

**THE USE OF COOKING INSTRUCTION ON FOOD PACKAGES AS
MEDIA IN TEACHING WRITING ABILITY IN PROCEDURE TEXT AT
10TH GRADE STUDENTS OF SMA NEGERI 1 JONGGAT
IN ACADEMIC YEARS 2020/2021**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree
of English Language Teaching**

By

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
MATARAM
2021**

APPROVAL SHEET

**THE USE OF COOKING INSTRUCTION ON FOOD PACKAGES AS
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10TH GRADE STUDENTS OF SMA NEGERI 1 JONGGAT IN**


ACADEMIC YEAR 2020/2021

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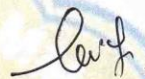
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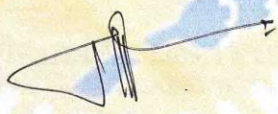

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DECLARATION

I certify that the thesis entitled “The Use of Cooking Instruction on Food Packages as Media in Teaching Writing Ability in Procedure Text at 10th Grade Students of SMA Negeri 1 Jonggat in Academic Year 2020/2021” and presented as a partial fulfillment of the requirement for bachelor degree is my own work, except where otherwise acknowledged and this thesis has not been submitted for the higher degree to any other university or institute.

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The Researcher



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MOTTO

“You don’t have to be extraordinary to start, but you have to start to be extraordinary”

(Zig Ziglar)



DEDICATION

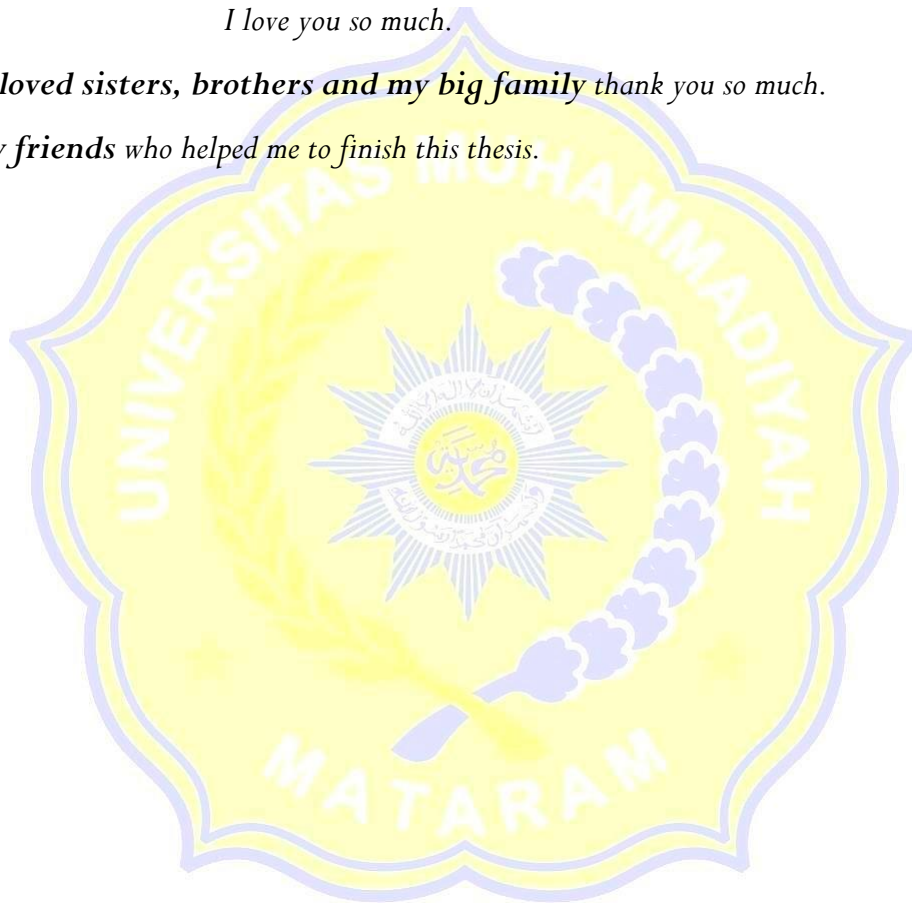
I Dedicate This Thesis Special to

My beloved parents: My father (Semi) and my mother (Winda Fitriana). Thanks a lot for the love, pry, advice, motivation and supports. Thanks for everything.

I love you so much.

My beloved sisters, brothers and my big family thank you so much.

All my friends who helped me to finish this thesis.



ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Alhamdulillah, the researcher would like to praise to Allah SWT for blessing, health, chance and inspiration give to the researcher during the writing this thesis. Shalawat and Salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.

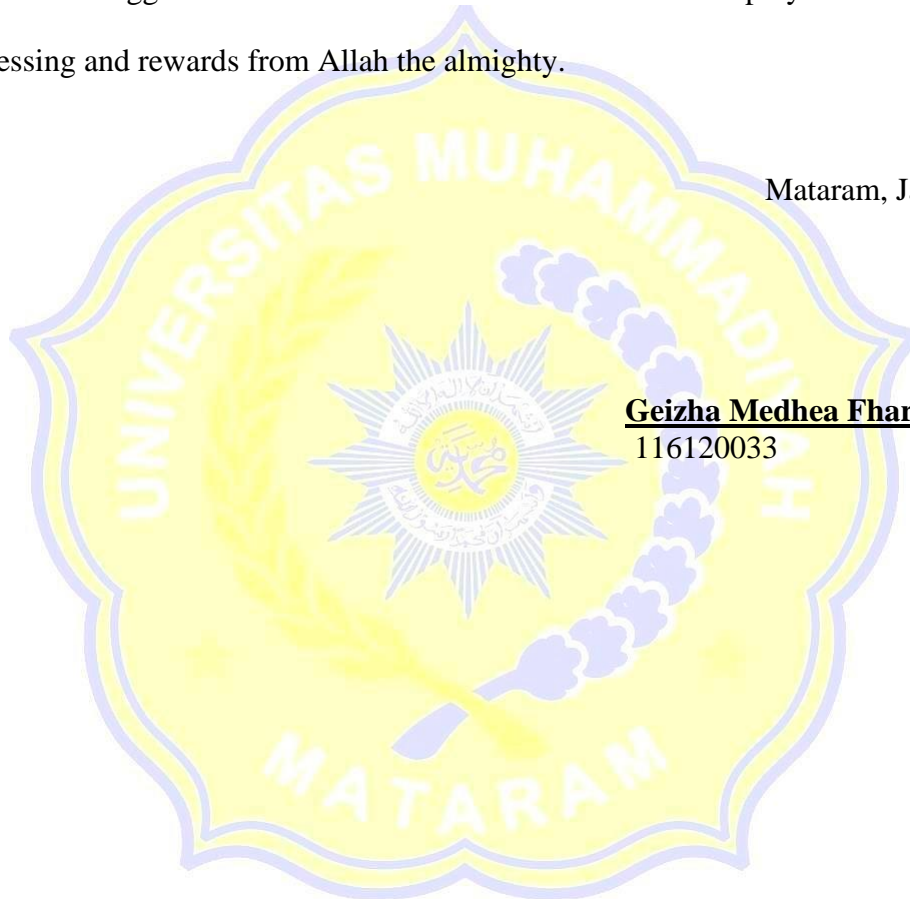
In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

