



IMPROVING STUDENTS' WRITING ABILITY IN PROCEDURE TEXT BY USING COOKING VIDEO BY "MASTER CHEF AUSTRALIA" TO THE TWELFTH-GRADE STUDENTS AT SMA N 1 JAKENAN IN ACADEMIC YEAR OF 2020/2021

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Abstract

The objectives of the study were 1) to find out the students' writing ability in procedure text of the twelfth-grade students at SMA N 1 Jakenan who were taught with cooking video by "Master Chef Australia" as teaching media. 2) to find out the students' writing ability in procedure text of the twelfth-grade students at SMA N 1 Jakenan who were taught without cooking video by "Master Chef Australia" as teaching media. 3) to find out the significant differences of the students' writing ability in procedure text of the twelfth-grade students at SMA N 1 Jakenan who are taught with cooking video by "Master Chef Australia" as teaching media and those who are taught without cooking video by "Master Chef Australia" as teaching media. In this research, the researcher used the quantitative method. The design of this research was pre-experimental design. The researcher took the sample at SMA Negeri 1 Jakenan in solving the problem. Furthermore, the researcher used t-test to collect the data. In this research, the researcher chose XII MIPA 4 class as the sample. Based on the result, the mean score of pre-test was 60.33. And mean score of post-test was 79.75. Finally the result of the data analysis of the t_{test} was 11.622. From the t_{table} of significances 5% with $df = 35$ was 2.0390. Then, the t_{test} was higher than t_{table} ($11.622 > 2.030$). Therefore, the working hypothesis (H_a) is accepted and the nul hypothesis (H_o) is rejected. It means that the use of cooking video by "Master Chef Australia" can be accepted. In other words, it is effective to improve the students' writing ability in Procedure Text. It is suggested that teacher can apply this method to improve students' writing ability in Procedure Text.

INTRODUCTION

English is the most language used by global society as a media to communicate in this era. According to Brown (2001:118), English is increasingly being used as a tool for interaction among nonnative speakers. English contains skills that must be mastered by the speakers. One of the skills in writing. Based on Richard and Renandya (2002:303), they argue among the four language skills, writing is the most difficult skill for second or foreign learners to master. In the researcher's opinion, writing is difficult because; some people cannot describe their

idea in English. Sometimes, they do not know the English version of their word. When they know the English version, somehow they do not know how to write it in the correct spelling. Other factors caused writing becomes difficult to be mastered are grammar, vocabulary, and pronunciation. All of the factors are always related to the implementation. Because of those factors, sometimes students are difficult to arrange their ideas into sentence or paragraph. When the researcher became a teacher trainee, the researcher found the situation in the class. Students speak fluently when the researcher asks about their idea to write in *Bahasa Indonesia*. But they lost their mind when researcher asks them to write it in English into a text. Based on the situation above, the researcher has more attention to the students' problem. The researcher will make research about using media to improve students' writing ability. The researcher notices "Master Chef Australia" as teaching media. Because it is about cooking contest, the researcher will choose procedure text as a genre. "Master Chef Australia" is a cooking contest that can stream at *Youtube*. Based on the researcher's opinion "Master Chef Australia" is an effective media to improve the students' writing ability in procedure text because the show and procedure text are related. The researcher chooses "Master Chef Australia" because the same contest which is "Master Chef Indonesia" is happening in Indonesia. The researcher will take "Master Chef Australia" and Reynold Poernomo as a chef who he is an Indonesian. Hopefully, the video can increase the interest and motivation of the students to study writing in procedure text. Anderson and Kathy (1997:50) states that Procedure text is a piece of text that give us command for doing something. According to the discussion above the researcher is interested in experimenting. The researcher will make research entitled "Improving Students' Writing Ability in Procedure Text by using Cooking Video by "Master Chef Australia" to the Twelfth Grade Students at SMA N 1 Jakenan in Academic Year of 2020/2021".

