THE UTILIZATION OF *COOKING MAMA: LET'S COOK!* APPLICATION IN WRITING PROCEDURE TEXT BY EIGHTH GRADE STUDENTS

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Abstract

The objective of this study was to find out whether there was a significant effect of the utilization of Cooking Mama: Let's Cook application in writing procedure text by eighth grade students. This research is a quantitative research with quasi-experimental design. It was carried out on eighth grade students of SMP N 3 Huta Raja Tinggi in Academic Year 2021/2022. The total number of population was 119 students and probability sampling with cluster random sampling was used to determine the sample. The total of sample was 61 students and experimental class consisted of 31 students, whereas controlled class consisted of 30 students. The writer taught both experimental and controlled classes in eight meetings. In experimental class, the writer used Cooking Mama: Let's Cook application as a media of teaching and learning process while in controlled class the writer used conventional method. In collecting the data, a writing test of procedure text was distributed before and after the treatment. Then, the data obtained were analysed in three main steps: preliminary data (normality and homogeneity test), dependent t-test and hypothesis test. Eventually, the researcher found that $t_{observed}$ was higher than t_{table} in the significant level of 0,05 ($t_{observed} = 4,769 > t_{table} = 1,671$) at the degree of freedom (df) = 59. Therefore, alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be concluded that the utilization of Cooking Mama: Let's Cook application gives significant effect in writing procedure text by eighth grade students.

Keywords: Cooking Mama Application; Junior High School; MALL (Mobile Assisted-Language Learning); Procedure Text; Writing.

Introduction

In learning English, one of the skills that is considered the most difficult to master is writing, particularly for EFL students in Indonesia because English sentence patterns are much different from those of Indonesian (Fithriani, 2018). English instruction needs to successfully integrate speaking, listening, reading, and writing. To assist students reach the goals established and gradually improve their communicative skills, these skills should be handled in a specific way (Sadiku, 2015). As supported by Brown (2001), "using a variety of media in education increased students' motivation to learn and retention of knowledge, thereby enhancing their performance of the skills they are expected to develop".

MALL (Mobile Assisted Language Learning) is part of a form of learning that is enhanced with technology that can be implemented in various forms such as remote learning or on-line mode even face to face (H.N., 2016). In EFL Context, technology integration is one of the most widely used language learning strategies in EFL classes (Fithriani et al., 2018).

The use of applications in learning may be mostly uses in EFL classes but only a few use game-based applications in learning writing. It is intended that by employing a game-based application in writing procedure text, students will be able to view virtual things portrayed in animation and enjoy learning writing procedure classes more. As a study conducted by Septiani (2020) through their research findings showing that using technology media in writing class can provide students with opportunities to become more motivated and creative than they were previously, as well as improve their efficiency and success, thereby reducing their anxiety during the writing process.

According to Anderson (1998), "procedure text is a text that tells the reader or listener an instruction to do something. Its purpose is to give instructions to do something, make or get somewhere". As supported by Suhendi (2013), writing has many possible purposes. Some things are written just to provide information to the reader. Some posts are written to provide action (such as account reminders) while others are written to persuade readers to do something.

However, many students do not be able to convey their knowledge into writing form. It is because they had problems with the proper word in writing. A study conducted by Sitorus (2017) discovered most of the students had only a few vocabularies, they had difficulty exploring their ideas, could not recognize the steps of procedure text, they had problems in proper words in writing. In line with this Faizah (2015) in her research found that many

students create the procedure text unconcerned about the generic structure specifically, they also get problems in using an imperative verb and temporal conjunction. To make learning writing procedure text easier for students, the teachers can use game-based application media to help students create their knowledge into writing.

Literature Review

Writing

Writing is a complex skill in English that involves expressing ideas into writing form (sentence and paragraph) to communicate each peach of writing to the readers. In writing class, students learned to communicate their thoughts in written form (Dewi, 2021). In line with this Harmer (2007) stated that writing activities are designed so that students' writing strengths can be stronger, this is very useful for students who need a mixture of visual and kinesthetic activities. Writing can be interpreted as fruit and a pickle is our understanding. By writing the students have time to think about what to write rather than in a conversation that requires them to think spontaneously in response. According to Khuon (2006), "the process of writing contains five steps that must be tried by students and applied to make good writing, they are: Prewriting, Drafting, Revising, Editing, and Publishing".