1. Drs. H. Arsyad Abdul Gani, M.Pd. As the Rector of Muhammadiyah University of Mataram.
2. Dr. Hj. Maemunah, S.Pd, M.H, as the Dean of Faculty of Teacher Training and Education.
3. Hidayati, M. Hum as the Head of English Department for the advices.
4. Dr. Etika Aryani, M.Pd as the first consultant and Irwandi, M.Pd. as my second consultant for the encouragement and important advice for the completion of this thesis.
5. All of the lectures of the English Department of Muhammadiyah University of Mataram, who have transferred the knowledge for guidance, institution and their help during the researcher study at the University.
6. The headmaster, the English teacher and staff at SMA Negeri 1 Jonggat, who helped the researcher doing the process of conducting this research.

7. My beloved parents, Mr. Semi and Mrs. Winda Fitriana who always pray and support me every day.
8. My beloved bestfriend, who always accompany, give me support and their friendship (Lale Asti Az-Zahra, Indah Damaini Hasanah and Suci Larasati) *Haplaw* (Zauquny, Yana, Tri, Launa, Jeffry and Lalu).

Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestion for better of this thesis. The reseracher prays that all who helped get blessing and rewards from Allah the almighty.

Mataram, January 2021



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ABSTRACT

Geizha Medhea Fharazila. 2021. A Thesis: *"The Use of Cooking Instruction on Food Packages as Media in Teaching Writing Ability in Procedure Text at 10th Grade Students of SMA Negeri 1 Jonggat in Academic Year 2020/2021"*. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The purpose of this study was to investigate the using cooking instruction on food packages as media is effective or not in teaching writing ability in procedure text and to analyze the significant different in students' score between students who are taught using cooking instruction on food packages media and without cooking instruction on food packages media. The total population of this study involved 112 students and the sample of this study was 20 students in control class and 20 students for experimental class. The instrument of this study used writing test. The data was collected by using pre-test and post-test, then followed by analyzing the data used SPSS 17.0. The result of this study showed the minimum value is 25, maximum value 55, the mean value is 38.75 and the Std. Deviation is 9.301, in the post-test the minimum value is 40, maximum value is 75, the mean is 53.75 and the Std. Deviation is 10.622, in the pre-test control N Variable show the number of students as many as 20 students, the minimum value is 15, the maximum value is 45, the mean is 33 and the Std, Deviation is 8.176, in the post-test, the minimum value is 25, maximum value is 50, the mean is 39.75 and the Std. Deviation 7.159. It is proven by the experimental group mean that score of posttest is higher than control group. Based the Paired Test of $0,000 < 0,05$, then from Independent Test above if sig. (2-tailed) of $0,000 < 0,05$, it means that the use of cooking instruction on food packages as media has significant different in students' score between students who are taught using cooking instruction on food packages as media than without cooking instruction on food packages as media. It means the use of cooking instruction on food packages as media has effective in teaching writing ability in procedure text at 10th grade students of SMA Negeri 1 Jonggat in academic year 2020/2021. Alternative Hypothesis (H_a) is accepted.

Key Words: *Writing, Procedure Text,*

ABSTRAK

Geizha Medhea Fharazila. 2021. Skripsi: "*Penggunaan Instruksi Memasak pada Paket Makanan Sebagai Media dalam Mengajar Kemampuan Menulis Teks Prosedur pada Siswa Kelas X SMA Negeri 1 Jonggat Tahun Ajaran 2020/2021*". Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram.

Tujuan dari penelitian ini adalah untuk mengetahui efektif tidaknya penggunaan instruksi memasak pada media paket makanan dalam pembelajaran kemampuan menulis pada teks prosedur dan untuk menganalisis perbedaan yang signifikan nilai siswa antara siswa yang diajar menggunakan pembelajaran instruksi memasak pada paket makanan sebagai media dan tanpa instruksi memasak pada paket makanan sebagai media. Jumlah populasi pada penelitian ini adalah 112 siswa dan sampel penelitian ini adalah 20 siswa pada kelas control dan 20 siswa pada kelas eksperimen. Instrumen penelitian ini menggunakan tes menulis. Pengumpulan data dilakukan dengan pre-test dan post-test, kemudian dilanjutkan dengan analisis data menggunakan SPSS 17.0. Hasil penelitian menunjukkan nilai minimum 25, nilai maksimum 55, nilai rata-rata 38,75 dan Std. Deviasi 9,301, pada post-test nilai minimum 40, nilai maksimum 75, mean 53,75 dan Std. Deviasi 10,622, pada pre-test control variable N menunjukkan jumlah siswa sebanyak 20 siswa, nilai minimal 15, nilai maksimal 45, mean 33 dan Std. Deviasi 8,176, di post-test, nilai minimum 25, nilai maksimum 50, mean 39,75 dan Std. Deviasi 7,159. Hal ini dibuktikan dengan rata-rata kelompok eksperimen bahwa skor post-test lebih tinggi dari pada kelompok kontrol. Berdasarkan Uji Berpasangan $0,000 < 0,05$, maka dari Uji Independen diatas jika sig. (2-tailed) sebesar $0,000 < 0,05$, artinya penggunaan media pembelajaran instruksi memasak pada kemasan makanan mempunyai perbedaan yang signifikan pada nilai siswa antara siswa yang diajar dengan menggunakan media pembelajaran instruksi memasak pada paket makanan dibandingkan tanpa menggunakan pembelajaran instruksi memasak pada paket makanan sebagai media pembelajaran. Artinya, penggunaan media pembelajaran instruksi memasak pada paket makanan efektif dalam pembelajaran kemampuan menulis teks prosedur pada siswa kelas X SMA Negeri 1 Jonggat tahun ajaran 2020/2021. Hipotesis Alternatif (H_a) diterima.