METHOD

1. Method of Data Collection

The method of the data collection of this research is test. The researcher used written test to collect the data. The test consists of two tests, they are pre-test and post-test. At the end of the research, those tests used to know the improvement of the students' writing ability in procedure text. The steps of data collection systems are as follows:

1. Preparing the research

Before doing the research the researcher did some preparation such as:

- a. Making learning media
- b. Making research instrument
- c. Making lesson plan
- d. Deciding the classes to do the research

2. Getting the documents

The researcher asked permission from the teacher, deciding the classes to and collect the document to do the research. The documents consist of name list and the schedule.

3. Giving pre-test

The selected class gave pre-test before the researcher did treatment using cooking video by "Master Chef Australia". The aim of test will find out the score of the students' writing ability in Procedure Text before researcher using apply cooking video by "Master Chef Australia" as learning media.

4. Giving treatment

Treatment gave to the group after the researcher doing pre-test. The researcher will teach the class about Procedure Text and using cooking video by "Master Chef Australia" as a treatment.

5. Giving post-test

After giving treatment, the researcher gave post-test to the class. The treatment aims to find out the effectiveness of using cooking video by “Master Chef Australia” to improve students’ writing ability in Procedure Text.

2. Method of Data Analysis

After collecting the data, the researcher analyzed the data to get the result. The result of the data use to determine the significant differences of the score get. In analyzing the data, the writer used the following steps as follows:

1. Scoring Students’ Writing Test

Based on Jacobs et.al in Brown (2004:246), when scoring the students’ writing tests both the pre-test and post-test, the writer used the aspect in scoring writing proposed. The writing scoring components is reflected in the following test, the writer used some statistics. Statistical procedure was the step that used statistically to analyze the students’ achievement. This part is very important in the research, because the table:

Table 3.1
Writing Scoring Component

Criteria	Weight
Content	1-30
Organization	1-20
Vocabulary	1-20
Syntax	1-25
Mechanic	1-5
Total	100

(Brown, 2004:246)

2. Categorizing the Students’ Writing Achievement

The researcher percentage the students score then categorized it in five absolute grading scales as the following table:

Table 3.2
Levels of Achievement

Mark	Score	Level of achievement
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Poor

(Brown, 2004:287)

3. Analyzing t_{test} score.

a. Calculating pre-test mean by using formula:

$$X_1 = \frac{\sum x_1}{n}$$

Where:

X : the mean of pre-test

$\sum x$: the sum of score pre-test

n : the number of sample

b. Calculating post-test mean by using formula:

$$X_2 = \frac{\sum x_2}{n}$$

Where:

X₂ : the mean of post-test

Σx_2 : the sum of the score post-test

n : the number of sample

- c. After getting mean of each test, the researcher categorizes the result of the student in percentage. The formula where as follows:

$$P = \frac{F}{n} \times 100\%$$

Where:

P: the percentage

F: the frequencies of the students who are in the criteria

n : the total number of the students

- d. Finding the mean score difference between pre-test and post-test score (Md). The formula where as follows:

$$Md = \frac{\Sigma d = \Sigma(X_2 - X_1)}{n}$$

Where:

Md : the mean of the difference between pre-test and post-test

Σd : the sum of the differences between pre-test and post-test

n : the number of students

- e. Finding the standart deviation (X_d)using formula:

$$X_d = \sqrt{\frac{\Sigma d^2}{n} - \left(\frac{\Sigma d}{n}\right)^2}$$

Where:

X_d : standart deviation of difference between pre-test and post-test

Σd : the sum of the differences between pre-test and post-test

n : the number of students

- f. Finding the standard error of mean difference (SE_{MD}) using formula:

$$SE_{MD} = \frac{X_d}{\sqrt{(n-1)}}$$

Where:

SE_{MD} : standard error of mean difference

X_d : standart deviation of difference between pre-test and post-test

n : the number of students

- g. Applying all of them into t_{test} formula:

$$t = \frac{Md}{SE_{MD}}$$

Where:

