

# STUDENTS' PERCEPTION TOWARD VIDEO TUTORIAL COOKING ON YOUTUBE IN TEACHING WRITING SKILL PROCEDURE TEXT AT ELEVENTH'S GRADE SMA MUTIARA DT SEPULU

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## Abstrak:

Tujuan dari penelitian kualitatif ini adalah untuk mengeksplorasi persepsi siswa terhadap Video Tutorial Memasak (VTC) di Youtube dalam mengajar keterampilan menulis teks prosedur dan mengkaji tantangan yang dihadapi oleh siswa saat mempelajari materi teks prosedur. Penelitian dilakukan melalui wawancara dan dokumentasi melibatkan 5 peserta dari kelas sebelas SMA Mutiara DT Sepulu. Kemudian, peneliti menganalisis data dengan menggunakan metode yang diuraikan oleh Matthew B. Miles dan A. Michael Huberman, yang melibatkan reduksi data, presentasi data, dan penarikan kesimpulan. Hasilnya menunjukkan bahwa siswa memberikan tanggapan positif terhadap penggunaan VTC dalam mempelajari materi teks prosedur. Para siswa merasa senang, bersemangat dan terinspirasi untuk belajar Bahasa Inggris di dalam kelas. Implikasinya terletak pada pemahaman mereka dalam menulis teks prosedur yang baik. Mereka dapat menambah kosakata baru dengan mudah melalui gambar dan mendapatkan inspirasi karena terkait dengan pengalaman mereka dalam membuat nasi goreng. Selain itu, ada juga tantangan yang dihadapi siswa saat belajar di dalam kelas, yaitu siswa kesulitan memahami kosakata spesifik atau tidak umum yang digunakan dalam video. Oleh karena itu, mereka memerlukan alat seperti kamus atau yang lainnya untuk membantu menerjemahkannya. Secara keseluruhan, hasil dari studi ini menunjukkan reaksi positif dari penggunaan VTC terhadap keterlibatan dan motivasi siswa dalam mempelajari teks prosedur Bahasa Inggris, meskipun ada beberapa di antara mereka yang tidak mengetahui makna kosakata dalam isi video tersebut.

**Kata Kunci:** Persepsi siswa, Video tutorial memasak, Youtube, Pengajaran menulis siswa, Teks Prosedur.

## Abstract:

*The objectives of this qualitative research were to explore the student's perception toward Video Tutorial Cooking (VTC) on Youtube in teaching writing skill procedure text and examine the challenges they faced by students when learning procedure text material. The research was conducted through interviews and documentation with involving 5 participants of eleventh' grade SMA Mutiara DT Sepulu. Then, the researcher analyzed the data utilizing the method outlined by Matthew B. Miles and A. Michael Huberman, which involved data reduction, data presentation, and drawing conclusions. The results that students give positive responses of the use VTC in learning procedure text material. The students are feeling happy, excited and inspired to learn English in the classroom. The implication lies in their understanding of writing good procedure text. They can add new vocabulary easily through pictures and get inspiration because it relates to their experience that how to make fried rice. Besides that, there are also challenges faced by students when learning in the classroom, namely students find it difficult to understand specific or unfamiliar vocabulary used in the video. Therefore, they need tools such as a dictionary or others to help translate it. In conclusion, the result of this study demonstrated the positive reaction of use VTC on student engagement and motivation in learning English procedure text, although there are a few of them who don't know the significance of the vocabulary in the content of the video.*

**Keywords:** Student's perception, Video Tutorial Cooking, Youtube, Teaching writing skill, Procedure text.

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## INTRODUCTION

Student's perception is very important in the learning process. According to Kurniawan (2015) state that student's perception is a process of student' understanding of the material or object have received when learning activities take place. The purpose is to have strong perception and

correct understanding of the material. This perception can be said to be the result of students' thoughts or cognitive aspects, where through the formation of students' perceptions, it will influence how students behave or perceive from a psychomotor aspect. Nevertheless, there are still many problems that students will face from time in understanding English, especially in increase writing skill (Setiadi M, A., Resksiani., & Nur, 2021). Some student is difficult to explain their idea in English (Safitri, 2022). Therefore, the teacher must be able to convey the material well so that it does not give rise to wrong perception.

