IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING PICTURE (An Experimental Research at The 9th Grade of MTs Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/ 2015)

A Final Project

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
In English Language Education

By :

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Assalamu'alaikum wr.wb

I inform that I have given guidance, briefing and correction to whatever extent necessary to thesis with the following identity:

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MOTTO

اِنَّ مَعَ الْعُسْرِيُسْرًا

Verily with every difficulty there is relief[1]

So, There is a will There is a way

No successful without God helping and hard efforts

[1] Mushaf Al-Qur'an Terjemah Departemen Agama RI Edisi 2002(Jakarta Al-Huda) P. 597

ABSTRACT

Title : Improving students' Ability in Writing Procedure Text By Using Picture (an Experimental Research at 9th Grade of MTs Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/2015

Writer : Lailatul Faizah

Student Number : 113411128

The background of the study in this research is based on the students have difficulties in comprehending writing procedure texts, because in the teaching and learning process the teacher only explains what the procedure texts is. To develop this skill, the teacher needs strategy through using a medium that will make students enjoy and easy to write. Picture is a medium that can be used in teaching writing procedure texts.

The problem of this research can be stated as following question: 1) How well does picture give contribution to teach procedure text to the ninth grade students of MTs Nahdlatusy Syubban Sayung Demak in the academic year of 2014/2015. 2) Are there any differences in writing procedure text achievement between students taught using pictures and those taught using the traditional method of ninth grade students of MTs Nahdlatusy Syubban Sayung Demak in the academic year of 2014/2015?. Its purposes are: 1) To describe how well pictures give contribution to teach procedure text of the ninth grade students of MTs Nahdlatusy Syubban Sayung Demak in academic year 2014/2015. 2) To search whether there are different effect on writing procedure text achievement between those taught using pictures and those taught using the traditional method.

The population of this research was the ninth grade students of MTs Nahdlatusy Syubban Sayung Demak. The research method was an experimental research, which was conducted in two classes; the experimental class (IX B) and control class (IX A) . The experimental class was taught using picture, while the control class was taught without picture (using text). The writer gave writing test to get the data. There are two test; pre test and post test. The formula that was used to analyze the data was t-test. It was used to determine a significant difference between students' score in experimental class and students' score in control class.

After the data had been collected by using test, it was found that the pretest average of the experimental class was 51.14 and control class was 49.24. While, the post-test average of the experimental class was 83.63 and control class were 72.79. The obtained t-test was 6.770, whereas the t-table was 1.67 for a = 5%. The t-test score was higher than the t-table (6.770 > 1.67). It meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, picture was an effective medium in improving students' procedure writing MTs Nahdlatusy Syubban Sayung Demak.

Based on the finding, the writer assumes that picture may be used as one of alternative medium in the teaching of procedure writing.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

Assalamu'alaikum Wr. Wb

Praise be to Allah who has give blessing and mercies so that the writer can finish in creating this thesis. Shalawat and Salam may be grated to our noble prophet Muhammad SAW and his family, his friends, and his followers who has brought Islam until this present.

As a ordinary human who has the weakness and limitedness, the writer realized that the thessis by the title "Improving Students Ability in Writing Procedure Texts by Using Picture (An Experimental Research at 9th grade students of MTs Nahdlatusy Syubban Sayung Demak in the academic year of 2014/ 2015)" cannot be finished without any support, guidance, and help from the other people side. For that, by the honour of this, the writer wants to say thanks very much to the honorable :

1. Dr. H. Darmuin, as the Dean of Tarbiyah Faculty
2. Dr. H. Muslih, MA as the Head of English Department, Thanks for all his supports and permission to write this thesis.
3. Dra. Hj. Siti Mariam, M.Pd as the advisor, who guided and advised patiently during the arrangement of the thesis.
4. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, and guidance, and advices during the years of my duty.
5. H. Nur Hasan M.PdI, as the headmaster of MTs Nahdlatusy Syubban Sayung Demak who Had allowed the writer to carry out the research in our school.
6. My Husband and My Daughters who always give me motivation and give the pray for the writer.

7. Last but not least, all side who cannot mentioned one by one who helped in finishing in this thesis.

By expecting pray, may the goodness be charity and get the reward from Allah SWT. The writer realized that this thesis is still far from completeness so that, the writer so expect constructive suggestion and criticism from all side for the advantages of this thesis. Finally the writer expect may this thesis useful, especially for the writer and generally for the reader.

Wassalamu'alaikum, Wr. Wb

Semarang, March 2015
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CHAPTER I
INTRODUCTION

A. Background of The Study

Language is an important means of communication which used in the world. In the Oxford Learner's Dictionary, Language is a system of communication in speech and writing used by people of a particular country. It plays an important role in our life. English as the foreign language in our country is considered to be important to learn and to be used to develop science, technology, art and culture[1].

English as a foreign language in Indonesia is very important to learn and used to develop science, technology and also important to build relationship with others.

There are four skills that must be mastered by English learners in learning English. Those are: reading, speaking, listening and writing. Among the four skills, writing is the important skill for almost everyone who is learning English.

In writing, people can express their ideas or convey feeling a piece of information fluently . Writing is an effective action for the students to improve their skill.

Writing skill is often perceived as a difficult skill in learning English. Some efforts have been done to solve the problems. The main objective is to make writing became easier to learn for students. In

[1] Oxford, *Oxford Learns Pocket Dictionary* (New York: Oxford University Press, 4th, Edition, 2008) P. 247

order to make writing become easier to learn, teacher has to make an interesting teaching method. The teacher needs media to convey the lesson more easily. Brown states that using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop[2]. *Longman Advanced Dictionary* stated that "writing is words that have been written or printed, and activity or making words on a page with a pen or pencil "[3]

One of media that can be used to teach writing is picture. The use of pictures for teaching writing procedure text can make students interested in the teaching and learning process. Picture is flexible media to teach English because, it can't be separated from other media. By using picture, students can see object, and they will be able to describe more accurate and they can express imagination, feeling and mind in written form.

Procedure text is one of genres which are taught in written class. In writing procedure text, the students should be able to deliver their knowledge. To make learning writing procedure text easier to learn for the students, teacher can use picture to help students create their knowledge in written procedure text form based on the picture.

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[2] Douglas Brown, *Teaching by Principle : An Interactive Approach to Language Pedagogy*, (San Francisco : Longman, 2001), 2nd Ed,P.2

[3] *Longman Advanced American Dictionary* (America, Printed by U.S 2000) p. 1829

The study will be focused on writing a procedure text which one of the materials in English lesson for SMP/MTs especially on the nine grades students. Procedure is one of text that is to help the readers how to do, use, or make something completely. Sometimes, the students create the procedure text without care about the generic structure specifically. They also get problem in using imperative verb and temporal conjunction. So, the result of leaning procedure text is not optimal.

Finally, based on the writer experiment and observation, the writer chooses MTs. Nahdlatusy Syubban Sayung Demak to conduct the research. I would like to take this school because most of learners at MTs, Nahdlatusy Syubban Sayung Demak are lazy to learn English especially writing. To solve the problem, the writer chooses the title "Improving Students' Ability in Writing Procedure Text by Using Picture" (An Experimental at 9th Grades of MTs. Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/2015)

B. Reasons For Choosing the Topic

Writing is one of basic skills that have to be mastered by students in 9th grades of Junior High School. So the writer chooses the following reasons.

1. Writing is one of important skills for language skills in mastering English. The writer believes that using pictures as media in writing could improve student's ability in writing procedure text.

2. Procedures text is one of the genres that must be taught to students of Junior High School beside report, recount, descriptive and narrative.
3. Picture is one of the media that can be used in language teaching especially as teacher aids in writing class.

C. Research Question

1. How well does picture give contribution to teach procedure text?
2. Are there any differences on writing procedure text achievement between students taught using pictures and those taught using the traditional method?

D. Objective Of the Study

The objective of the study can be stated as follows:

1. To describe how well pictures give contribution to teach procedures text?
2. To search whether there are different effect on writing procedure text achievement of Junior High School students between those taught using pictures and those taught using the traditional method?

E. Significances of The Study

The result of the study are expected to be useful for

1. Students

Students are expected to be able to develop their ideas in writing a procedure text through pictures.

2. Teachers

   Teachers are expected to increase their knowledge to motivate students to be interested in learning writing through pictures.

3. The Writer

   The writer hopes that this study could facilitate with knowledge and experience about writing procedure text through pictures.