Md : the mean of the difference between pre-test and post-test

SE_{MD} : standard deviation of difference between two tests

(Kotari, 2004:132)

After calculating the t_{test} , t_{table} was used to compare the t_{test} . If the value of test is higher than t_{table} , it means that there is significant difference of the students' writing ability in procedure text of the eleventh grade students who are taught with cooking video by "Master Chef Australia" and those who are taught without cooking video by "Master Chef Australia". However, if the value of t_{test} is lower than the t_{table} , it means that there is no significant difference of students' the students' writing ability in procedure text of the eleventh grade students who are taught with cooking video by "Master Chef Australia" and those who are taught without cooking video by "Master Chef Australia".

- h. Making Conclusion

After finding the research, the researcher made conclusion. The researcher checked the result in the t_{table} . The hypothesis whether could be accepted or not after looking at the value of the t_{table} .

- 1) If the $t_{\text{statistic}}$ is larger in absolute value than the t_{value} from the t_{table} ($t_{\text{statistic}} > t_{\text{table}}$), then accept the research hypothesis H_1 and reject the null hypothesis, H_0 as a reasonable possibility and accept the research hypothesis
- 2) If the $t_{\text{statistic}}$ is smaller in absolute value than the t value from the t table ($t_{\text{statistic}} < t_{\text{table}}$), then accept the null hypothesis, H_0 as a reasonable possibility and do not accept the research hypothesis.

RESEARCH DESIGN AND DISCUSSION

1. Writing

a. Definition of Writing

Writing is one of English skill which is taught in school. Students can explain their ideas in sentence or paragraph in writing. Fulwiler (2002:23) states that writing is a way of exploring the world, inside and outside. Writing is the final design from students' opinion, idea, and experiences also thinking and to be able to produce a good writing it takes a comprehensive understanding such as: organization, spelling, vocabulary, grammar, and punctuation.

b. Writing Process

Writing process means the ways did by the writer to produce a final product using some steps for a better result. Based on Fulwiler (2002:23), to produce a good writing it takes several steps:

1) Exploring

The earliest phases of writing are often explorations. In fact, writing is the thinker's way of exploring idea and topics to begin the writing itself. The writer explores topics and approaches to topics when they make notes, start lists, generate outlines, write journal entries, and compose rough drafts.

2) Write to Ourselves.

Write out what is on our mind. Exploring our idea into a sentence then identify, understand and leave behind a memory of what it was. Any writing task can be achieved in more than one way, but the greatest gain will occur if we articulate in writing these possibilities. Exploring also implicates limiting the option, locating the best strategy for the occasion at hand and focusing energy in the most productive direction. It does not matter if we make outlines or lists, free writing or draw maps, or do these activities freehand or with a computer.

3) Plan to Plan

Writers must try and decide what they are going to write. Writers need to take a note before they start writing, the writing will coherent, be better, directed, purposeful and efficient.

4) Move Back and Forth

While ideas come first, it also comes second, third, and so on, as long as you keep writing. No matter how carefully considered your first ideas, the act of writing usually generates better ones, all the way through the writing process, as you think about why you are writing, about what, and for whom.

5) Drafting

Drafting can explain as a writing framework. The writer will write their ideas as draft before finishing the paper. It said that draft is a first product of writing. All of the ideas and topic will write in it. Moreover, draft not a real work yet, but the key of paper depends on draft. Because the first idea as a main to create a paper written into a draft.

6) Researching

Research is a natural part of most people's writing process and like exploration it happens at all stages of the process, from the first to the last. By researching the first work or product the writer will find faults of writing. The writer can mark a wrong word or sentence, line in coherent, and cohesion in paragraph at the paper. And at the end the first product or work will be the best paper of the writer version.

7) **Revising**

After researching a missing ideas or sentence, the writer can rewrite their work. They can revise the correct word into a good word; they can arrange the word into a better sentence; and make the sentence up into a good paragraph become a story line. Sometimes, when the writer gets new ideas they can input a new sentence or delete some sentence written to get better paper product.

