

# CHAPTER I

## INTRODUCTION

### A. Background of study

Writing is one of the four language skills and regarded as the most difficult skill because it requires a lot of idea to involve thinking process extensively. Most people regard that disabilities in writing are caused by failure of teaching writing. Based on preliminary survey, teaching writing only focused on the theory of grammar and writing concept and did not support the students to develop their ability to write as much as possible.

According to Gould (1989: 18), writing is a creative act, the act of writing is creative because writing requires to interpret or make sense of something: an experience, a text, an event.

Here, teacher has to creative in teaching learning. Teacher has to know how to make class comfortable, enjoyable, and how to make the students to develop their ability and support the students to write appropriate with their ability to interpret and make sense of an experience or something.

Based on preliminary survey at MTs At-Tarbiyah Dayeuhkolot Bandung, it was found that students usually find some difficulties when they are learning writing. They cannot sit quietly and pay full attention during the lesson without doing anything, especially in procedural text. Because in this text type, the students are hoped can describe how

something is accomplished through a sequence of actions or steps. So, it will be better if they can practice it, for example “how to make a cup of coffee”. But many students have difficulties in writing procedural text. In MTs At-Tarbiyah Dayeuhkolot Bandung especially with students’ of ninth grade, the students have difficulties in writing procedural text because sometime the teacher only explains what are the social function, generic structure and the lexicogrammatical function. So, the students have difficulties when they must write a procedural text based on their imagination and experiences only.

Regarding to those phenomena which is usually found in English teaching, especially in learning of writing procedural text. This research intends to use visual picture as an aid in this material.

According to Ledgerwood (2007: 14), Visual media, pictures and videos are often used well in teaching. Visual media now used are photographic, slides, pictures cut out of a newspaper or magazine, or pictures in a textbook. In other words, visual picture is media to facilitate language learning because they help language learning to be more meaningful. By using visual, the teacher can find ways of helping students understand complex ideas. Visual can engage learners in their quest for knowledge.

The teacher should give students new methods in order to make them enjoyable, easy and memorable about the material especially in writing skill. In this case, this research attempts to investigate the

effectiveness of teaching writing procedural text by visual picture by conducting a research under the title: **“THE EFFECTIVENESS OF TEACHING WRITING PROCEDURAL TEXT THROUGH VISUAL PICTURE.” (A Quasy Experimental Study at nine grade of MTs At-Tarbiyah dayeuhkolot Bandung)”**

### **B. Research Questions**

this research intends to find answer to the following problems:

1. What is students' skill in writing procedural text after being taught by using visual picture?
2. What is students' skill in writing procedural text after being taught by using speech method?
3. How significant is the effectiveness of teaching writing procedural text through visual picture to develop students' writing skill?

### **C. The Aims of Study**

This study is aimed to achieve the following objectives :

1. To identify students' skill in writing procedural text after being taught by using visual pictures.
2. To identify students' skill in writing procedural text after being taught by using speech method.
3. To find out students' skill in writing procedural text to develop students' writing skill.

#### **D. The Limitation of Study**

The study focused on the effectiveness of teaching writing procedural text through visual pictures. It is applied to students of class IX MTs At-Tarbiyah dayeuhkolot Bandung.

#### **E. The significance of Study**

This study is to introduce the visual pictures as the current method that is possibly applied in teaching writing procedural text. Moreover, visual pictures is an alternative method of teaching writing in helping the students increase their writing skill.

#### **F. Rational**

Based on the observation at ninth grade of MTs At-Tarbiyah Dayeuhkolot Bandung, one of the difficulties of students' writing ability because of some factors, one of them is media in teaching learning.

According to Arsyad (2003: 33-34), media is a means of communication to help transferring the message and give power to the material presentation so it will be understood easier and staying longer in memory retention. If the teacher uses a good media and students give good respond, teaching learning process will run well. Therefore, the teacher should choose appropriate media. There are many kinds of media. One of

them is visual media: picture, magazine, newspaper, illustration, film strip, poster, etc.

One of media which is designed to improve students' writing ability is visual pictures.

Sharon (2004: 9) said that visual are regularly used to promote learning. They include pictures, diagrams on a poster, drawing on a chalkboard, photographs, graphics in a book, cartoons and so on.