Furthermore, writing is a skill that requires consistent practice to develop effectively (Afandi, 2021). Many students find writing skills challenging when learning English. It is often considered as a complicated learning because it needs some techniques and preparations. The students also need time and special task to improve this ability (Ramadhani, 2021). According to the researcher's pre research, many students struggle with applying grammatical and lexical knowledge to create coherent and acceptable sentences. Specifically, students face challenges in choosing appropriate words and organizing them into well-structured sentences. According to Prasetya & Komarudin (2017) explained students can actually write by their ability and quality. It is mean that students require engaging resources to enhance their writing skills. Utilizing interesting media can to support students' interest in comprehensively understanding the materials and improve their writing proficiency. Additionally, students find it difficult to construct procedure texts, which should include clear goals, materials, and steps. Understanding the generic structure and

language features of procedure texts is another area where students encounter difficulties in their writing process.

Based on observation at SMA Mutiara DT Sepulu result that the teacher using video tutorial cooking (VTC) in learning writing skill of the material procedure text. According to Ardhana et al. (2023) mentioned using video cooking is a popular and enjoyable method to teach language learners about process literature. It can access a variety of language learning incomes, engage in dynamic and interactive learning practices (Bakla, A., & Mehdiyev, E. (2022). The teachers can provide students with an authentic and engaging learning experience that is practical and applicable to their daily lives by utilizing cooking videos. In addition, the media moving image-based learning (animation/video) can encourage students' understanding when it used in manner consistent with multimedia learning theory (Uh, 2022).

In this study, the researcher focused to investigated by the using of VTC on Youtube in learning of procedure text. Watching videos can be a different way of learning than lectures or reading books because the expectations of the internet generation require different learning (Sari, 2020). Moreover, video materials can serve as useful input for incidental vocabulary learning Arndt, H. L., & Woore, R. (2018). As a result, the learners can a get new words and can using it in English practices.

Based on previous research conducted by Sukma, N. C. M., & Rosnija, E (2021) concluded that students could become more active and enthusiast in learning process. With cooking video students are able to compose words or sentences that must be written in procedure text. The same thing was also conveyed by Lating (2022). He concluded that

the use of the video recipe presentation helps students in successful their ability to write process texts, notably their understanding of using verbs, temporal sequences, and the items required to write text procedure. According to Jupri, J. (2019) mentioned that the students are interest, pleasure, enthusiasm and inspiration toward the activity. It can inspire students to articulate their thoughts in writing and express them in their own words on paper. As a result of the previous study that the video cooking useful for student to enhance students' writing espicially to learning of the material procedure text.

Based on the statement above, the writer is interesting to do research in this school by investigating students' perception toward Video Tutorial Cooking (VTC) media in teaching writing skill of procedure text and exemine the challenge faced by students during learning it. So, the reseracher will conduct a research entitled: Student' Perception Toward Video Tutorial Cooking on Youtube in Teaching Writing Skill Procedure Text at Elevent's Grade SMA Mutiara DT Sepulu.

#### *Video Tutorial Cooking (VTC)*

In the context this study, Video Tutorial Cooking (VTC) is a type of video that provides step-by-step instructions on how to do something espicially video tutorial cooking about instructions how to make a NasGor' food. This VTC shows a video about how to make simple fried rice. It also explains the ingredients and tools used, the cooking steps, to make fried rice at home. According to Ariani, S., & Tawali, T. (2021) defined the purpose of using video in learning process protections perceptive, emotional, and psychomotor. With video is a type of media that uses both sound and visuals to create an engaging experience. According to Afandi

(2021) explain videos can enhance students' interest and motivation to learn how to write procedure texts. It's means that watching a video can make students more interested and motivated to learn how to write procedure texts. A procedure text is a type of writing that explains how to do something step-by-step, like making a recipe or assembling furniture. So, if students watch a video about how to do something, they might be more excited about learning how to write their own procedure texts. This could help them learn better and enjoy the process more.

#### *Youtube*

The presence of media in the process of learning English is very important. In the teaching process, media is needed to encourage students to support students in learning effectively so that the learning process is not boring, engaging, and active (Ndraha, 2020). In the era digital, YouTube is an application that is considered as a source of online material that can be useful in teaching and learning activities (Hardianti & Saosang, 2022). Concequently, these types of resources can make it easier for you to understand and remember new vocabulary words or grammar rules. It could be a free web-based platform that enables individuals to effectively view, upload and share video. The use VTC on Youtube in learning procedure text can make the teaching process more effective and interesting for students (Samsidar et al., 2019).