8) **Editing**

To finish a paper well, the writer should edit it first. The writers have to check the spelling, capitalizations, and punctuation. Editing needs to make sure it reads as we intend it to read. See that everything works, from the clarity of ideas to the logic of the paragraphs, the vitality of sentences, the precision of words, and the correctness and accuracy of everything, from facts and references to spelling and punctuation.

2. Teaching Writing

Teaching writing is how teacher deliver the material to the students. There are a lot of methods to teaching in learning. To teaching a writing teacher have to explain the purpose of writing or teacher give some example about text or paper that will students made. Hopefully it can inspire them to get the idea or topic that will write as a final product of the students. According to Harmer (2004:41), the teachers have a number of crucial tasks to perform when helping students to become better writer. There are several tasks that teacher have to perform before, during, and after students writing. They are as follows:

a. **Demonstrating**

In this part teachers will give direction for their students; teacher will have to explain about the main purpose of the material to the students during the process of writing. The students will finish their writing, depends on the teacher explanation, either the students will write in a right way or they will not deviate from the layout issue that is given or decided by teacher.

b. **Motivating**

This way needs when the student's loss of thinking idea or topic about. Motivating from the teacher can open their mind to think about what they should write in this case. Teacher can give some overview about the topic indirectly. It can stimulus the students thinking and make them get a lot of idea to write. Teachers also can give students clue or word that they need to start a writing as a way of getting them going.

c. **Supporting**

Sometimes students need support from the teacher. In writing process, they will face the problem of writing because of some factors. Teacher can help the students by supporting them with caring about the students' paper. Hopefully, this way can help students to solve their problem in writing process.

d. **Responding**

Responding is the most common way to interaction with students. Teacher will answer the students' question if the students asked to the teacher in learning process. In this learning process, response can deliver as a reward or compliment given by teacher by the students' range of their work. At the end of the study, if the students finished their

writing, teachers will give some point to their students' writing result. Hopefully, it will improve the students' writing ability especially in procedure text.

e. Evaluating

Teacher will evaluate the result of students' writing. The result of evaluating can use as a control either the students can do the teacher's instruction or just did the work it was. Besides, it can be barometer if the way teachers teaching either deliver or the students just follow the other else. When teacher give back the students' writing, teacher can ask the students to look at their errors and try to correct it.

Based on the explanation above, the teachers have some responsibility to solve the students' problem in writing text. Students will face some problem in writing depends on the way they are thinking and imagine about the topic of the text. In fact, if teacher and students have good relationship in learning process the problem will easy to solve. Hopefully, it will make students get the goal of learning process especially in writing process.

3. Procedure Text

Procedure text is genre of text that provides instructions to the reader on how to do or how to make something. According to Anderson and Kathy (1997:2), procedure is a text that tells the reader or listener how to do something. The purpose of procedure text is to tell the reader sequenced information (how to do) or directions (how to make) something so that people can successfully perform activities in safe, efficient, and appropriate ways. Procedure texts are usually written using present tense and the communicative purpose of procedure text is giving instruction on how to do thing through actions or steps are sequential. The most common example of procedure text is recipe.

There are three general characteristics of procedure text, they are:

a. Social Function

To describe how something is accomplished through a sequence of actions or steps.

b. Generic Structure

Generic structure of procedure text is device that supports communicate purpose. Three classification of generic structure are:

- 1) Goal: is title in another text. In procedure text goal means the direction of to do or to make something.
- 2) Material/ingredients (not required for all procedural texts): it's the reader about something needed before to do or to make something.
- 3) Steps: are the ways to complete something to do or something to make.

c. Language Features

- 1) Focus on generalized human agents
- 2) Use of simple present tense, often imperative
- 3) Use mainly of temporal conjunctions (or numbering to indicate sequence)
- 4) Use of material process

d. Example of Procedure Text

Mushroom soup (*as the goal of the text*)

Materials:

- 12 ounces mushroom
- 4 egg yolks
- ½ teaspoon grated nutmeg
- 2 tablespoons chopped parsley
- 1½ teaspoon salt
- 6 tablespoons cream

