

## THE IMPROVEMENT OF THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT USING VIDEO RECIPE

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Article Info	Abstract
<b>Article History</b> Received: May 2022 Revised: June 2022 Published: July 2022	<i>Writing skill is one of the most difficult language skills to be mastered for foreign learners. Learners are demanded not only to master linguistic features but also to acquire non-linguistic aspects. To train learners, teachers should provide their learners with writing exercises as much as possible in classes. This study is aimed at investigating the effectiveness of video recipes to improve students' writing procedure texts at the ninth-grade students of SMPN 1 Mojowarno, East Java. This study involved 32 students as participants that consisted of 16 males and 16 females. This study was designed in the classroom action research. The CAR procedure consisted of Planning, Implementing, observing, and reflecting. Each phase has activities dealing with the use of video recipe to improve students' writing procedural texts. To state students' criterion of success, the researcher enacted the score of 76. This study passed two cycles. In the first cycle, students still are achieving the passing grade. Students have achieved the passing in second cycle. Based on the results, the students showed their interest, pleasure, enthusiasm and curiosity during the implementation of video recipes. Therefore, this study can be inferred that video recipes was able to improve the students' ability in writing procedure text at SMPN 1 Mojowarno.</i>
<b>Keywords</b> Writing skills; Procedure text; Video recipe;	
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### INTRODUCTION

Writing is one of the necessary skills in English language learning (Kazemian et al., 2021). It is considered as one of the most difficult among other skills. However, writing skill has the power to engage students' academic success due to writing enables to reinforce the grammatical structure, enhance students' vocabulary, shape the scientific structure of human life either verbally or in writing form, and help other language skills, such as listening, speaking, and reading (Haerazi et al., 2019; Javed, Juan, & Nazli, 2013; Nodoushan, 2014).

Teaching writing is difficult because it needs mastery of not only grammatical and rhetorical strategies, but also intellectual and judgmental devices (Banerjee, 2012). As a result, EFL teachers are expected to embrace fantastic teaching strategies in order to pique students' interest in learning to write. Brown (1992); Plakans et al. (2019) state that writing can be used to create and sustain contact with others, communicate information, express feelings and emotions, entertain, and persuade as a mode of communication. As a result, EFL teachers should provide plenty of opportunities for students to practice writing in English during the teaching and learning process (Zhang et al., 2021; Haerazi et al., 2021). They should be an example of English and should be able to select resources and present them in a manner that achieves the instruction's goal.

I chose writing as a talent for this study since it is a productive skill. It signifies that writing entails creating rather than receiving language. Students are expected to organize their thoughts, clarify concepts, and absorb and process information as foreign language learners. Writing encourages students to become active participants rather than passive recipients of

knowledge (Kazemian et al., 2021). They must be able to write quickly and effectively, producing solid sentences and even good content.

One of the main abilities in the English syllabus for teaching English writing to ninth grade students in Indonesian Junior High Schools is the students' capacity to convey their ideas in writing procedure text. In order to get things done, they are supplied the learning material through the presentation of process literature (Kazemian et al., 2021). As a result, relevant activities should be implemented in the classroom so that students can write their ideas down in sentences, paragraphs, or essays, which will eventually constitute a procedure text.

One of the writing skills that students must demonstrate is the ability to write a process text. A process text, according to Anderson (2003), is a piece of writing that instructs the reader or listener on how to perform something. The goal is to give instructions on how to make something, do something, or get somewhere (see Figure 1). He further claimed that the term "process" is widely used to describe how to manufacture anything that is related to our daily activities, such as a cup of tea. As a result, the students must write about their procedural text based on their daily experiences. Another meaning of procedure text is a text that demonstrates a series of steps for manufacturing or performing something. Procedure is a text that instructs readers on how to perform, utilize, or create something (Fatimah, 2011).

A recent study on process text discovered that procedure text can assist students to enhance their writing abilities because procedure text can entice students to produce the material (Lusiana, 2013). EFL teachers should provide materials in the form of procedural text, according to Lusiana (2013), to make students enjoy writing activities. It could be about learning how to create a specific type of food, operate something, make something, or play with anything, for example. There must undoubtedly be steps for pupils to practice, particularly when it comes to relevant general structure, vocabulary, and grammar.

