Literacy Using Food Truck Media in Writing Procedure Texts (Teaching Assistance Program in Educational Units)

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ABSTRACT

The teaching assistance program requires literacy learning 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. This condition is seen from the students' lack of understanding in analyzing the general structure of the text, resulting in difficulties in creating procedural texts that are good and correct and can be utilized by readers. To overcome this problem, socialization was held which aimed to maximize writing procedural texts using Food Truck literacy media. This Community Service is located at Putra Anda Binjai Vocational School, where the Education Unit Teaching Assistance program is implemented. The methods used in this training are lectures, discussions and demonstrations. The results of the training show that food truck literacy learning can be used as an alternative in improving 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.

Key words: Teaching Assistance, Food Trucks, Literacy, Fun Learning, Procedure Texts, Community Service.

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 (Rosida et al., 2022). 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. 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 (Artajaya, 2021).

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 (Nur et al., 2022). 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 if you apply learning strategies, present interesting literacy materials and media, and can encourage students to think actively, creatively and innovatively in their imagination (Alfaiz et al., 2023). Judging from some of the problems above, a solution is needed to overcome these problems. The way this can be done is through fun learning literacy media using Food Truck media. According to Sulistyo, the goal of literacy is to expand students' knowledge. According to (Alfaiz et al., 2023) 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 (Syaefudin, 2021).

It is hoped that this procedural text writing training will be useful for students and make it easier to compose procedural 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. The type of text genre that the author will train is procedural text (Rosida & Vita Losi, 2022).

Procedure text is a text that informs the steps in carrying out activities or activities to complete a job. It can be 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 (Mustofa et al., 2021).

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. 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. The first activity, starting from why do we have to be literate? 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 (Diana & Tussolekha, 2022). 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 (Sundari, 2018). The second activity, this activity has the theme "Procedures, Practice and Literacy" where students have the opportunity to practice procedural texts. The third activity, socialization, focused on Creative Chef material discussed with the participants. In this session they use all their abilities and add to the knowledge they have gained during previous literacy (Rosida, 2021b). To conclude this training event, the presenters again evaluated the participants' performances. 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(Suryana, 2021).

Community Service (PKM) has previously been carried out (Nur et al., 2022) Procedure Text Writing Training 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 procedural texts will be 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. (Fitriani & Susanti, 2021) This procedure text writing training is really useful and can help students in their daily activities both in the classroom and during field practice. This training aims to enable students to be able to write good and correct procedural texts and apply the contents of these texts.

LITERATURE REVIEW

The independent curriculum is a self-development program and prepares students to be themselves and understand their strengths and tendencies in learning and career readiness, because the concept of the independent curriculum is to provide learning in accordance with the stages of student development, build students' capacities and skills, support the development of competencies students, learning is designed according to the needs and conditions of the environment so that it is in accordance with the feasibility of current developments (Saputra, 2020). Therefore, in independent learning, the learning process is increasingly innovative, creative and flexible, so there is a great need for ways to make learning enjoyable for students (Rosida, 2021a).

The choice of method in learning must be done by conducting experiments, demonstrations and this can be done with cooking class activities, through cooking

classes students can understand the concept of discovering new things and can create a form according to what they want. (Rosida, 2021a) Cooking class is a cooking activity that involves students directly during the cooking process. Starting from preparing the equipment used, the processing process to arranging the dishes. Cooking class activities in student learning must be carried out with the teacher. During the activity the teacher facilitates students and guides them to do it correctly without coercion.

METHOD

Design and Samples

The methods and approaches offered by the presenters to students are: Lectures and discussions are the methods used by community service implementers using 50% methods in the form of theory and 50% in the form of direct practice with students.

Instrument and Procedure

Training lecture materials (modules) were given to participants, after completion of the lecture it was continued with a discussion (question and answer) about the obstacles faced by students in implementing literacy using Food Truck media and understanding procedural texts (Dini Septiari, 2022).

Data Analysis

Discussion and demonstration during socialization at Putra Anda Binjai Vocational School. Direct practice makes making sweet martabak a fun learning activity that is good for understanding and mastering the material previously explained. This socialization activity involved 32 students, 3 lecturers, 2 teachers, and 2 students who were members of the teaching assistance program.

RESULT AND DISUSSION

Implementation of teaching existence activities

Based on the method and plan for implementing the socialization that has been scheduled, on July 25 2023. The results of the training using Food Truck media in the procedure text can be used as an alternative as a literacy media at SK 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 3 2 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 (Joyo, 2019). 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 (Nur et al., 2022).

This socialization provides knowledge of the structure, content, characteristics, linguistic aspects, and how to write procedural texts. This procedural text is very important to teach to students because they will often experience it in everyday life and society. Procedure texts help you know how to do certain activities and habits.

Implementation of literacy using food truck media in writing procedure texts

This community service activity was held on 25, 26 and 27 July 2023. The training participants consisted of 32 students and several accompanying teachers. The activity was carried out at Anda Putra Vocational School in Binjai City. This activity starts from 09.00 to 13.00, located on Jl. Walter Mongonsidi No.22 Binjai City District.

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 (Nur et al., 2022).

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 (Rosida & Vita Losi, 2022). With adequate and competent literacy skills, we as individuals and as a society can 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 (Jaya & Darmayanti, 2022).

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.
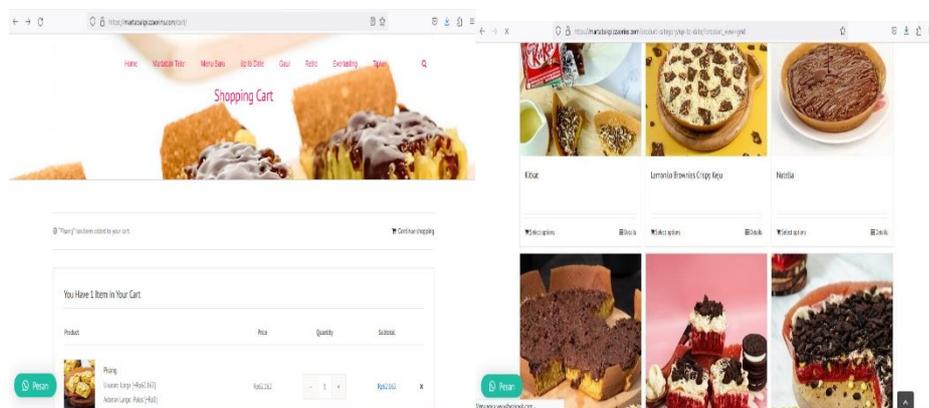

Figure 1. Food Truck Literacy Media

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 (Sumarseh & Suryana, 2021).

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 situation surroundings. 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 (Sugianti Somba, 2020). 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.

It is hoped that outreach regarding literacy will provide guidance to readers. Because procedural texts are guiding and giving the right steps in a procedure. Helps in carrying out certain activities correctly. 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 (Dini Septiari, 2022), 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. For example, in a cooking or cake making guide, the material section usually contains the tools and ingredients that will be used. But in things like how to run the 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. (Rosida, 2022) 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.

Figure 2. Group Photo of Teaching Assistance Activities

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 socialization 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. 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.

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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