- ¼ teaspoon pepper
- 2 pints chicken stock

Steps:

1. Prepare mushroom and place in frying pan with melted butter.
2. Cover and cook for 10 minutes. Add stock.
3. Season with salt, pepper, and nutmeg.
4. Bring to boil and then simmer for 30 minutes.
5. Sieve and blend until smooth, with remaining ingredients.
6. Return to pan and heat. Remove pan from stove and cool.
7. Add beaten egg yolks and cream, stirring gently. Do not boil.
8. Garnish with chopped parsley and serve.

(Hartono, 2005:23)

From the example above the reader will know how to write procedure text. The first one is chooses the goal. The second one is list of the material. And the last one is part of the step how to do or how to make something.

4. Media for Teaching Procedure Text

a. Definition of Media

Media means thing to transferring or delivering messages. According to Gerlach (1980:241), media explain as the graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information. Sugeng (2010:154) states a teaching media is an instructional tool to aid in matching the learning objective with the learning product. It is similar that teaching media is a tool to help teachers and students in purposes to reach their aim.

b. Types of Media

According to Arsyad (2013:101), there are several types of instructional media for teaching and learning process:

- 1) Visual media such as picture, chart, graphic, and slide.
- 2) Audio-Visual such as media film, television and their dimension figures.
- 3) Computer-Based media. This type of media is designed by using computer.
- 4) Computer-based multimedia, such as video and animation.
- 5) Microsoft Power Point Media.
- 6) Internet media

Media become a component of active learning strategies such as group discussions or case studies. Effective instruction builds bridges between students' knowledge and the learning objectives of the lesson. Hopefully, using media increase students' interest, aids student retention of knowledge, and illustrates the relevance of many concepts.

5. Cooking Video by “Master Chef Australia”

Cooking video by “Master Chef Australia” is one of media thought by the researcher. The researcher will take these video because Indonesia is airing “Master Chef Indonesia” and it is trending now. There is no significant difference between “Master Chef Indonesia” and “Master Chef Australia”. It just about the language used and the contestant came from. There are some foreigners at “Master Chef Australia”. One of them is Reynold Poernomo. He is Arnold Poernomo's brother, one of judges at “Master Chef Indonesia”.

The researcher will use video shown Reynold Poernomo cooked “Kit Kat” *Secret Garden Dessert*. Reynold Poernomo is “Master Chef Australia” contestant came from Indonesia. According to *femina.co.id* (2015), He has known as “Dessert King”. The judges of the show said, Reynold as the best amateur pastry chef ever at “Master Chef Australia”.

He followed Master Chef Season 7th in Australia on 2015 and he crowned as 4th place at the contest.

This research is about writing skill ability of the students who were taught with cooking video by “Master Chef Indonesia” and who were taught without cooking video by “Master Chef Indonesia” and whether there is significant difference between students who were taught with cooking video by “Master Chef Indonesia” and those who were taught without cooking video by “Master Chef Indonesia”. This research was conducted in the twelfth grade students of SMA N 1 Jakenan in academic year of 2020/2021. The researcher used quantitative research in which experimental research with pre-experimental design. Based on Mackey (2005:2), quantitative research is generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out. The researcher took a class as sample, which was XII MIPA 4 as control group and experimental group. In conducting this research, the researcher gave two tests.

The first test was pre-test and the second test was post-test. After did those steps, the researcher got the result score as follows:

1. The Students’ Writing ability in Procedure Text without Using Cooking Video by “Master Chef Indonesia”

Before giving any explanation about the topic in the class, the researcher gave pre-test. It measures the students’ writing ability in Procedure Text. Then, the researcher gave the treatment by showed cooking video by “Master Chef Indonesia”. Pre-test was given to respondents before the researcher gave treatment. There were 36 students in the class. The test was asked the students to write a Procedure Text about How to Operate Camera on your Phone by their own idea. The highest score for pre-test was 86 and the lowest score was 42.