F. Scope of The Study

The scope of English study is so broad. We may not be able to reach all the aspects to be studied as a whole. Particularly in English learning context, there are so many components that may become the concern of the study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the teaching of writing focusing on:

1. The research subjects of this research are the students of grade ninth of MTs. Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/2015)
2. Picture as an aid that can be used to apply teaching writing procedure text.

   The improvement of students' ability in writing procedure text.

CHAPTER II
IMPROVING STUDENTS ABILITY IN WRITING PROCEDURE TEXT BY USING PICTURE

A. Previous Research

The writer describes some works which are relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study:

1. Thesis entitled The Use of Picture as Media for Teaching Writing (The Case Study of the third Grade Students of SMUN 1 Wirosari Grobogan in the academic year of 2008/2009) written by Dian Rahmawati, NIM: 2201404651 (Language and Art Faculty of State University of Semarang, 2008). She stated that one of the ways to make the students are interested in writing is using pictures in teaching writing. Pictures can represent the real situation and the students can express their ideas more easily. This study is an experimental research. It tried to know how well picture give contribution to teach writing and to know if there is significant difference in the achievement between the students who are taught writing using pictures and the students who are taught writing without pictures as media. The findings showed that teaching by using pictures can improve the students' achievement in writing and it is more effective than teaching writing without pictures.

2. The second thesis entitled "The Effectiveness of Using Chain Pictures In Teaching Writing a Recount Text (A Case Study with Eight Year Students of SMPN 1 Demak in Academic Year of 2007/2008)". Written by Mayasari (220140315), Language and Art Faculty of State Semarang University, 2008. Her thesis explained that the students usually difficulties in doing writing because it requires their creativity in developing their feelings and ideas, and chain pictures are very interesting media that can help students arrange the story. In this study, she attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who are taught writing a recount text by using chain picture and those who are taught using conventional method. The result of this research shown using chain pictures was more effective than teaching writing using a conventional way.
3. Thesis entiled " The Effectiveness of Pictures as Media in Teaching Writing of Report Text (An Experimental research with Eight Grade student of MTs N Jeketro Gorobogan in academic year of 2008/2009)" Writen by Siti Mahmudah (3104288), Tarbiyah Faculty, IAIN Walisongo Semarang. Her Thesis explained about procedure result and effect of teaching report text using pictures in writing. She states that one of the ways to make students are interested in writing is using pictures in teaching writing. Picture can represent to real situation

and the students can express their ideas more easily. This study is an experimental research. It tried know well picture give contribution to teach writing and to know if there is difference in the achievement between the students who are taught writing using picture and the students who are taught writing without picture as media. And the result was significant: picture could be more effective in teaching writing report text at MTs N Jeketro in academic year of 2008/2009

From the third thesis above, there are similarities in this research that are discussed about teaching writing and pictures. But in this study, the researcher uses pictures to teach writing procedure text. The setting and the respondent of this research are also different from the third research above. This research was conducted at MTs Nahdaltusy Syubban Sayung Demak.. The respondents of this research are nineth grade students of MTs Nahdlatusy Syubban Sayung Demak. So, this research still has relevance and significance factors why it is interested enough to be observed.

B. Literature Review

1. Writing

a. Definition of writing

In learning English, there are four skills that should be mastered by the student. They are: reading, speaking, listening, and

writing. Writing is an important skill that can't ignore. Because in teaching writing students have to know how to write a grammatically correct text and need to realize the meaning of sentences. Based on the *Longman Advanced Dictionary*, writing is word that have been written or printed[9].

Writing is central to our personal experience and social identities, and we are often evaluated by our control of it. The various purposes of writing, then the increased complexity of its context of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding[10]. Written language is simply the graphic representation of spoken language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lies is graphic for writing instead of auditory signals for speaking[11].

The Writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing form.

To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, as Jeremy Hammer said that teacher's method in teaching could be intrinsic motivation which

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[9] *Longman Advanced American Dictionary* (America, Printed by U.S. 2000). P.1829

[10] Ken Hyland, *Teaching and Researching Writing*, (Britain: Pearson Education Limited, 2002, p.1

[11] H. Douglas Brown, *Teaching by principle*, (San Francisco: Longman, 2001), p.335

motivated the students to learn. Therefore, it is important for teachers to gain some knowledge Hamer's statement is supported by Al-Qur'an Allah states in the glorious Al-Qur'an:

ن . والقلم ومايسطرون (القلم : ١)[12]

"Nun, by the pen and by the (record) which (men) write".

قيد واالعلم بالكتابه (اخرخه الطبرا ني والحيم عن عبدالله بن عمر وهو محيم)[13]

"Tie the knowledge with writing"

The Verse and Atsar above contain an order to write by using qalam (pen). Writing is a great gist coming from Allah. Writing has a function as a means to understand human-interest if there are not writing, the knowledge will be lost, religion track will not exist and life will not be comfortable.

Based on the explanation above, the researcher concludes that writing is an activity to express ideas, feeling, and opinions through words to readers in written form. Therefore, writer communicates his ideas in the form of a written text. And by reading his writing, readers are able to catch his message.

b. Process of writing

According to Jack C. Richards, the process of writing contains six steps that must be tried by students and applied to make a good writing, they are[14]:

[12] A. Yusuf Ali. The Holy Qur'an, (USA:Amana Corp 1983) P. 1585

[13] Wahbah Al-Zuhaily, Tafsir Munir (Libanon dari Al-Fiks Al-Mu'ashir 1994) Juz Ke 29 P. 318

1) Pre-Writing Phase

The first step is through discussion of the topic, reading of the model composition or the example of beginning of one, brainstorming on the topic or interviews, students generate ideas and collect information related to the topic, and then make notes.

2) Free Writing

The second step is students use their ideas, information, and notes to plan their composition. During this phase, students write freely on the topic. The focus here is on organizing their ideas-not yet on having to worry about perfecting grammar and spelling.

3) Drafting

The third step is students now write complete draft in sentence and paragraph form, but again without worrying too much about spelling, grammar, or pronunciation.

4) Revising

The fourth step is in pair small group feedback sessions, students read their own or classmate's composition. Then they ask question for clarification, or they can give suggestion for what additional information might be included. After this type of feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

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[14] Jack C. Richards with Jonathan Hull and Susan Proctor , *New Interchange English for International communication*, (Cambridge University Press, 1998), p.2

5) Editing

The fifth step is student works alone or in pairs, checks their second draft for accuracy. This time, they concentrate first on checking that their ideas are clearly organized and that have included enough details. When content and organized seem fine to them, students then focus their attention on correcting grammar, spelling, and punctuation.

6) Final Phase

The last step is students write, word process, or type a clean third (final) draft to hand in for comment, or they can put their compositions up on classroom bulletin board for others to read

In this study the researcher assumes that writing never one step action, it is a process that has several steps. When we first write something we have already been thinking about what we are going to say. and how we are going to say. Then after we have finished writing, we read over what we write and make changes and correction, and the last we can publish our writing as our composition.

c. Types of writing

Finnochiaro stated "that naturally, the type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write"[15].

According to Finnochiaro, there are two types of writing:[16]

[15] Marry Finnochiaro, *English as a Second Language: From Theory to Practice*, (NY: Regents Publishing Company, Inc., 1974); p.85

[16] *Ibid*, p. 86.

a) Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

b) Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

c) The Importance of Writing

Ramelan says that writing is a part of man's culture because it can be used to preserve thought ideas and also speech sounds[17]. From the explanation we can conclude that writing is means of recording of what we want to store in the form of written language. Writing is the most complex skills to develop; it plays an important role in the modern society. By writing we can earn money when we work i.e. as a journalist, authors, novelists, interpreters, script writers etc.

Writing is one way of making experience for students and for others. To be able to write we must master the learning concept that is we must learn to select and use from any possible combinations of words. In learning English, writing is very important to support student's ability to speak to the other because having a good ability in writing sentences can make us speak correctly. So our speaking can be understood by the listener.

Writing as skill is by for the most important reason for teaching writing; of course. It is a basic language skill, just as

[17] Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press,1992), p. 9

important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together and how to reply to advertisements, etc.

As one of the language skills, writing has given an important contribution to human work. The importance of writing can be seen in people daily activities and business activities. Writing is very important to help students learn English. According to Ann Raimes, writing has many benefits for students. They are:

a. Writing reinforces the grammatical structures, idioms and vocabulary.
b. Writing gives students chance to be adventurous with the language.
c. When students write, they become involved with the new language.