Besides, the using Youtube is one of alternatif media in that can used by teacher. In addition, students can access the online video site for free to view, download videos and also play them again. Moreover, youtube is a learning media of combination between audio and visual elements. Consequently, the student' are more interested and motivated than textbook (Lating, 2022). According to

(Rahman et al., 2023) this media can enhance their language skills, from interactive language learning online and other source language.

#### *Student's Perceptions*

Perception has a selection of senses of the experts. According to (Lele, 2019) explain perception refers to the way our brain interprets and makes sense of the information we receive through our senses. Additionally, each sense provides us with different types of information about the environment around. According to (Pujiyani, 2022) defined students' perception refers to student's understanding or point of view on the information received during learning process. Perception is the process of interpreting sensory information from the environment, such as light, which guides behavior. Consequently, students' perception refers to how the learners interpret and understand the environment around especially in learning classroom. Moreover, Perception is an assumption based on experience or knowledge which sometimes differs from one person to another or sometimes differs from actual conditions or stimulation has been obtained. Stimulus itself is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain.

There are two types of perception: positive and negative (Uh, 2022). Positive perception is when we view things in a favorable or optimistic way, while negative perception is when we see things in a pessimistic or unfavorable light. For example, if someone receives constructive criticism on their work, they may have a positive perception by seeing it as an opportunity to improve and grow. On the other hand, someone with a negative perception may view the same feedback as an attack on their

abilities. It's important to note that our perceptions can be influenced by various factors such as past experiences, cultural background, beliefs and values. Therefore, teachers must choose good media or strategies in learning to increase students' attention and motivation in learning and eliminate students' boredom in receiving the teaching materials provided by the teacher. In other word perception is the process through which living organisms gather sensory information and organize it into a meaningful experience of their environment (Suryani, I., & Daulay, S. H. 2022).

#### *Teaching Writing*

Writing is considered to be a challenging aspect of language skills (Elisabeth Sinaga et al., 2023). It involves putting your thoughts and ideas into words on paper or a digital platform, which can be difficult for many people. Writing requires not only knowledge of grammar and vocabulary but also the ability to organize your thoughts coherently and convey them effectively. According to Prasetya & Komarudin (2017) state writing is considered a productive language skill. Writing skills refer to the abilities and knowledge that allow people to communicate through writing. These skills include things like grammar, punctuation, vocabulary, sentence structure, and organization. Sometimes, they do not know the English version of their word. The process of writing involves both physical and mental exertion, beginning with brainstorming ideas and culminating in their expression in written form (Halimah et al., 2021). When someone has strong writing skills, they can effectively convey their thoughts and ideas in a clear and concise manner using written language. This means they are able to express themselves well on paper or in digital formats such as email or

social media posts. Having good writing skills is important for many aspects of life including academic success, professional communication, and personal expression.

According to Susanthi (2021) all of the factors are always related to the implementation. Because of those factors, sometimes students are difficult to arrange their ideas into sentences or paragraphs. Writing is a vital aspect that students need to become proficiency (Hafizah, 2023). In teaching writing, a teacher helps students learn how to write by working with them in the classroom. This process involves communication and cooperation between the teacher and the students, which leads to written work being produced. The goal of teaching writing is for students to improve their skills in expressing themselves through writing. are designed to help students think more deeply and critically about information. Writing exercises are activities that help students learn by practicing their writing skills. These exercises are useful because they encourage critical thinking about the subject being studied and help students organize their thoughts in a logical way.

#### a. Steps of Writing

According to Clouse in (Uh, 2022) there are four points in process writing namely prewriting, drafting, revising, and editing to produce a section of writing.

- Prewriting: This stage helps with gathering ideas and organizing thoughts before writing a draft.
- Drafting: This stage involves writing down ideas into words, sentences, and paragraphs.
- Revising: This stage involves improving the writing by adding, subtracting, or rearranging ideas for clarity and readability.
- Editing: This stage involves correcting spelling errors, word forms, and other

linguistic aspects to ensure the writing is easy to read.