Table 4.1.1
Result of Respondent’s Pre-test Score

No	Student's Code	Elements of Writing					Total Score	Grade
		Contents	Organization	Vocabulary	Syntax	Mechanics		
1	R-1	13	12	12	13	2	52	E
2	R-2	14	15	14	14	3	60	D
3	R-3	17	15	16	20	3	71	C
4	R-4	12	12	11	13	3	51	E
5	R-5	13	14	12	12	2	53	E
6	R-6	12	12	12	12	2	50	E
7	R-7	19	17	17	21	4	78	C
8	R-8	11	10	10	10	1	42	E
9	R-9	15	11	13	15	3	57	E
10	R-10	12	12	12	12	2	50	E
11	R-11	11	11	12	11	1	46	E
12	R-12	20	18	18	22	2	80	B
13	R-13	15	14	14	14	3	60	D
14	R-14	12	12	12	12	2	50	E
15	R-15	15	14	14	17	2	62	D

16	R-16	19	16	16	19	4	74	C
17	R-17	16	14	14	16	3	63	D
18	R-18	11	11	11	12	1	46	E
19	R-19	20	17	17	23	3	80	B
20	R-20	11	11	11	11	2	46	E
21	R-21	16	16	15	17	3	67	D
22	R-22	17	13	15	15	4	64	D
23	R-23	20	18	17	22	3	80	B
24	R-24	14	12	13	14	2	55	E
25	R-25	14	13	12	14	1	54	E
26	R-26	20	17	16	23	4	80	B
27	R-27	11	11	11	11	2	46	E
28	R-28	16	14	14	18	3	65	D
29	R-29	14	13	10	13	2	52	E
30	R-30	27	18	17	21	3	86	B
31	R-31	17	13	13	17	4	64	D
32	R-32	11	10	10	10	1	42	E
33	R-33	13	13	13	14	2	53	E
34	R-34	17	15	13	18	2	65	D
35	R-35	17	15	12	19	4	67	D
36	R-36	13	14	13	14	3	54	E
n = 36		Total Score					2172	

After getting scoring pre-test mean, the researcher categorizes the result of the student in percentage. The formula where as follows:

$$P = \frac{F}{n} \times 100\%$$

Where:

P : the percentage

F : the frequencies of the students who are in the criteria

n : the total number of the students

After getting the score and percentage of the pre-test for the respondents, the researcher calculated the mean score of the pre-test. The formula was as follows:

$$X_1 = \frac{\sum x_1}{n}$$

Where:

X_1 : the mean of pre-test

$\sum x_1$: the sum of score pre-test

n : the number of sample

The calculation:

$$\begin{aligned} X_1 &= \frac{\sum x_1}{n} \\ &= \frac{2172}{36} \\ &= 60.33 \end{aligned}$$

2. The Students' Writing ability in Procedure Text with Using Cooking Video by "Master Chef Indonesia"

For measuring whether the treatment was effective or not, the researcher gave post-test. From the both of test, the researcher got the data score of the students. After getting the data, the researcher calculated the total score of the students to categorize it. The researcher gave post-test to the students to find out students' achievement after being taught with using cooking video by "Master Chef Australia". In this test, the highest score was 98 and the lowest score was 57.