According to Sharon (2004: 82-83), visual are iconic, they have some resemblance to the thing they represent. They serve as a more easily remembered link to the original idea. Visual can also motivate learners by attracting their attention, holding their attention and generating emotional responses. Visual can simplify information that is difficult to understand.

According to Craig (2013: 69), visual pictures is a media in teaching learning process with using a projector as a tool of learning. The activity of using visual pictures in teaching writing procedural text in the classsroom is, for example, teachers show the scramble pictures on the slides, ask students to write about the pictures is simply to ask students to write a procedure of the pictures, for example, the picture is about how to make a cup of coffee. Then students write the procedure about how to make a cup of coffee.

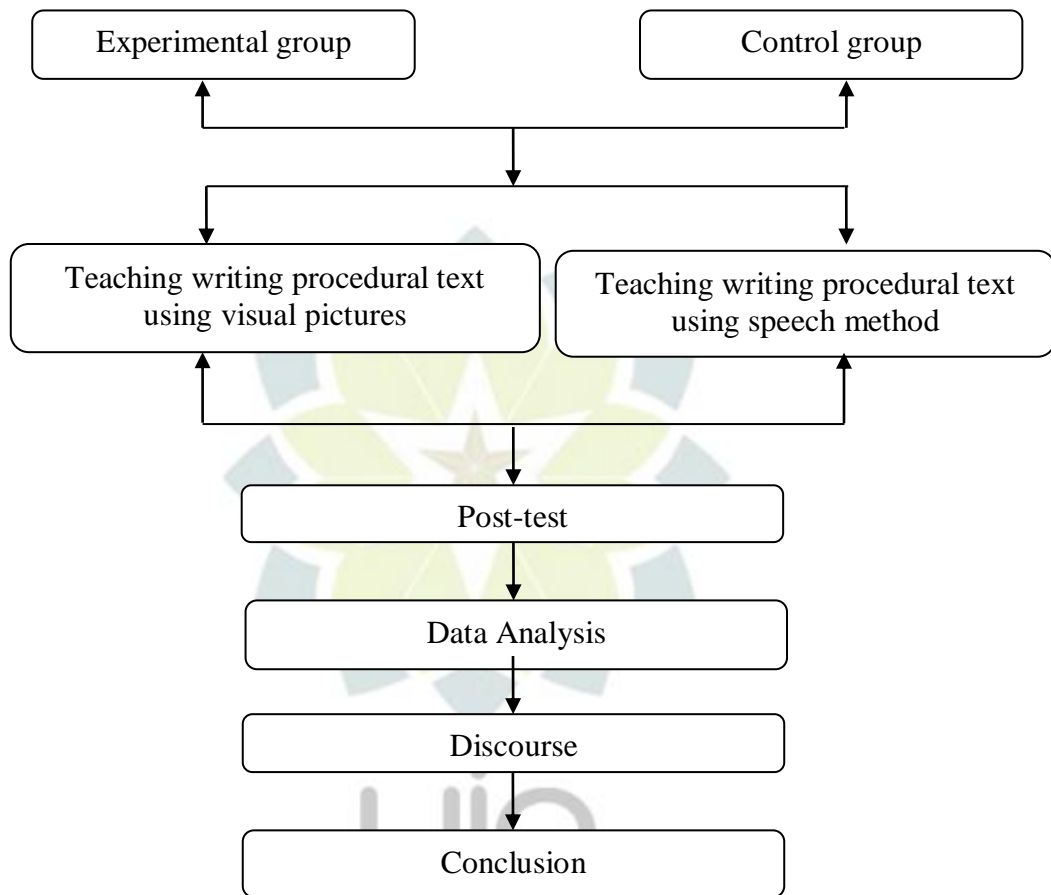
This research used a quasy experimental study to get the data that would be analyzed in this research. A quasi experiment method included assignment, but not random assignment of participants to groups (Creswell

2008:313). This is because the writer cannot artificially create groups for the experiment. By using a quasy experiment method, this research attempts to investigate whether there is any development of visual picture on student's writing ability procedural text and how high this develops is. This research decides to divide the experiment into two groups, experimental class and control class. Experiment method is performed by giving certain treatments to the experimental class, and the control class also provided as a comparison. The experimental class taught by using visual picture, while the control class taught by using traditional method of teaching. According to Sharon (2004: 15), traditional methods have been described as presentation forms such as lectures and disscusions. To make this paper clear, this research makes a schema:



**Figure 1.1**

**The process of research**



**G. Hypothesis**

As for hypothesis which will be used in this research are:

H<sub>0</sub> : There is no development of students' result in writing procedural text after using visual pictures.

