

THE EFFECT OF RECIPE DEMONSTRATION TECHNIQUE ON STUDENTS' WRITING COMPETENCE IN PROCEDURAL TEXT

Valia Alviana

English Teacher, Tourism Department, SMKN 1 Batulayar

Email : oceanvalia@gmail.com

Abstract

This study was aimed at finding the effect of recipe demonstration technique towards students' writing skill in the procedural text at the food and beverage department. It was found that the students of SMK Negeri 1 Batulayar have problems in implementation writing procedural texts, thus the researcher conducted a quasi-experimental class. This research involved 62 students at grade tenth of SMK Negeri 1 Batulayar. The purpose of this research was to find out the effect of recipe demonstration toward students' writing skill in procedural text. In collecting the data, the researcher conducted all procedures of data collection, starting from pre-test, treatments, and ended up with post-test. The quantitative data was obtained through the result of post-test of the experimental and control class. The analysis method used was independent sample t-test to find out the effect of using recipe demonstration toward students writing skill in procedural text. While the qualitative data was obtained through observation, the researcher acts as the main instrument in identifying the selected students' worksheet through a desk study within five aspects assessed in a procedural text. In this research, the researcher used the technique of data analysis which is involving three steps: (1) data reduction, (2) data display, and (3) conclusion drawing/verification. The researcher got the result by using SPSS analyses, and the score of t-test indicated that the Sig-2 tailed < 0.05 and the t-test shows > t-table, that is the result of the t-test is 3.562 while t-table is 1.66, and it can be concluded that the hypothesis that the researcher set is accepted. In conclusion, the implementation of recipe demonstration is effective to increase students' writing competence in the procedural text of students' at F & b department SMK Negeri 1 Batulayar.

Keywords: recipe demonstration, writing competence, procedural text.

Abstrak

Tujuan penelitian ini untuk mengetahui dampak dari penerapan teknik demonstrasi resep terhadap kemampuan siswa dalam menulis teks prosedural. Berdasarkan hasil penelitian, ditemukan bahwa siswa SMKN 1 Batulayar memiliki beberapa kesulitan dalam menerapkan teks prosedural, oleh karena itu peneliti melakukan quasi eksperimen. Penelitian ini melibatkan 62 siswa kelas satu SMKN 1 Batulayar. Dalam mengumpulkan data, peneliti melakukan berbagai prosedur dalam mengumpulkan data diawali dengan pretest, treatment, dan diakhiri dengan post-test. Data kuantitatif didapatkan melalui hasil post-test pada kelas eksperimen dan kelas kontrol. Metode analisis menggunakan independent sample t-test. Sedangkan pada data kualitatif didapatkan dengan cara melalui observasi dimana peneliti bertindak sebagai instrument utama dalam mengidentifikasi sampel dari hasil kerja siswa dari kelas eksperimen dan kelas kontrol, penilaian hasil kerja siswa berdasarkan lima aspek penilaian pada teks prosedural. Dalam penelitian ini, peneliti menggunakan teknik analisis data yang meliputi tiga tahapan ; (1) Data Reduction, (2) Data Display, dan (3) Conclusion drawing/ verification. Peneliti menemukan hasil penelitian dengan menggunakan analisis SPSS, dan skor dari t-test menunjukkan bahwa Sig-2 tailed < 0.05 dan t-test menunjukkan > t-table, dimana hasil dari t-test adalah 3.562 sedangkan t-table 1.66. Berdasarkan hasil tersebut, bias disimpulkan bahwa hipotesa yang dilakukan oleh peneliti dapat diterima. Kesimpulannya, penerapan teknik demonstrasi resep dikatakan efektif dalam meningkatkan kemampuan siswa dalam menulis teks prosedural pada kelas boga SMKN 1 Batulayar.

Kata Kunci: Demonstrasi Resep, Kompetensi Menulis, Teks Prosedural

INTRODUCTION

The researcher had constructed a preliminary study to see the classroom situation and students' performance. Based on the preliminary, the researcher found that the students had many problems in writing procedural text, such as (1) Difficulties to explore their ideas; (2) Could not recognize the steps and mention the language features of a procedural text. Some students did not mention the language features of procedural text; (3) Problems used the proper word in writing. Some of them could not write the words correctly; (4) Problems in producing grammatically correct sentences. The students' sentences were not grammatical and the meaning of the sentence is confusing. The students often made mistakes in applying the appropriate structure of present tense in the text; (5) Difficulties to use mechanic (punctuation and spelling) in writing. The students forgot to give coma in their writing, for example in punctuation.

