USING VIDEO RECIPE TO IMPROVE THE JUNIOR HIGH SCHOOL STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

Jupri
IKIP Mataram
juprialfawazi@gmail.com

Abstract
Based on the results of a preliminary study, it was found out that the students of SMPN1 Batu have problem in writing procedure texts. The students cannot optimize themselves in written communication in English. To cope with the problem, the researcher conducted an action research Using Video Recipe to Improve the Junior School Students' Ability in Writing Procedure Text. This action research was done in grade seven of SMPN1 Batu which involved 26 students and has been conducted in one cycle which covered: planning, implementing, observing, and reflecting. The data was obtained through the result of the test, observation checklists, and interview. The study was implemented through four steps: (1) the teacher planned the action based on the result of preliminarystudy, (2) the teacher implemented the action by presenting recipe videos as the model to guide the students in writing procedure text, (3) the observer observed and recorded the action, and (4) the teacher analyzed the data which finally became the reflection of the cycle. The results of the study reveal that the utilization of video recipe can improve the junior high school students' ability in writing procedure text. Future research in this area should be expanded to examine the nuanced differences in revision based upon different purpose of writing.

Keywords: video recipe, ability in writing, writing procedure text

INTRODUCTION

In the context of EFL, the teaching of writing is more complex because it is not only requiring mastery on grammatical and rhetorical devices but also on conceptual and judgment devices (Banerjee, 2012). Therefore, EFL teachers are demanded to welcome fabulous teaching techniques to trigger the students' curiosity in learning writing. Brown (1992) postulated that, as a method of communication, writing can be used to establish and maintain contact with others, transmit information, express through feeling and reactions, entertain and persuade. Thus, in the teaching and learning process of writing, EFL teachers should give much practice to improve students' writing ability in English. They should be a model of English and should be able to choose the materials and methodology in presenting the materials to reach the objective of the instruction.

In this research, I choose writing skill because writing is productive skill.

It means that writing involves producing language rather than receiving it. As foreign language learners, the students are demanded to organize ideas and to clarify concepts as well as to absorb and process information. Writing triggers the learners into active learners rather than passive receivers of information. They are required to write efficiently by producing good sentences and even good text.

One of the basic competences in English syllabus for teaching English writing at the seventh grade students of Junior High School in Indonesia is that the students are supposed to have ability to express their ideas in writing procedure text. They are given the learning material through the presentation of procedure text in order to get things done. Therefore, the relevant activities should be put into practice in the classroom so that the students can put down their ideas into sentences, paragraphs or essays and finally become

a procedure text.

Writing a procedure text is one of the writing competences that the students have to produce or perform. Anderson (2003) argued that a procedure text is a piece of text that tells the reader or listener how to do something. The purpose is to provide instruction for making something, doing something or getting somewhere (see Figure 1). Further he argued that procedure is commonly used to describe how to make something which is close to our daily activity, for example how to make a cup of tea. Therefore, the students have to write about their procedure text based on their experience in daily activities.
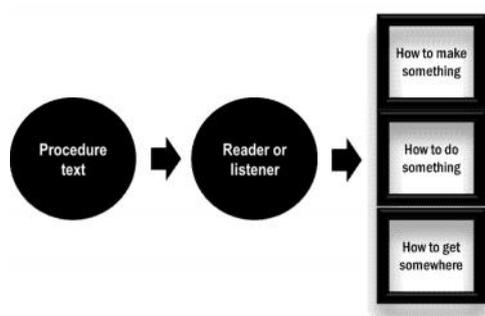

Figure 1. The definition of procedure text (Anderson, 20

Another definition of procedure text is that procedure text is a text that shows sequence of ways in making or doing something. Procedure is one text that is to help the readers how to do, use, or make something completely (Fatimah, 2011).

Recently, a research finding on procedure text revealed that procedure text can help the students improve their writing ability because procedure text can make the students interested to write the text (Lusiana, 2013). Lusiana (2013) implied that, to make students enjoy in writing activity, EFL teachers should provide materials in the form of procedure text. For instance, it is about how to make a special kind of food, how to operate something, how to make

something and how to play something. Certainly there must be steps of students to practice, especially dealing with relevant generic structure as well as the vocabulary and grammar.

Using videos in EFL and ESL teaching is not new (Berk, 2009). Berk argued that when we date back to prehistoric times there were cave instructors who used 16mm projectors to show cave students examples of insurance company marketing commercials in business courses. Now even DVD players are history. So what's new? There are changes in four areas: (a) the variety of video formats, (b) the ease with which the technology can facilitate their application 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. A PC or laptop and LCD projector with speakers can easily embed video clips for a PowerPoint presentation on virtually any topic.