#### b. Aspects of Writing

Writing ability is not only an activity that transfers thoughts into written form, but also must be done in writing arranged properly. According to Jacob in (Audhia et al., 2023) state there are some element of writing, that is:

- Content: This refers to the ideas and knowledge presented in the writing, including the substance, development of the thesis statement, and relevance to the topic.
- Vocabulary: It emphasizes the importance of choosing the right words to express ideas effectively, forming beautiful and coherent sentences.
- Language Use: It stresses the importance of using proper grammar and language, assessed based on sentence structure, subject-verb agreement, tenses, word order, pronouns, and prepositions.
- Mechanics: This covers the basic mechanics of written text, including punctuation, capitalization, and spelling, which are crucial for clarity and meaning.

In this research, the researcher investigated about students' perception toward Video Tutorial Cooking (VTC) on Youtube used by teacher in teaching writing skill of procedure text. As we know that teaching English is a method employed by teachers to facilitate students' comprehension of the language. Utilizing a variety of media aids in enhancing the learning process, enabling students to grasp the content more efficiently and quickly.

## **METHOD**

The method of this research was qualitative descriptive methodology. Qualitative research methods were used to explore question that can best by verbally

describing how participants in a study perceive and interpret various aspects of their environment. The research was conducted in SMA Mutiara DT Sepulu, containing Eleventh grade students, which contains 32 students with 13 male students and 19 female students and the researcher involving 5 participants as samples to analyze. The researcher used two instruments to collect the data. the research instrument used are interviews and documentation. According to (Silmi, 2018) mentioned that the interview transcript is a document containing the recorded conversation between the researcher and the respondents, which includes the information and data obtained during the interview process. Before showing interviews, the researcher prepared a structured set of interview guidelines in the form of a lattice.

Table 1.1 Interview’s Guideline for Students

No.	Question
1.	What types of video does your teacher use in teaching English?
2.	What do you feel about the use of Video Tutorial Cooking (VTC) in studying English?
3.	What do you get after watching Video Tutorial Cooking (VTC) in learning English?
4.	What actions do you after you watch Video Tutorial Cooking (VTC)?
5.	What do you understand from the content presented in Video Tutorial Cooking (VTC)?
6.	How do you start to compose sentences about procedure text sentences?
7.	How do you improve your writing so that it becomes a good procedure text sentence?
8.	What do you feel when Video Tutorial Cooking (VTC) make your easier to learn English? Why?

9.	Does using Video Tutorial Cooking (VTC) make you easier to learn English? Why?
10.	Do you think that Video Tutorial Cooking (VTC) can inspire you to learn English? Why?
11.	Does learning English with Video Tutorial Cooking (VTC) help you increase your English vocabulary?
12.	Do you think learning English using Video Tutorial Cooking (VTC) can develop your writing skills? Why?
13.	Do you think the use of Video Tutorial Cooking (VTC) help you to remember the material? Why?
14.	Have you ever had difficulty understanding English material using Video Tutorial Cooking (VTC)? Why?
15.	Do we need to use Video Tutorial Cooking (VTC) in learning English to improve your writing skills? Why?

In this case, the researcher employed a semi-structured interview approach, offering more flexibility in the interview process compared to a structured interview. This method allows researchers to pose additional questions beyond those listed in the interview guide. In this section, students' perceptions will be discussed using the criteria established by Bimo Walgito. Walgito identifies three main indicators, namely acceptance, comprehension, and evaluation. The following questions have been prepared for the interviews.

Table 1.2 List of Interviews Guidelines About Studens’ Perception Toward VTC in Teaching Writing Skill Procedure Text

Variable	Indicator instrument	Number
Student Perception Towards VTC In Teaching Writing Procedure Text	Accepting	1,2,3,4
	Understanding	5,6,7
	Evaluating	8,9,10,11,12,13,14,15

## FINDING AND DISCUSSION

### Findings

#### Student's Perception Toward Video Tutorial Cooking (VTC) on Youtube in Teaching Writing Skill of the Material Procedure Text

In this section, students' perceptions will be discussed using the criteria established by Bimo Walgito. Walgito identifies three main indicators, namely acceptance, comprehension, and evaluation.

