

## THE USE OF COOKING VIDEO TO IMPROVE STUDENTS' WRITING SKILL ON PROCEDURE TEXT

Eska Perdana Prasetya<sup>1</sup>  
Komarudin<sup>2</sup>

English Education Program  
Faculty of Teacher Training and Education  
Universitas Ibn Khaldun  
[eskaprasetya2013@gmail.com](mailto:eskaprasetya2013@gmail.com)<sup>1</sup>

### ABSTRACT

The research is entitled *The Use of Cooking Video to Improve Students' Writing Skill on Procedure Text*. Writing is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. Therefore, the teacher should prepare the media to improve students' writing skill. This paper was aimed to find out the improvement of students' writing skill through cooking video. In this research, the researcher used classroom action research. This research was conducted at SMA Citra Nusa Bogor. The population is 184 students and the researcher took 30 students as a sample. The data were collected using test and observation which were collected during preliminary cycle, cycle-one, and cycle-two. The result of this research shows that cooking video as media is effective in improving the students' writing skill on procedure text. It is indicated by the fact that the average of the test had improved. The average of the test in preliminary cycle was 53, then in cycle-one was 68, and cycle-two was 85. The result of the observation showed there were significant difference between the students' skill, students' participant, and students' interest who were taught by using cooking video and those who were taught before using cooking video. It meant that cooking video could help the students in improving in their skill in writing procedure text. It could also help the teacher to improve the students' participation and interest in writing procedure text.

**Key words:** *cooking video, procedure text, writing*

### INTRODUCTION

Writing is one of language skills that should be learnt by people. In this case writing should be learnt by students especially by senior high school students. As stated by Applebee (1981, p.103) said "An attribute to explore school subject is writing that can be a powerful process to discover meaning, not only to transcribe an idea but also to translate writer's mind." From writing, we can share about our feelings, idea and all of our thought.

However, many people think that writing is the most difficult skill to be mastered.

According to Harmer (2001, p.89) defined "Writing needs hard work because it needs more time to think than other skills." It's mean that writing should be often learn by students. "In writing skill is too hard to have a good writing for the first time, because there are several steps that should be mastered (Adawiyah, 2008, p.10)." It is also supported by Lestari (2010, p.11) said that "To face students

lack in writing skill, teachers not only teach grammar, vocabularies, spelling, theories of writing, but also teaches the practice of writing.”

However, based on the observation at SMP Citra Nusa Cibinong there were some challenges and difficulties faced by students while learning writing skill such as using the correct grammatical and to put punctuation. From those kinds of problems, teachers should find some ways out how to make students' writing skill better than before. Some researchers use media as a technique to make that problem solved. Permono (2010, p.2) said “Students can actually write by their ability and quality.” It's mean that students need interesting media to support themselves to make those quality and ability in writing to become better because media will make students interested in knowing well about the materials.

Based on the problem, this research investigates the use of cooking video as a media to improve students' writing of procedure text. As stated by Harmer (2001, p.92) “One of the techniques to teach writing is by using video.” Using the video can get ideas in writing by watching video. Suhartini (2010, p.3) said that “Film trailer can be effective in teaching writing narrative texts.” Moreover, Nurmillah (2010, p.3) said that “Use of fairy-tale movies is effective and can promote students' motivations in learning writing skill.” In relation with this research, Derewianka (2004, p.73) said that “Procedure text is an instructional text which tells us how something is accomplished through sequence of actions and steps.” Procedure text is chosen as a text in this research because this kind of text is already familiar with people daily life.

By using a new media, the students will be more interested in English learning

and also they will be easier to improve their writing skill on procedure text. The students also are able to remember English words easily when they often find of the words in the class. The researcher needs to implement cooking video as a media to solve the problem in SMP Citra Nusa Cibinong that can improve the students' interest in English learning process. Accordingly, the researcher tries to apply cooking video as a media which can help the students to improve their writing skill on procedure text and build group learning activities. It must be remembered by everyone who wants to be professional in written.

Furthermore, this research will be focused on the implementation of video as a media in teaching writing toward writing skills. The writer used this media to investigate what are aspects of writing most improved when video as a media is implemented in teaching writing skill on procedure text.

## **THEORETICAL FRAMEWORK**

### **Writing Skill**

English as a foreign language, the part of English is writing, it is one of the productive language skills, like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is a written text. Spratt, Pulvernes and Williams (2005, p. 26) said that “Writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols.” Moreover, Meyers (2005, p.2) said that “writing is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. By doing writing, language learners will be able to measure how good their

English is, because it deals with their grammar and vocabularies mastery.