Some aspects of writing should be considered by the writer. These aspects will determine whether our writing products are good or not. That's why it's important to have a good understanding of all aspects of writing. According to Heaton (1991) stated that writing has five components: Content, Organization, Vocabulary, Grammar, Mechanic.

Procedure Text

There are some kinds of text that should learn by junior high school. One of them is procedure text. Anderson & Anderson (1998) defines procedure text is a text that gives the reader or listener instructions on how to complete a task. Its purpose is to provide directions on how to perform a task, make or get somewhere. writing has many possible purposes. Some things are written just to provide information to the reader. Some posts are written to provide action (such as account reminders) while others are written to persuade readers to do something (Fithriani & Suhendi, 2013).

Particularly, the social function of procedure text is to instruct the reader on how to do or create something by following the proper process or steps to achieve perfection. The purpose of instructing is to tell someone what to do or how to do it, this can be achieved

through a range of textual forms (Knapp & Watkins, 2005). Text structure is a device that facilitates communication and other text types. The procedural text also has a general structure based on communication of the purpose of the text itself (Swales, 1990).

Educational Technology in Language Learning

Technology is a systematic effort in designing, implementing, and disclosing the total learning process for a specific purpose, as well as based on research on the learning process and communication in humans using a combination of human and human resources so that learning can take place effectively. The statement also supported by Nurdyansyah & Widodo (2015) argues that educational technology is increasingly strengthening in making various methods starting from the design, implementation, and assessment stages of student learning outcomes.

In accordance with that, Anderson (2009) argues that "incorporating digital technology into the classroom necessarily affects our relationship with every other communication technology, changing how we feel about what can or should be done with pencil and paper, chalk and blackboard, books, films, and recordings". Nowadays, using technology is commonly used in the learning process as e-learning, E-learning facilitated interaction between students and materials, as well as among students and teachers and other students. Mobile-Assisted Language Learning is defined simply as the use of portable mobile devices to enhance language learning (Fithriani et al., 2019). In language learning, games-based application can be central of teaching learning because they can be meaningful and intense (Ginting, 2019). One benefit of incorporating technology into EFL classroom instruction is that it helps teacher's present material in class and motivates students to actively engage in discussions and problem-solving.

Cooking Mama: Let's Cook Application

Cooking Mama is a media franchise and series of Japanese video games owned by Cooking Mama Co., Ltd. his series is a collection of Nintendo adventure cooking simulation video games and mini-games. Generally, the gameplay focuses on completing various kitchen tasks and cooking various meals through the instructions of the "Mama". In this game, you can use various language choices depending on the language system on your

device. Furthermore, the game provides unique and interesting cartoon visuals that make the game fun. The game can be used online or offline which can save the data usage for users.

Based on the literature review above, the writer chose to conducted research by using an educational application based game. Specifically, the writer utilized the *Cooking Mama: Let's Cook* application as a breakthrough in teaching learning process in Writing Procedure Text. In this study, the related studies above might had not the same formed and characteristics as this study. However, the preceding research can assisted in gathering a lot of information and data for this study. They also helped guide the writer in completed this study through their research.

Methods

This study was conducted in the eighth grade students of SMP N 3 Huta Raja Tinggi, Padang Lawas district, North Sumatera in academic year 2021/2022. This study was conducted a quantitative research with quasi-experimental design. The population selected by the writer in the eighth grade students, which were about 119 students. The writer used probability sampling with cluster random sampling. The writer was selected the sample using lottery methods. Each class was written on a paper slip and placed in a box. Shaking the box, two slips of paper were extracted. As a result of the sampling, it was determined that VIII-1 consists of 31 students and VIII-2 consists of 30 students. This option was discuss with the eighth grade English teacher. The students in VIII-1 were taught by utilizing *Cooking Mama: Let's Cook* application and considered as experimental class. While, the students in VIII-2 were taught without application or conventional method and considered as controlled class. Both classes have the same English instructor.

