THE USE OF TUTORIAL VIDEO FROM “FOOD & COOKING” CHANNEL TO IMPROVE STUDENTS’ WRITING PROCEDURE TEXT

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Abstract
The research was aimed to overcome students' writing procedure text problems. As the research subjects, the students in B class of SMP Negeri 18 Pontianak Academic Year 2020/2021 had difficulty constructing the ideas to write procedure text, consisting of goals, materials, and steps. Classroom action research was conducted by implementing tutorial videos from "Food & Cooking" channel as the learning media to help students overcome their problems. In this research, there were two cycles. The data gathered by using the checklist, field notes, and WhatsApp Messenger. The activity in this research is online learning through WhatsApp Messenger. The results of the data were analyzed descriptively. The students' writing procedure text was improved based on the data, and they become more active in the teaching and learning process. In conclusion, the students' writing procedure text problems had been solved using the tutorial video from "Food & Cooking” channel.

Keywords: writing, procedure text, tutorial video

INTRODUCTION
Writing is one of the productive skills that need to be practiced. Writing skill is often perceived as a difficult skill in learning English. Writing is not just arranging words into the sentences, linking the sentence into a paragraph, and ordering the paragraph into a text. It also requires grammatical and lexical knowledge, understanding in applying grammatical knowledge. The students have to choose the words or diction and then arrange them into an acceptable sentence or good sentences.

Based on the researcher’s pre research observation in SMPN 18 Pontianak Ninth B, most of the students are generally confused by what they want to write. Secondly, the students have difficulty constructing the ideas to write procedure text, which consists of goals, materials, and steps. They still do not understand about the generic structure and language features of procedure text, then find difficulties in writing procedure text.

Because of the problem, the researcher thought of a way for students to practice their writing, that is by using tutorial video from “Food & Cooking”
channel. The researcher chooses "Food & Cooking" channel because it includes a tutorial to cook simple food and has English subtitles. In this channel, the video has 2-5 minute durations. It is not too long for teaching-learning activities in the classroom.

The tutorial videos from the "Food & Cooking" channel are the videos that contain a procedure to cook some foods. These videos can guide students to create a procedure text based on the step by step to cook some foods interestingly. Wang (2015) mentioned that the inefficiency of using video materials in EFL classrooms can still be found, such as monotonous classroom activities and teaching methods. Tutorial video is one of the media that can be applied in the teaching-learning process. Using the tutorial video is useful to attract the student's interest in learning the language in the pandemic period.

Based on previous research conducted by Rafika Nurhidayah, who has successfully on her research in 2018, concluded that the students' writing ability could develop because of applying video materials in the teaching-learning process. The students were able to determine what should be written first in writing. The same thing was also conveyed by Rina Lestiyaningisih in 2017. She concluded that the use of video in a classroom could interestingly guide the students' activities. Lesson using video builds students more active. It can motivate students to express their ideas in writing and write that based on their own words on the paper.

Bajrami (2016), concluded that the videos as supplementary material in an EFL setting. Both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment. In general, students find the experience of using video material to be interesting, relevant, beneficial, and somewhat motivating. Video is widely accepted as more powerful and understandable than other media for second and foreign language students.

Based on the description of the problems and previous research studies, the researcher is interested in conducting the research used suitable media that expect to solve the problems in the classroom's teaching-learning process. This research focused on students' activities in teaching learning procedure text process and used the tutorial video from "Food & Cooking" channel as media. The research was done and used a classroom action research design on the ninth grade students of SMPN 18 Pontianak in the academic year 2020/2021. Starting from the problems arising in the teaching-learning process of writing, the researcher has a strong belief that tutorial video is one of an alternative media that could be used to improve students' writing procedure text.

**RESEARCH METHODOLOGY**

The purpose of this study, in general, is to develop learning media for video presentations to improve the ability to write procedure text on English subjects.

The kind of this research is Classroom Action Research, and this research is a reflective process that helps teachers to explore and examine aspects of teaching...
and learning and to take action to change and improve. It is provided for teachers who want to understand teaching and learning, develop teaching skills and knowledge, and improve students’ learning. Classroom action research is defined as one of the problem-solving approaches that utilize concrete actions and capacity building processes in detecting and resolving problems.

In this research, the data collect in terms of the students’ learning activities in an online class. The use a tutorial video from “Food & Cooking” channel on ninth grade in SMPN 18 Pontianak is to improve students’ writing procedure text in the academic year 2020/2021. The teacher and researcher took collaboration to do the actions and observations, focusing on planning the action, carrying out the research, classroom observation, and reflection.