Table 4.1.2
Result of Respondents' Post-test Score

No	Student's Code	Elements of Writing					Total Score	Grade
		Contents	Organization	Vocabulary	Syntax	Mechanics		
1	R-1	20	15	15	17	3	70	C
2	R-2	21	16	17	17	3	74	C
3	R-3	22	17	17	19	3	78	C
4	R-4	20	15	15	16	3	69	D
5	R-5	22	18	18	19	4	81	B
6	R-6	21	16	16	17	3	73	C
7	R-7	23	17	17	19	5	81	B
8	R-8	21	17	17	17	3	75	C
9	R-9	22	16	17	19	3	80	B
10	R-10	20	15	15	16	3	69	D
11	R-11	23	18	17	18	4	80	B
12	R-12	25	18	18	19	3	83	B
13	R-13	22	17	16	18	3	76	C
14	R-14	20	15	15	16	3	69	D
15	R-15	20	15	15	16	3	69	D
16	R-16	29	19	19	23	5	95	A
17	R-17	22	18	17	19	3	79	C
18	R-18	22	17	17	18	3	77	C
19	R-19	30	20	19	24	5	98	A
20	R-20	23	18	18	21	5	85	B
21	R-21	23	17	18	20	4	82	B
22	R-22	30	20	19	24	5	98	A
23	R-23	29	19	19	22	3	92	A
24	R-24	23	18	19	21	4	85	B
25	R-25	22	18	18	19	2	79	C
26	R-26	22	19	19	20	5	85	B
27	R-27	23	16	15	18	3	75	C
28	R-28	24	18	17	22	5	86	B
29	R-29	20	15	15	16	3	69	D
30	R-30	30	18	18	23	3	92	A

31	R-31	26	18	18	19	4	85	B	
32	R-32	23	17	18	18	4	80	B	
33	R-33	18	11	11	14	3	57	E	
34	R-34	23	17	17	22	5	84	B	
35	R-35	21	17	17	22	3	80	B	
36	R-36	21	16	17	17	4	81	B	
n = 36		Total Score					2871		

After getting scoring post-test mean, the researcher categorizes the result of the student in percentage. The formula where as follows:

$$P = \frac{F}{n} \times 100\%$$

Where:

P : the percentage

F : the frequencies of the students who are in the criteria

n : the total number of the students

After getting the score and percentage of the post-test, the researcher calculated the mean score of the post-test. The formula where as follows:

$$X_2 = \frac{\sum x_2}{n}$$

Where:

X_2 : the mean of pre-test

$\sum x_2$: the sum of score pre-test

n : the number of sample

The calculation:

$$\begin{aligned} X_2 &= \frac{\sum x_2}{n} \\ &= \frac{2871}{36} \\ &= 79.75 \end{aligned}$$

3. The Significant Difference of Students' Writing Ability in Procedure Text Before and After Using Cooking Video by Using "Master Chef Australia".

The result showed that the score on pre-test and post-test had significant improvements. The differences score pre-test and post-test could be shown in the table as follows:

Table 4.1.3
Result of the Differences Score between Pre-test and Post-test

No	Students' Code	Pre – Test Score	Post – Test Score	D	d ²
		X_1	X_2	$(X_2 - X_1)$	$(X_2 - X_1)^2$
1	R-1	52	70	18	324
2	R-2	60	74	14	196
3	R-3	71	78	7	49
4	R-4	51	69	18	324
5	R-5	53	81	28	784
6	R-6	50	73	23	529
7	R-7	78	81	3	9
8	R-8	42	75	33	1089
9	R-9	57	80	23	529

10	R-10	50	69	19	361
11	R-11	46	80	34	1156
12	R-12	80	83	3	9
13	R-13	60	76	16	256
14	R-14	50	69	19	361
15	R-15	62	69	7	49
16	R-16	74	95	21	441
17	R-17	63	79	16	256
18	R-18	46	77	31	961
19	R-19	80	98	18	324
20	R-20	46	85	39	1521
21	R-21	67	82	15	225
22	R-22	64	98	34	1156
23	R-23	80	92	12	144
24	R-24	55	85	30	900
25	R-25	54	79	25	625
26	R-26	80	85	5	25
27	R-27	46	75	29	841
28	R-28	65	86	21	441
29	R-29	52	69	17	289
30	R-30	86	92	6	36
31	R-31	64	85	21	441
32	R-32	42	80	38	1444
33	R-33	55	57	2	4
34	R-34	65	84	19	361
35	R-35	67	80	13	169
36	R-36	59	81	22	484
n = 36		Mean	Mean	Σd	Σd²
		60.333333	79.75	699	17113