The writer used *Cooking Mama: Let's Cook* application and educational textbook. According to Thoha (1990), "the test taken from the education text book was already valid and reliable because it had been examined and found to be applicable for measuring the object in question". There were the data from experimental class (VIII-1) and the control class (VIII-2). The data were obtained by giving the pre-test and post-test to the students. The pre-test was given in first meeting each class before the treatment was applied in class. It was conducted on 15th and 17th of November 2021. In the other hand, the post-test was given in the last meeting each class after the treatment was applied in class. It was conducted on 6th and 8th of December 2021. The students must pay attention to the five aspects of writing, namely; grammar, mechanics, vocabulary, relevance and fluency.

After gathering the data, the writer used an analytical scale to rate the test. The writer assessed the writing test and analysing the test results of the students. The writer used analytical score rubric adopted by Jacobs et al. In this study, the writer used the data through students' tests to determine the result of the students writing procedure text by utilizing *Cooking Mama: Let's Cook* application which was applied in experimental class and controlled class used conventional method. Therefore, the writer analyzed and calculated the data in three main steps: preliminary data (test of normality and homogeneity data), dependent t-test, hypothesis test.

Results

A. Data Description

1. The Pre-test Score

The figure 1 below indicates the score of pre-test in experimental and controlled class. There were 31 students in experimental class and 30 students in controlled class.
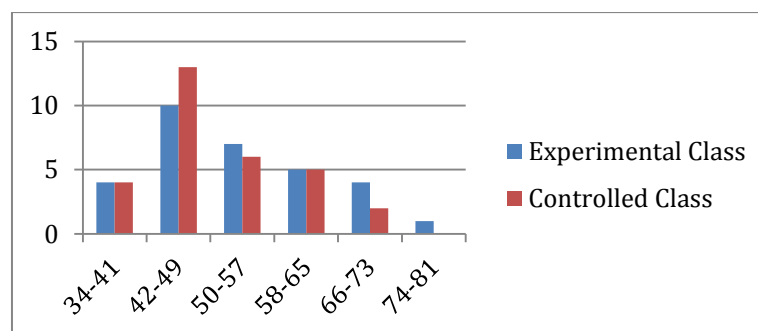

Figure 1 Students' Pre-test Score in Experimental and Controlled Class

Based on the figure 4.1 above, it can be seen that four students who got 34-41 scores for both of classes as the lowest scores for pre-test. Meanwhile, the highest graphic can be seen in score 42-49, there are 13 students of controlled class. Then, the same percentage is also found in scores 58-65 there are 5 students for both of classes. There is only one student from experimental class who achieved the highest score, 74-81. As a result of the data, both the experimental and controlled classes have nearly equivalent scores, indicating they have a comparable average level of writing procedure text.

2. The Post-test Score

The figure 2 below demonstrates the post-test scores for experimental and controlled classes. There were 31 students in experimental class and 30 students in controlled class.
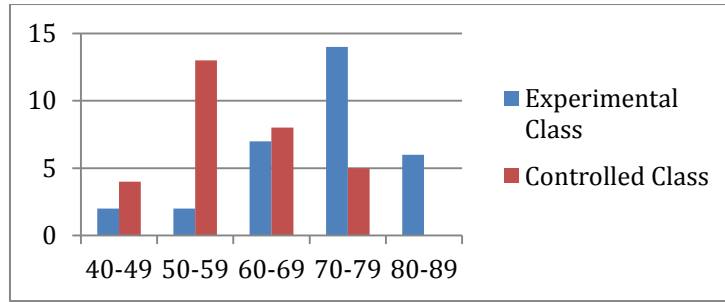
Figure 2 Students' Post-test Score in Experimental and Controlled Class

Based on the figure 2 above, there are two students of experimental class who got the score around 40-49 as the lowest score for post-test. In the range of 50-59 score, there is a significant graphic difference between the controlled and experimental classes. Then, there are 14 students in the experimental class who received scores of 70–79, a significant difference from the controlled class. Only the experimental class achieved the highest post-test score, which ranged between 80-89 score. The conclusion is that there was a difference in scores between the experimental and controlled classes.