The causes of the problems came from the students' cultural background, linguistic knowledge, and the classroom situation (Haerazi, et al., 2018). The students' are passive during the teaching and learning process. Usually in the classroom applied to lack of effective facilities act as the additional factor. The classroom situations are: (1) the students often play and chat with friends during teaching-learning process; (2) some of the students did not finish the writing assignment during the lesson, for example the students did not get enough ability to write, they always opened the dictionary regularly or turned around to get the answer from their other classmates and most the students did not write notes given by teacher; (3) students were not active and creative to ask the lesson what they did not understand, for example, they reported that

they were confused because they did not understand the material, so they just kept; (4) some of the students were not active when the teacher asked them to do the task in front of the classroom, for example they were not confident with their answer. From those situations, there is a problem that students confronted difficulties in understanding and constructing a procedure text. Based on the result preliminary study there is a problem should be solved which inspired this study by applying a recipe demonstration.

Due to those problems, the writer believes one of the ways to solve the problem and help the students is the teaching aid or media. The appropriate of choosing and using media is quite important because it can make students interested in the teaching and learning process. It can be interpreted that using media to teach the writing of procedure texts is really important and truly recommended since it can help students improve their procedural texts writing. The effort to help students write the procedure text is by applying the appropriate technique. One of the techniques that are recommended by many researchers is the demonstrative technique.

The demonstrative technique is effective in teaching writing procedure text. By demonstration from the teacher, the students will involve conceptualizing class material (procedure text) so that the learning process becomes effective, efficient and interesting. Besides, students will be more active because they will find something new and different from what they usually get in the class and surely they should connect it with their experiences.

The researcher chooses demonstration as a technique in teaching writing procedural text because demonstration allows students to see and listen to the detail or specific information

to do or make something then the students asked to write the procedure text.

In line with the previous statement, studies about teaching using the demonstration technique have been conducted before and the researcher found some previous researches that have been conducted about using demonstration.

The first researcher named Huda (2015), in his research "Improving students' ability in writing procedure text through demonstration". The result of his research showed that students' ability was improved in each cycle after they were taught using demonstration. They were better in their procedure text's writing. It was signed by their improvements of each writing component, i.e. content, organization, vocabulary, language use, and mechanic. While the research conducted by Yanti (2015), in her research "Increasing Students' ability in writing Procedure Text by Using Demonstration Technique at the Eleventh Grade Students", assumes that demonstration technique can increase students ability in writing procedure text. Furthermore, a researcher named Amalia (2016), in her research "The Effect of Demonstration Technique on Students' Writing of Procedure Text at the Eighth Grade concluded that demonstration technique is effective in teaching procedure text because it showed a significant effect on students' writing of procedure text at eighth grade.

The following researcher named Jupri (2018) in his research "Using Video Recipe to improve the Junior High School Students' Ability in Writing Procedure Text", the results of his study revealed that the utilization of video recipe can improve the junior high school students' ability in writing procedure text. Finally, based on the reasons above the writer would like to research "The effect of Recipe Demonstration Technique Towards' Writing

Competence of Procedural Text at the Food & Beverage Department".

RESEARCH METHOD

Research Design

In this research, the researcher applied a mix method approach, in which quasi-experimental study was conducted to answer the first research question and a descriptive qualitative study to respond to the second research question. As Goddard and Melville's view, quasi-experimental research is primarily concerned with cause and effect. Therefore, in this research, the researcher identified the variables of interest and try to determine if changes in one variable (called the independent variable, or cause) result from changes in another (called the dependent variable, or effect). The researcher applied an experimental study using two-class of the sample; control and experimental class to investigate the effect of demonstration recipe technique towards students' writing of procedural texts. The experimental class was the class given a treatment using a recipe demonstration technique; meanwhile, the control class was given a treatment using the teacher's presentation. The researcher also used pre-test before giving the treatments and post-test following the treatments.

Research Instrument

Creswell (2011) states that instruments are a tool to measure, to observe and to document data of research. In this research, the research instruments for quantitative and qualitative design are described in the following subchapter.

Quantitative

Hughes (1989, p. 22) proposed "a test is said to be valid if it measures accurately what is intended to be measured." It is also one of the requirements of quantitative research. The research instrument in this research was written a test

given in pre-test and post-test. The pre-test and the post-test had different topics of procedure texts that have been prepared by the researcher. In the pre-test, the researcher asked the students to make a procedural text about "How to Make a Chicken Sandwich," while in the post-test, the students were asked to make two procedural texts about "How to make a chicken Sandwich " and "How to make Banana Split".