Kata Kunci: Menulis, Teks Prosedur

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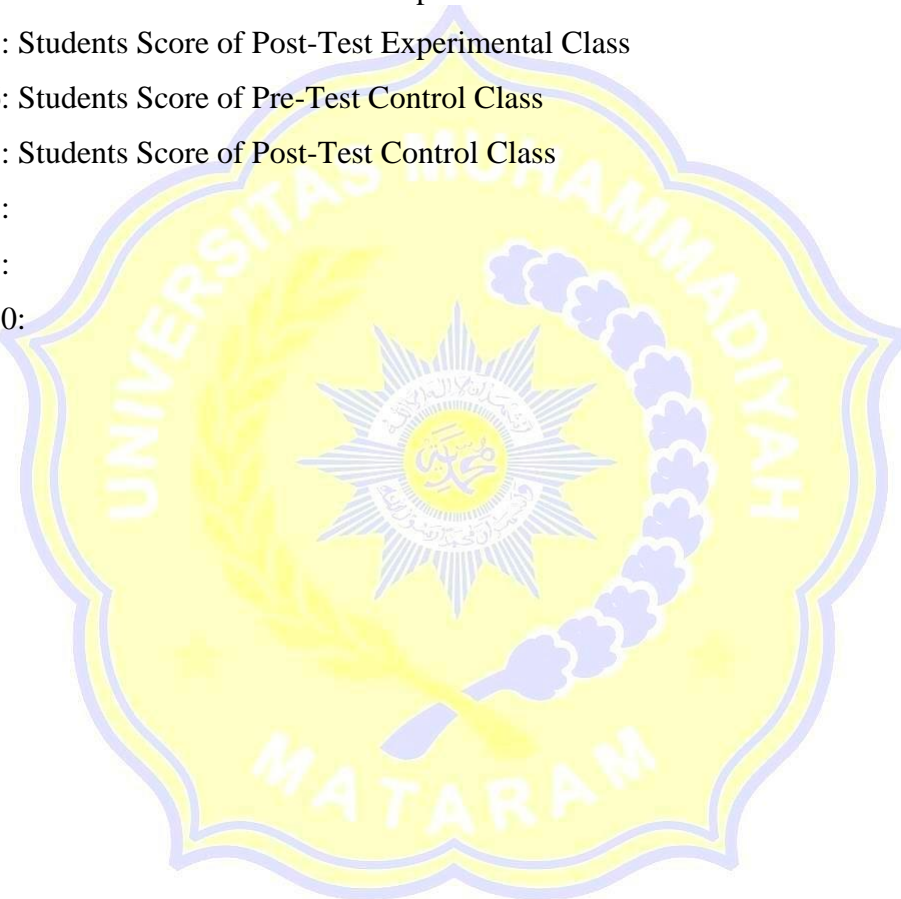
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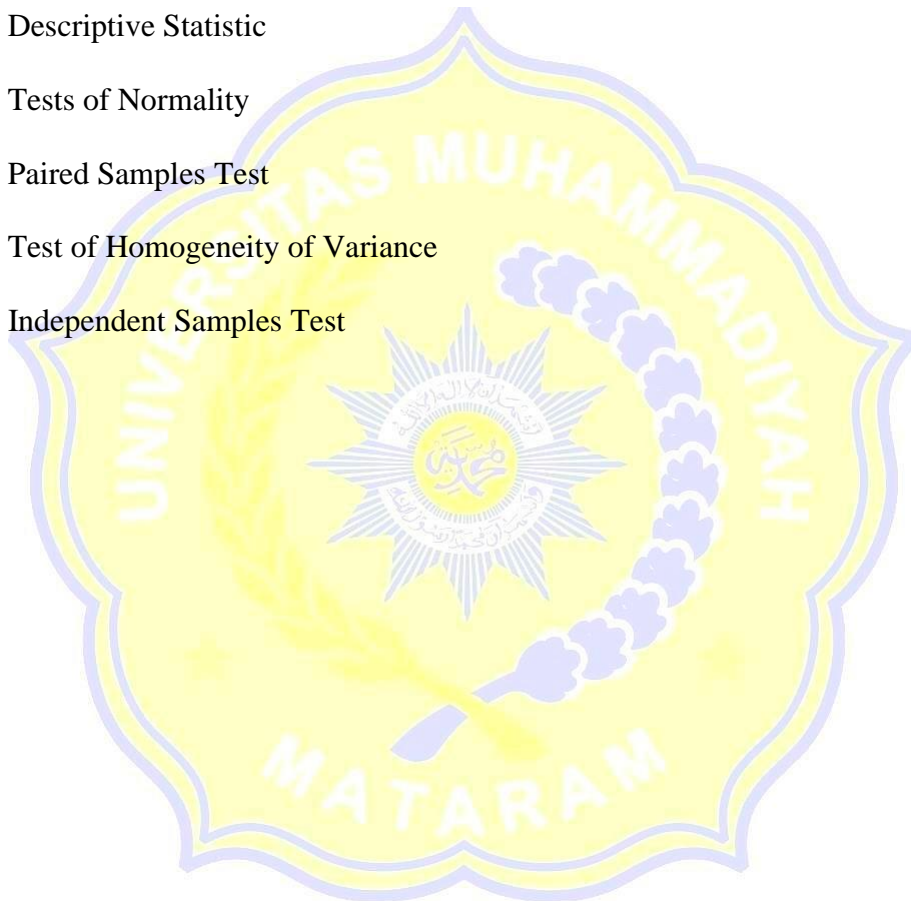
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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is one of the international languages that many people in the world use. Using English is the easiest way to communicate with people from another country. By having more knowledge about language skill we have much better chance of understanding and understanding. In Indonesia, English considered as the first foreign language and taught formally from junior high school up to the university level.