Kemmis and Mc Taggart, (2010) say that there are four stages of each cycle, they are, (a) the planning of the action, (b) the implementing of the action, (c) classroom observation, and (d) reflecting off the action.

Research Site and Participant

The study was conducted at SMPN 18 Pontianak on ninth grade in the academic year 2020/2021. The participants of this research were the ninth grade students of class 9B in the first semester. The researcher and the English teacher chose this class because the problems of writing procedure text happened in there. The English teacher also would be a participant in this research as the collaborator.

Techniques of Data Collection

The research was conducted the teaching and learning process in an online class through the group chat on the WhatsApp messenger application. The researcher used observation and measurement techniques to collected the data. The observation allows for studying the dynamics of a situation in e-learning, frequency counts of target behaviors, or other behaviors indicated by the evaluation's needs in the online class. The measurement technique in the form is a test.

The observation was done to cover the implementation of tutorial videos in teaching writing. The inspection was conducted to get information about implementing tutorial videos from "Food & Cooking" channel in teaching writing procedure text and observing the students' activity. Besides, to support the explanation above, Wallace (2000) proposes several possibilities about who is and what is to be found. The observation's focus can be teachers; the first is the techniques, management procedures, and so on. The second is the center can be our students, for example, the way they work, the way they interact, the way they respond to the teaching in WhatsApp group chat, and so on.
Picture 1: The overview of the teaching and learning process in WhatsApp Messenger group chat
Tools of Data Collection

The tools that used by the researcher to collect the data are:

Observation Checklist

The observation checklist consists of some information related to the students and the teacher’s actions and activities during the teaching-learning process in the online class by implementing tutorial videos from “Food & Cooking” channel.

Field Note

Field Note contains some information that did not include in the observation checklist.

<table>
<thead>
<tr>
<th>Table 1: Field Note in Cycle 2</th>
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<tbody>
<tr>
<td><strong>Teaching and Learning Process</strong></td>
</tr>
<tr>
<td>- The time allocation is more enough</td>
</tr>
<tr>
<td>- Teacher conveys the material well</td>
</tr>
<tr>
<td>- Teacher gives feedback based on the discussion in the WhatsApp Messenger group chat</td>
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**Technique of Data Analysis**

After collecting the data, the next step of the study is analyzing the data. This research aims to investigate that the students’ writing procedure text can improve through tutorial videos from “Food & Cooking” channel and to what extent but also to describe what happens in the online class.

**Descriptive Qualitative Data Analysis**

The data must be analyzed to prove that tutorial videos from “Food & Cooking” channel can improve the students’ writing procedure text. The researcher described the data from the observation checklist and the field note. The data analyzed qualitatively based on the situation that happened during the teaching and learning process and being active of students and the teacher.

**Descriptive Quantitative Data Analysis**

The aspects considered in writing a research proposal are assessed based on writing indicators such as; content, organization, vocabulary, language use, and mechanics. To get the writing score, the researcher used the scoring rubric writing skills by Hughes (2003). To classify the data, the researcher provides the data classification adopted from J.B Heaton (1988). The data classification on the table 1. The final score of each student for every test is counting using the following formula:

\[
\text{Students’ score} : \frac{\text{correct answer}}{\text{total point of question}} \times 100
\]
RESEARCH FINDINGS AND

Research Findings

The research findings were gained from the beginning until the last of the teaching and learning process. This research was a classroom action research (CAR) was conducted in two cycles.

The First Cycle

Planning

First, the researcher did observation in SMP Negeri 18 Pontianak. After knowing the students’ real condition based on the observation, the researcher and the teacher planned to conduct a classroom action research to overcome the problems encountered in the teaching learning process. As the collaborator, the researcher designed the materials for teaching procedure text from the discussion with Mrs. Rini S.Pd. The action plan would be implemented by the English teacher, who taught the students in the WhatsApp messenger group chat while the researcher observed. The researcher prepared for the first cycle, such as lessons plan, media, and materials. The researcher used the tutorial video from "Food & Cooking" channel to teach writing. The researcher expected that the students' writing ability was better than before implementing the tutorial video from "Food & Cooking" channel.

Implementation in Action

After preparing for the planning stage, the acting stage was held on Monday, August 10th, 2020. The researcher collected the data in an online class through the WhatsApp messenger group chat. The teaching learning process was in about 90 minutes (2 x 45 minutes). The researcher observed the entire teaching process and learning on that day by filling the observation checklist and writing notes. The topic was procedure text.