H<sub>a</sub> : There is development of students' result in writing procedural text after using visual pictures.

## H. Procedure of Research

### 1. Determining Sources Data

#### a. Research Location

The location of this research is MTs At-Tarbiyah Dayeuhkolot Bandung. It was chosen because the students have difficulties of writing, especially writing procedural text.

#### b. Population and Sample

##### 1) Population

According to Arikunto (2006: 130), population is all the subjects of the research. In other word, population is the big research group chosen to represent all members of group.

The population of this research is the students of MTs At-Tarbiyah Dayeuhkolot Bandung. The total students of MTs At-Tarbiyah Dayeuhkolot Bandung is 152 students which consist of 81 male and 71 female.

**Table 1.1**

Population of students at MTs At-Tarbiyah Dayeuhkolot Bandung

No	Class	Male	Female	Total
1	VIIa	18	14	32
2	VIIb	16	14	30
3	VIIIa	13	12	25
4	VIIIb	15	10	25
5	Ixa	10	10	20
6	Ixb	9	11	20
Total		81	71	152



## 2) Purposive Sample

According to Sudjana (2005: 161), sample is a part of population. The sample of this research is nine grade of junior high school at MTs At-Tarbiyah Dayeuhkolot Bandung. It consists of two classes (class A and class B). This research choose class A for experimental class and class B for control class.

This research uses a purposive sampling. The sample is selected based on the knowledge of a population and the purpose of the study. The subjects are selected because of some characteristic.

According to Sugiyono (2012: 68), purposive sampling is a judgmental sample. For example if someone wants to make a research about politic condition in one region, so the source of data sample is someone who is expert in politics. This research, choose a nine grade of MTs At-Tarbiyah as a sample because this material is for nine grade.

## 2. Preparation

### a. Method of research

This research uses a quasy experiment method to get the data that would be analyzed in this research. This research consists of two classes, experiment class and control class. This experimental study

aims to test, check or prove a hypothesis;  $H_0$  There is no development of students' result in writing procedural text after using visual pictures.  $H_a$  There is development of students' result in writing procedural text after using visual pictures.

**b. Experimental Design**

This research used *one-group Pretest-posttest design*. Representation design of *one-group Pretest-posttest* is explained in Sugiyono (2012: 110):

**Pre-test and Post-Test Research Design**

<i>Pre-Test</i>	<i>Treatment</i>	<i>Post-Test</i>
<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>

O<sub>1</sub>: Pre-test

X : Treatment, That is visual pictures

O<sub>2</sub>: Post-test

**3. Techniques of Collecting Data**

To collect data, this research will use the techniques of data collection as follow:

**a. Observation**

According to Supardi (2006: 88), observation is a method to collect data by taking a note in a systematic manner of an observant indication. This observation is aimed to know the process of teaching writing procedural text by using visual pictures.

## **b. Test**

This research observes variables and collects the data by using test as the main instrument. According to Mardalis (1995: 74), test as instrument of data collection is a question which is used to measure intelligent, skill or ability which is the common property, individual or group. The aim of the test is to know the effectiveness of teaching writing procedural text by using visual pictures. The test consist of two: Pre test and post test.

### 1) Pre-test

Pre-test is intended to know the homogeneity of the students' writing ability especially writing procedural text of two variances before they are given the treatment of applying visual picture media. The pre-test will be given in written text.

### 2) Post-test

The material tested in post-test to the students after they have obtained treatment of being taught by using visual picture media. the aim of the post-test is to know the effectiveness of applying visual picture media. The post-test will be given in written form.