There are four major skills in English: Listening, Speaking, Reading and Writing. All of the skills are very important in teaching English. Listening is give attention to sound or action. Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Reading is the complex cognitive process of decoding symbols to derive meaning. Reading is a means for language acquisition, communication, and sharing information and ideas. Writing is the activity or skill of marking coherent words on paper and composing text.

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (grammar, vocabulary, form, contents, style and punctuation). Writing is not just arranging words into paragraph and ordering the paragraph into a text. According to Nunan (2003:88) writing is the mental work of inventing

ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.

Based on result of interview to the English teachers at SMA Negeri 1 Jonggat about the ability of students in writing especially in writing procedure text, the teacher said that students' writing ability in writing procedure text is low and needs improvement because there are many students who cannot pass the targeted mark. Some reasons of the problem are students often feel bored when they learn to write because they just listen while their teacher is explaining the material, so they don't master the material well. The teacher has to be creative in developing media in teaching writing to overcome this problem.

Teaching learning process must be various to make student enjoy in learning activity. In language learning, they need more than instruction from their teacher. This is the challenge for the teacher to be able to motivate the student to pay attention. This situation occurs when the teacher can't show media related to the topic. Teacher needs interesting media to convey the material easily and make students understand with the lesson.

Authentic materials are print, video, and audio materials students encounter in their daily lives such as change of address forms, job applications, menus, voice mail messages, radio program and videos. As defined by (Little et al, 1988:27 cited in Guariento and Morley, 2001:347) Authentic text is one 'created to fulfill some social purpose in the language

community in which was produced'. By exposing the learners to the authentic materials, they will build receptive competence in the target language. Besides that, authentic texts are real life text, not written for pedagogical purposes (Wallace, 1998:145).

There are many media to develop students' writing skill especially in writing procedure text. One of them is using cooking instruction on food package as media to teach writing. Cooking instruction on food package involves by reason or proof, explaining or making clear by use of examples that have printed on the packaging.

There have been several studies conducted previously relate to this research, the first research conducted by Anisa Nur Azizah (2015). The title is "The Use of Cooking Instruction on Food Packages as Media to Improve the Students' Writing taught Procedure Text (A Quasi Experimental Study of the Tenth Grade Students of SMA PGRI 2 Kayen – Pati in the Academic Year of 2014/2015)". In her research, the purpose of the study was to find out the difference in the post test mean score between the students who were taught procedure text by using cooking instruction on food packages. The result of analysis showed that there was a significant difference of mean score on post-test both experimental and control group. The second is Aprilianingtyas (2014). The title is "Vocabulary Mastery of the fourth Grade Student of SDN 1 Jati Wetan Kudus in the Academic Year 2013/2014 Taught by Using Snack Package Media". The third research was conduct by Ana Faridatus Saidah (2016). The title is "Cooking Instruction on Food

Packages Media to Teach Writing of Procedure Text of the Seventh Grade Students of MTs Abadiyah Gabus Pati in 2015/2016 Academic Year”.

Based on the problem above, the researcher was interested to investigate the use of cooking instruction on food packages media to teach writing of procedure text as media that appropriate with the text. So the researcher conducts the research with the title ” The Use of Cooking Instruction on Food Packages as Media in Teaching Writing Ability in Procedure Text at 10th Grade Students of SMA Negeri 1 Jonggat in Academic Year 2020/2021”.

1.2 Research Question

The research question of this study can be formulated as:

1. Does cooking instruction on food packages affect the teaching writing ability of procedure text at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021?
2. Is there a significant difference in the writing ability in procedure text at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021 before and after using cooking instruction on food packages as media?

1.3 Purpose of Study

The purpose of this study was to investigate the use of cooking instruction on food packages as media is effective or not in teaching writing ability in procedure text at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021.

1.4 Scope of Study

The study focused on the use of cooking instruction on food packages as media in teaching writing ability in procedure text at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021

1.5 .Significant of Study

In this research, the researcher expects the usefulness of the study both theoretically and practically.

1. Theoretically

The study results can enrich the readers' knowledge about this media in teaching and writing. It also can give new information on teaching media (cooking instruction on food packages), including how it can be used in the class and what is the influence to the students when they learn writing. Besides that, this study also useful for giving information to the students on how to understanding writing.

2. Practically

This research can be used as an input or media to learn English in the teaching and learning process in senior high school and the influence of this media when it applies in teaching writing. The positive impact of this research can support the English teacher to apply this media in teaching writing. They can develop and use new media to make the students enjoy and relax in the teaching-learning process.

The result of the study would give contributions for:

a. The Student

The researcher hopes this research makes the students enjoy teaching-learning English through cooking instruction on food packages.

b. The Teacher

The result can encourage the English teacher in creating effective ways in teaching especially teaching writing. So, the effect used feedback to improve his or her teaching and alternative reference in teaching writing.

c. The School

The researcher hopes that the media in this research would be useful for the school, especially in teaching writing.

1.6 Hypothesis of Study

The hypothesis of this study can be formulated as follow:

1. The Alternative Hypothesis (H_a)
 - a. The use of cooking instruction on food packages as media affects teaching writing ability in procedure text at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021.
 - b. There is a significant difference in writing ability after taught by using cooking instruction on food packages media at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021.

