

THE EFFECT OF FOOD COOKING INSTRUCTION VIDEO ON STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT OF THE TWELFTH GRADE AT MAS AL-WASHLIYAH 12

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ABSTRACT

This research aims to prove the effectiveness of using cooking instruction videos on students' achievement in writing procedure texts for students at Madrasah Aliyah Swasta 12 Perbaungan. This research used quantitative approach with purposive sampling technique. The total sample was 70 students taken from class XII Agama 1 (experimental class) and XII IPS 1 (control class). The same pre-test and post-test were given to both classes. In pre-test, the average score of the control class was 61.94 while the experimental class was 69.80. After conducting treatment and post-test, the average result of the control class was 70.20 while the experimental class was 84.68. This indicated that the experimental class obtained a higher score than the control class in the post-test. Statistical analysis also showed the mean score gained in the control class was 8.25 and that in the experimental class was 14.88. The data obtained from the experimental class and control class were analyzed using the t-test formula. The result of the calculation showed that in the 5% significance level, the result of t-test compared to the t-table proved that t-observed was higher than t-table ($3.26 > 1.701$). Based on the test criteria, this results indicated that there was a significant difference between students' achievement with video treatment and without video treatment in writing on procedure text. Thus, it can be concluded that the cooking instruction video is effectively used as a medium in teaching writing procedure text to the 12th grade students of Madrasah Al-Washliyah 12 Perbaungan.

Keywords: Cooking Instruction Video, Writing, Procedure Text.

ABSTRAK

Penelitian ini bertujuan untuk membuktikan efektivitas penggunaan video instruksi memasak terhadap prestasi siswa dalam menulis teks prosedur bagi siswa di Madrasah Aliyah Swasta 12 Perbaungan. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik purposive sampling. Jumlah sampel adalah 70 siswa yang diambil dari kelas XII Agama 1 (kelas eksperimen) dan XII IPS 1 (kelas kontrol). Pre-test dan post-test yang sama diberikan kepada kedua kelas. Pada pre-test, nilai rata-rata kelas kontrol adalah 61,94 sedangkan kelas eksperimen adalah 69,80. Setelah melakukan perlakuan dan post-test, hasil rata-rata kelas kontrol adalah 70,20 sedangkan kelas eksperimen adalah 84,68. Ini menunjukkan bahwa kelas eksperimen memperoleh nilai lebih tinggi daripada kelas kontrol dalam post-test. Analisis statistik juga menunjukkan bahwa nilai rata-rata yang diperoleh di kelas kontrol adalah 8,25 dan di kelas eksperimen adalah 14,88. Data yang diperoleh dari kelas eksperimen dan kelas kontrol dianalisis menggunakan rumus t-test. Hasil perhitungan menunjukkan bahwa pada tingkat signifikansi 5%, hasil t-test dibandingkan dengan t-tabel membuktikan bahwa t-hitung lebih tinggi daripada t-tabel ($3,26 > 1,701$). Berdasarkan kriteria uji, hasil ini menunjukkan bahwa terdapat perbedaan yang signifikan antara prestasi siswa dengan perlakuan video dan tanpa perlakuan video dalam menulis teks prosedur. Dengan demikian, dapat disimpulkan bahwa video instruksi memasak efektif digunakan sebagai media dalam pengajaran menulis teks prosedur kepada siswa kelas XII di Madrasah Al-Washliyah 12 Perbaungan.

Kata Kunci: Video Instruksi Memasak, Menulis, Teks Prosedur.

INTRODUCTION

English is one of the international languages which indirectly has a strong position in the world of education in Indonesia. It is impossible to avoid because most of the science and technology in any field is written in English or other foreign languages so that mastery of English or other foreign languages will provide a way for the advancement of knowledge of the Indonesian people or spread the knowledge that develops in Indonesia. The Indonesian government began to introduce English as early as possible to students in the elementary level through the 1994 Basic Education Curriculum. Since the implementation of this curriculum, English subjects are local content lessons taught starting in grade IV (four).

The 1994 Curriculum is then replaced with the 2013 Curriculum which contains different policy of English lesson in elementary level. Although the 2013 Curriculum that has been implemented in elementary level in Indonesia does not include English lessons, it does not mean that English lessons are prohibited from being taught in schools. Schools are still allowed to provide English lessons through extracurricular programs.

