

Application of Food Truck Media as Fun Learning to Improve Writing Skills

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ABSTRACT

The teaching assistance program requires literacy learning activities carried out by students collaboratively with lecturers and teachers. Students' lack of ability is due to monotonous and inactive learning procedures. This condition is seen from the students' lack of understanding in analyzing texts, resulting in difficulties in learning Indonesian which consists of six meetings per week. To overcome this problem, digital counseling was held for Indonesian language learning which aimed to maximize writing skills using Food Truck literacy media, as an interesting learning process. This research was located at Putra Anda Binjai Vocational School, where the Education Unit Teaching Assistance program activities were carried out. The methods used in this research are lectures, discussions and demonstrations. The research results show that counseling using Food Truck media can be used as an alternative in improving students' writing skills, this increases students' creativity in learning Indonesian. During the activity, students played an active role in the fun learning process using Food Truck media "very well". Student activity is implemented in understanding online ordering, work procedures, and practice of making sweet martabak as a fun learning experience between teachers and students

Keywords: counseling, food truck, fun learning, writing, teaching assistance

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1. INTRODUCTION

Writing is an activity that requires a full understanding of a type of text in order to be able to generate ideas and provide information to readers of the text. Writing can increase the ability to remember and improve the reasoning system in the human brain so that it is more productive in producing work, especially written work [1]. A person has good writing skills because he applies an understanding of what he wants to write about in a precise and basic way, so that he is able to maximize memory and imagination so that the results of the writing are more interesting and useful for the writer and reader. Many people find it difficult to write, this is due to a lack of ideas or understanding of the material to be written, such as not knowing the type of text to be written, so they are unable to meet the requirements for structured and useful writing for readers [2].

The writing ability of Anda Binjai Vocational School students is very minimal. Students do not understand the general structure of the text, so it is difficult to create procedural texts that are good and correct and can be utilized by readers. Students also do not understand the linguistic rules contained in procedural genre texts, therefore texts that do not meet linguistic rules are not considered part of the text to be written, because of the inaccuracy of elements of linguistic rules.

Learning to write procedural texts at Putra Anda Binjai Vocational School can run effectively through counseling in the form of interesting learning, presentation of fun material, and interesting literacy media, and can trigger students to think actively, creatively and innovatively in their imagination [3]. Judging from some of the problems above, a solution is needed to overcome these problems [4]. The way this can be done is through fun learning literacy media using Food Truck media. According to Sulisty, the goal of literacy is to expand students' knowledge. According to Tarigan [2] reading is a process carried out to obtain a message and then convey it using written words. The reading literacy movement for students is an activity designed so that when students read, they are not only proficient at reading. However, students can also understand the content of the reading.



It is hoped that writing will be useful for students and make it easier to compose texts. The ability to write the genre of a text is a basic ability that students must have, because the learning textbooks provided by schools contain many types of text genres which students can later apply to write their own writing in certain text genres. In this training, the author chose one type of text genre that is very common but useful and really helps students in everyday life, while the type of text genre that the author will train is procedural text [5].

Procedure text is a text that informs the steps in carrying out activities or activities to complete a job. Can It is said that a procedure text is a guiding text for someone in carrying out certain activities. Writing procedure texts will be a challenge for students and they can apply them in daily activities. In other words, training in writing procedural texts will be very useful for students and can be applied very well later [6].

The first counseling effort is that a counseling teacher is tasked with introducing himself and providing fun games to entertain. This is done as an orientation and to increase familiarity for students. Next, the participants were shown a short video in the form of "practical cooking methods", a short video lasting about one minute via the TikTok application. The first activity, starting from why do we have to be literate? The second counseling activity, playing "Food Truck Literacy", students are gathered in one room and will be divided into several groups. One group contains one companion consisting of four to five students. Next, students will be called one by one to come forward and follow their companion to choose their favorite food menu digitally.

After the activity is finished, the teacher asks questions that function to check the child's grasping ability and provoke the child to respond to the surrounding conditions. Further activities have the theme "Procedure, Practice and Literacy" where students have the opportunity to practice procedural texts. The third counseling, socialization focused on Creative Chef material discussed with students. In this session they use all their abilities and add to the knowledge they have gained during previous literacy. To conclude the implementation, the counseling presenter again evaluated the students' performance. At the end of the activity, students, teachers and lecturers gave appreciation in the form of small snack gifts in the form of sweet martabak which could be eaten together, which served to restore students' focus and increase the sense of family[7].

Previous implementation has been carried out[8]. Training on Writing Procedure Texts for Class This can be seen by the success of students writing a procedure text tailored to the needs of the student's major, namely Light Vehicle and Automotive Engineering in English.

Writing is very beneficial for students, with this training students will be able to write procedural texts first and then practice the steps that have been made in the text. [9]Writing procedural texts is really useful and can help students in their daily activities both in class and during field practice. This implementation aims to ensure that students are able to write good and correct procedural texts and apply the contents of these texts.