2. The Null Hypothesis (Ho)
 - a. The use of cooking instruction on food packages as media does not affect teaching writing ability in procedure text at 10th-grade students of SMA Negeri 1 Jonggat.
 - b. There is no significant difference in writing ability after taught by using cooking instruction on food packages media at 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021..

1.7 Definition of Key Terms

To clarify and explain the terms of the title and to avoid ambiguity in this study, the researcher presents the definition of key terms as bellow:

1. Writing

Writing is a way to express ideas, emotion feels and opinion in written form (Basturmen cited by Cenrikawaty, 2008:7)

2. Procedure text

"A piece of text that gives us for doing something" (Anderson and Anderson, 1997:50)

3. Authentic Material

Authentic material is defined as exposure to real language and uses in its community (Kilickaya, 2004). An example of authentic material is cooking instruction on food packages.

CHAPTER II

REVIEWS OF RELATED LITERATURE

2.1 Writing

Writing is one of the parts of language skills besides listening, speaking, and reading. Writing is more complicated than other language skills because it needs well knowledge and hard thinking to produce words, sentences, and paragraphs well. Writing has some purposes. Coffin et al. (2003:20) describe writing as an evaluation process, promoting critical thinking and developing the students' communication and professionalism. Those purposes can be used based on the need of the students in the classroom is related to the different types of writing, diverse audiences, and other kinds of languages used in writing.

According to Finnochiaro (1974, p. 85), ' type of writing system exists in the native language is an important factor in determining easy of speech with which students learn to write. It means that writing is a process to express the idea that some thought, so it can develop the pictures to make a good sentence or essay.

From the definitions above, the researcher concludes that writing is away to produce language which comes from our thought. It is written on a paper or a computer. Writing is also an ability to make a form of words that have higher value.

2.1.1 The writing process

Line et al (2005:102) in Rina Lestyaningsih (2017:11) stated there are some steps in the writing process. They are:

a. Pre-write

In this important first step, children have the opportunity to prepare to write and collect their thoughts and ideas. If done well; it can make children write without hesitation.

b. Writing

The children write down all their thoughts. They don't have to worry about form or correctness, or even older. The goal is to put ideas into practice as quickly as possible.

c. Revising

The original works were checked and reorganized to make these ideas logical and fusion.

d. Editing

The learner (with the help of their teacher, caregiver or classmate) is a proofreader to ensure that its content, grammar or spelling errors do not exist.

e. Publishing

The written material is rewritten in the student-specific book and/or the student-made book on the computer in a published or publishable form so that it can be displayed or shared.

2.2 The Types of Genre

According to Anderson & Kathy (1997: 3), there are twelve types.

1. Recount

Its social function is to retell events for information or entertainment purposes, which is a type.

2. Report

This is a type of function that has the function of describing the way things refer to the range of natural, man-made and social phenomena in the environment.

3. Discuss

This is a type that has the function of putting forward at least two points of view on the problem

4. Explanation

The social function of explanation is to explain the process involved in the formation or operation of natural or social cultural phenomena.

5. Expo (analysis)

The social function of the text is to convince the reader or listener just in case.

6. Exhibition (respect)

It is a kind of text, and its social function is to convince readers or listeners that certain things are not the case.

7. News item

This is a type with social functions that can notify readers of events that are considered newsworthy or important on the day.

8. Anecdote

It is texts with social functions that can make the incident repeat the humorous turning point.

9. Narrative

It is a text with social functions that can be used to entertain, entertain and deal with actual or alternative experiences in different ways. It deals with problematic events leading to crises or turning points in order to find solutions.

10. Procedure

It is a text with social functions used to describe how to accomplish something through a series of actions or steps.

11. Description

It is a text with social functions used to describe a specific person, place or thing.

12. Review

Criticizing works of art or activities to the public audience is a social function.

From the explanation above, the researcher assumes that there are twelve kind of genre, recount, report, discuss, explanation, expo

(analysis), exhibition (respect), news item, anecdote, narrative, procedure, description, and review.

2.3 Procedure Text

In writing some kinds of text writing, one of them is procedure text. In general, procedure text is the text used to explain how to make something using a sequence of steps or methods. Knapp (2015:153) stated instructing involves much more than simple, sequential, or procedural texts. The purpose of the process text type is to explain how to accomplish something. Some examples of program text are recipe instruction manuals, instructions, game rules, etc. In this case, the researcher uses cooking instruction on food packages as a media in teaching the writing ability of procedure text.

From the statement above, the researcher assumes that procedure text is a text that designed to describe how to make something that achieved through a sequence of actions or steps. This text uses simple present tense, imperative sentences, and also uses temporal conjunction.

2.3.1 Generic Structure of Procedure Text

Anderson and Anderson (1997:52-55) state that the generic structure of a procedure text contains:

1. An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph

2. A list of the materials that will be needed to complete procedure
 - a. This may be a list or a paragraph
 - b. This step may be left out in some procedures
3. A sequence of steps in the order they need to be done
 - a. Numbers can be used to show first, second, third, and so on
 - b. The order is usually important; such words as now, next, and after this can be used
 - c. Usually the steps begin with commands such as add, stir, or push
4. The linguistic features of a procedure text are:
 - a. The use of technical language
 - b. Sentences that begin with verbs and are stated as commands
 - c. The use of time words or numbers that tell the order for doing the procedure
 - d. The use of adverbs to tell how the action should be done

(Anderson and Anderson, 1997:52).

2.3.2 Language Features of Procedure Text

In Rina Lestyaningsih (2017:23), Common grammatical patterns of procedural text include:

- The use of commands (the imperative form of verbs), for example: "put", "do not mix".
- Use action verbs, for example: "turn", "pick up".

- Use conjunctions to arrange actions in chronological order, for example: "then", "simultaneously".
- Use adverbials to express details such as time, place, and method, for example: "Last five minutes, 2 cm from the top", "Be careful."