The teacher started the teaching learning process by greeting the students and checking their attendance in about 8 minutes. After that, the teacher gave the students motivation and information. The students must be active in the online class. For the warming up, the teacher gave the YouTube link about the tutorial video untitled “TASTY CHEESE STICKS - Tasty and easy food recipes for dinner to make at home” from “Food & Cooking” channel and instructed that the students should scan the video, including the subtitle in 8 minutes. Then the teacher asked the students what the video talk about. The teacher picked 2 students randomly to answer it. After that, the teacher linked the tutorial video and the procedure text. The teacher gave the procedure text material through PowerPoint. The PowerPoint contains the explanation, the generic structure, and the language feature of procedure text. An example of procedure text is the tutorial video from “Food & Cooking” channel untitled “TASTY CHEESE STICKS - Tasty and easy food recipes for dinner to make at home.” The students read the material from PowerPoint in 15 minutes.

After that, the teacher gave the quizzes to the students. The students got the points by answering them. The quizzes form was like a question and answer section on WhatsApp messenger group chat. The teacher gave the students the tutorial video from “Food & Cooking” channel, untitled “tasty No bake chocolate
cake - easy food dessert to make at home”. After that instructed the students to watch it before answering the quizzes.

For the beginning, the teacher asked, “mention five action verbs in procedure text based on the video!” The students tried to find the action verbs through the video. The second question is, “mention three adverbials in procedure text based on the video!”, and the last question is, “mention three examples of imperative based on the video!” The students answered it by watching the video that teacher gave to them. This activity was in about 15 minutes.

The following activity was the teacher gave a test for the students. The test was about procedure text, and it was through a google form. The students were given 25 minutes to answer the test. The test on google form can seen in attachment. The teacher gave instructions to find the topic about recipes of food to write the procedure text first. After finding the topic, they must find the ingredients to make it. After that, they complete the test on the google form and submit it. Before closing the meeting, the teacher asked the students to study for the next meeting. The teacher also suggested the students must always be ready for the next online class. Finally, the class is ended by saying goodbye to the teacher.

Observing
In this stage, the researcher observed students' activities during the teaching-learning process in an online class. From the data taken by observation checklist and field note, the students were active and have curiosity when they taught procedure text using the tutorial video from "Food & Cooking" channel by giving them an example from the video on the WhatsApp messenger group chat. The teacher and researcher found that some students gave positive responses during the teaching and learning process. Based on the teacher's statement, the students are more enthusiastic than before using video in an online class. Some of the students actively, but most of them still did not follow the activities well; consequently, their writing was unsatisfactory. Most of them still confused about using adverbial and conjunctions temporal/numbering. Then, time allocation was not organized well in the question-answer section and the test. The students took much time in answering the questions based on the video and choosing the topic in writing procedure text for the test.

After the test, the teacher and researcher checked students' task on the google form. In this case, most of them did not have a better improvement. However, the result of some students' scores on the first cycle was not good. Furthermore, the teacher and the researcher assessed students' writing based on some criteria. They are the content, organization, grammar, vocabulary, and mechanics.

The result of the students' writing procedure text in cycle one can be seen on the following chart:
The color blue is the students that get the good to excellent scores, the orange is average to good, the grey is the poor to average, and the yellow is the students who get the poor scores.

Reflecting

In this stage, the teacher and researcher reflected what had been done in this cycle. The purpose of the reflection was to evaluate the activity. Based on the discussion between the researcher and the collaborator, it could be concluded that the first cycle was not satisfying and it needed so much effort to overcome their problem. They concluded that the students were not writing procedure text correctly yet. There are some weaknesses in cycle 1; time allocation, the technique to teach the students, and the test needs a topic.

Both the teacher and the researcher decided to continue the action to the next cycle. Moreover, after doing the reflection, the teacher had some ideas for the next cycle. The teacher and the researcher need to have some modifications for the next cycle. Overall, based on the observation conducted during the implementation in cycle 1, using the tutorial video from “Food & Cooking” channel to teach procedure text ran well.

The Second Cycle

Planning

Based on the result of reflection in the first cycle, the researcher and the teacher attempt the shortcoming in the previous meeting. In this meeting, the researcher would still use the tutorial video from “Food & Cooking” channel to teach writing procedure text. The teacher would give jumble sentences based on the video for the students. It would from a google form to minimize the time. The researcher and the teacher also repair the test. It would have a topic based on the tutorial video from “Food & Cooking” channel.