There are four skills in English: listening, speaking, reading, and writing. All skills are very important in teaching English. Listening is a process of capturing, understanding, and remembering as well as possible what he/she hears or something said to him/hers by others. Speaking is one of the skills to communicate with others through language media. Reading is the activity of seeing what is written and the process of understanding the contents of the text aloud or silently. Writing is an activity to express and develop ideas, feelings, and thoughts that are arranged in written form such as words, sentences, and paragraphs.

Writing activities have developed rapidly since the invention of printing technology, and can make people more active in writing because the works they write are easy to publish and read by the public. Along with the development of technology and media, writing activities are also growing swiftly in the world. Through electronic media,

everyone can get written material from the internet. This makes writers much more efficient in using time, money, and energy to write. In this day and age, writers can also share their writings anywhere and anytime via the internet or social media. Likewise with readers, it will be easier to read the articles they like.

By far, the most important reason for teaching students to write is that writing is a basic language skill, just as important as speaking, listening and reading. According to (Durga & Rao, 2018) writing is one of the skills in English. Meanwhile, (Tin, 2000) says that writing is an important skill for students because it is used in the language of communication. These statements show that writing is one of the most important skills students need to learn. Thus, writing is important because it is one of the basic skills that must be possessed by students. Students need to know how to write letters, write news stories, write essays, write articles, compile written reports, and so on. In addition, they also need to know certain writing rules (punctuation, paragraph form, etc.) just as they need to know how to pronounce spoken English correctly. (Tanjung et al., 2021) also stated their opinion that a writing process approach requires that the teachers give students greatly responsibility for, and ownership of their learning and students make decisions about genre and choice of topics, and collaborate as they write. Thus, it is part of a teacher's job is to give them those skills.

Based on the observations during the Practical Field Experience (PPL) which was carried out for 3 months at Madrasah Aliyah Swasta Al-Washliyah 12 Perbaungan concerning students' writing skill, especially writing procedural texts of the twelfth grade, it was seen that students' writing skill in writing procedural texts was still low and needs to be improved because there were still many students who get scores below the target that was 75 which were only 8 to 14 learners. This was due to the inability of students to accept the material presented by the teacher, resulting in a lack of understanding of the structure of the procedure text itself. This procedure text is very important to be taught to students

because they will often experience it in everyday life in society. For example, when they want to cook or use electronics, they definitely need instructions. Procedure text provides instructions to the reader on how to do/make/use something and in carrying out activities so that they are carried out correctly and regularly.

Students find writing is difficult because they do not have much idea what to write and how to start writing. In fact, they waste too much time thinking about what they are going to write. This difficulty also have been found by (Tanjung et al., 2021) in her research that the students of the tenth grade face the fundamental difficulty that is how to start writing which led them starting to think what they have to write first and in this phase, most of the students get stuck and do not know what to write. Other situation is students are afraid to make mistakes such as using inappropriate grammar, spelling vocabulary errors, and lack of vocabulary they have. In addition, factors that affect students' difficulties in learning English are the use of learning methods that are not appropriate or not suitable for students, facilities factors such as the lack of learning support books in the library, and also the lack of English lessons in which there is only one meeting in a week. According to (Robiatul, 2008) in writing it is very difficult to have a good written work for the first time, because there are several steps that must be achieved. In several studies that have been carried out such as by (Ramdhanah, 2019) and (Lestiyaningsih, 2017), there were mentioned that several challenges and problems in writing procedural texts were difficulties for students to start writing, improper grammar, lack of vocabulary they master, use of punctuation marks, and uninteresting method.

To overcome problems in writing procedure text, it is needed to use learning media that can increase students' interests and abilities. (Rohani, 1997) in (Isran Rasyid et al., 2018) says that the media is anything that can be seen that serves as an intermediary or tool for the process of teaching and learning communication. Various media can be used in the learning

process, but not all of these media are suitable for teaching all existing subject matter (Ndraha, 2020). Teachers must use media or methods that are appropriate to the topic and interesting for students. The selection of the right and interesting media is very important in learning. The teacher's lack of creativity in making media needs to be improved little by little. This is so that students are not easily bored and can understand the lesson well.

From several references, it is decided the media that can be used to enhance learning outcomes of writing procedure texts is using video. Video is one of the technological developments of the era that can be used by teachers to apply media with various creations. According to Chalies (2015) as quoted in (Sabolic et al., 2021) watching videos is a unique and powerful educational tool. Videos can display interesting pictures and music so that they are considered to be able to improve student learning outcomes in writing procedural texts. Video as learning media can provoke students to develop broader thinking, ideas and imagination into procedural texts. In addition, videos can also prevent students from getting bored easily and enjoy more during the learning process, so they can understand the material clearly.