2.4 Media

According to Brown (2004:2-3), "Media are tools or physical things used by teachers to facilitate the instruction. In general, media may be defining as many form of device equipment, which is normally used to transmit information between people."

2.4.1 Types of Media

According to Sadiman (2003:4) stated that instructional media for the teaching and learning process, especially in Indonesian, can be classified into five categories, they are:

1. Games and stimulation such as word, puzzle, and role-playing.
2. Visual media, we can see media, such as pictures, photos, diagrams, posters, maps, etc.
3. Audio-visual, it is media that we can listen to the sound such as radio, tape recording, language laboratory, etc.
4. Audio-visual media, it is media that we can listen to the sound, and we can see the picture. For example, television is while producing sounds as well as images.

5. Still projected media. It is the same as visual media such as slides, film, film strips, micro projector, etc.

From the explanation above the researcher thinks that the appropriate media which is used in delivering the material is visual media. There were some reasons; first, food packages as abstractly because it made of paper, plastics, tin can, etc. Second, the design is exciting and attractive to distribute the message about the product by giving pictures, photos, and compelling writing. The last, food packages have mentioned the generic structure and language feature of procedure text with the correct gram

2.4.2 Function of Media

Media is one of the things that are very important when doing the teaching-learning process. It can help the teachers in conveying the materials efficiently. It can also make the students easily master the materials presented by the teachers. According to Sudjana and Rivai (2002: 180), there are four functions of using media:

- To make students more interested in the teaching-learning process.
- To make students comfortable to understand the meaning.
- To provide various kinds of teaching methods and techniques to learners so that they are not so exhausted.
- To activate students to communicate with their friends in the target language.

From the statement above about the function of media in teaching learning process, it means that media can help the teachers in delivering their materials and the teachers expect that can apply media in teaching writing especially in procedure text by using food packages as media.

2.5 Food Packages

Cooking instruction on food packages is a media that researcher uses for doing research. In Ana Faridatus Saidah (2016:21), cooking instruction indirection is used for giving information is how to make food, drink, or something with steps until ready to serve or to use. Some people can get cooking instruction from recipe books, magazines, and food packages such as instant noodles, jelly, coffee, etc. Cooking instruction consist of materials and steps. All the measures should be put to make the thing they cook become delicious and ready to serve.

Cooking instruction on food package has ingredients and steps to prepare the food-related to the generic structure ad language future of procedure text. The goal of procedure text is like brands of food packages like materials of procedure text which have mentioned the materials or necessities in making something. And steps on procedure text is like cooking instruction or direction of food packages that give the instruction step by step to cook or make something which usually begins with the command.

2.5.1 The Advantages of Using Cooking Instruction on Food Packages as Media

In Ana Faridatus Saidah (2016:22), there are some advantages of using cooking instruction on food packages media:

1. To motivate and entertain the students because the learning process is more interesting. They will find something new and different from what they usually get in their class.
2. To increase the writing ability by using simple media and easy to find such as cooking instruction on food packages, the students can identify vocabulary. It will be a reference for writing.
3. To make students more creative with exciting media that can stimulate thoughts, feelings, attention, or skills.
4. To make students more active, using cooking instruction on food packages can improve their enthusiasm, and it expects students to produce the procedure text by themselves.

2.5.3 Teaching Step in Writing Procedure Text Using Cooking Instruction on Food Packages

There are some steps to teach writing using cooking instruction on food packages as media to teach the writing of procedure text:

1. The teacher opens the class and checks the students' attendant list.

2. The teacher tells the students that they will learn the parts of procedure text using cooking instruction on food packages as media.
3. The teacher explains what procedure text is ultimately included: social function, generic structures, and language features using cooking instruction on food packages as media.
4. The teacher asks the students to make a group consist of 4-5 students.
5. The teacher gives a copy of cooking instruction on food packages media to the students.
6. The teacher asks the students to do assignments and gives them time to discuss with their groups.
7. The teacher guides the students to identify the function, structure, and language features of procedure text.
8. The teacher leads a class discussion and helping students to evaluate whether their answers are correct.

2.6 Previous Study

The first research is entitled “The Use of Cooking Instruction on Food Packages as Media to Improve the Students’ Writing taught Procedure Text (A Quasi Experimental Study of the Tenth Grade Students of SMA PGRI 2 Kayen – Pati in the Academic Year of 2014/2015)” by Anisa Nur Azizah a student of Sultan Agung Islamic University Semarang. The background of the study is that the students get problem on their writing. The

students are confused to apply the generic structure and language feature and some of them have limited vocabulary, the purpose of the study was to find out the difference in the post test mean score between the students who were taught procedure text by using cooking instruction on food packages. To achieve the purpose, the writer conducted an experimental research. The research design used quasi experimental design. The population of the study was the tenth grade students of SMA PGRI 2 Kayen-Pati. The total number was 76 students who were divided into two groups. There were 38 students of X1 as the experimental group and 38 students of X2 as the control group. In conducting this study, the writer collected the data by using the three steps. There were; pre-test, treatment, post-test. The result of pre-test showed that the mean score of experimental group was 61.11 and the mean score of control group was 63.13. In the post test, the mean score of experimental was 75.82 and the mean score of control group was 65.05. The result of analysis showed that there was a significant difference of mean score on post-test both experimental and control group. Based on the statistical analysis, it can be seen that sig (2 tailed) $0.000 < 0.05$. It is concluded that H_0 was rejected and H_a was accepted, it means that cooking instruction on food packages is an effective media for improving the students writing procedure text.

The first research, the researcher use a quasi-experimental design in her research and for collecting the data, the researcher use three steps, there were: pre-test, treatment, post-test.