3. *The Gained Score*

Figure 3 below demonstrates the gained score of post-test for experimental and controlled classes. The experimental class had 31 students, while the controlled class had 30 students.
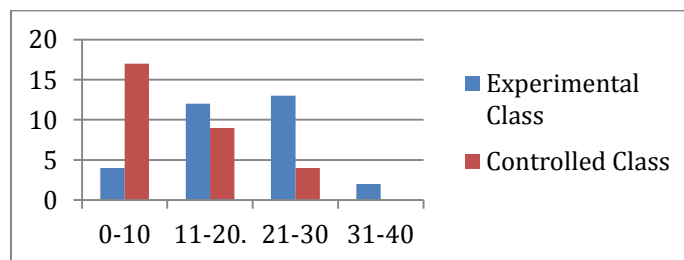

Figure 3 the Students' Gained Score

Based on the figure 3 above, there is a statistically significant difference between the experimental class and the control class in terms of the level 0-10 gained score. Then, the gained score of 11-20, it almost has the same percentage from both of classes. There is a difference in grade percentage between both classes in 21-30. Two students in the experimental class achieved the highest gain scores, which ranged in 31-40.

The writer drew a diagram of the improvement score before and after the treatment, based on all the data collected. It was derived from the pre-test score, the post-test score, and the gained score. It is also vividly illustrated in the diagram below:
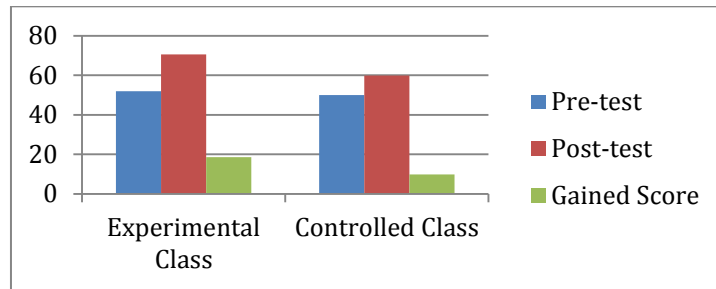

Figure 4 the Mean Score of Pre-test and Post-test in Experimental and Controlled Class

Based on the diagram above, it is clear that experimental and controlled classes have improved. It can be proved from the difference in mean scores of pre-test, post-test and gained scores for both classes. The mean pre-test score for the experimental class was 51.93, while the controlled class was 49.96. Then, the mean post-test score for the experimental group was 70.61, whereas the controlled class was 59.86. Therefore, the experimental class gained score was 18,67 while controlled class gained score was 9,9.

B. Data Analysis
1. Preliminary Analysis
a. Normality Test

To obtain the data, normality test was calculated by using statistical of *Lilliefors* test and it was supported with Microsoft Excel 2010. The normality test result can be seen below:

Table of 4.1

Normality of Pre-test

	Liliefors Test ($\alpha= 0,05$)		Result
	Lo	Lt	
Experimental Class	0,1473	0,1559	**Normal**
Controlled Class	0,1337	0,1590	**Normal**

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Based on the table above, it indicates that the data normal distributed. It can be seen from Lilliefors observation (L_o) in experimental class shows the result around 0,1473 meanwhile Lilliefors observation (L_o) in controlled class is 0,1337. Lilifors table (L_t) of experimental class is 0,1559 and 0,1590 for controlled class. Lilifors table (L_t) of Pre-test with samples 31 students in experimental class and 30 students in controlled class at the level $\alpha= 0,05$. It is clear that the data in experimental and controlled class, Lillifors observation (Lo) is smaller than Lillifors table ($L_o < L_t$). Thus, it can be determined that the data of pre-test from both of classes are Normal.