## I. Data Analysis

In analyzing the data, the writer will do the following steps:

1. To know the result of visual picture used simple explanation result of analysis observation sheet each meeting. Completing observation sheet with check-list (√) at column “yes” or “no” in each steps or activity that is done by students and teacher in teaching learning process. 1 point for activity which is done and 0 for activity that isn't done. As for steps are as follows:

- a. Determining score total which is got from students' activity
- b. Transforming score total become a percentage using formula:

$$NP = \frac{R}{SM} \times 100\%$$

(Purwanto, 2012: 102)

NP = Percentage of the expected value

R = Total score obtained

SM = Maximum score

100 = Fixed number

- c. Calculating percentage value high and lower implemented with description based on observer's comment
- d. Calculating the average of percentage value of process Visual picture in class, with formula:

$$NP = \frac{NP_1 + NP_2 + NP_3}{3}$$

- e. Calculating the average percentage for the entire meeting based on each steps of visual pictures
- f. Calculating step of class visual pictures from higher to lower and do qualitative analysis based on observer's comment

(Nurjanah, 2010: 7)

- g. Transforming table into chart
  - h. Describing final result of data for entire meeting based on comments of observation sheet
2. To know the influence of students' english writing procedural text ability after using visual pictures, as follows:

- a. Testing hypothesis
  - a) Making the table of  $\chi^2$  (chi-square)

$$\chi^2 = \sum \frac{(O_i - E_i)}{E_i}$$

$\chi^2$  = Chi square  
 $O_i$  = Observation frequency

$E_i$  = Expectation frequency

There are stpes that have to do:

- 1) Determining total of interval class
- 2) Determining the length of class interval

$$\text{Length of interval} = \frac{\text{highest data} - \text{lowest data}}{6 \text{ ( total class)}}$$

- 3) Arranging the distribution of observed and expected frequency, with the table
- 4) Calculating expected frequency
- 5) Determining chi square table  $\chi^2$  on certain significant degree
- 6) Comparing chi square count  $\chi^2$  count with chi square table

$\chi^2$

If  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ , the distribution is normal

If  $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ , the distribution is not normal

(Sugiyono, 2006: 78)

b) Test hypothesis

Test hypothesis is done to test accepted or rejected hypothesis.

Test hypothesis are as follows:

- 1) If distribution data is normal, parametris statistic will be used by using test “t”, the steps are as follows:

1. Calculating  $t_{\text{count}}$  with formula:

$$T_{\text{count}} = \frac{Md}{\sqrt{\frac{\frac{\sum d^2 - (\sum d)^2}{n}}{n \cdot (n-1)}}$$

- a. Md = mean of difference = mean from difference between score pretest and posttest, by using formula:

$$Md = \frac{\sum d}{N}$$

b. d is gain

c. n is total of subject

(Arikunto, 2006: 86)

2. Seeking  $t_{table}$  which mentioned in table value “t” based on the degree freedom (db) obtained, either on significant degree 1% or 5%. Formula of degree freedom is  $db = N-1$

3. Comparing  $t_{count}$  dan  $t_{table}$  : if  $t_{count} > \text{or} = t_{table}$ , so  $H_0$  rejected an  $H_a$  accepted, there is significant influence of visual pictures on students’ english writing procedural text ability. If  $t_{count} < \text{or} = t_{table}$ , so  $H_0$  accepted and  $H_a$  rejected, there is no significant influence of visual pictures on students’ english writing procedural text ability.

2) If distribution data is not normal, wilcoxon macth pairs test will be done.

$$Z = \frac{T - \mu_T}{\sigma_T}$$

T = Total of lower rank

$$Z = \frac{T - \mu_T}{\sigma_T}$$

$$\sigma_T = \frac{\sqrt{n(n+1)(2n+1)}}{2}$$

Thereby,

$$Z = \frac{T - \mu_T}{\sigma_T} = T - \frac{n(n+1)}{4 \sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

Criteria,

$Z_{\text{count}} > Z_{\text{table}}$ , so  $H_0$  rejected,  $H_a$  accepted

$Z_{\text{count}} < Z_{\text{table}}$ , so  $H_0$  rejected,  $H_a$  accepted

(Sugiyono, 2006: 133)