In determining the score or assessment, the researcher used written score criteria in writing competence as suggested by Hughes (2003). The scoring rubric of the test provides a measure of the quality of performance based on five criteria namely (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanic. The blueprint of scoring is shown in Table 3.3.

Table 1. Score Criteria in Writing Competence

No.	Item Analysis	Score Criteria
1.	Content	<ol style="list-style-type: none"> 1. 30-27 (Excellent to very good) Relevant to the assigned topic. 2. 26-22 (Good to average) Mostly relevant to the topic. 3. 21-17 Fair to poor: Inadequate development of the topic. 4. 16-13(Very poor) Not enough to evaluate.
2.	Organization	<ol style="list-style-type: none"> 1. 20-18 (Excellent to very good) Well-organized, logical sequencing 2. 17-14 (Good to average) Logical but incomplete sequencing. 3. 13-10 (Fair to poor) Lacks logical sequencing and development. 4. 9-7 (Very poor) No organization, or not enough to evaluate.
3.	Vocabulary	<ol style="list-style-type: none"> 1. 20-18 (Excellent to very good) Word form mastery, appropriate register. 2. 17-14 (Good to average) Occasional of word/ idiom form, choice, usage, but the meaning is not obscured. 3. 13-10 (Fair to poor) Frequent errors of word/ idiom form, choice, usage but meaning confused or obscured. 4. 9-7 (Very poor) Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
4.	Language Use	<ol style="list-style-type: none"> 1. 25-22 (Excellent to very good) Few errors of agreement, tenses, number, word order/function, articles, pronouns, prepositions. 2. 21-18 (Good to average) Several errors of word-order/function, articles. 3. 17-11 (Fair to poor) Frequent errors word order/function, articles, pronouns, preposition. 4. 10-5 (Very poor) Dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanic	<ol style="list-style-type: none"> 1. 5 (Excellent to very good) Few errors of spelling, punctuation, capitalization, paragraphing. 2. 4 (Good to average) Occasional errors of spelling, punctuation, capitalization. 3. 3 (Fair to poor) Frequent errors of spelling, punctuation, capitalization. 4. 2 (Very poor) Dominated by errors of spelling, punctuation, capitalization.

Qualitative

In the qualitative study, the researcher acts as the main instrument in identifying the qualitative improvement within five aspects assessed in a procedural text. The researcher investigated selected works of the students and collected the data using note-taking. The researcher applied some steps to analyze students' works. The researcher used criteria of assessment that consists of five elements—content, organization, grammar, vocabulary, and mechanics. These elements are regarded as the main part of the generic structure in writing.

RESEARCH FINDING AND DISCUSSION

Research Findings

The score of t-test indicated that the Sig-2 tailed < 0.05 , therefore, it can be concluded that the hypothesis that the researcher set is now accepted. The result of statistical analysis can be seen in appendix 6. The t-test shows $> t$ -table, that is the result of the t-test is 3.562 while t-table is 1.66. From the result that the researcher obtained from the statistical analysis is indicated that recipe demonstration is effective to increase students' writing competence.

By the use of recipe demonstration technique in writing class focusing on procedural text, students' worksheet showed that three selected categories demonstrated various improvements within aspects of procedural that covers (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanic.

In assessing the students' score in order to determine the level of the students' achievement, the researcher used five aspects of writing. The content aspect refers to the substance of writing, the experience of the students' main idea or the unity of the text which is completed the three elements (goal, material, steps).

The text is identified by seeing the topic sentence and the sentence of the topic should express the main idea of the whole

paragraph. From the organization aspect, it refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within the paragraph. While in the grammatical aspect, it refers to the use of the correct grammatical forms and syntactical pattern. The correct organization is identified from the form the construction, and it should be a well-formed sentence.

Next, in the vocabulary aspect, it refers to the selection of words which are suitable with the content. It can be identified by seeing the students' words choice of diction to convey ideas to the reader. The last, in terms of mechanics aspect, the students are expected to use the conventional graphic of the language by identified the usage of spelling, punctuation, and capitalization within the paragraph. The result of the students' assessment in improving their writing competence will be described in each of the aspects as follow:

a. Content

In this aspect, student SHE had an improvement in writing procedural text from fair to good, she completed the elements of the procedural text (goal, material, steps). While students SME had completed the element of the procedural text from poor to good and student SLE had a slight improvement in this aspect from poor to fair. In conclusion, SHE, SME, and SLE had improved their writing in this aspect.

b. Organization

In this second aspect, student SHE applied the steps that SHE demonstrated well, it increased from good to very good. While Student SME improvement is quite significant from average to good, he got clear order in this aspect. It is different from student SLE, he was still struggling in order, however, SHE had improved from poor to average.