   The efforts to express ideas and the constant of eye, hands and brain are unique way to reinforce[18].

A lot of people can communicate to another over long distance only in short limit of time through writing. I also make the possibility for people to send message because it can store the message as long we wished. Besides, writing activity has more and more meaning in daily life.

[18] Ann Raimes, *Teaching English as A Second Language; from Theory to Practice*, (New York: Regent Publishing Company, 1974), p. 85.

d. Purpose of Writing

Based on O'Malley and Pierce thought, there are three purposes of writing classified on the types of writing in English language learning. Those are informative, expressive or narrative, and persuasive.[19]

Firstly, informative is represented by "informative writing" or "expository writing" that is purposed to share knowledge or information, give directions, and state ideas. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas and relationships that are purposed to inform something may important to the readers.

Secondly, expressive or narrative is represented by "expressive writing" or "narrative writing" that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

Finally, persuasive is represented by "persuasive writing" that is purposed to persuade the readers to do something. It efforts to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.[20]

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[19] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137

[20] . Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, p.138

2. Text

a. Definition of Text

Oxford Advanced Learner's Dictionary stated that text is the main written or printed part of a book or page, contrasted with notes.[21]. Creating a text requires us to make choices about the words they use and how they put them together. If they make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context). In other references also state at the same point that text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary[22]. And *Longman Dictionary of Applied Linguistics* stated that text/ teks/ is a piece of spoken or written language. A text may be considered from the point of view of its structure and/ or its functions[23]

Thus from the explanation above, the researcher concludes that text is a passage that has composition on which a note is written, also it has structure and function.

[21] A. S. Hornby, *Oxford Advanced Learners Dictionary,* (NY: Oxford University Press, 1987), p.1234.

[22] Horland, Retrieved on Friday, March 12th 2010 at 16.05 from http://www.brainyquote.com/words/te/tex229385.html.

[23] Jack Richards and friends, *Longman Dictionary of Applied Linguistics*, (England: Longman, 1990), p.292.

b. Types of Text

There are two types of the text, they are[24]:

- Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about on our life and considers our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

- Factual texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

3. Genre

a. Definition of Genre

The word genre comes from the French (and original Latin) word for kind or class. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics. Robert Allen

[24] Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan Education Malaysia,1997),p.1-3

notes that for most of its 2,000 years, genre study has been primarily numerological and typological in function[25].

Swales (1990) defines[26], Genre as a class of communicative events which has (1) a shared set of communicative purposes that are recognized by the parent discourse community, (2) established constraints on contributions in terms of their content, positioning and form, and (3) nomenclature for genres that is determined by the discourse community. The feasibility study, progress report, and research report are all examples of what today we would call genres. Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function of the genres is realized. While some purposes for speaking and writing remain constant across cultures, the ways in which these purposes are realized vary. Thus it is likely that there will be considerable variation of genres between cultures[27].

Thus from the explanation above, the researcher concludes that genre (in classroom context) is simple texts or type of literature which is communicative in its explanation to the students.

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[25] Daniel Chandler, *An Introduction of Genre Theory*, Retrieved on Monday, March 22nd 2010 at 11.03 from http://www.aber.ac.uk/media/Documents/intgenre1.html#*

[26] Master, Peter. *Responses to ESP*, (San Jose: State University, 1998).p.37.

[27] Jenny Hammond and friends, *English for Social Purposes*, (Australian: Macquarie University, 1992), p. 2.

b. Kinds of Genre

There are twelve kinds of genre[28], they are:

1) Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

2) Report

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

3) Discussion

Discussion is a piece of text that presents (at least) two points of view about an issue.

4) Explanation

Explanation is a piece of text that explains the processes involved in the formation or workings of natural or socio cultural phenomena.

5) Exposition (Analytical)

Exposition: analytical is a piece of text that persuades the reader or listener that something needs to get attention.

6) Exposition (Hortatory)

Exposition: hortatory is a piece of text that persuades the reader or listener that something should or should not be the case.

[28] Mark Anderson and Kathy Anderson, *op.cit*, p.3.

7) News item

News item is a piece of text that informs readers, listeners and viewers about events of the day which are considered newsworthy or important.

8) Anecdote

Anecdote is a piece of text that shares with others an account of an unusual or amusing incident.

9) Narrative

Narrative is a piece of text that amuses, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

10) Procedure

Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

11) Description

Description is a piece of text that describes a particular person, place or thing.

12) Review

Review is a piece of text that critiques an art work, event for a public audience.

4. Procedure Text

a. Definition of Procedure Text

According to Nystrand and Himley (1986: 81) A text is explicit not because it says everything all by itself but rather because it

strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.[29]

Writing is the last skill in English that we cannot ignore. When the students write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks. Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).[30]

As procedure, therefore, is a piece of text that gives us instructions for doing something.[31] Thus, from the explanation above, the researcher concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

b. Social Function of Procedure Text

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

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[29] Key Hyland, *op.cit*, p.8

[30] Mark Anderson and Kathy Anderson, *op.cit*,p.1.

[31] *Ibid*.p.50

c. Generic Structure of Procedure Text

According to Swales, structure of texts is a device that supports communicative purpose [32] Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text. The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb construct, which has meaning: to build something, to put or fit something together, to form together [33]. Both of them have same meaning, there are three generic structure of procedure text, they are [34]:

- An Introductory statement that gives the aim or goal.
- A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieve the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

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[32] J.Swales, *Genre Analysis*, (UK: Cambridge University Press,1990),p.42.

[33] Oxford, *op.cit* p. 247.

[34] Mark Anderson and Kathy Anderson, *op.cit*, p. 53.

d. Significant Lexicogrammatical Features

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. They are:

- Simple Present Tense, especially imperative form

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

- Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

- Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

e. The Example of Procedure Text

Goal : How to Make a Cheese Omelet

Ingredients : 1 egg, 50 g cheese, cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils : Frying pan, fork, spatula, cheese grater, bowl and plate.

Steps :

a) First, crack an egg into a bowl
b) Second, whisk the egg with a fork until it is smooth
c) Third, add milk and whisk well
d) Fourth, grate the cheese into the bowl and stir
e) Fifth, heat the oil in a frying pan
f) Sixth, pour the mixture in a frying pan
g) Seventh, turn the omelet with a spatula when it browns
h) Next, cook both sides
i) Then place on a plate; season with salt and pepper.
j) Finally, Eat while warm

Thus from an example above, everybody know how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

Procedure text is a piece of text that gives us instructions for doing something. The purpose is to explain how something can be done[35]. Writing procedures help us do a task or make something. They can be a set of instructions or directions e.g. step by step method to germinate seeds.

[35] Anderson, Mark and Kathy Anderson, *Text Types in English 1*, (South Yarra: Machmillan Education Malaysia, 1997), p.50.

5. Pictures

a. Definition of Pictures

Nagaraj states that another effective way of getting learners to learn words is through using picture. Picture can be drawn on the black board, chart papers or even cutouts[36].

Harmer states that pictures are clearly indispensable for language teachers since they can be used in many ways. A picture is an art that can express the lifestyle of someone or something, for example to express the lifestyle of flowers, animals or peoples in their simple characteristics[37].

b. Types of Pictures

Oemar Hamalik states that the types of pictures in detail as follows:

a) Sketch, painting product whether it is complete or incomplete.
b) Draft, the communication between lines or writing and picture presented and arranged logically to show off relation between the fact or idea.
c) Graphs, the picture which gives information about numbers and important relationship within the information.
d) Comics, series of pictures or paintings which forms a story.
e) Poster, a picture or painting which explain an intention or idea.

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[36] G. Nagaraj, *English Language Teaching; Approach, Methods, Techniques*, (Orient: Longman Ltd., 1990), p. 168

[37] Jeremy Harmer, Op. Cit.,p. 3

f) Cartoon, a picture or painting or sketch with is used to entertain, to critic or to suggest an idea.

g) Diagram, the combination between lines and picture which shows internal relationship, and

h) Map, the picture which describes a real situation[38].

c. The Characteristics of Pictures

A still picture is a record or a copy of real object or even which may be larger or smaller than the object. Even though there is no motion, it may be suggested and it may be also full color or white and black[39.]

Gerlach and Elly state that still picture are visual representation of person, places or things, which are two dimensional and have characteristics, such as they may be drawn, printed or photographically processed, abstract and they vary in size and color[40].