Implementation of Action

In this stage, the researcher and the English teacher conducted the second cycle on Monday, August 17th, 2020. Cycle 2 was prepared for a meeting that lasted about 90 minutes (2 x 45 minutes). The researcher collected the data in an online class through the WhatsApp messenger group chat like on cycle 1. The researcher observed the entire teaching process and learning on that day by filling the observation checklist and writing notes. The topic was still a procedure text.
The teacher started the teaching learning process by greeting the students and checking their attendance in about 8 minutes. After that, the teacher gave the students motivation and information. The students must be active in the online class. For warming up, the teacher previewed the last lesson. The teacher asked about the generic structure and language features of procedure text.

The teacher gave YouTube link about the tutorial video from "Food & Cooking" channel entitled "TASTY CHICKEN BALLS - Easy food recipes for dinner to make at home - Cooking videos." The teacher instructed that the students should scan the video in 8 minutes. Then the teacher asked the students what the video talk about. The teacher picked 2 students randomly to answer it. The teacher linked the tutorial video and the procedure text. The teaching-learning process was in an online class, so the teacher gave the google form task. This practice was like jumble sentences and the answers based on the tutorial video from the "Food & Cooking" channel and including the subtitle. Then the students answer it through wrote on the google form, focused on their writing. The students must fill it in 20 minutes. The teacher asked if there were some questions they could ask her. After the students finished the task, they examine the answer together.

After that, the students were given a test. The teacher gave another tutorial video untitled "CRISPY FRENCH FRIES - easy potato recipes for beginners to make at home" from "Food & Cooking" channel for the students and instructed them to watch it. After watched it, the students should write a procedure text based on the topic of the video. The students could see the subtitle on the screen but must focus on the procedure text's language features again. They were given time 35 minutes, then must submit it.

At the end of the lesson, the English teacher concluded the material, asked, and reminded the material they had to learn on that day. While the researcher observed the condition of WhatsApp messenger group chat during the teaching-learning process occurred. Before closing the meeting, the teacher asked the students to study for the next meeting. The teacher also suggested the students must always be ready for the next online class. Finally, the class is ended by saying goodbye to the teacher.

Observing

The researcher and the teacher observed the second cycle's whole process by using an observation checklist and field notes. By following the entire process and the students' participation, they tried to identify the media's strengths and weaknesses. In the observation checklist and field note data, the students were enthusiasts when they learn procedure text using the tutorial video from "Food & Cooking" channel through the WhatsApp group chat. Students' reactions to the teaching and learning writing procedure text process showed good progression from the first cycle. It showed by the students' behavior of being more active to answer the teacher's questions. There were no passive students.

Based on the students' worksheet, in orientation, the researcher found most students had good writing. The students could write a procedure text and paid attention to the generic structure and procedure text's language features. The series
of actions in the online class also presented well in chronology order toward problems. The crisis was utterly solved, and the ideas end smoothly by the good test using the tutorial video from "Food & Cooking" channel that including the subtitle.

The result of the students' writing procedure text in cycle two can be seen on the following chart:

The color blue is the students that get the good to excellent scores, the orange is average to good, the grey is the poor to average, and the yellow is the students who get the poor scores.

Reflecting
In this stage, the teacher and researcher reflected on what had been done in this cycle. The researcher helped the teacher compare the result of the students' activity based on the field note and the observation checklist in the second cycle. They concluded that the students could be writing procedure text accurately. The students' mistakes decreased while the writing of procedure text increased. The students were able to focus on the generic structure and the procedure text's language features. They could write the sentences in English with little mistakes.

Video tutorial from "Food & Cooking" channel improved students' creativity and imagination in visualizing the words and sentences. From this, tutorial video from "Food & Cooking" channel as media make the teaching and learning activities easier during Pandemic period. The teaching and learning process in the second cycle showed better progress than the first cycle. The students in the group chat participated actively when they respond to the teacher’s questions and wrote the procedure text appropriately. The students also understood the language features of procedure text better than the last cycle. The time allocation was managed better in this cycle. The students took less time in answering the exercise from the teacher. In the second cycle, the students did not need to answer the questions in the group chat, after the teacher explained the material through the tutorial video, they could answer it through the google form, so they could not cheat each other too. It could save a lot of time compared to the first cycle.