It is decided to choose food cooking instructions to be presented as the video material in teaching writing procedure text since this topic is included in the curriculum of grade twelfth. The students are required to be able to witness and imitate several examples of procedure texts in the form of manuals or tips and create, present/publish procedure texts that exist around students' lives.

Based on the above elaboration, thus, it is decided to conduct a research on using food cooking instructions video to prove its effectiveness on students writing of procedure text of grade twelfth at Madrasah Aliyah Swasta Al-Washliyah 12 Perbaungan.

RESEARCH METHODS

This research applied quantitative research methods with pre-test and post-test. The population in this research was the

students of twelfth grade at Madrasah Aliyah Swasta Al-Washliyah 12 Perbaungan in academic year 2022/2023 which consisted of 5 parallel classes with total 164 students. There were 1 science class, 2 religion classes and 2 social studies classes. The sample was divided into two groups, namely the experimental group and the control group. The experimental group was taught using food cooking instructions video, while the control group was taught descriptively (without using food cooking instructions video). Two classes were taken as samples, namely students in class XII IPS, consisted of 35 students, and class XII Agama, consisted of 35 students. The sampling technique used in this research was purposive sampling technique.

In this research, an essay test based on the given food cooking instructions video was used as an instrument to collect data. T-test formula was used to analyze the data. The scores between the experimental class and controlled class were compared. The followings were the procedures that conducted during research. Three different steps were organized in order; they were Pre-test, Treatment, and Post-test.

RESULTS AND DISCUSSION

This research was conducted for the twelfth grade students at Madrasah Aliyah Swasta 12 Perbaungan in the academic year of 2022/2023. The researcher took XII IPS class as the control class which was taught using textbook and XII Agama class as the experimental class which was taught using video. Each class was given a pre-test and post-test.

From the result of conducting the calculation of pre-test and post-test for experimental and control classes, it was obtained that the average score of students gained in the experimental class was higher than that of average score gained in the control class. Students in the experimental class obtained average score of 14.88 while students in the control class obtained average score of 8.25. These average score were then analyzed using the t-test statistical calculation. It was obtained 3.26 as a value

of t-observation and 1.671 as a value of t-table with significance degree of 5.

Cohen calculation then was applied to know what level the effect size of the research. Based on the calculation above, it can be assumed that $d = 0.78$. Based on criteria of Cohen calculation, the result of this research showed that using video instruction has large size effect on students' writing procedure text.

Further, as resulted on the above analysis, the value of t-test (3.26) was higher than t-table (1.701). It meant that the Null hypothesis (H_0) was rejected and the Alternative hypothesis (H_a) was accepted. The followings are the Null and Alternative hypothesis of this research.

- 1) Alternative hypothesis (H_a): teaching writing of procedure text by using video is effective to the twelfth grade students of Madrasah Al-Washliyah Swasta 12 Perbaungan.
- 2) Null hypothesis (H_0): teaching writing of procedure text by using video is not effective to the twelfth grade students of Madrasah Al-Washliyah Swasta 12 Perbaungan.

In other word, this research accepts hypothesis which states the teaching of writing of procedure text by using video is effective to the twelfth grade students of Madrasah Al-Washliyah Swasta 12 Perbaungan.

Therefore, in accordance with the experiment and the test result, it proves that the use of cooking instruction videos which is applied to the experimental class has a significant effect on students' achievement in writing procedure texts compared with the control class which is taught descriptively.

CONCLUSION AND SUGGESTION

According to the result of the analysis of the research, it can be seen that t-test score is 3.26 while the value of t-table in the significant degree of 5% is 1.701. Thus, the score of t-test is higher than t-table or $3.26 > 1.701$. Then, it can be concluded that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. It means, teaching writing of procedure text by using video is effective towards students' skills writing than teaching writing of

procedure text without using video. Based on Cohen's statistic calculation, it is found 0.78 score in effect size. It concludes that teaching writing of procedure text using video has a large effect size.

Based on the conclusions above, there are some suggestions that are necessary for the readers particularly the English teachers. First, the English teachers must master the material to be taught to students in order to choose the best media to teach the material. Second, the English teachers must provide a pleasant classroom atmosphere and use interesting media so that students enjoy learning and do not get bored easily. Third, the English teachers are highly expected to use video as a medium in teaching writing procedure text.

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