2. RESEARCH METHODOLOGY

This type of research is field research, namely research that goes directly to the location to obtain data related to the research being carried out. This research is classified as qualitative descriptive research. In this qualitative research, the instrument is a person or human instrument, namely the researcher himself. Researchers must be able to ask questions, analyze, photograph and construct the social situation being studied to make it clearer and more meaningful. The procedures or steps taken in this research, in general, were carried out through several stages which refer to the opinion of [10] explaining that "The qualitative research stage presents 3 stages, namely the pre-field stage, the field work stage, and the data analysis stage."

3. RESEARCH RESULTS

Based on the method and plan for implementing the socialization that has been scheduled. The results of research using Food Truck media in procedural texts can be used as an alternative as a counseling medium for learning Indonesian at SMK Putra Anda, Binjai. Based on information, based on RPL class information, there are around 32 students who experience difficulties in learning procedural texts. Of these 32 students, the causal factors are almost the same, namely. Based on the results of observations and interviews with Indonesian language teachers, it can be seen as follows. First, students' lack of knowledge regarding learning complex procedural texts means that students experience difficulties when writing complex procedural texts systematically in the sequence/stages of implementing complex procedural texts. Second, students tend to use the internet via cellphone when doing exercises at home, namely writing complex procedural texts, so that during daily tests students tend to open the internet to complete their assignments and make students lazy to think.

Known from writing how to write text. This procedural text is very important to teach to students because they will often experience it in everyday life and society. Procedure texts help to know the correct ways to perform certain activities and life habits. Apart from that, it also helps in using tools correctly without endangering yourself or others. To achieve the right goal, the procedure text must be arranged in the correct order and the order cannot be reversed.

Several activities were carried out, each session consisting of 30 minutes. At the first meeting, the presenters introduced themselves and provided fun games to entertain. This is done as an orientation and to increase familiarity for students. In this session, material sheets were also distributed along with writing tools for participants. Then, in the second session, participants were directed to fill out a questionnaire containing questions regarding Food Truck media literacy.

From the questionnaire distributed to participants, dominant answers were obtained. questions like they have a sense of lack of confidence and tension when they have to write procedural texts. Then they only know literacy as reading and writing without knowing the other components in it. They don't really know what a procedural text is. Students also do not fully know how to write correct procedural texts.

Next, the participants were shown a short video in the form of "practical cooking methods", a short video with a duration of around 1 minute via the TikTok application. This is done to provide participants with an initial overview of "how it works" before they are given more in-depth training material.

The first activity, starting from why do we have to be literate? Reading and writing literacy can be called the ancestor of all types of literacy because it has a quite long history. This literacy can even be said to be the initial meaning of literacy, although over time that meaning has changed. It is not surprising that the meaning of reading and writing literacy has developed over time.

Initially, reading and writing literacy was understood as literacy. Just being able to recognize letters and numbers and being able to read and write. However, reading and writing literacy can also be interpreted as the ability to communicate in society. So, literacy includes knowledge and skills to read, write, search, search, process and understand information to analyze, respond to and use written texts to achieve goals, develop understanding and potential, as well as to participate in the social environment [11]. Literacy skills adequate and capable, we as individuals, as a society, achieve progress and success.

After completing the presentation, the presenter asked several students, most of whom still seemed shy, to express their opinions about the importance of literacy. In this case, it can be seen that students' literacy skills are still limited. All participants were confused and had difficulty expressing their opinions. This can be seen when they answer questions about the literacy media they have used so far. Some of them don't even dare to express their opinions at all.

The second activity, playing "Food Truck Literacy", students are gathered in one room and will be divided into several groups. One group contains one companion consisting of four to five students. Next, students will be called one by one to come forward and follow their companion to choose their favorite food menu digitally. The main speaker will give directions to open each of their gadgets, explain the learning objectives according to the learning theme. Followed by the systematic application of Food Truck media. The fun learning activity lasts around 20-35 minutes, not too long, because there will be a "quiz" session to stimulate children to answer questions about their abilities in reading, writing and calculating. This activity aims to give children focus who are easily lost and distracted.