Pictures may be used as teaching media in classroom. It is depended on the characteristics of pictures that are interesting and informing about something. By representing pictures, it will encourage students interested and giving them any kind of information[41].

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[38] Oemar Hamalik, *Metode Belajar dan Kesulitan-kesulitan Belajar*, (Bandung: Tarsito, 1985), pp. 43-44.

[39] Dyah Maya Sari, Op. Cit., p. 14

[40] Vernon S. Gerlach, Op. Cit., p. 273

[41] Anik Nur Aeni, *The Use of Pictures as Media in teaching Speaking*,(Semarang: Walisongo State Institute for Islamic Studies, 2009), Unpublished Thesis

d. Picture as Medium

The word media are derived from Latin "medium" that means "between" or mediator. In Arabic media is "wasaaila" intermediary or mediator[42]. Picture as visual aid is medium that can be used in teaching and learning process which helps the students to understand the material.

As Harmer stated, we use variety of teaching aids to explain language meaning of construction, engage students in a topic or as the basis of the whole activity[43].

To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, as Jeremy Harmer said that teacher's method in teaching could be intrinsic motivation which motivates the students to learn[44].

Based on the explanation above, using picture in teaching leaning process is of one an alternative medium that can be use in the class. Students will be interested in understanding the material. And the existence of medium is absolutely needed.

Media are kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have important roles in teaching and learning process. Students‟ motivation can be increased by using media in teaching.

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[42] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT: Raja Grafindo Persada, 2001)

[43] Jeremy Harmer, *The Practice of Language Teaching*,P.134

[44] Jeremy Harmer, *How To Teach Writing*.,p.20

e. The Advantages of Using Pictures to teach Procedure Texts

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved. However, in teaching-learning process, a teacher must bring all components into a classroom and apply them. We can imagine that it will be hard to do because of some limitations. Therefore, a teacher often uses pictures as a means to improve the students' ability in learning English[45].

Pictures are one of kind of media, which can help the teacher draw the students' interest and arouse their motivation. If the students are motivated, they will participate actively and will learn hard during the teaching learning process. A teacher should be able to plan and organize an instructional design, the learning environment and the learning activities in the classroom in which he/she can stimulate the students in active ways and encourage them to take part in the activities where they have opportunities to produce English sentences or to use English communicatively. Thus, a teacher utilizes pictures to help students to get the students' interest and motivation[46].

A picture is an excellent media in which this can be done pictures arouse play fullness in the pupils because pictures are interesting. It provides variety of fun and games, furthermore, it is also

[45] Dyah Maya Sari, Op. Cit., p. 16

[46] Ibid

means that the use of picture may offer parallel opportunities both for teacher-students and students-students interaction[47].

According to Gerlach, there are several advantages of pictures, such as:

a) Pictures are inexpensive and widely available.
b) They provide common experiences for entire group.
c) The visual detail makes it possible to study subjects, which would otherwise be impossible.
d) Pictures can help to prevent and correct misconception.
e) Pictures offer a stimulus to further study, reading and research. Visual evidence is a powerful tool.
f) They help to focus attention and to develop critical judgments.
g) They are easily manipulated[48].

Therefore, the teacher will choose the pictures as media. Pictures are more understandable than words. The responses to pictures are often considerably faster than words. Another advantage of the use of pictures is that retention of pictorial information is quite remarkable over long periods of time.

[47] Dian Candra Prasetyani, *A Study on the Ability in Writing A Recount Text By Using Pictures*, (Semarang: English of Languages and Arts Semarang State University, 2006), Unpublished Thesis

[48] Vernon S. Gerlach, Op. Cit.,p. 277

f. The Limitation of Using Pictures in Teaching Learning Activity

Sari states:

> "Although pictures have many advantages, they still have some limitations. They are sizes and distances are often distorted, lack of color in some pictures limits proper interpretations, and students do not always know how to read pictures"[49].

C. Action Hypothesis

Based on the title of Improving Students Ability in Writing Procedure Text Using Picture, the researcher has hypothesis that Picture can improve students ability in Writing Procedure Text, because students ability in writing can be improved by true strategies in teaching writing through Picture as an teaching aid. These students' ability improvement in writing can be showed by some indicators and all of them is writing as a cooperative activity.

[49] Dyah Maya Sari, Op. Cit., p. 17

CHAPTER III
METHOD OF INVESTIGATION

There are six points to be discussed in this chapter. They are research method, research setting, population and sample, variable and indicator, data collection technique, and data analysis technique.

A. Research Method

This study is an experimental research at MTs Nahdlatusy Syubban Sayung Demak at the ninth grade of 2014-2015 academic year. It uses quantitative that focused on student's achievement in learning procedure text. This kind of experiment is true experimental design inform of pretest -posttest control class design. The design of the experiment could be described as follow:

E	O1	X	O2
C	O3	Y	O4

Where:

E: Experimental group

C: Control group

O1: Pre-test for the experimental group

O2: Post-test for the experimental group

O3: Pre-test for the control group

O4: Post-test for the control group

X: Treatment using picture as an aid

Y: Treatment without picture as an aid[50]

[50] Ibnu Hadjar, *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta : PT RajaGrafindo Persada, 1999), 2nd, p. 336

From design above, subjects of research were grouped into an experimental group (top line), and control group (bottom line). The quality of subject was first checked by pre-testing them (01 and 03). Then, the experimental treatment (taught by picture) was applied to experimental group, while control group was taught using text only. The result of post-test (02 and 04) were then computed statistically.

B. Research Setting

1. Time of the research

This research was implemented on 1 March – 25 May 2015, counted since the proposal was submitted until the end of research.

2. Place of the research

The writer conducted the research at MTs Nahdlatusy Syubban Sayung Demak. It is located at Jl. Semarang-Demak KM. 10 Purwosari Sayung Demak.

This research was conducted at the ninth grade students of MTs Nahdlatusy Syubban Sayung Demak. IX A class the experimental group and IX B the control group. Every class consists of 34 and 33 students as participants, who were mostly 14-15 years old.

C. Research Subject

1. Population and Sample

According to Arikunto, population is a set or collection of all elements possessing one or more attributes of interest. [51] The population of this research was the ninth grade of MTs Nahdlatusy Syubban Sayung Demak Kaliwungu in the academic year of 2014/ 2015.

Arikunto said that sample is a part of population to be researched.[52] The researcher selected two groups of students from the population as sample in this research. The total number of the population was 67 students which were divided into two classes. The process of selection would be discussed in the sampling technique.

Table III.1. List of population

No	Class	Number
1	IXA	34
2	IXB	35

2. Sampling Technique

In this research, the researcher used simple random sampling technique. According to Sugiyono in his book, random sampling is one of sample techniques that all of the individu of population may

[51] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 130

[52] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p.

have a same opportunity and have chosen as the independent sample.[53] So, the researcher was taken two classes as a sample, they are IX A and IX B. 69 students as participants. In IX A class consists of 34 students and in the IX B consists 0f 35 students. Students in class IX B was taught by using picture and considered as experimental group. While students in class IX A was taught without picture (using text) and considered as control group. Both of those classes have the same teacher who taught them and on the available time to teach them.

D. Variable and Indicator

Variable is the object of research or something that become the concern by researcher to be studied to get any information and then make a conclusion of that object.[54] The researcher used picture as a medium in teaching writing procedure text. In this research had two variables, the variable in this study were:

a. Independent Variable

   Independent variable is the variable that influences the change of dependent variable.[55] The independent variable in this research was the use of picture as medium. The experimental group which taught by picture, while the control group which taught by text only.

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[53] Sugiyono, *Statistika untuk penelitian*, (Bandung : Alfabet, 2007).p.64

[54] Sugiyono, *Statistika untuk penelitian*, (Bandung : Alfabet, 2007).p.2

[55] Sugiyono, *Statistika untuk penelitian*, (Bandung : Alfabet, 2007). P.4

b. Dependent Variable

The dependent variable is variable that measures the influence of independent variable. The dependent variable in this research was student's achievement in writing procedure text. Based on the variables above, we can make indicators that support the variables. The indicators of using picture are as follows.