##### a. Accepting

Accepting is a process the initial reception of sensory information from the environment. It involves the sensory organs detecting stimuli such as sight, sound, touch, taste, and smell. The information is then transmitted to the brain for further processing. According to the researcher's interview, the student responded well to the teacher's use of VTC while instructing students on producing process texts.

Table 2.1 Students' Perception Based on Accepting Indicator

Students' answer of interview	
L1	"...I enjoy watching the video..."
L2	"Yes, I was motivated and interested to learn..."
L3	"... I was happy and enthusiastic..."
L4	"... I feel inspired to practice more..."
L5	"...makes me excited and interested..."

Table 2.1 displays that the use of Video Tutorial Cooking (VTC) by teacher in teaching procedure text obtains a positive response from students. The evidence the use of VTC in teaching procedure text results that the students or learner are feeling happy, enthusiastic, enjoy, inspired, interested, and motivated to learn English in the classroom. Students expressed that the use of VTC

provided a new and engaging learning experience. The students showed greater enthusiasm in focusing on the material presented by the teacher. It makes the learning process enjoyable and preventing boredom, leading to increased happiness and interest in learning English. Essentially, this approach motivated students to engage in learning English.

Furthermore, it's related to Robbin referenced by Al-Ikhlis (2021) state that accepting is the result of absorption or reception by sensory devices, so that the brain will receive a response or impression from object is observed. It appears that with the use Video Tutorial Cooking (VTC) that can be seen and heard. The students gave response that they happy and interested to more explore. Therefore, VTC are beneficial for students in the learning process, especially in learning procedure text. By using VTC to teach English, it can make students happy and then interested, enthusiastic, inspired and motivated to learn.

##### b. Understanding

In second indicator of perception is understanding. In this section the researcher described the students' perception based on comprehension. This stage involves interpreting and making sense of the information received. The brain processes the sensory data, organizes it, and assigns meaning to it based on past experiences, knowledge, and expectations. Besides that, through interview, the researcher found that the student understands the material using the VTC especially in write procedure text.

Table 2.2 Students' Perception Based on Understanding Indicator

Students' answer of interview	
L1	"...it makes me easier to understand..."

L2	“...it really help me to outline my wrote...”
L3	“...the picture, helps me to remember...”
L4	“... that’s right, it makes for me to remember ...”
L5	“...of course, it helped me to aid my writing process... “

The evidence that data shown in Table 2.2 explains the use of VTC makes it easier for students to understand the material which is a procedural text. It supports students become relaxed in learning text procedures, because they are remembered, inspired and provided through the content in the video. The image is supported to create memorable and know the meaning clearly. They can remember the instruction because have the same experience that is how to make fried rice with new versions. Moreover, when student have struck in organizing the sentences, they can imitate the step/style such as; action verb, noun, or other information of video for enhance their writing skill procedure text, because student can play the video anytime in Youtube. Consequently, it is able to provide a clearer visualization regarding concept that will be given. All of these are the reasons why students can understand and make the material more easily because of the use of the VTC.

Besided that, it is relevant to Safitri (2022) about the effectiveness of the use Cooking Video in learning procedure text. Sometimes students are difficult to arrange their idea into sentences. But through Cooking video, they can get stimulation from watching his videos to compose sentences well. According to Susanthi (2021) declared that all of the factors are always related to the implementation. It implies that all factors are interconnected and have an impact on the implementation process. Therefore, the

important various elements used by teacher such as resources, planning, communication, and external influences, play a role in the successful execution of a project or task.

c. Evaluating

The final stage of perception is evaluation. Evaluating is a process where the individual assesses the interpreted information to make judgments, decisions, or take actions based on the perceived stimuli. Evaluation involves comparing the incoming information with internal beliefs, values, and goals to determine its significance and relevance. So that this step involves the brain's ability to form opinions, draw conclusions, and understand the significance of the object in question. The result of students' responses during the interview, as assessed through perception indicators, indicates that the utilization of VTC enhances students' ability to recall English topics more easily and should be incorporated into English teaching practices.

Table 2.3 Students’ Perception Based on Evaluating Indicator

<b>Students’ answer of interview</b>	
L1	“...video tutorial cooking is very useful...”
L2	“...it is need in teaching English...”
L3	“...yes, need to apply it...”
L4	“...very needed to be implemented...”
L5	“...needs to be applied...”

