

## ABSTRACT

**Hilmi Intan Azqia (2015): “The Effectiveness of Teaching Writing Procedural Text Using Visual Pictures (A Quasy Experimental Study at Ninth Grade of MTs At-Tarbiyah Dayeuhkolot Bandung)”**

The background of the study in this research is based on the phenomenon that students have difficulties in writing procedure text because the teacher just explains the material orally without being supported by teaching aids. The result is the students' ability to write is low. To improve students' ability in writing procedure text, the teacher needs a strategy by using an aid that facilitates on writing procedural text. Visual Pictures is one of the aid that can be used in teaching writing procedural text. Using visual pictures, students are able to write procedural text easily.

This research has several aims: (1) to know students' English Writing Procedural Text Ability after being taught by using visual pictures at the ninth grade of MTs At-Tarbiyah Dayeuhkolot Bandung, (2) to know students' English Writing Procedural Text Ability after being taught by using speech method at the ninth grade of MTs At-Tarbiyah Dayeuhkolot Bandung, and (3) to reveal the influence of visual pictures to students' English Writing Procedural Text Ability at the ninth grade of MTs At-Tarbiyah Dayeuhkolot Bandung. This research focuses on the significant influence of visual pictures on students' English Writing Procedural Text Ability at the ninth grade of MTs At-Tarbiyah Dayeuhkolot Bandung.

The method used in this research is an experimental method. The population of this reseach is all the ninth grade of MTs At-Tarbiyah Dayeuhkolot Bandung which consist of 40 students', while the sample consist of 2 classes, 20 learners from class A and 20 learners from class B. The total sample is 40 students' which are taken from the population. The sample of this research was divided into two groups: experimental group (IX<sup>a</sup>) was taught writing procedural text by using visual pictures and the control group (IX<sup>b</sup>) was taught writing procedural text by using speech method. To gain the data, the writer used test (pre-test and post-test), documentation study, interview and classroom observation. The data analysis was used to count the effectiveness of teaching writing procedural text using visual pictures and teaching writing procedural text using speech method on students' English writing procedural text ability. The accountation methos used in this research was  $t_{test}$ .

The statistical result showed that  $t_{count}$  is 4,38, while  $t_{table}$  is 2,42 with the degree of significance for 1% and used  $df=40$ . This shows that  $t_{count}$  was higher than  $t_{table}$ . This means that the working hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In conclusion, there is significant different between teaching writing procedural text by using visual pictures and teaching writing procedural text by using speech method. Based on this finding, it is recomended that visual pictures is used as an effective way to teach writing, especially procedural text.