According to them, writing is an activity to communicate the ideas by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols.

### **Aspects of Writing**

In short, writing comprises five important elements namely content, organization, vocabulary, language use, and mechanics. However, they can be simplified into three aspects namely ideas, grammatical features, and organization.

From the statements above, my opinion is students can improve their writing skill by having good understanding those aspects. Because those aspects are the prior knowledge for beginning to write.

### **Types of Writing Skill**

According to Finnochiaro (1974, p. 85) said "Type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write. There are two types of writing ( Finnochiaro 1974, p.85) :

1. Factual or Practical Writing  
This type of writing deals with facts. The writer can find it in the writing of letter and summaries.
2. Imaginary Creative Writing  
This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

Type of writing is given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple sentence. When the teacher sets a task for young learners

students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

### **Text**

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole.

According to Mongot (2008, p.3) said "Genre or 'Text-type' is kind of text that is not divided base on traditional literature, but more direct to social function." There are many genre of text that we are study in school. The genre of text divided into two that is story genres and factual genres. There are six text-types in story genres that are narrative, news story, exemplum, anecdote, recount and spoof. While in factual genres consist of procedure, explanation, report, exposition, discussion, description, review, news item, and commentary. In this case the writer took Procedure text as a genre in reading.

The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not.

### **Procedure Text**

Definition of Procedure Text According to Nystrand (1986, p. 81) said "A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about. The purpose of procedure

text is to an anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or to help us do a task or make something. They can be a set of instructions or directions.

Especially, the social purpose of Procedure Text is to show how something is done through sequence of steps which enable the reader to achieve the goal.

### **Teaching Writing**

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially teaching English as a Foreign Language (TEFL). In this case, the teachers have to know how to teach writing. Harmer (1998, p. 79) said that "There are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill." Moreover, the several reasons will be presented as follows:

- a) Reinforcement  
The visual demonstration of language construction is invaluable and it is used as an aid to commuting the new language to memory.
- b) Language development  
It seems that the actual process of writing helps the students to learn.
- c) Learning style  
Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.
- d) Writing as a skill  
The important reason for teaching writing is that it is a basic language skill.

### **Video**

Video is "a short video" (The Third Edition of Cambridge Advanced Learner's Dictionary). Based on <http://presentationsoft.about.com/od/uvw/g/95video-definition.htm> (accessed Mei 30, 2017), a video is "a small section of a larger video presentation A series of video frames are run in succession to produce a short video"

### **RESEARCH METHODOLOGY**

The research method used in this research was experimental method. It investigates whether video could help a teacher to improve students' writing procedure text. There were two classes taken as the subject groups in this research. The first group was the experimental group, which was given the treatment of the research, while the second group was the control group, which was given general method of teaching, i.e. picture in the textbook.

According to Hatch and Farhady (1982, p. 24) said that "There are two groups in the research as explained in nonequivalent-groups design; experimental and control group, both groups have the same level but it is used different method of teaching in the teaching learning process." Thus, this research focused on nonequivalent-groups design since both groups were not chosen randomly.

According to Sugiyono (2010, p.4), "Experimental research is a research approach the influence of certain variables on the other variables in controlled conditions.

### **Population and Sample**

The population of this research is the first grade of senior high school in SMP Citra Nusa Cibinong grade VII. The total population is 184 students.

For sample, the researcher took 2 classes VII-2 and VII-4 that consist of 40 students. This sample is divided into 2 groups. Group A is students of class VII-2 that consist of 20 students. This group treated by cooking video is the experimental group. Group B is students of class VII-4 that consists of 20 students. This group treated without using cooking video is the control group. Both groups are given posttest.

### Instruments

The instruments of this study are 10 questions of closetest and 1 question of essay. There is the test, namely post test. This test is used to determine the differences between the average score of two classes, the experimental class who are taught using cooking video and the control class who are taught without using cooking video.

### The Procedure of the Data Collection

The procedures of collecting data in this research as follow:

- a) Assign the students into the experimental class and control class.
- b) Teach writing skill on procedure text using cooking video in experimental class and teaching writing skill on

procedure text without using cooking video in control class. The detail procedure of teaching is describe in RPP.

- c) In the last meeting students are given the written test by choose the appropriate answer in closet test based on procedure text to experimental and control class.