The use of movies in EFL and ESL classrooms is not new (Berk, 2009). Berk stated that cave instructors used 16mm projectors to display cave student images of insurance company marketing commercials in business classes as far back as prehistoric times. Even DVD players are no longer in use. So, what's new this time? There are four areas where things have changed: (a) the variety of video formats, (b) the ease with which technology can facilitate their use in the classroom, (c) the number of video techniques an instructor can use, and (d) the research on multimedia learning that provides the theoretical and empirical support for their use as an effective teaching tool. Video clips can be simply embedded using a PC or laptop, an LCD projector, and speakers.

The purpose of using video in learning process covers cognitive, affective, and psychomotor (Anderson, 1987; Arinai & Tawali, 2021). Berk (2009) state that employing various videos for students can improve their insight of what the teachers provide through videos in learning courses. The use of video snippets in college classrooms and their potential value (Arndt & Woore, 2019). The findings of this study on video and multimedia learning give an empirical foundation for their usage in teaching to improve memory, comprehension, knowledge, and deeper learning, particularly in beginning courses for beginner learners. Sumiarsih (2011) discovered that movies can help students understand natural conversation material better. She went on to say that watching movies allows pupils to practice understanding natural conversation topics. The pupils are having a good time and catching on to the fun aspect of learning English. According to Daryanto (2011), video media has some advantages. They are video add new dimension in learning, it gives moving picture to student with voice and video can demonstrate difficult phenomena seen in real.

Firdaus (2011) investigated the use of video to enhance students' listening comprehension. It was found that video materials can be used to teach listening. By using

appropriate techniques in using the video, maximum benefits can be gained for teaching listening. Wahyuningsih (2011) reported that animated movies can improve young learners' ability in speaking. The animated movies not only make the students learn the language but also grasp the idea to speak up and rehearse their language. Another research finding also reveals that the use of video and dynamic pictures can improve learning of procedural contents (Arguel & Jamet, 2009). The study investigated the impact of presenting together both a video recording and a series of static pictures in which the researchers implemented two experiments. The first experiment compared 3 conditions namely video shown alone, static pictures displayed alone, and video plus static pictures. On average the best learning scores were found for the 3rd condition, that is, video plus static pictures. The second experiment investigates how best to present the static pictures, by examining the number of pictures required (low vs. high frequency) and their appearance type (static vs. dynamic). It was found that the dynamic presentation of pictures was superior to the static pictures mode; and showing fewer pictures (low frequency) was more beneficial. Overall, the findings revealed that the use of video and static pictures can improve learners' learning of procedural contents.

Kusumaningrum (2011) stated the use of YouTube Videos in teaching vocabulary to young learners. She reported that YouTube Videos are beneficial to be used as media in language classroom, especially to teach vocabulary to young learners. The combination between audio and visual elements, as well as the existence of pictures-sounds-songs as a package in such media, makes YouTube videos more interesting than textbook, so that young learners will be motivated to gain a great number of words and use them in daily communication.

Based on reviewing some former research findings, I can argue that most research findings reveal that the use of video and dynamic pictures can promote to the improvement of learners' proficiency and increase learners' memory, comprehension, understanding, and deeper learning. However, I did not find any research findings on the use of video recipe in improving EFL learners' writing ability, particularly in writing procedure text. That is why it seems necessary for me to conduct this research. Thus, this study aims at investigating the effect of video recipes in improving junior high school student's ability to write procedure text.

Procedure texts should be acquired by the ninth grade students of Junior High School of SMPN 1 Mojowarno and the students are expected to be able to write a simple and short procedure text. However, based on the results of a preliminary study, it was found out that the students of SMPN 1 Mojowarno have a problem in writing procedure texts. The students cannot optimize themselves in written communication in English. The teachers seldom applied various activities in teaching writing procedure text; the teachers seldom give more practice in writing procedure text, and the students are seldom motivated. Based on those problems, this study aims at examining whether the use of video recipes can improve junior high school students' ability in writing procedure text.

## **RESEARCH METHOD**

This study used classroom action research (CAR) which was intended to implement the use of video recipe to improve the junior high school students' ability in writing procedure text. CAR is conducted through cyclical process in which the cycle continues until the criterion of success is achieved. This study was conducted in the ninth-grade (class 9D) of SMPN 1 Mojowarno, East Java Province. Class 9D that consisted of 32 students (16 male and 16 female) was chosen as this class had been taught procedure text. The researcher conducted a preliminary study by administering a pretest on writing procedure text and most of the students gained score lower than 76. Therefore, it was

considered necessary for me to conduct this study to increase the students' ability in writing procedure text.