The evidence is Table 2.3 above displays students or learner believe that integrating VTC into the teaching process for procedural texts, particularly in teaching English as a foreign language, is essential. This is primarily due to the fact that VTC facilitates a more straightforward learning experience for students studying English., because they can be access the video on Youtube when they not



in classroom. The VTC helps students expand their vocabulary by offering engaging videos and clear information that inspire learners and can be remember the word through picture. As a result using VTC is useful for teaching writing ability especially the material procedure text.

Besides, it's relevant to Fitri, D., (2018) about the effectiveness using YouTube in collaboration abilities. YouTube provides a platform for visual and interactive learning experiences in Global reach and accessibility. When student not in calss they can to access the material in outside. According to Samsidar et al., (2019) about enhancing students ' ability to write procedure text through youtube video. Through videos, users can visually grasp concepts, observe demonstrations, and engage with content in a more dynamic way. This visual stimulation can enhance understanding and retention of information, fostering collaboration by providing a shared learning experience.

### **The challenges Faced by the Students of the Use Video Tutorial Cooking (VTC) on Youtube in Teaching Writing Procedure Text**

The utilization of Video Tutorial Cooking (VTC) serves as a motivator for students to engage with the English subject and enhances their attentiveness during lessons. Additionally, incorporating animated videos in the teaching-learning process aids teachers in facilitating students' comprehension of the materials, leading to a more effective educational experience. Nonetheless, some students have expressed encountering challenges in learning English through VTC. Each student has unique learning styles and needs, so even when given the same material, the learning outcomes or outputs of each student can differ. Some factors that can cause

differences in learning outcomes among students include: learning styles, motivation, and varying cognitive abilities. One of the students' answers are: "...need teacher to explain more when we are watching..."; "...need dictionary to translate of unfamiliar word...".

This expression shows that the teacher mentioned that VTC assists students in grasping the English subject; however, some students still struggle to comprehend the information presented in the videos, requiring the teacher's explanations while watching the VTC. Several students face challenges in comprehending the subject matter or vocabulary in procedural texts as they require an extended period to grasp the content. It is related to Halimah et al. (2021) about the ineffective learning process monitoring stems from the teacher's inability to gather sufficient information about students' comprehension of the instructions given. Even though students still rely on the teacher's explanations to enhance their understanding of the material quickly and effectively, they acknowledge that VTC aids them in comprehending the material better compared to traditional textbooks. Therefore, teacher guidance remains important in the learning process even though various supporting media are available because the teacher's role is not only limited to providing information, but also involves other important aspects that cannot be replaced by media or technology.

### **Discussion**

The aims of this research are to find out the students' perceptions toward Video Tutorial Cooking (VTC) on YouTube in teaching writing procedural texts and to uncover the challenges faced during learning it. The research results show that the use of

Video Tutorial Cooking (VTC) in English language learning has a positive response on student motivation and engagement. Students showed increased interest and active participation when exposed to VTC during procedural text learning. In this case, the researcher uses three indicators to analyze the data, namely acceptance, understanding, and evaluation.

#### 1. Student's Perception Toward Video Tutorial Cooking (VTC) on Youtube in Teaching Writing Skill of the Material Procedure Text.

The first indicator is accepting. The result is found that the use of VTC can makes students to be happy, excited , inspired, and interested to learn English in the class. Students expressed that the use of VTC provided a new and engaging learning experience. The students showed greater enthusiasm in focusing on the material presented by the teacher. It's related with Cahyati Melani Sukma & Rosnija (2021) demonstrated that students could become more active and anthusiast in learning writing procedure text. The significance of the research is that they gets new inspiration in writing procedure text. Therefore, VTC makes students more anthusiast and motivated when learning about material procedure text. Besides, The video's engaging visuals and clear audio effectively capture students' attention, motivating them to actively learn the procedure text.