Variable	Indicators
(Independent Variable) The use of picture in teaching writing procedure text.	□ Student's attention in learning process □ Students work individually □ Preparing some papers and pictures □ Using picture as a medium.
(Dependent Variable) Student's achievement in writing procedure text.	□ Students' ability in understanding procedure text such as: o Identifying the generic structure (Goal, material, step) of procedure text. o Identifying the lexicogram features of procedure text. □ Students' ability in making a simple procedure text, such as: o Student's achievement score, which can be identified with the student's ability in making procedure text in the post-test.

E. Data Collection Technique

In gaining this data, the researcher attempted to employ these following methods:

1. Observation

Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were:

a. Non systematic observation' which was done by the researcher without using instrument.
b. Systematic observation which was done by the researcher using instrument as the guide of the research.[56]

The observation focused on teacher and students activity in classroom. In this part, the researcher used checklist as instrument to take information related to the activity in the class room.

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.[57] This method is used to get data about score o f the pre-test and post-test which was given to both groups, the experimental and control classes. The test in this study is an essay test or subjective test. In essay test of writing, the student was given freedom to think as much as possible. They can freely express and organize their ideas in written form.

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[56] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran*, p.157

[57] Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*,(Jakarta : PT Rineka Cipta, 2006),edisi revisi. p.139

There were two kinds of test, pre-test and post-test. Those tests were given to the students as participants, either the experimental or the control group.

a. Pre- test

Before carrying out the teaching, the pre-test was given to experimental and control classes in order to make sure that the two groups have similar and equal level of proficiencies. It was used to find out the initial condition of students before treatment. The researcher gave an assignment to write a procedure text based on theme. The students had to pay attention to the five aspects of writing which would be used in the assessment. These five aspects were as follow; grammar, vocabulary, mechanic, relevance and fluency.

b. Post- test

The post- test was given to the experimental class after being taught by picture and was given to the control class after being taught without picture (by using text only). The test was given in order to know the improvement of students' ability in writing procedure text.

3. Documentation

Documentation method is used to look for the data concerning matters or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, agenda, etc.[58]

[58] Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, p. 158

It refers to the archival data that help the writer to collect the needed data. In this study, this method is used to get the data that were related to the research object such as students name list are included in the population. In this case, the data was gained by the help of the English teacher.

F. Data Analysis Technique

1. Technique of scoring test

In scoring the test , the researcher used analytic scale which categorized by some categories. O'Malley and Pierce stated that analytic scale separates the features of a composition into components that are scored separately.[59] This analytic score has five items and each item scores five. So, the maximum score is 25. The items are:

First is Grammar, Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[60] And the researcher states grammar is the employing grammatical and syntactic form.

Second is vocabulary, according to Caroline T. Linse, vocabulary is the collection of words that an individual knows[61].

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[59] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), p.144.

[60] H. Douglas Brown, *Teaching by Principle (*San Fransisco: Longman,2001), p. 362.

[61] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: MC Graw Hill, 2006), p.121

Third is mechanic, the mechanic is the use of graphic convention of the language.[62]

Mechanic will make students' writing well and reasonable to be read. The examples of mechanic are capital letter, quotation, comma, semicolon, and others. And the last are relevance and fluency (style and ease of communications). Relevance contains reasonable sentences (supporting sentences).[63] that support to the main idea. If students write paragraph without state the main idea, the reader will confuse to decide the main topic of the text, while fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers). If the researcher uses strange vocabulary, the readers will confuse what the purpose of writing. It means the writer uses a simple vocabulary not strange vocabulary.

Table III.2 The explanation of criterion[64]

Item analysis	Score criteria
Content	27-30 Excellent: knowledgeable-substantive, etc. 22-26 Good: some knowledge of subject-adequate range. 17-21 Fair: limited knowledge of subject – little substance. 13-16 Very poor: does not show knowledge of

[62] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*,.p.151

[63] H. Douglas Brown, *Teaching by Principle*.p.364

[64] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra by Modification*, (Yogyakarta: BPFE Yogyakarta, 2001), p.307-308. 35

	subject - non substantive.
Organization	18-20 Excellent: fluent expression - ideas clearly stated. 14-1 7 Good: somewhat choppy – loosely organized but main ideas stand out. 10-13 Fair: not fluent - ideas confusing or disconnected. 7-9 Very poor: does not communicate – no organization.
Vocabulary	18-20 Excellent: sophisticated range – effective word/idiom choice and usage. 14-17 Good: adequate range-occasional word/idiom, choice, usage, but meaning is not obscure. 10-13 Fair: limited range - frequent errors of word/idiom, choice, usage. 7-9 Very poor: essentially translation-little knowledge of English vocabulary.
Grammar	22-25 Excellent: effective complex grammar construction. 18-21 Good: effective but simple construction in grammar. 11 - 17 Fair: a major problem is simple/ complex construction in grammar. 5-10 Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 Excellent: demonstrates mastery of construction. 4 Good: occasional errors of spelling, punctuation. 3 Fair: frequent errors of spelling, punctuation, capitalization. 2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score	1 -100

Based on Burhan Nurgiyanto's grid, 2001

In giving scoring of the writing test, the writer processes the result of the students' test. The writer gave the score for each element of writing as follows:

a. Content : The lowest score is 13 and the highest score is 30
b. Organization : The lowest score is 7 and the highest score is 20
c. Vocabulary : The lowest score is 7 and the highest score is 20
d. Grammar : The lowest score is 5 and the highest score is 25
e. Mechanic : The lowest score is 2 and the highest score is 5

2. Analyzing the Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. Data analysis discussed two main things:

a) Test of data normality

The first step that had to be done before doing the research was to test the data normality. It was aimed to know whether the data came from normal distribution or not. The researcher used Chi quadrate formula, as follows:

$$X^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Cited from Arikunto.[65]

Where:

X^2 = Chi square

O_i = Frequency that was obtained from data

[65] Suharsimi Arikunto , *Statistika Untuk Penelitian*. p. 107

E_i = Frequency that was hoped

k = the sum of interval class

If the obtained score was lower than t -table score by using 5% alpha of significance, Ho was accepted. It was meant that Ha was rejected.

b) Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. The researcher used the formula as follows:

This formula[66]:

$$X^2 = (\ln 10)\{B - \sum (n_i - 1) \log S_i{}^2\}$$

With:

$$B = (\log s^2) \sum (n_i - 1) \ and \ s^2 = \frac{\sum (n_i - 1) S_i{}^2}{\sum (n_i - 1)}$$

Where:

X^2 = Chi square

S_i^2 = i-variance

n_i = number of participant

k = the sum of interval class

If x^2 count $\geq x^{2(1-\alpha)(k-1)}$ with significance 5% and dk = k – 1 so Ho was refused, the data is not homogeneous. If the participant is homogenous, the writer uses the formula below to measure the hypothesis:

[66] Sudjana, *Metoda Statistika*, p. 263

F = Variance Biggest

Variance Smallest

Cited from Sugiono.[67]

Hypothesis: $H_O: \delta_{1^2} = \delta_{2^2}$

$H_a: \delta_{1^2} \neq \delta_{2^2}$

Ho is accepted if F < $F_{1/2a\ (nb-1):(nk-1)}$

c) Analyzing The Result of The Test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to different I at e if the students' result of writing a procedure paragraph by using picture and without using picture was significant or not.

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_{1^2} + (n_2 - 1)s_{2^2}}{n_1 + n_2 - 2}}$$

Cited from Sudjana.[68]

[67] Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 1995). p. 250

Where:

$\overline{x_1}$ = the mean score of the experimental group

$\overline{x_2}$ = the mean score of control group

n_1 = the number of the experimental group

n_2 = the number of the control group

s = standard deviation

s^2 = variance

If the obtained score was higher than t -table score by using 5% alpha of significance, Ho was rejected. It meant that Ha was accepted: "There was a significant difference in writing achievement between the experimental and control group."

d) Analysis of Variance

Analysis of variance (ANAVA) is a collection of statistical models, and their associated procedures, in which the observed variance in a particular variable is partitioned into components attributable to different sources of variation. In its simplest form ANAVA provides a statistical test of whether or not the means of several groups are all equal, and therefore generalizes t-test to more than two groups. For this reason, ANOVAs are useful in comparing two, three or more

[68] Suharsimi Arikunto, *Statistika Untuk Penelitian*, (Bandung IKAPI 2007), p.138

means.[69] The reason for doing an ANOVA is to see if there is any difference between groups on some variable.[70] This research focuses on students' achievement on test of prohibition. Hence, in this research, the data analysis was done by comparing students' achievement among students' pre-test and post-test achievement using double ANAVA (Analysis of Variance). ANAV A is an inferential technique which is used to examine the difference of value average. As an analysis technique, ANAVA have some advantages, they are[71]:

1) ANAVA can be used to determine two or more average of sample is different significantly or not.
2) Calculation of ANAVA results F_{ratio} value which is significantly shows to researcher whether sample that is researched comes from different population.
3) ANAVA can be used to analyze data which is resulted by using complex factorial design. In a factorial design that results double F values, ANAVA can finish them all at once. By using ANAVA, researcher can understand

[69] http://en.wikipedia.org/wiki/Analysis_of_variance, retrieved on 19Th December 2011

[70] http://www.csse.monash.edu.au/~smarkham/resources/anova.htm retrieved on 19th March 2015

[71] Nurul Zuhriyah, *Metodologi Penelitian Sosial dan Pendidikan: Teori –Aplikasi*, (Jakarta:PT. Bumi Aksara, 2009), P. 210

which variables that have difference significantly and which variables that interact each other.