In this study, an observer was involved during the cycle. The observer observed the process of the on-going instruction and filled the observation checklist. He also took his time to record the teaching-learning process as the documentation of the study.

The researcher applied the procedure of the action research through four phases; (1) planning the action based on the result of the preliminary study; (2) implementing the action in the form of teaching learning process; (3) observing and recording the action; (4) analyzing the data and reflection that came out from the action done in the cycle. The lesson plan covers the teaching and learning activities as well as the materials for the activities, and evaluation. The objectives of the instruction cover the ability of the students to understand procedure text and to write a simple procedure text. Pursuant to the level of passing grade for junior high school (KKM) in SMPN 1 Mojowarno. It was found out that 76 is the passing grade for this level. Then, the researcher applied the following criteria of success: 80% of the students could reach score greater or equal to 76.

The steps of the instruction covered; (1) Warming up; the students to make the lesson interesting, for instance having them to guess the name of a certain food by giving initial letter only; or by showing a picture of a certain food/drink on the LCD. (2) Asking the students to identify the name of the foods and drinks along with their materials. (3) Having the students to watch the recipe videos. The videos that are shown during the implementation were: how to make a cup of tea the video duration is 5 minutes; how to make fried rice (nasi goreng) the video duration is 10 minutes; how to cook rice the video duration is 8 minutes; and how to make omelet the video duration is 2 minutes. (4) Asking the students in groups to identify the titles, materials and the steps of how to make the food. (5) Asking the students in groups to identify the imperative verbs and the teacher guides them. And (6) Asking the students to choose one familiar food and to make recipes of the food just like what they see on the video.

At the third meeting, individually the students were tested using video recipe and were asked to write a procedure text. In addition, they were asked to write a procedure text by looking at the pictures shown on LCD. The videos that were used to test the students cover how to make 'Mie Kuah', and the video duration is 4 minutes, and how to make Avocado juice, and the video duration is 3 minutes. After completing the cycle, I did there flection through analyzing the result of the test and made a conclusion of the cycle. In this study the result of the reflection has met the criteria of success, which is why I stopped the cycle and came to the final conclusion.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

In this part, I elaborated the results of the investigation. The findings of the study determined the results of the investigation, which would finally conclude the investigation. At the end of the cycle, I administered two tests examining the students' ability in writing procedure text. These tests were meant to see whether the plan that I have conducted in the cycle affected the junior high school student's ability in writing procedure text. The first test was in the form of video recipe on making Indonesian familiar food called "Mie Kuah". This video recipe lasted for 2 minutes and 7 seconds. The second test was in the form of video recipe on making Indonesian famous drink called "avocado juice". This video recipe lasted for 4 minutes and 3 seconds.

After rating the students' answer sheets from the first test, it was found that among 32 students, 22 students achieved a score greater than 76, and the rest achieved a score lower

than 76. This indicated that 68,75 % of the students (22 out of 32) have reached the targeted criterion of success. Since the criterion of success that was set in this research was 85% of the students could reach score greater or equal to 76, and because 85% of the students (27 out of 32) have reached the targeted criterion of success, this result indicated that there was an increase on the students' ability in writing procedure text. From the result of the second test, I found that 85% of the students (27 out of 32) have reached the targeted criterion of success, which also indicated an increase in the students' ability in writing procedure text.

After administering the tests, I conducted an interview to four students and the results showed that all of them were active in class, happy and motivated. They did the task well and enjoyed the class during the three meetings of the implementation. This can be seen from their participation in answering the researcher's questions during the interview. The first interviewee said that she could understand easily and the lexicons used are easily remembered. The lesson was fun and she really enjoyed the teaching using video recipe. The second interviewee said that the implementation of video recipe is fun and interesting. He likes such a kind of video presentation. The third interviewee said that the teaching of writing procedure text is "asyik" (cool). The video presentation can motivate the students because this technique does not make the students feel bored. The fourth interviewee said that teaching writing procedure text using a video recipe is a pleasant technique. He said that the English teachers in SMPN 1 Mojowarno have never used video recipe in teaching writing procedure text. That is why he really feels motivated to learn writing procedure text.