The students’ actions/behavior during the teaching-learning online process using the tutorial video from “Food & Cooking” channel.
The students’ actions/behavior during the teaching-learning online process using the tutorial video from “Food & Cooking” channel is changed. It is proved by the students’ activity. Before using this media, the students were passive. It was because they were still confused about the teacher’s explanation of the material and they did not know to respond to it.

After doing this research, based on the result in cycle 2, there are no passive students in the WhatsApp group chat. The students always respond to the teacher’s questions in the group chat. In the second cycle, they are easier to understand the teacher’s meaning about the material, although through an online class. This situation is changed the students' behavior in the teaching-learning process during an online class.

In conclusion, the use of tutorial video from "Food & Cooking" channel was successful in improving the students' mastery and this media could help the teacher in teaching the writing procedure text faster. Besides, the students’ actions towards e-learning in the Pandemic period were also improved and the result of students' worksheets was satisfactory. Both the teacher and the researcher decided not to continue the action in the next cycle.

Research Discussion

In conducting the first cycle, there were weaknesses in the teaching and learning process and its result. The weaknesses were the time allocation was managed not good. It took a lot of time on the teaching and learning process technique that was questioning and answered section. Some of the students were still being passive during the answer and question section. The test needs a topic. The students are still confused about finding the topic based on what they would write about procedure text.

The researcher and the teacher concluded that this cycle was not effective enough in helping the students to improve their writing procedure text. To solve the weaknesses, the researcher and the teacher were discussing to find the solution. That was why the researcher decided to conduct the next cycle. The researcher and the teacher changed the procedure to teach writing procedure text using tutorial video from "Food & Cooking" channel in the pandemic period for the students in the next cycle.

As a result, the second cycle's teaching and learning process showed better progress than the first cycle. The students were not passive in the WhatsApp group chat. The group chat students participated actively when they responded to the teacher's questions and appropriately wrote the procedure text. The students also understood the language features of procedure text better than the last cycle. The time allocation was managed better in this cycle. The students took less time in answering the exercise from the teacher.

After the teaching-learning process was over, the researcher and the teacher evaluated the students' writing procedure text through tutorial video from "Food & Cooking" channel as media. It was aimed to find out the students' improvement in each cycle. By evaluating the students' score in each cycle, the researcher found that from 32 students, 27 students considered can improve their writing procedure
text based on the language feature and the contents of writing skill in the second cycle successfully.

Besides, the researcher has interviewed the English teacher about her opinion in this research. The teacher agreed if the tutorial video from "Food & Cooking" channel can help the teacher teach writing procedure text. It is because this medium contains a tutorial video to cook simple food and has English subtitles. Then, the video has 2-5 minute durations. It is not too long for teaching-learning activities. By using the video, students can get the idea to write procedure text. In the next lesson, the teacher planned to use more teaching videos, primarily in the online class. The teacher agreed that using the tutorial video from "Food & Cooking" channel to teach writing procedure text is an excellent idea and the right decision.

Based on the facts and explanations, it can be concluded that the researcher determined that this research was satisfactory. The students’ writing procedure text ability has improved by implementing the tutorial video from "Food & Cooking" channel. Therefore, the researcher has concluded the use of this media can improve students’ writing procedure text in the teaching and learning process in the online class when the pandemic period at year-9 of SMP Negeri 18 Pontianak in the Academic year 2020/2021.

CONCLUSION AND SUGGESTIONS

Conclusion

From the discussion in the previous chapter, it could be concluded that students’ writing procedure text at the ninth grade of SMP Negeri 18 Pontianak, in the academic year 2020/2021 can improve through the use of “Food and Cooking” channel as media. Based on the data in the WhatsApp group chat, field note and observation checklist, it was proved that students could become more active in learning writing procedure text and more enthusiastic in teaching and learning process then before they used it.

Based on the students’ results in writing test, they had improvement. Besides, the students were able to think critically and individually about the given task. From the interview sheet, it can be seen that the teacher agrees if the use of the tutorial video from “Food and Cooking” channel as a learning medium can improve students’ writing procedure text.

Suggestions

After covering up the conclusions, the researcher proposed several suggestions to the students and the other researchers. Those presented as follows: 1) Since it was in the online class, the teacher should give the students feedback through WhatsApp messengers accurately. 2) The students should watch the video and scan it if they want to write the procedure text. They understand how to write procedure text correctly if they focus and interest in the media in the teaching-learning process. 3) This research can be a source or reference for other researchers to conduct further research relevant to the problem, especially in an online class in the pandemic period.
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