4) The ability of ANAVA can test the significance of tendency of a hypothesized trend. The result of the test called analysis of tendency.
5) ANAVA technique can be used to examine significance of two or more different variable.

The main element of variance analysis is variable among groups that be placed as numerator and variance in the group that be placed as denominator. Hence, a bigger variance in the group, F_{ratio} value will decrease. Thus, more subjects which researched caused the denominator value increases.

After getting F_{ratio} value, it should be compared with F_{table} in a particular real degree and particular degree of freedom. Hypothesis that is examined through F_{ratio} is as follow:

$$Ho : M_1 = M_2$$

$$Ha : M_1 \neq M_2$$

Ho will be refused and Ha will be received if the value of $F_{ratio} \geq F_{table}$ in a particular real degree and particular degree of freedom. After getting data, the data are analyzed by using double ANAVA. The steps are as follow:

1) Calculating sum of quadrates (JK)

$JKT = \sum X_T^2 - \frac{(\sum X_T)^2}{n_T}$

$JKA = \left(\sum \frac{(\sum Xa^2)}{na}\right) - \frac{(\sum X_T)^2}{n_T}$

$JKB = \left(\sum \frac{(\sum XB^2)}{nB}\right) - \frac{(\sum X_T)^2}{nT}$

$JK_{AB} = \left(\sum \frac{(\sum XAB^2)}{nAB}\right) - \frac{(\sum X_T)^2}{nT} - JK_A - JK_B$

$JK_d = JK_{Tm} - JK_A - JK_B - JK_{AB}$

2) Determining degrees of freedom (db)

db_A= Row - 1

db_B= Colum – 1

db_{AB} = (dbA) (dbA)

db_d = nT - 1

3) Calculating average of quadrate (RK)

$RK_A = JK_A/db_A$

$RK_B = JK_B/db_B$

$RK_{AB} = JK_{AB}/db_{AB}$

$RK_d = JK_d/db_d$

4) Calculating Fratio value

$F_A = RK_A/ RK_d$

$F_B = RK_B/ RK_d$

$F_{AB} = RK_{AB}/ RK_d$

5) Determining Ftable value

$F_{A\,(table)} = F_{(\alpha)(dbA/dbd)}$

$F_{B\,(table)} = F_{(\alpha)(dbB/dbd)}$

$F_{AB\ (table)}) = F_{\ (\alpha)(dbAB/dbd)}$

6) Examining hypothesis by compare F_{ratio} with F_{table}

Examination criteria:

- if $F_{ratio} < F_{table}$

So, Ho is not receivable.

- If $F_{ratio} > F_{table}$

So, Ha is receivable.

But for the use of manual way of double ANAVA, the researcher used Walisongo Statistics (W-stat) application which was published in 2011 by Ibnu Hadjar. The result of correlation between X and Y variables is compared with the value (F_t). The table value is 5 % or 1 %. $F_{ratio} > F_{tabel}$ is significant or there is differences between students' achievement of pre-test and post –test between experimental group and control group.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the data that were collected during the experimental research. This analysis focuses on the overview MTs. Nahdlatusy Syubban Sayung Demak, and the result of pre & post test which were done both in experimental and control group.

A. Profile of the School

This research was conducted in MTs. Nahdlatusy Syubban Sayung Demak which is located in street Raya Semarang – Demak Km 10. The profile of the school is as follow.

Name of school : MTs. Nahdlatusy Syubban
Address : Street Raya Semarang – Demak Km. 10
Village : Purwosari
Subdistrict : Sayung
Regency : Demak
1. Name of Organizer : Nahdlotul Ulama
2. NSS : 2040 32408502
3. Year of Existence : 1967
4. Year of Operational : 1967
5. The Tool and Infrastructure

The tools that are available in MTs Nahlatusy Syubban Sayung Demak are as follow:

- Classroom : 18
- office room : 4

- Head master room : 1
- Teacher room : 2
- Student's toilet : 5
- Teacher's toilet : 2
- Football field : 1

6. The Number of Teachers and official employees

   The number of teacher and employee in MTs. Nahdlatusy Syubban Sayung Demak is 21. It consists of 5 permanent teachers, 3 non permanent teacher, 7 PNS teachers, 12 administration staffs and 2 school keepers.

7. The Perspective and Mission of the School

   - The perspective of MTs. Nahdlatusy Syubban Sayung Demak

     The perspective of MTs. Nahdlatusy Syubban Sayung Demak is to raise the multiple intelegence of students with the base of faith and good fearing.

   - The mission of MTs. Nahdlatusy Syubban Sayung Demak

     To reach the perspective that was mentioned above, there are some missions to do:

     1) To organize the education with respect and trying to raise all the potential of students.
     2) To reinforce the characteristic of education to achieve students those have a certain character.

3) To equip students with a various skill of their life and productive enterprises to establish entrepreneurship mentally.
4) To develop the attitudes open with the mastery of language and technology information.
5) To preserve and develop the local culture as identify of students.

B. Analysis of Data

The research had been conducted since March 9th of 2015 to March 25th of 2015 in Mts Nahdlatusy Syubban Sayung Demak. This research had been carried through 4 steps. They involved pre-test, two times treatment and post-test.

The experimental class (class IX B) was given a pre-test on March 12, 2015 and control class (class IX A) was given a pre-test on March 13, 2015. They were asked to make a procedure text based on their own knowledge.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. The learning process in the experimental class used picture as a medium, while the control class without using picture.

The data in this study were gotten from the test result, as follow:

1. Result of research

a. Analysis of scoring test

After collecting the data, the writer analysed the result of data from the test have been given to both of class. In scoring of writing test, the writer gave the score for each element of writing as follows.

Tabel IV. 1

The Lowest and Highest Score of Element of Writing

No	Element of Writing	The Lowest Score	The Highest Score
1	Content	13	30
2	Organization	7	20
3	Vocabulary	7	20
4	Grammar	5	25
5	Mechanic	2	5

1) The data of pre-test score of the experimental class

Based on the result of research of class IX B before being taught by using picture as the media in writing procedure text the highest score achieved is 61 and lowest is 41. It means that the range (R)= 20 the number of class is 6, and the interval of the class is 3,3.

The result of the calculation above is, then inputted into the frequency distribution as follow:

Tabel IV. 2

Frequency Distribution of pre-test score of the experiment class

No	Interval Class	Frequency
1	41 – 44	3
2	45 – 48	8
3	49 – 52	8
4	53 – 56	14
5	57 – 60	1
6	61 – 74	1
	SUM	**35**

2) The data of pre-test score of the control class

Based on the result of research of class IX A before being taught by using conventional learning (without picture as media) in writing Procedure text the highest score achieved is 65 and lowest score is 40 range (R)= 25, the number of class is 6, and the interval of the class is 4.2

The result of the calculation above is, then inputted into the frequency distribution as follow:

Tabel IV. 3

Frequency Distribution of pre-test score of the control class

No.	Interval Class	Frequency
1	40 – 44	8
2	45 – 49	11
3	50 – 54	9
4	55 – 59	3
5	60 – 64	2
6	65 – 69	1
	SUM	34

3) The data of post-test score of the experimental class

Based on the result of research of class IX B after being taught by using picture as the media in writing procedure text the highest score achieved is 95 and lowest score is 70, range (R)= 25, the number of class is 6, and the interval of the class is 4.2

The result of the calculation above is, then inputted into the frequency distribution as follow

Tabel IV. 4

Frequency Distribution of post-test score of the experimental class

No	Interval Class	Frequency
1	70 – 74	2
2	75 – 79	7
3	80 – 84	10
4	85 – 89	12
5	90 – 94	2
6	95 – 99	2
	SUM	35

4) The data of post-test score of the control class.