In addition to the results of the tests and interviews, the data also was taken from the results of observation checklists. Three sheets observation checklists during the three meetings of implementation were transcribed and the results reveal that the activities implemented in the three meetings of the implementation have made the students actively involved in the class. The students showed their interest, pleasure, enthusiasm and curiosity toward the activity. Based on the results of the tests which already met the criterion of success, the results of the interview, and the results of the observation checklists, it can be inferred that video recipes can improve the junior high school students' ability in writing procedure text.

## **DISCUSSION**

Video is an innovative way for writing teachers to utilize technology to provide attractiveness to students. Moore and Filling (2012) argued that the teaching by utilizing video technology results in more interesting class activity as the video technology can trigger the students' curiosity more through the video show than that of in written material. In this research, the video show attracted the students to learn while first watching, focused to the given task while first and second watching, did the task while or after second or third watching, and revised the task during or after the third or fourth watching.

In this study, basically the students had positive attitudes toward the presentation of the recipe videos as they watch the videos of the foods and drinks that they are familiar with in their daily life. This course could even change the students' attitudes from a reluctant writer to become a keen writer. This course can also bring to the students the love of writing especially when they were interviewed, they said that they wanted to write more procedure texts by asking the teacher to play different recipe videos. These positive attitudes emerge because the students were made aware that their writing was useful and purposeful for their self-knowledge and for becoming better in writing. In fact, Cahyono and Widiati (2011) postulated that all writings need a purpose that the learners can perceive clearly.

In this research, it was discovered that the students were even serious enough in writing the procedure texts. This seriousness actually can be explained from the students' motivation to write. They were serious enough to try their best to write the procedure texts as good as

they could. At the first watching, some of their writings contained relatively minor errors, but after the second or third watching, the errors eventually decreased. When they found difficulties in certain lexicons, they directly consulted to their (digital) dictionary. This is in line to what Kweldju (1998) postulated that at this stage students still needed to consult their dictionary and deliberately memorized the words. Common imperative verbs used in the video recipe were mostly easy for them to remember, for instance the words *mix, pour, wait, wash, prepare, cut, add, turn on, etc.* In the meantime, when they found unfamiliar nouns such as *pepper, cabbage, and cornmeal*, they seldom questioned the teacher because they directly searched them in the dictionary. The students' seriousness can be seen from their interest which was much influenced by the presentation of the recipe videos. Seriously they watched the video and paid more attention to the kind of the foods and drinks to find the title, the materials of the recipe, and the process of sequences during the play.

Students reported that using video recipes in the instruction of writing procedure texts helped them improve their writing skills, notably their understanding of present verbs, temporal sequences, and the supplies needed to prepare the foods and drinks. Although Berk (2009) said that the use of videos in EFL and ESL education is not new, this study found that how the video is presented has an impact on the growth of learners' English ability, particularly in writing procedural texts. I've never seen video recipes used to help students improve their English skills, especially when writing procedure texts.

However, based on the overall findings of this study (test results, interview results, and observation checklist data), it can be concluded that using video recipes can help junior high school students enhance their ability to write procedure language. As a result, this study has now added to the field of educational research, and hopefully, this video recipe technique can contribute to EFL and ESL settings, as I believe this study has vital implications for both junior high school writing teaching and research.

## CONCLUSION

After reviewing the data analysis, conclusions, and discussion, I can conclude that using video recipes can help students in Class 9D of SMPN 1 Mojowarno enhance their ability to write procedure texts. Because video technology can appeal to students and alleviate tension during education, it leads to more engaging class activities. The pupils' interest, enjoyment, passion, and curiosity in the activity are piqued by the video recipe presentation. The video's visual appeal successfully transforms pupils' attitudes from reluctant writers to eager writers. Students demonstrate their sincerity and enthusiasm for producing process texts. The video recipe presentation also aids students in improving their ability to write process texts, notably their understanding of present verbs, temporal sequences, and the items required to prepare the dishes and beverages. I challenge all junior high and senior high school writing instructors to use video presentations or video clips in their classes and to do classroom research on the effectiveness of the approaches they use. The visual effect of the video or clips can bring a new dimension to education, potentially leading to improved L2 proficiency.

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