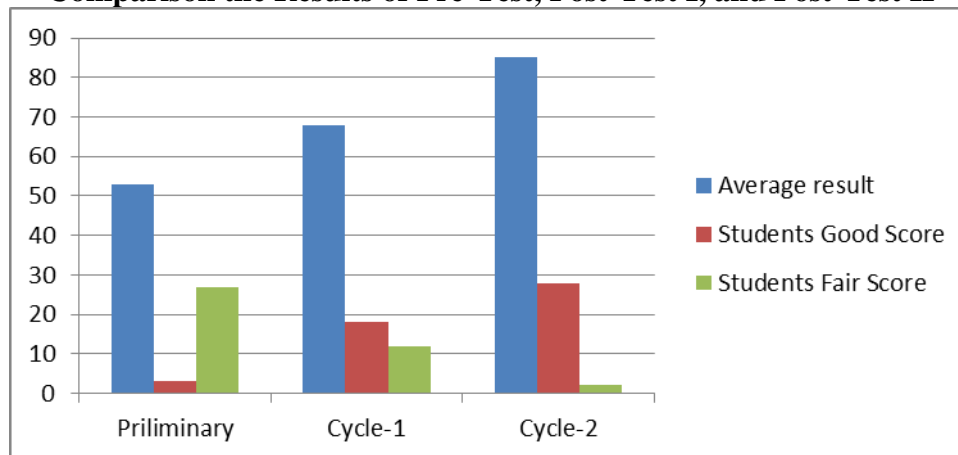
### The Procedure of Data Analysis

In this research there are two procedures used to analyze the data. The first is the measure of the central tendency. This is used to know whether variable X1 is different from variable X2. Second, t-test is to know whether the difference between variable X1 and X2 is significant.

### FINDINGS AND DISCUSSION

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from preliminary cycle to cycle I and cycle II. The improvements of students' skill, student's participation, and students interest in writing procedure text can be seen in the graphic below:

**Graphic 4.6**  
**Comparison the Results of Pre-Test, Post-Test I, and Post-Test II**

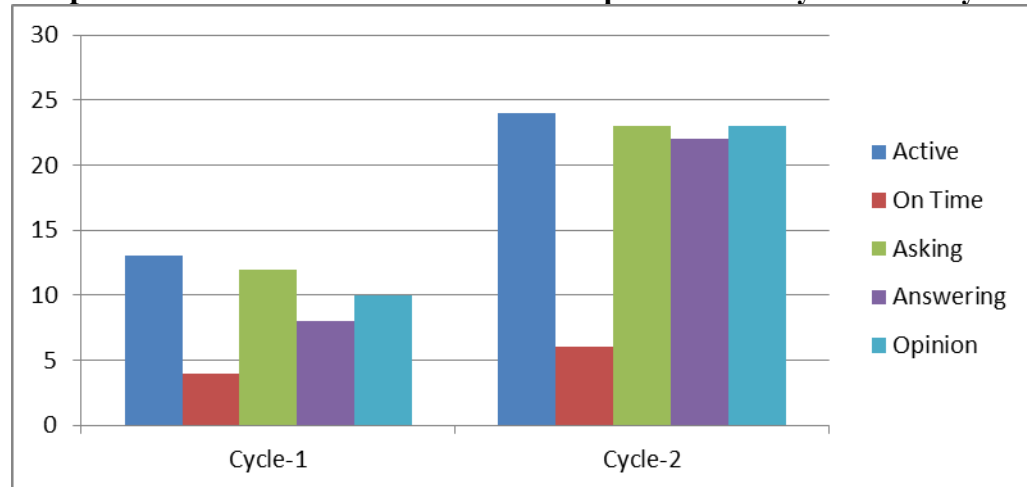


Based on graphic 4.1, it was concluded that in the preliminary study, all of the students have been doing the test, and the average result was 53. In this activity, almost of the students were not ready to read and analyze. There were only 3 (10%) students could achieve score 70 or more and the 27 (90%) could get under score 70.

In the cycle I, there were improvements from preliminary study. The average result was 68. There were 18 (60%) students who achieved score 70 and 12 (40%) students who did not achieve score 70.

In the cycle II, the average of students score result was 85. It meant that there were improvements from cycle I. It show that there were significant improvements in students' achievement. There were 28 (93%) students who achieved score 70 and 2 (7%) students who achieved under score 70. Furthermore, the using of graphic organizer strategy as a learning aid was helpful in the process of teaching and learning reading procedure text.