Based on the result of research of Class IX A after being taught by using conventional learning (without picture as media) in writing procedure text the highest score achieved is 88 and lowest score is 59, range (R)= 29, the number of class is 6, and the interval of class is 4.8

The result of the calculation above is, then inputted into the frequency distribution as follow:

Tabel IV. 5

Frequency Distribution of post-test score of the control class

No	Interval Class	Frequency
1	59 – 63	4
2	64 – 68	5
3	69 – 73	11
4	74 – 78	5
5	79 – 83	6
6	84 – 88	3
	SUM	34

5) The average of pre test and post test score of the experimental and control classes.

The data were obtained from the students achievement scores of the writing procedure text. They were pre test and post test scores from the experimental and control classes. The average score from the experimental class was 51.14 for the pre test and 83.63 for the post test. While the average score for the control class was 49.24 for the pre test and 72.79 for the post test. The following was the simple table for the pre test and post test students average scores:

Tabel IV. 6

The Result Average of Pre and Post test score of The Experimental and Control Classes.

Class	The average score of pre-test	The average score of post-test
Experimental	51.14	83.63
Control	49.24	72.79

Based on the table above, it can be seen that there was an improvement of the students, achievement in writing a procedure text. Each class had different achievement. The achievement of the experimental class was higher than the control class.

b. Analysis of Pre-test

The experimental class (class IX B) was given a pretest on March 13, 2015 and control class (class IX A) was given a pre-test on March 13, 2015. They were asked to make a procedure text based on their own knowledge.

1) Test of Normality

Test of normality was used to find out whether data of control and experimental classes which had been collected from the research come from normal distribution normal or not. The result computation of Chi-quadrate (X^2_{score}) then was compared with table of Chi-quadrate (X^2_{tabel}) by using 5% alpha of significance.

If $X^2_{score} < X^2_{tabel}$ meant that the data spread of research result distributed normally.

Based on the research result of IX A students in the control class before they were taught procedure text without picture, they reached the maximum score 65 and minimum score 40. The stretches of score were 25. So, there were 6 classes with length of classes 4. From the computation of frequency distribution, it was found S2= 6.081 and S2 =36.9733. So, the average score ($\bar{X}$) was 49.24 and the standard deviation (S) was 6.1 After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

Class Interval	X	Pz	P	Z	Ei	Oi	$(Oi-Ei)^2$ Ei
40.00 – 44.00	39.50	-	0.4453	0.1634	5.555	8	1.076
	44.50	1.60	0.2819	0.2993	10.176	11	0.067
45.00 – 49.00	49.50	-	0.0174	0.2893	9.838	9	0.071
	54.50	0.78	0.3067	0.1476	5.018	3	0.812
50.00 – 54.00	59.50	0.04	0.4543	0.0397	1.349	2	0.315
	64.50	0.87	0.4940	0.0056	0.190	1	3.443
55.00 – 59.00	69.50	1.69	0.4996			34	
		2.51					
60.00 – 64.00		3.33					
65.00 – 69.00							
						= χ^2	5.784

for $\alpha = 5\%$, dk = 6 - 3 = 3, χ^2 table = 7.815

Because $\chi^2 < 7, 81$ then the post test is said to be normally distributed.

While from the result of IX B students in experimental group, before they were taught procedure text by using picture, was found that the maximum score was 61 and minimal score was 41. The stretches of score were 20. So, there were 6 classes and lengths of classes were 3.3. From the computation of frequency distribution, it was found S1 =4.551, and $S1_2$ = 20.7143. So, the average score (X) was 51.14 and the standard deviation (S) was 4.6. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

Class Interval	X	Pz	P	Z	Ei	Oi	(Oi-Ei)² Ei
41.00 – 44.00	40.50	-	0.4903	0.0625	2.188	3	0.301
45.00 – 48.00	44.50	2.34	0.4278	0.2085	7.298	8	0.067
49.00 – 52.00	48.50	-	0.2193	0.3365	11.777	8	1.211
53.00 – 56.00	52.50	1.46	0.1172	0.2632	9.212	14	2.489
57.00 – 60.00	56.50	-	0.3804	0.0997	3.489	1	1.776
61.00 – 64.00	60.50	0.58	0.4801	0.0182	0.638	1	0.206
	64.50	0.30	0.4983			35	
		1.18					
		2.06					
		2.93					
						$=\chi^2$	6.050

for $\alpha = 5\%$, dk = 6 - 3 = 3, χ^2 table = 7.815

Because $\chi^2 < 7, 81$ then the post test is said to be normally distributed.

2) Test of Homogeneity

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score (F_{score}) with F_{tabel} . Thus, if the obtained score (F_{score}) was lower than the F_{tabel} or equal, it could be said that the Ho was accepted. It meant that the variance was homogeneous.

Table IV.7 Test of Homogeneity (Pre-test)

	Experimental	Control
Sum	1790	1674
N	35	34
$\bar{\chi}$	51.14	49.24
Variance ($s^{2)}$	20.7143	36.9733
Standard Deviation	4.55	6.08

By knowing the mean and the variance, the writer was able to test the similarity of the two variants in the pre-

test between experimental and control classes. The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{36.97}{20.71}$$

$$= 1.7849$$

On a 5% with df numerator (nb - 1) = 35 – 1 = 34 and df denominator (nk – 1) = 34 – 1 = 33, it was found F_{tabel} = 2. Because of $F_{score} \leq F_{tabel}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

3) Test of difference two variants in pre-test between experimental and control groups.

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students results of writing a procedure text in experimental and control classes were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. The writer used formula:

$$t = \frac{\bar{X}1 - \bar{X}2}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

The writer had to find out S by using the formula above:

$$S = \sqrt{\frac{(35-1)20.71 + (34-1)36.97}{35 + 34 - 2}}$$

$$= 5.35933$$

After S was found, the next step was to measure t-test:

$$t = \frac{51.14 - 49.24}{5.35933\sqrt{\frac{1}{35} + \frac{1}{34}}}$$

$$= 1.221$$

After getting t-test result, then it would be consulted to the critical score of t_{tabel} to check whether the difference is significant or not. For a = 5% with dk 35+ 34 – 2 = 65, it was found $t_{tabel(0.95)(65)}$ = 167. Because of $t_{score} < t_{tabel}$, so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

c. Analysis of Post-test

The experimental class was given post test on February 25, 2015 and control class was given a post test

on February 25, 2015. Post-test was conducted after all treatments were done. Picture was used as aid in the teaching of procedure writing to students in experimental class. Meanwhile, the students in control class were given treatment without picture. Post-test was aimed to measure students ability after they got treatments.

1. Test of Normality

Test of normality was used to find out whether data of control and experimental classes, which had been collected after they got treatments, came from normal distribution normal or not. The formula, that was used, was Chi-quadrate. The result computation of Chi-quadrate (X^2_{score}) then was compared with table of Chi-quadrate ($X^2_{tabel)}$ by using 5% alpha of significance. If $X^2_{score} < X^2_{tabel}$ meant that the data spread of research result distributed normally.

Based on the research result of students in the control class after they got usual treatments (using text) in the teaching of procedure writing, they reached the maximum score 88 and minimum score 59. The stretches of score were 29. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found $s_2 = 7.623$, and $s_2^2 = 58.1978$. So, the average score (X) was 72.8 and the standard deviation (S) was 7,6. It meant that there was an

improvement of students score after they got treatments. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

Class Interval	X	Pz	P	z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
59.00 - 63.00	58.50	-1.88	0.4696	0.0810	2.754	4	0.564
64.00 - 68.00	63.50	-1.22	0.3886	0.1752	5.958	5	0.154
69.00 – 73.00	68.50	-0.56	0.2134	0.2503	8.510	11	0.729
74.00 - 78.00	73.50	0.09	0.0369	0.2360	8.025	5	1.140
79.00 - 83.00	78.50	0.75	0.2729	0.1470	4.997	6	0.201
84.00 - 88.00	83.50	1.40	0.4199	0.0604	2.054	3	0.436
	88.50	2.06	0.4803			34	
					χ^2	=	3.224

for $\alpha = 5\%$, dk = 6 - 3 = 3, χ^2 table =7.815

Because $\chi^2 < 7{,}81$ then the post test is said to be normally distributed.