Table 4.2

Normality of Post-test

	Liliefors Test ($\alpha= 0,05$)		Result
	Lo	Lt	
Experimental Class	0,1308	0,1559	**Normal**
Controlled Class	0,1469	0,1590	**Normal**

Based on the table above, it indicates that the data normal distributed. It can be seen from Lilliefors observation (Lo) in experimental class shows the result around 0,1308 meanwhile Lilliefors observation (Lo) in controlled class is 0,1469. Lilliefors table (Lt) of experimental class is 0,1559 and 0,1590 for controlled class. Lilliefors table (Lt) of Post-test with samples 31 students in experimental class and 30 students in controlled class at the level $\alpha= 0,05$. It can be seen that the data in experimental and controlled class, Lilliefors observation (Lo) is smaller than Lilliefors table (Lo < Lt). Thus, it can be concluded that the data of Post-test in both of the experimental and controlled class are Normal.

b. *Homogeneity Test*

The test was calculated by Fisher test. The result of homogeneity test in pre-test can be seen below:

$$F = \frac{\text{variance biggest}}{\text{variance smallest}}$$

$$F = \frac{92,8623}{91,3436} = 1,0166$$

From the data above, the F_{count} (Fo) is 1,0166 the value of the F_{table} at the level of $\alpha=$ 0,05 and the F critical one-tail is 1,854. It shows that coefficient of F_{count} is smaller than F_{table} (Fo = 1,0166 < Ft = 1,854). It can be concluded that the variant data of pre-test in experimental and controlled class are Homogenous.

The result of homogeneity test in post-test can be seen as follows:

$$F = \frac{105{,}245}{84{,}809} = 1{,}2409$$

From the calculated above, it can shows that F_{count} (Fo) is 1,2409. The value of F_{table} at the lavel of $\alpha=$ 0,05 and the the F critical one-tail is 1,854. It shows that coefficient of F_{count} is smaller than F_{table} (Fo = 1,2409 < Ft = 1,854). It can be concluded that the variant data of post-test in experimental and controlled class are Homogenous.

2. *Dependent T-test*

The t-test is used to know the significant effect of the utilization *Cooking Mama: Let's Cook* application on eighth grade students' writing skills of procedure text. The result of T-test can be seen below:

$$t = \frac{\tilde{x}^1 - \tilde{x}^2}{\sqrt{\dfrac{s_1^2}{n^1} + \dfrac{s_2^2}{n^2} - 2r\left(\dfrac{s_1}{\sqrt{n_1}}\right)\left(\dfrac{s_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{70,612 - 59,866}{\sqrt{\dfrac{105,24}{31} + \dfrac{84,80}{30} - 0,75872\left(\dfrac{10,25}{\sqrt{31}}\right)\left(\dfrac{9,20}{\sqrt{30}}\right)}}$$

$$t = \frac{70,61 - 59,86}{\sqrt{3,395 + 2,826 - 0,75872\,(0,575)(0,554)}}$$

$$t = \frac{10,746}{\sqrt{6,221 - 0,75872\,(0,318)}}$$

$$t = \frac{10,746}{2,253}$$

$$t = 4,7696$$

Based on the calculation above, the result of t observed is 4,769. In this testing hypothesis, the calculation of t table with the degree of freedom 59 (df= N_1+ N_2 − 2) at the level of significant 0,05. It shows that the critical value of t table was 1,671. After calculated the score, it was found that in this research $t_{observed}$ was higher than t_{table} ($t_{observed}$ = 4,769 > t_{table} = 1,671).

3. Hypothesis Test

Hypothesis test is used to know the significant effect of research by using criteria of statistical hypothesis that can be seen as follow:

a. Null Hypothesis (H_0): $t_{observed}(t_o) < t_{table}(t_t)$ in significant degree = 0,05. There is no significant effect of utilization *Cooking Mama: Let's Cook* application in writing procedure text by eighth grade students of SMPN 3 Huta Raja Tinggi.

b. Alternative Hypothesis (H_a): $t_{observed}(t_o) > t_{table}(t_t)$ in significant degree = 0,05. There is significant effect of utilization *Cooking Mama: Let's Cook* application in writing procedure text by eighth grade students of SMPN 3 Huta Raja Tinggi.