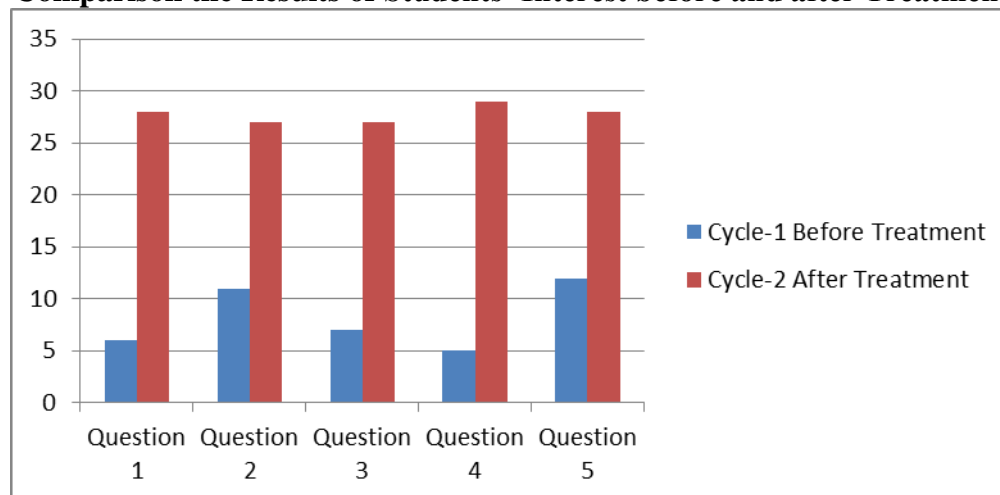
**Graphic 4.7**  
**Comparison the Results of Students' Participation from Cycle I and Cycle II**



Based on graphic 4.2 above, it was concluded that there was some significant improvements of students' participation from cycle I and cycle II. The students' activeness was 43% in cycle I and 87% in cycle II. It meant that it increased 44%. The students' timing was 13% of cycle I and 100% of cycle II. It improved 87%. In addition, students' participation in asking was 40% of cycle I and 77% of cycle II. It

increased 77%. In answering some questions, students' participation was 27% of cycle I and 73 of cycle II. It increased 46%. The last, students' participation of giving opinion was 33% of cycle I and 77% of cycle II. It improved 44%. Finally, the using of graphic organizer strategy as a learning aid was helpful and interacting the students in the process of teaching and learning reading procedure text.

**Graphic 4.8**  
**Comparison the Results of Students' Interest before and after Treatment**



Based on graphic 4.3 above, it was concluded that there was some significant improvements of students' interest from before and after treatment. There were 6 (20%) students said enjoyed studying English. While there were 28 (93%) students who stated that enjoyed studying English after being given treatment. 11(37%) students said that they were active in teaching and learning English and 27(90%) students were active after being given treatment. Then, there were 7 (23%) students who always read the English material at home but it increased becoming 27 (90%) students who stated that they always read their English material after being given treatment. Next, 5(17%) students who said that they like how their teacher taught them. While it increased 29 (97%) students who stated that they liked their teacher's way of teaching after being given treatment. The last, there were 12 (40%) students stated that they often made a note in teaching and learning English and it increased 28 (93%) students often made a note in teaching and learning English after being given treatment. Finally, the use of cooking video as a learning aid was helpful and interacting the students' interest in the

process of teaching and learning writing procedure text.

In relation to the results of this research, The researcher found that there was significant difference between the students' skill, students' participation, and students' interest who were taught by using cooking video and those taught before using cooking video. Those who were taught using cooking video was better than those who were taught before using cooking video. It meant that cooking video could help the students in improving in their skill in writing procedure text. It could also help the teacher to improve the students' participation and interest in writing procedure text. Teaching writing by using cooking video could stimulate the students in improving their writing procedure text. So, the students' achievement who were taught writing procedure text by using cooking video was better than who were taught writing procedure text before using cooking video for the first grade students of SMA Citra Nusa Cibinong.

## CONCLUSION

The use of cooking video as a media to improve students' writing skill on procedure text was an alternative way. The use of cooking video was very useful in teaching and learning English. The use of cooking video was easy to use because it could make students more interested in the material of writing procedure text by using of cooking video, teacher could stimulate the students to make and analyze the language features of procedure text.

Based on the result of the research that had been done in two cycles (cycle I and Cycle II), it could be gotten the conclusions that there was an improvement. The students' writing skill on procedure text improved after being taught by using cooking video. The implementation of cooking video as a learning aid to improve students' writing skill on procedure text was very effective. It was supported by the significance result of average score in the pre-cycle was 53, Cycle I was 68, and Cycle II was 85. The using of cooking video in teaching and learning English was interesting for the students; it could be seen in the result of observation and the result of the test. The researcher used cooking video as learning aid because it could motivate students to learn English writing more fun and easily.

## Suggestion

From the conclusion above, there are some suggestions that are proposed by the writer:

The teacher can make the teaching and learning process interesting by using of cooking video in order to make the students easy to understand in learning English. The teacher could evaluate students, how deep they understand the material in each meeting.

