by 6 students (24%) . the average score only reached 58.36%.

Based on the results of student scores, the ability of students to write GBA-based complex procedure texts before students apply MD is still lacking. This is because students have difficulty expressing their ideas, feelings, and ideas in writing. While the purpose of writing according to Tarigan (2018) is to inform or teach, persuade or advise, entertain or please and express passionate feelings and emotions.

Student learning outcomes in writing complex GBA-based procedural texts after the introduction of MD or known as posttest have increased. This can be seen in the sample which shows that there are no students who excel in the very low group. The very high group score was obtained by 5 students (20%), the high group score was obtained by 7 students (28%), the medium group score was obtained by 7 students (28%), the low group score was achieved by 6 students (24%) and the global average was 73.84%. This shows that the students' ability in writing complex procedure texts based on GBA changed significantly after the introduction of MD.

MD has an effect on learning to write GBA-based complex procedure texts, this is shown in the results of hypothesis testing, namely a significance value of 0.000 <0.05 which indicates that the hypothesis is accepted. . That is, there is a significant effect between learning outcomes when GBA-based complex procedure texts are written before using MD and after using MD.

MD has an effect on increasing the ability of seventh grade students of SMPIT Al Ishlah, Maros Regency to write complex GBA-based procedural texts due to several factors, in particular the emergence of student interest in learning and facilitation of student understanding. understand the material. This is in accordance with the opinion of Suprijanto (2018) that the demonstrative method has advantages, namely: (1)

demonstrations attract and hold attention; (2) evidence presents arguments in an easy-to-understand way; (3) convincing demonstration of things that doubt whether it can be done or not; (4) objective and real MD; (5) a demonstrative method that shows the application of science through examples; (6) MD provides evidence of recommended practice.

Another factor that increases the ability of seventh grade students of SMPIT Al Ishlah, Maros Regency to write complex GBA-based procedural texts is that the learning process does not seem boring because there are demonstrations from educators and students in the classroom. This is in line with the opinion of Sanjaya (2015), which suggests that the demonstrative learning method has several advantages, including the following: (1) The demonstrative method can prevent the emergence of verbalism, because it advises students based on teaching materials. explained; (2) the learning process becomes more interesting because students not only hear events, but also see; (3) Through direct observation, students have the opportunity to compare theory with reality. This will make students more confident about the truth of the topic.

CONCLUSION

From the results of the analysis and from the discussion of the data, conclusions can be drawn regarding the effect of MD on learning to write GBA-based complex procedure texts in Class VII SMPIT Al Ishlah, Maros Regency: (1) The ability to write GBA-based complex procedure texts before using MD for seventh grade students of SMPIT Al Ishlah Maros Regency is rated low with an average score of 58.36; (2) The ability to write complex procedural texts based on GBA after being designated as MD in class VII students of SMPIT Al Ishlah, Maros Regency is rated moderate with an average score of 73.84; (3) MD has an impact on learning to write GBA-based complex procedural texts for seventh grade students of SMPIT Al Ishlah, Maros Regency. On the basis of the results of data analysis obtained a significance value of 0.000 & lt; 0.05, if the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This means that MD SMPIT Al Ishlah Maros Regency in class VII students has an impact on learning to write complex GBA-based procedural texts. Learning outcomes when learning to write complex procedural texts based on GBA before using the demonstrative method (pretest) and after

using the demonstrative method (posttest) increased with an average difference between pretest and posttest of 15.8.

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