From the table above, the researcher conduct the mean of the difference between pre-test and post-test. The formula where as follows:

$$\mathbf{Md} = \frac{\Sigma d = \Sigma(x_1 - x_2)}{n}$$

Where:

Md : the mean of the difference between pre-test and post-test

Σd : the sum of the differences between pre-test and post test

n : the number of students

The calculation:

$$\mathbf{Md} = \frac{\Sigma d = \Sigma(x_1 - x_2)}{n}$$

$$= \frac{699}{36}$$

$$= 19.42$$

The difference can explain with this table:

Table 4.1.4

Mean Score	Pre-test	Post-test
		60.33
Difference means of two tests	19.42	

From the result above, the researcher calculate the standard deviation using formula:

$$X_d = \sqrt{\frac{\sum d^2}{n} - \left(\frac{\sum d}{n}\right)^2}$$

Where:

X_d : the deviation

d : the difference

M_d : the mean of difference

The calculation:

$$\begin{aligned} X_d &= \sqrt{\frac{\sum d^2}{n} - \left(\frac{\sum d}{n}\right)^2} \\ &= \sqrt{\frac{17113}{36} - \left(\frac{699}{36}\right)^2} \\ &= \sqrt{475.36 - (19.41)^2} \\ &= \sqrt{475.36 - 376.74} \\ &= \sqrt{98.62} \\ &= 9.93 \end{aligned}$$

After conduct standard deviation, the researcher found the standard error mean difference using formula:

$$SE_{MD} = \frac{X_d}{\sqrt{(n-1)}}$$

Where:

SE_{MD} : standard error of mean difference

X_d : standart deviation of difference between pre-test and post-test

n : the number of students

The calculation where as follows:

$$\begin{aligned} SE_{MD} &= \frac{X_d}{\sqrt{(n-1)}} \\ &= \frac{9.93}{\sqrt{(36-1)}} \\ &= \frac{9.93}{\sqrt{35}} \\ &= \frac{9.93}{5.92} \\ &= 1.67 \end{aligned}$$

After calculating all of the scores, the researcher applying all of them into t_{test} formula:

$$t = \frac{M_d}{SE_{MD}}$$

Where:

M_d : the mean of the difference between pre-test and post-test

SE_{MD} : standard deviation of difference between two tests

The calculation:

$$\begin{aligned} t &= \frac{M_d}{SE_{MD}} \\ &= \frac{19.42}{1.67} \end{aligned}$$

$$= 11.62$$

$$\mathbf{df = n - 1}$$

$$= 36 - 1$$

$$= 35$$

From the computation of t_{test} formula, the result of t_{value} was 11.622. From the t_{table} of significances 5% with $df = 35$ was 2.030. Then, the t_{value} was higher than t_{table} ($11.622 > 2.030$). It means that there is a significant difference of the students' writing ability in Procedure Text who were taught with cooking video by "Master Chef Indonesia" and who were taught without cooking video by "Master Chef Indonesia". Therefore, the working hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that the use of cooking video by "Master Chef Indonesia" can be applied. In other words, it is effective to improve students' writing ability in Procedure Text.

CONCLUSION

From the research finding and discussion above, there are some conclusions as follows: 1) The students' writing ability in Procedure Text of twelfth grade students at SMA N 1 Jakenan was taken in a class, as a Control and Experiment Group. The lowest score of respondents' pre-test score was 42 and the highest score was 86. It means that the score means was under the range. 2) The students' writing ability in Procedure Text of twelfth grade students at SMA N 1 Jakenan was taken in a class, as Control and Experimental Group. The lowest score of respondents' post-test was 57 and the highest score was 98. It means that students' writing ability of twelfth grade students at SMA N 1 Jakenan with using cooking video by "Master Chef Australia" have an improvement. 3) There was significant difference between pre-test and post-test result. It can be known from the result of pre-test mean was 60.33 and post-test mean was 70.75. The significant difference between the two tests was 19.42. In other hand, cooking video by "Master Chef Australia" was effective to improve students' writing ability.

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