The researcher hopes that the students can find a way to improve their skill especially in procedure text by various

ways for example by using of cooking video.

*The Further Researcher*

The further researcher can use the result of this study as reference to other researches with different skills or subject.

## REFERENCES

- Adawiyah, R. (2008). *Portfolio assessment in teaching writing*. Bandung: UPI.
- Anderson, A. & Anderson, K. (1997). *Text types in English 2*. South Yarra: MacMillan Education Australia PTY CTD.
- Applebee, A. N. (1981). *American journal of education*. USA: The University of Chicago.
- Arikunto, S. (2002). *Metodelogi penelitian*. PT. Rineka cipta. Jakarta.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. PT Rineka. Jakarta
- Blanchard, K. & Christine, R. (2003). *Ready to write*, New York: Pearson Education Inc.
- Brown. & William, J. (1977). *Audio visual instruction: Technology, media and methods*. New York: Pearson Education, Inc.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*, Great Britain: Longman.
- Brown, H. D. (2001). *Teaching by principle: and interactive approach to language pedagogy*. 2nd ed. New York: A Pearson Education Company. Cambridge: Cambridge University Press.
- Derewianka, B. (2004). *Exploring how texts work*. Newton: PETA.
- Feez, S. & Helen, J. (1998). *Text-based syllabus design*, Sydney: National centre for English language learning and research.



- Feez, S. & Helen, J. (2002). *Text-based syllabus design*, Sydney: Macquarie University.
- Finochiaro, M. (1974). *English as a second language: from theory to Practice*, NY: Regents Publishing Company, Inc., Frasisco: Addison Wesley Longman, Inc.
- Hach, E. & Farhady, H. (1982). *Research design and statsyic for applied linguistics*. London: Newbuury house publishers.
- Harmer, J. (1998). *To teach English*. Essex: Pearson Education Limited.
- Harmer, J. (2001). *Practice of English language teaching*. Pearson Education, Ltd: English.
- Harmer, J. (2004). *How to teach writing*. Essex: Pearson Education Limited.
- Harmer, J. (2007). *The practice of English language teaching (4th edition)*. Essex: Jakarta: Rineka Cipta.
- Hoeriyah. (2004). *Improving the speaking learning process in class 1B at SLTPN 5 Banguntapan in the academic year of 2002/2003 through communicative activities*. S1 degree thesis. Unpubilshed paper. Yogyakarta: Yogyakarta state university.
- Kodoatie, R. (2013). *Using picture series to improve the ability of the 8<sup>th</sup> graders of MTs. surya buana malang in writing procedure texts*. Unpublished S1 Thesis. Malang: English Department, Faculty of Letters, State University of Malang.
- Langan, J. ( 2005). *College writing skills with reading*. (6th Ed). New York: The McGraw-Hill Companies Inc.
- Lestari, F. (2010). *The development of writing skills through collaborative activities*. Bandung: UPI.
- Meyers, A. (2005). *Gateways to academic writing. effective sentences, paragraphs and essays*. New York & London: Longman.
- Ministry of National Education. 2009. *Instructional media*. Jakarta: Center for Development and Empowerment of Language Teachers and Education Personnel.
- Mongot, A. (2008). *English revolution*. Jepara: Mawas Press.
- Nurmilah, I. (2010). *The use of fairy tale movies to increase students' writing skill*. Semarang: IAIN Walisongo.
- Nystrand. (1989). *Writing English language test*. New York: Longman.
- Oshima, A & Hogue, A. (1999). *Writing academic English (3rd Ed)*. New York: Addison Wesley Longman. Pearson Education Limited.
- Permono, F. J. (2010). *The efectiveness of using flashcard to Improve students' ability in writing procedural text*. Bandung: UPI
- Richards, J. C. & Renadya, W. A. (2002). *Methodology in language teaching*.
- Sa'diyah, H. (2008). *Improving students' ability in driting descriptive texts through a picture series-aided learning strategy*. The English Teacher Journal. XL: 164-182
- Spratt, M. Pulvernes, A & Williams, M. (2005). *The teaching knowledge test course*. Cambridge: Cambridge University Press.
- Sugiyono. (2010). *Statistika Untuk Penelitian*. Bandung, Jabar: Alfabeta, cv.
- Suhartini, D. (2010). *Teaching students' writing skill on narrative text through film trailer*. Surakarta: Muhammadiyah University Press.
- Video clip definition. Online at <http://presentationsoft.about.com/od/uvw/g/95video-clip-definition.htm> accesed January.