The second research is entitled “Vocabulary Mastery of The Fourth Grade Student of SDN 1 Jati Wetan Kudus in the Academic Year 2013/2014 Taught by Using Snack Package Media” by Aprilianingtyas a student of Muria Kudus University. The objective in this study is to find out if there is a significant difference of the vocabulary mastery of the fourth grade students of SDN 1 Jati Wetan, Kudus in the academic year 2013/2014 before and after being taught by using snack package media. The study is an experimental research. The target population of this study is all of the fourth grade students of SDN 1 Jati Wetan, Kudus in the academic year 2013/2014. The total population consists of 27 students. In this study the writer does not take a sample but she takes the total population, because the number of population consists of 27 students. And instrument of the study is written test that is multiple choices containing of 20 items. The results of this study show that (a) Vocabulary Mastery of the Fourth Grade Students of SDN 1 Jati Wetan, Kudus in the Academic Year 2013/2014 Before Being Taught by Using Snack Package Media can be categorized as sufficient, the average score is 57.26 and the standard deviation is 8.19 (b) Vocabulary Mastery of the Fourth Grade Students of SDN 1 Jati Wetan, Kudus in the Academic Year 2013/2014 After Being Taught by Using Snack Package Media can be categorized as good, the average score is 88.15 and the standard deviation is 8.9 and (c) there is a significant difference of Vocabulary Mastery of the Fourth Grade Students of SDN 1 Jati Wetan, Kudus in the Academic Year 2013/2014 Before and After Being Taught by Using Snack Package Media.

It can be seen from the calculated the t-test, which to $> t_t$ with degree of freedom (d.f) $N- 1 = 27-1=26$ and significant level $0.05 = 2.06$. t-observation is 14.83. t-test is 2.06. Based on the result of this study, teachers are suggested to use Snack Package as a media to guide learning vocabulary. Vocabulary mastery taught by using snack packages make the students more active, enjoyable, and easier to memorize many vocabularies.

In the second research, the object of her research was in SDN 1 Jati Wetan. The population at this research consists of 27 students

The third research is entitled “Cooking Instruction on Food Packages to Teach Writing of Procedure Text of the Seventh Grade Students of MTs Abadiyah Gabus Pati in 2015/2016 Academic Year” by Ana Faridatus Saidah a student of Muria Kudus University. The objective of this research is to test the significance of the difference of the writing ability of procedure text of the seventh grade students of MTs Abadiyah Gabus Pati in 2015/2016 academic year before and after being taught by using cooking instruction on food packages media. The design of this research is an experimental research design without control group. The population of this research is the entire of the seventh grade students of MTs Abadiyah Gabus Pati in 2015/2016 academic year, and the sample of this research is the seventh A graders consisted of 28 students. The research instruments used written test. The result of the test was analyzed using t-test formula. The result of this research showed that the mean score of pre-test is 62 and the standard deviation is

8.3. Meanwhile the mean score of post-test is 85 and the standard deviation is 9.57, the t-observation (t_o) is 16.21 and the t-table (*critical*) is 2.052 in the level of significance (α) 0.05 from the degree of freedom (df) is 27. Therefore, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted, because t-observation (t_o) falls in critical region.

Based on the result of this research, the writer concludes that cooking instruction on food packages media is an effective media in teaching writing of procedure text of the seventh grade students of MTs Abadiyah Gabus Pati in 2015/2016 Academic Year. Teachers are suggested to use cooking instruction on food packages media to teach writing of procedure text.

In the third research, the design of this research is an experimental research design without control group. The population of this research is the entire of the seventh grade students of MTs Abadiyah Gabus Pati in 2015/2016 academic year, and the sample of this research is the seventh A grade and the research instruments used written test. The result of the test was analysed using t-test formula.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses a quantitative method and belongs to quasi-experimental research. Nunan (1992:24) states that an experiment was carried out to explore the strength of the relationships between variables. According to Frankel and Wallen (1993:240), experimental research is one of the most potent research methodologies because it is the best way to establish a cause-and-effect relationship between variables. This research involves two groups that receive different treatments and then the difference in cooking instruction on food packages as media in teaching writing procedure text. The experimental class teaches cooking instruction on food packages as media in teaching writing procedure text. Meanwhile, the control group leads without cooking instruction on food packages as media.

In this research, the researcher decided to use experimental to investigate who are taught use cooking instruction on food packages and without use cooking instruction on food packages effect in teaching writing ability in procedure text at 10th-grade students of SMA Negeri 1 Jonggat.

When conducting educational research, it was not always possible to select or assign subjects at random. The use and applications of various experiments depend on the type of design used. In this research, the researcher decided to use quasi-experimental research because the participants'

availability was limited. The population in the school was appropriate with the number of samples expected by the researcher. Moreover, the researcher decided to choose a quasi-experimental design because the participants were organized well in the class where randomization was impossible. According to Creswell (2012: 309), "quasi-experiments include assignment, but not a random assignment of participants to groups."

The table of quasi-experimental designs could be illustrated as follows.

Table 3.1 Quasi Experimental Design

Group	Test	Treatment	Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test
Control Group	Pre-Test	Common Treatment by Use Teacher	Post-Test

3.2 Population and Sample

3.2.1 Population

The population is all subjects of research (Arikunto, 2016:173). This research population is 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021, consisting of 5 classes, and the total population was 112 students.

3.2.2 Sample

Arikunto (2016:174) stated that a sample is a part of the population to be researched. The researcher took the sample by using purposive sampling. Purposive sampling is the process of selecting sample by

taking subject that is not based on the level or area, but it is taken based on the specific purpose (Arikunto, 2010:183). The researcher took two classes as a sample of the 10th-grade students of SMA Negeri 1 Jonggat in Academic Year 2020/2021. Those are Class X IPA 3 with 20 students to be experimental group and class X IPA 5 with 20 students to be the control group. So, the total sample is 40 students.

3.3 Research Instrument

An instrument is needed for research to collect the data. According to Arikunto (2010:136), an instrument is a tool used by a researcher to collect the data to facilitate the data process.

The researcher was using a writing test as an instrument. In this study, the researcher was taught the students could implement the social function, generic structure, and language features of procedure text to make a procedure text. After that, the researcher was given the students a task to make procedure text. Two types of tests were used in this study, namely pre-test and post-test. Pre-test shows measure the students' ability in writing procedure text before giving the treatment and post-test give after conducting the treatment.