The use of video in a college classroom was also invented by Berk (2009). He investigated a potential value and the use of video clips in the college classroom. The result of this research on videos and multimedia learning provides an empirical foundation for their use in teaching, especially with introductory courses and novice learners, to increase memory, comprehension, understanding, and deeper learning. Sumiarsih (2011) also found that movies can enhance students' understanding of natural conversations material. She elaborated that through movies, students exercise their skill in comprehending the natural conversation material. The students enjoy and catch the fun part of learning English.

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 begained 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 was comparing 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 was investigating 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) conducted research on 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 You Tube 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 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 recipe in improving the junior high school students' ability in writing procedure text.

Procedure texts should be acquired by the seventh grade students of Junior High School of SMPN1 Batu 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 SMPN1 Batu have 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 recipe can improve the 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 seventh grade (class 7G) of SMPN1 Batu, East Java Province. Class 7G that consists of 26 students (11 male and 15 female) was chosen as this class had been taught procedure text. I conducted a preliminary study by administering a pretest on writing procedure text and most of the students gained score lower than 80. I also conducted an interview to some of the students and the results showed that the English teacher in this class did not apply various strategies in teaching procedure text. 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.

I applied the procedure of this action research through four phases; (1) planning the action based on the result of 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 SMPN1 Batu, it was found out that 81 is the passing grade for this level. Then I applied the following criteria of success: 80% of the students could reach score greater or equal to 81. The steps of the instruction covered the followings:

a. 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.

b. Asking the students to identify the name of the foods/drinks along with their materials.

c. Having the students to watch the recipe videos. The videos that were shown during the implementation were:
   1. how to make poached egg the video duration is 02:15
   2. how to make a cup of tea the video duration is 05:20
   3. how to make fried rice (nasi goreng) the video duration is 01:16
   4. how to cook rice the video duration is 01:24
   5. how to make omelet the video duration is 00:47

d. Asking the students in groups to identify the titles, materials and the steps of how to make the food.

e. Asking the students in groups to identify the imperative verbs and the teacher guides them.

f. Asking the students to choose one familiar food and to make a recipe 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 were:
   1. How to make 'capcay' the video duration is 02:07
   2. How to make orange juice the video duration is 03:20

After completing the cycle, I did the reflection 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.

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 students' ability in writing procedure text. The first test was in the form of video recipe on making Indonesian familiar food called "capcay". This video recipe lasted for 02 minutes and 07 seconds. The second test was in the form of video recipe on making Indonesian famous drink called "orange juice". This video recipe lasted for 03 minutes and 20 seconds.

After rating the students' answer sheets from the first test, it was found that among 26 students, 22 students achieved score greater than 81, and the rest of them achieved score lower than 81. This indicated that 85% of the students (22 out of 26) have reached the targeted criterion of success. Since the criterion of success that was set in this research was 80% of the students could reach score greater or equal to 81, and because 85% of the students (22 out of 26) 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 89% of the students (23 out of 26) have reached the targeted criterion of success which also indicated that there was an increase on 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 can 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 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 the teaching of writing procedure text using video recipe is a pleasant technique. He said that the English teachers in SMPN1 Batu 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 interview, 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 recipe 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 a 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 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.

The students themselves found that the utilization of video recipe in the teaching of writing procedure texts helped them develop their writing skill, particularly their knowledge of present verbs, temporal sequences, and the materials for making the foods and drinks. Although Berk (2009) postulated that the use of videos in EFL and ESL teaching is not new, this research revealed that the presentation of the video can impact to the development of learners' proficiency in English, especially in writing procedure text. So far, I never found the use of video recipe in improving learners' English proficiency particularly in writing procedure text. However, when we refer to the overall results of this research (the results of the tests, the results of the interview, and the results of the observation checklists), it can be inferred that the use of video recipe can improve the junior high school students' ability in

writing procedure text. Therefore, this research now enriches the world of research in education and hopefully this video recipe technique can contribute to EFL and ESL setting because I think this study has important implications for both junior high school writing instruction and writing research.

CONCLUSION

Having seen the results of the data analysis, the findings and the discussion, I can conclude that the utilization of video recipe can improve the junior high school students' ability in writing procedure text. The video technology results in more interesting class activity as the video technology can provide attractiveness to the students and remove the students' anxiety during the instruction. The video recipe presentation triggers the students' interest, pleasure, enthusiasm and curiosity toward the activity. The visual effect of the video fruitfully changes the students' attitudes from a reluctant writer to become a keen writer. The students show their seriousness and their love of writing procedure texts. The video recipe presentation also helps the students improve their skill in writing procedure texts, particularly their knowledge of present verbs, temporal sequences, and the materials for making the foods and drinks. I challenge all writing instructors in the level of junior high school and senior high school to incorporate video presentation or video clips in their teaching and conduct classroom research on the effectiveness of the techniques they use. The visual effect of the video or clips can add a different dimension to teaching that may result in better L2 proficiency.

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