The second indicator is understanding. When students are exposed to stimuli through their five senses, they organize and analyze the information to create a coherent understanding. Students are finding it simpler to grasp text processes. The interview result indivated that videos facilitated their understanding of procedural texts by providing a more engaging and interactive learning

experience. The videos made learning procedural texts more accessible due to their engaging visuals, which fostered interest, motivation, and comprehension. The image are supported to create memorable and know the meaning clearly. The consequence are they can remember the instruction because have the same experience that is how to make fried rice with new versions. It relevant with (Lating, 2022) that the video recipe presentation not only enhances students' ability to write process texts but also deepens their understanding of present tense verbs, the sequence of actions, and the necessary ingredients for preparing dishes and drinks. As a result, it is able to provide a clearer visualization regarding concept that will be given. Students can understand and make the material more easily because through the VTC.

The Third indicator is evaluating. The findings demonstrated that after gaining a precise grasp, the students responded with opinions, assessments, or interpretations on the usage of Video Tutorial Cooking (VTC). The student responses provide strong evidence that they perceive VTC as a valuable tool for English language learning, particularly in the context of writing process texts. This response highlights the student's belief that VTC is necessary for effective English instruction. It relevance to Jupri, J. (2019) about Using video recipe to improve the junior high school students' ability in writing procedure text. Based on the result of the study indicated that tudents demonstrated significant improvement in their writing skills after using videos as a learning tool, and they hold positive attitudes towards the use of videos in writing instruction. Moreover, the students concurred that videos were advantageous for English learning. It can be inferred that incorporating videos like VTC can assist students in

comprehending and retaining English content more effectively, making it a valuable tool for English instruction.

## 2. The challenges Faced by The Students toward Video Tutorial Cooking (VTC) on Youtube in Teaching Writing Procedure Text.

However, some students still struggle to comprehend the information presented in the videos, requiring the teacher's explanations while watching the VTC. Several students face challenges in comprehending the subject matter or vocabulary in unfamiliar procedural texts, as these texts often require an extended period to fully understand. In essence, that many students struggle to understand the content and language of unfamiliar word because these texts are often complex and require more time to process. This understanding is crucial for educators to recognize, as it emphasizes the need for strategies and support to help students navigate these challenges.

## CONCLUSION

The purpose of the study is to find out the students' perception on the use of VTC on Youtube when learning procedure text and examine the challenges faced by students during learn procedure text. The researcher employed documentation and interviews to gather data in order to characterize the students' perceptions. In this section, students' perceptions will be discussed using the criteria established by Bimo Walgito. Walgito identifies three main indicators, namely acceptance, comprehension, and evaluation. Firstly, under the accepting indicator students expressed happiness, enthusiasm, interest, and motivated toward learning English through VTC due to the novelty of the experience and the engaging nature of the videos with clear audio. Secondly, in

understanding indicator, the students reported that VTC helped expand their vocabulary, enhance writing skill, and simplify the learning process by encouraging them to note down and learn new words while watching the videos. Lastly, in the evaluating stage students highlighted that VTC facilitated better retention of material attributed to the engaging nature of the videos, and advocated for the incorporation of animation videos in English teaching to enhance motivation, vocabulary acquisition, writing skills, and overall comprehension.

On the other hand, there are also challenges faced by students in teaching writing skills. The teacher noted that Video Tutorial Cooking (VTC) plays a crucial role in helping students grasp the English subject. However, some students encounter difficulties in fully comprehending the information presented in the videos, necessitating the teacher's explanations while watching the VTC. Certain students struggle with understanding the subject matter and vocabulary in procedural texts, requiring additional time to absorb the content. Despite the need for teacher explanations to facilitate quick and effective comprehension, students acknowledge that VTC aids them in better understanding the material compared to traditional textbooks. Therefore, while VTC serves as a valuable learning tool, teacher guidance remains essential in the educational process. The teacher's role extends beyond providing information; it encompasses vital aspects that cannot be replaced by media or technology. This highlights the ongoing importance of teacher involvement in students' learning journeys, emphasizing the irreplaceable value of human interaction and guidance in education.

In conclusion, the results of this study demonstrate the positive response of VTC on

student engagement and motivation in learning English procedure text. By embracing innovative teaching approaches like VTC, educators can create dynamic and interactive learning environments that foster student interest and participation. This study contributes to the growing body of research on technology in education and highlights the potential benefits of integrating VTC into the classroom setting. This research is not far from the researcher's limitations, namely the number of respondents sampled, so the results of this research may not be generalizable to a wider population. Studies with larger samples can provide more representative results regarding students' perception toward Video Tutorial Cooking (VTC) in teaching writing procedure text.

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