The researcher use scoring writing rubric based on Heaton Grid and the categories as follow:

Table 3.2 Writing Rubric Assessment (Heaton Grid, 1988:146)

Criteria of Mastery	Score	Criteria of Scoring
Grammar	5	Excellent: Able to write more than 110 words, properly.
	4	Good: No more than 100 words, few mistakes only (preposition, article, and etc).
	3	Fair: Only able to write 75 words.
	2	Low: Lack of mastery of sentence construction
	1	Poor: The sentences constructions are not acceptable.
Vocabulary	5	Excellent: Use of synonym which appropriate, using appropriate words.
	4	Good: Good use of new word acquired and circumlocutions.
	3	Fair: Attempt to use words acquired, use words on a few creation.
	2	Low: Restricted vocabulary, use of synonym (but always inappropriate), imprecise and vague, effects meaning.
	1	Poor: Inappropriate use of synonym seriously hinders communication.
Form	5	Excellent: Flowing style – very easy to understand – both complex sentences very effective.
	4	Good: Quite flowing style-most easy to understand- a few complex sentences very effective
	3	Fair: Style reasonably smooth–not too hard to understand and enjoy complex sentences–fairly effective.
	2	Low: Jerky style – an effort needed to understand and enjoy – complex sentence confusing mostly simple sentences or compound sentences.
	1	Poor: Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and.”
Contents	5	Excellent: 100% all sentences support the topic, highly organized, clear progression of ideas well linked.
	4	Good: 95% ideas well organized, links could occasionally be clearer but communication not impaired.
	3	Fair: 80% some lake organization, re-reading required for clarification of ideas.
	2	Low: 75% little or no attempt at connectivity though. Reader can deduce some organization, individual ideas, may be clearer but very difficult to deduce.
	1	Poor: Only 50% lack of organization to serve that communication is seriously imparted.
Style	5	Excellent: Flow style very easy to understand, both

		complex and simple sentences, very effective.
	4	Good: Quite flowing in style, mostly easy to understand, and few complex sentences, very effective.
	3	Fair: Style reasonably smooth, not too hard to understand mostly (but not all), simple sentences, fairly effective.
	2	Low: Bad style, an effort needed to understand and enjoy, complex sentences, confusing, mostly simple sentences or compound sentences.
	1	Poor: Very bad, hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of “and”.

The researcher calculates the test into the numerical data which 100 is the highest score. And the uses formulate:

Where:

TS : Total Score

$$TS = SC \times 5$$

SC : Students. Score

After that, the writer classifies the students' score to measure the students' achievement into the following criteria:

Table 3.3 the criteria of measuring the writing score Hughes, (2003)

No	Score	Level of Achievement
1	80-100	Excellent
2	65-79	Very Good
3	56-64	Good
4	46-55	Fairly Good
5	0-45	Poor

3.4 Technique of Data Collection

In collecting data, the researcher takes data from pre-test, treatment, and post-test. The researcher was given a pre-test to the students before using cooking instruction on food packages as media. Meanwhile, the researcher provides a post-test after gaining treatment using the technique of the data collection. The steps of collecting data as follows:

a. Pre-test

The researcher gave the same pre-test to both groups to check their ability before treatments. After the groups have been given treatment, the researcher gave the post-test to measure their ability after giving some treatments. The researcher asks the students to write a procedure text on making fried rice, and the test provides to the experimental and control class.

b. Treatment

After the pre-test was done, the researcher gave treatment to the experimental group. The researcher taught English writing procedure text by using cooking instruction on food packages to the students in the experimental group only. In contrast, in the control group, the teacher didn't use it. However, the researcher taught the same topic for the two groups. The difference was the media in teaching-learning activities. The researcher became to the class with the students to know how far the students collect their writing. The

treatment gave by the researcher after the pre-test and taken score with gave post-test.

c. Post-test

After doing treatments that were the same as the pre-test to the students, the researcher gave a post-test as the second test in the experimental and control groups after learning writing procedures. To know the students' achievement after getting the treatment, the result of this activity was to investigate effectiveness or not at 10th grade students of SMA Negeri 1 Jonggat in teaching writing ability.

3.5 .Technique of Data Analysis

To analyze the data the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effective of cooking instruction of food packages as media, the researcher used Normality Test, and if the data is normally the researcher used Paired Test, while the data is not normally the researcher will use Wilcoxon test. To analyze the student who is taught by using cooking instruction on food packages media than without using cooking instruction on food packages as media the researcher used Homogeneity Test, if the data is Homogeny the researcher will use Independent test, while the data is not Homogeny the researcher will use Mann Whitney Test:

3.5.1 Descriptive data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2 Normality Test

- a. Normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio-Wilk test.

According to Singgih Santoso (2014: 191), the data is said to be normally distributed (symmetrical) in the Kolmogorov-Smirnov test and Sharpio-Wilk test, if the Sig. greater than 0.05.

3.5.3 Paired Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.
- b. Requirements in the paired sample t-test are normal distribution data.
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

Guidelines for decision making in the Paired Sample Test.

According to Singgih Santoso (2014: 265), guidelines for decision-making in the Paired sample test are based on significance values (Sig). SPSS output results are as follows:

1. If the value is Sig. (2-tailed) < 0.05 , then H_0 is rejected, and H_a is accepted.
2. Otherwise, if the value is Sig. (2-tailed) > 0.05 , then H_0 is accepted, and H_a is rejected.

3.5.4 Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs.
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data.
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed.

- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

According to Joko Widiyanto (2010: 51), the basis or guidelines for decision making in the homogeneity test are as follows:

1. If the significance value (sig) < 0.05 , it is said that the variance of two or more population data groups is not the same (not homogeneous).
2. If the significance value (sig) > 0.05 , it is said that the variance of two or more data population groups is the same (homogeneous).

3.5.6 Independent Test

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

- a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.