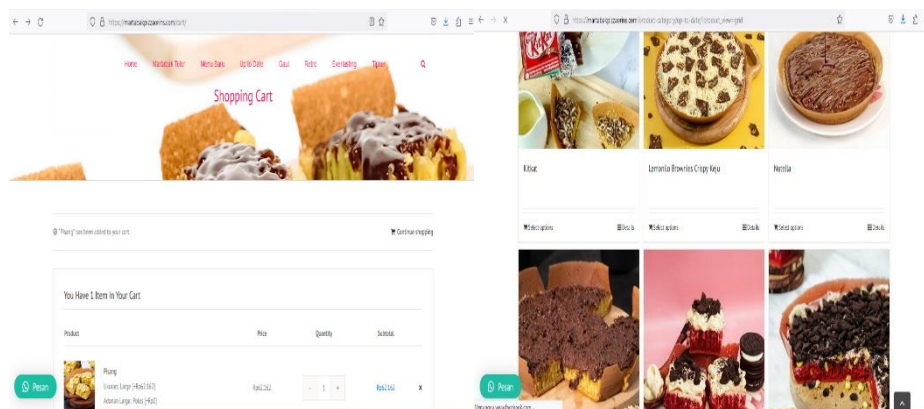


Figure 1. Food Truck Media

An interesting thing happened when a participant chose food that was not on the online menu, some of his friends thought it was funny and then cheered and laughed. Likewise, the participant whose turn it was to appear next looked equally confused and hesitant about ordering food. This is very natural because previously students had never made orders online. However, some students seemed very confident in showing their literacy knowledge after understanding the menus available. Through the Food Truck media, students can be seen enthusiastically ordering food online, always feeling happy, this of course adds motivation to other students.

After the activity is finished, the teacher asks questions that function to check the child's grasping ability and provoke the child to respond to the surrounding conditions. The speaker conveys the findings obtained from understanding literacy using Food Truck media, then provides direction for the relevance of the next material,

namely procedural texts. The presenter will re-evaluate the student's learning progress after this activity is completed.

The second activity, this activity has the theme "Procedures, Practice and Literacy" where students have the opportunity to practice procedural texts. In this activity the speaker started with the question, "Have you ever made sweet martabak?" "What do you need to do to make sweet martabak?" Then the speaker links this question and answer activity to the material to be studied.

Starting from understanding the definition of procedures as steps or activities to complete a job. This procedure text explains the process of making or operating something through steps in an orderly and systematic manner. Procedure texts are useful for readers to understand and use a tool without damaging it. In addition, this text can direct certain activities to be carried out more easily. Then the presenter conveys the purpose and benefits of the procedure text. The purpose of a procedure text is to provide instructions for the reader to do something through a series of stages. The language used in this procedure text is easy for readers to understand.

Counseling related to literacy is expected to provide guidance to readers. Because procedural texts are guiding and giving the right steps in a procedure. Helps in carrying out certain activities correctly 1. Can perform certain activities correctly. This is because the procedural text is structural in accordance with the steps that have been planned.

The third activity, socialization, focused on Creative Chef material discussed with the participants. In this session, the presenters also provided directions and provisions for the final practice which was carried out at the fourth or final meeting. Students watch the procedure text video on how to make sweet martabak and read the example procedure text that is distributed and practice it in teams. In this session they use all their abilities and add to the knowledge they have gained during previous literacy. To conclude this training event, the presenters again evaluated the participants' performances.

There are several stages in compiling a procedural text[2], namely: (1) determining the title and purpose, usually a general introductory section is made which contains the purpose or indication of what will be created or done. The objective must clearly state what final results will be obtained from this procedural guide. (2) materials/tools and ingredients, this material section is optional. This means that it may or may not exist depending on the context of the procedural text in question. Example in cooking or cake making guides usually contain the materials section of the tools and ingredients that will be used. But in things like how to run a Microsoft PowerPoint application, this section is usually missing. (3) steps, the most important part in the procedure text. This section is in the form of stages, chronological order or a guide arranged sequentially. [12]These steps are usually made in the form of points or numbering. Apart from that, you can also use connecting words (conjunctions) such as next, then or next.

After all participants were given socialization, they saw an increase in their learning activities, especially in procedural text material. This is known from their learning results in creating procedure texts. It is hoped that this can be applied in everyday life to express steps properly and correctly. Some students even said they really enjoyed making delicious food.

This counseling received a very good response from all students. During the activity, students always arrived on time and were very enthusiastic in listening to the explanations from the presenters[13]. The students were also very active in the discussion session and asked many questions. They are very aware that literacy through procedure texts is very beneficial for them, not only for daily life but also helps improve their orienting abilities. At the end of the activity, students, teachers and lecturers gave appreciation in the form of small snack gifts in the form of sweet martabak which could be eaten together, which served to restore students' focus and increase the sense of family.

4. CONCLUSION

Living, learning, and working in a digital society, a student needs to develop the digital skills that today's employers want, as well as the confidence and deeper abilities that will enable them to progress in their careers and adapt to emerging technologies especially in the independent learning curriculum. The teaching assistance program requires literacy learning and counseling activities carried out by students collaboratively with lecturers and teachers. The lack of students' ability to write procedural texts is due to a lack of familiarity with students' literacy activities that support their learning activities. To overcome this problem, socialization was held which aimed to maximize writing procedural texts using Food Truck literacy media. Socialization is divided into 3 activities, namely (1) literacy as fun learning, (2) Procedures, Practice and Literacy, and (3) Creative Chef. Food Truck literacy learning can be used as an alternative to improve the ability to write procedural texts, this increases students' creativity in writing creative and useful procedural texts. During the activity, students played an active role in socializing fun learning literacy using Food Truck media "very well". Student activity was implemented by

understanding online ordering, work procedures, and practicing making sweet martabak as a fun learning experience.

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