Based on the calculated the t-test, it can be seen that t observed is higher than t table ($t_{observed}$ = 4,769 > t_{table} = 1,671). So, it can be concluded that Ha is accepted and Ho is

rejected. It means there is significant effect of utilization *Cooking Mama: Let's Cook* application in writing procedure text by eight grade students of SMPN 3 Huta Raja Tinggi.

Discussion

Based on the result above, it shows that there is an effect the utilization of Cooking *Mama: Let's Cook* application in writing procedure text by eighth grade students of SMP N 3 Huta Raja Tinggi. It can be seen from the result of the score shown in experimental class which is higher than controlled class. The result of this study indicated that the utilization of *Cooking Mama: Let's Cook* application as a media for learning writing procedure text gives significant effect for learning English. Students who received the treatment by *Cooking Mama: Let's Cook* application can achieve a higher score than the controlled class who did not used the cooking mama application or used conventional method.

Procedure text is a text that instructs the reader or listener on how to complete a task. Its purpose is to give instructions on how to do something, make something, or get somewhere. Gamification has grown in popularity in education in recent years. It gives students the chance to learn in a multisensory, active, and experimental setting. The students can experiment with educational games to improve their decision-making skills.

The result of study was related to what Tjandra (2018) who found that the cooking mama game depicts virtual cooking activities as a fun reality. Another relevant study conducted by Widjaja (2021) found that the educational value of Cooking Mama is nearly higher than the expected rating, providing players with knowledge as well as an entertaining educational experience. Based on those two related studies, this additional research has demonstrated that Cooking Mama can also be an effective for teaching English on writing procedure text to eighth grade students of Junior High School.

As well as the research done by Nofrika and Hayatin who both observed the effect of another mobile game application (Cooking Academy) on the students' writing ability. The use of Cooking Mama and Cooking Academy has significant impact on students" writing procedure text, even though the researcher used a different mobile game application (Cooking Mama) in this study.

As a conclusion, the result of this research proved that there is a significant effect of the utilization of *Cooking Mama: Let's Cook* application in writing procedure text by eighth grade students of SMP N 3 Huta Raja Tinggi in academic year 2021/2022 as an innovative and creative media for teaching and learning in the classroom.

Conclusion

Based on the result and discussion of the research, it can be concluded that *Cooking Mama: Let's Cook* application is effective in writing procedure text by eighth grade students. It is shown that $t_{observed} > t_{table}$ in the significant level of 0,05 ($t_{observed} = 4,769 > t_{table} = 1,671$). Besides, the comparison between the mean of gained score which has different score in experimental class got 18,67 whereas controlled class was merely 9,9. Therefore, the H_a (Alternative Hypothesis) is accepted which means there is a significant effect of the utilization of Cooking Mama: Let's Cook application in writing procedure text by eighth grade students. Furthermore, it can be defined that this research has answered the problem of the research and proved that the utilization of Cooking Mama: Let"s Cook application is successful and effective media to enhancing students" writing procedure text, especially at SMPN 3 Huta Raja Tinggi.

After doing the research, the following suggestions are provided for students, teachers, and other researchers:

1. Students must find out their motivation in learning English, there are a lot of applications and modern media to support their English learning. One of them is Cooking Mama. This application can be applied to learn writing procedure text because it can be more fun and enjoyable.

2. As the English teachers, they should be able to discover modern media and be more creative in the learning process. Utilizing current media is more close to students' life. The utilization of *Cooking Mama: Let's Cook* application can be one of the effective media to use in class. Therefore, the researcher suggests that English teachers attempt to implement this application to teach writing procedure text in the classroom.

3. For another researcher with an interest in the same field, they can try to utilize *Cooking Mama: Let's Cook* application to the different levels of students to prove the effect of Cooking Mama on students" writing procedure text. The result of this research can be used as a piece of basic information or reference regarding the use of other media in writing procedure text.

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