c. Vocabulary

In this aspect, student SHE had improved her vocabulary from good to very good, she applied for the ordinal number in writing steps of making a chicken sandwich. While student SME did well in using ordering words, his mark increased from fair to very good and student SLE applied imperative words and listed complete ingredients, therefore SLE had improved from fair to good.

d. Language Use

In language use, student SHE applied appropriate preposition and it had improved from poor to very good. While student SME improved his language use from very poor to average, he was also able to apply appropriate preposition. Then, student SLE had an improvement in language use from poor to average because SLE put an appropriate article in the text.

e. Mechanics

In this aspect, student SHE had improved in the mechanic aspect, it increased from fair to good. She was getting better in spelling and capitalization. While student SME had an improvement in this aspect from very poor to good, she had only a few errors of spelling in his worksheet. Student SLE was getting better in punctuation. SLE's mark increased from very poor to good.

In conclusion, it was found that student's writing scores taught by using the recipe demonstration technique were better. It showed that there was a significant difference in students' writing score after implementing the recipe demonstration technique. Thus, the result of the present study supported the ideas that there was a significant effect of using recipe demonstration technique on students' writing of procedure text. As a result, the demonstration technique promoted the

learning process which facilitated students to practice their writing confidently. Recipe demonstration technique made the students take part in the class learning process and had helped them to balance their own types of learning such as auditory, visual and kinesthetic. Besides, the strength of the recipe demonstration technique could develop their ideas in creating procedural text and their ideas would be useful for them in the cooking class.

Discussion

The implementation of the recipe demonstration was a suitable teaching technique to improve the students' competence in writing procedure text. It means that the use of recipe demonstration can be used in the process of teaching writing. Using recipe demonstration had made the students able to write paragraph easily because the demonstration gave them clear instruction in every aspect such as organization, the use of diction, the students were able to use appropriate language structures, correct grammatical sentences and it gave fun atmosphere in the classroom and it made the students' interested in the lesson. It was in line with Haerazi and Irawan (2019) who found the clear model texts provided helped learners to compose sentences effectively.

Students gave more responses when the teacher asked them to pay attention to the demonstration in the classroom. Using the recipe demonstration was also effective to improve the students' motivation and the students' learning activities during the teaching-learning process. Students were active in the class during the lesson.

Teaching method, says Dewey, is the method of art, of action intelligently directed by ends (Dewey, 1966, p. 170). As every artist should be thoroughly acquainted with materials and tools with which he works, so the teacher must be in possession of the methods used by others, which experience

has shown to be more efficient in the process of acquiring knowledge. However, knowing or owning these, as Dewey calls them, general methods is not in opposition to the individual initiative and creativity of the teacher. If they are acquired as intellectual aids in sizing up the needs, resources, and difficulties within the framework of his experience, they are of constructive value (Dewey, 1966, p. 172). At the same time, the method and medium are the result of the individual's specificity and could be understood as various individual methods. They reflect the individual approach to the problem, as well as different abilities, past experiences, and interests. Dewey believes that there are several attitudes that are central in the process of intellectual dealing with subject matter: directness or straightforwardness with which one goes at what he has to do, flexible intellectual interest or openness of mind for learning, intellectual integrity, honesty and sincerity, as well as undertaking responsibility for the consequences of the act (Dewey, 1966, p. 173-179).

In line with the statement above, there were some benefits of using demonstration technique that the researcher experienced in teaching the procedural text because it helped the students to easily memorize the lesson. The use of teaching media in the classroom had given such a great benefit to the students who have limited English speaking backgrounds. The demonstration provided an effective bridge in that learning

process of writing. While the use of materials, such as the ingredients of the chicken sandwich recipe to teach the procedural text, had motivated the students during the lesson. Moreover, it could be a great way to assess their understanding of more abstract concepts, vocabulary, and visual information. One of the most effective ways to encourage information to make that important jump from the limited short-term memory to the more powerful long-term memory is to pair text with media and information presented visually is processed extremely quickly by the brain. Not only does enrich the students understanding of the media they consume, but it can also enrich their enjoyment too, especially when the students try to demonstrate the recipe in front of the class.

In teaching through demonstration, students are set up to potentially conceptualize class material more effective as shown in the study in which specifically focuses on the media of demonstration presented by the teacher. Demonstration applied when students unable to understand the application of theories using recipe demonstration in teaching procedural text is used to portraying ideas such as ingredients, the types of equipment of cooking and the actions of making the chicken sandwich. By applying the recipe demonstration technique, the researcher can communicate the idea and explain the lesson in order to help the students to have a clear understanding of the learning material.

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