Meanwhile from the result of IX B students in experimental class, who were taught descriptive text through picture, was found that the maximum score was 95 and minimal score was 70. The stretches of score were 25. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found $s_1 = 5.536$, and $s_1^2 = 30.6521$. So, the average score (X) was 83.6 and the standard deviation (S) was 5.5. By seeing the average score of students in experimental class, it could be concluded that there was an improvement of students score after they got treatments by using picture. After counting the average

score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

Class Interval	X	Pz	P	z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
70.00 - 74.00	69.50	-2.55	0.4946	0.0442	1.548	2	0.132
75.00 - 79.00	74.50	-1.65	0.4504	0.1783	6.242	7	0.092
80.00 – 84.00	79.50	-0.75	0.2721	0.3346	11.711	10	0.250
85.00 - 89.00	84.50	0.16	0.0625	0.2930	10.255	12	0.297
90.00 - 94.00	89.50	1.06	0.3555	0.1197	4.188	2	1.143
95.00 - 99.00	94.50	1.96	0.4752	0.0227	0.795	2	1.827
	99.50	2.87	0.4979			35	
					χ^2	=	3.741

for $\alpha = 5\%$, , dk = 6 - 3 = 3, χ^2 table =7.815

Because $\chi^2 < 7{,}81$ then the post test is said to be normally distributed.

2. Test of Homogeneity

The writer determined the mean and variance of the students score either in experimental or control classes. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control classes.

Table IV.8 Test of Homogeneity (Post-test)

	Experimental	Control
Sum	2927	2475
N	35	34
$\bar{\chi}$	83.63	72.79
Variance ($s^{2)}$	30.6521	58.1078
Standart Deviasi	5.54	7.62

Based on the formula, the result was:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{58.11}{30.65}$$

$$= 1.8957$$

On a 5% with df numerator (nb - 1) = 35 – 1 = 34 and df denominator (nk – 1) = 34 – 1 = 33, it was found F_{tabel} = 2. Because of $F_{score} \leq F_{tabel}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

3) Test of difference two variants in pre-test between experimental and control groups.

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students results of writing a procedure text in experimental and control classes were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. The writer used formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based of table IV.6, first the writer had to find out S by using the formula above:

$$S = \sqrt{\frac{(35-1)30.65 + (34-1)58.11}{35 + 34 - 2}}$$

$$= 6.64643$$

After S was found, the next step was to measure t-test:

$$t = \frac{83.63 - 72.79}{6.64643\sqrt{\frac{1}{35} + \frac{1}{34}}}$$

$$= 6.770$$

After getting t-test result, then it would be consulted to the critical score of $_{table}t$ to check whether the difference is significant or not. On α = 5% with dk = 35+ 34 - 2 = 67 is obtained $t_{(0.95)(67)}$ = 1.67. Because of $_{score}t > {}_{table}t$, so it could be concluded that there was significance of difference between the experimental and control classes. It meant that

experimental class was better that control class after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of procedure text using picture and the teaching of procedure text without picture for the nine grade students of MTs Nahdlatusy Syubban Sayung Demak. Teaching procedure with picture seemed to be more effective than teaching procedure without picture. It can be seen from the result of the test where the students taught writing by using picture got higher scores than the students taught writing without picture.

4. Analysis of Variance (ANAVA**)**

   In examining ANAVA, the researcher used Walisongo Statistic (W-Stat) application which was published in 2011 by Ibnu Hadjar. Here is the result of variance analysis:

Table IV.9 Summary of Variance Analysis Result

Varian Source	Total of Quadrate (JK)	Degrees of Freedom (d.k.)	Quadrate of Average (RK)	*F*	F-Criterion at degree of 5.0 %	Conclusion
Group (A)	1400.052	1	1400.052	238.412	12.729	significant
Test (B)	27216.261	1	27216.261	746.699	12.729	Significant
Interaksi (A*B)	687.177	1	687.177	18.853	12.694	Significant
Dalam	4884.134	134	36.449			
Total	34187.623	137				

From the variance analysis result above, it could be concluded that:

a. Total of quadrate (JK) between group (A) was 1400.052, Test (B) was 27216.261, interaction (A*B) was 687.177, in group was 4884.134 and total was 34187.623.

b. Degrees of Freedom (db) between group (A) was 1, Test (B) was 1 and interaction (A*B) was 1.

c. Quadrate of Average (RK) between group (A) was 1400.052 , Test (B) was 27216.261, interaction (A*B) was 687.177 and in group was 36.449.

d. Fratio was group (A) was 238.412,Test (B) was 746.699 and interaction (A*B) was 18.853.

e. Ftable at degree of 5 % was 12.729

f. From the variance analysis result, it could be concluded that the result of group (A) was significant, test (B) was significant and interaction (A*B) was significant in degree of 5%.

C. Discussion

1. The score of initial ability in the Pre test

Based on the research result of IX A students in the control class before they were taught procedure text without picture, they reached the maximum score 65 and minimum score 40. The stretches of score were 25. So, there were 6 classes with length of classes 4. After counting the average score and standard deviation,χ^2 was 5.784 and for χ^2 table was 7.815. Because χ^2 <7.81 the test is said to be normally distributed.

While for the result of VIII B in experimental group, before they were taught procedure text using picture, was found that the maximum score was 61 and minimum score was 41. The stretches of score were 20. So there were 6 classes and lengths of classes were 3.3. After counting the average score and standard deviation,χ^2 was 6.050 and for χ^2 table was 7.815. Because $\square^2$ <7.81 the test is said to be normally distributed

For the result of homogeneity the researcher used the formula

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

Cited from Sudjana.

Hypothesis : : $H_O: \delta_{1^2} = \delta_{2^2}$

$H_a: \delta_{1^2} \neq \delta_{2^2}$

Ho is accepted if F < F $_{1/2a\ (nb-1):(nk-1)}$

$$= \frac{36.97}{20.71}$$

$$= 1.7849$$

On a 5% with df numerator (nb - 1) = 35 – 1 = 34 and df denominator (nk – 1) = 34 – 1 = 33, it was found F_{tabel} = 2. Because of $F_{score} \leq F_{tabel}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

And the last result was t-test score (1.478), then it would be consulted to the critical score of t-table to check whether the difference is significant or not. For a=5% with dk 35+34-2=65, it was found t-table= 167. Because of t score < table, so it could be concluded that there was no significant between experimental and control groups.

2. The score of final ability in the Post test

The result of this research is obtained the average score of experimental class was 83.63 which were higher than the result of control class 72.79 The average score of experimental class was 83.63 and standard deviation (s) was 3.72. Teaching writing in experimental class by using picture as media to teaching procedure text can encourage the students to be more active and motivated. The picture can make students easier to describe the object. It can be seen on average score of experimental class which better result than control class.

The average score of control class was 72.79 and standard deviation (s) was 5.70. Teaching writing in control class by using conventional method to teaching writing procedure text make the students feel saturated with object that usually they describe. The students still had difficult in transferring their taught and ideas in writing.

Based on the result of calculation, t-test is obtained *t count* = 6.770 and t_{table} = 1.67, this showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). So it means that there is a significant difference between writing skill improvement of students taught by picture and taught by conventional learning in writing procedure text.

3. Students Condition in Control Group

In this study, source of data that was become as control group was class IX A. In the control group, there was not a new

treatment in a teaching learning process. They were given a usual treatment. They were taught procedure writing using text as they had got. Using text as an aid in the teaching learning process, teacher had used a monotonous media that could not increase students procedure writing. Students could not enjoy in writing and explore their ideas because they had to write what they had read from the text. It was proven with the control groups average in the post-test (72,79) which was lower than the experimental group (83.63); although, the control groups average in the pre-test (49.24) and for the experimental group (51,14).

4. Students Condition in Experimental Group
   a. Analysis of Students Writing Before Treatment (Pre-test**)**

      In the pre-test, students ability in writing procedure text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in procedure writing. Sentences, which were made by students, were influenced by Indonesian language. Students ability was in low level when they had to arrange sentences to be a good paragraph by considering main idea. It meant that the idea was not clearly stated and the sentences were not well-organized to support the main idea. Students word choice (fluency) was also far from being perfect. Not only the sequence of sentences which were made by students was not complete but also there were

many difficulties in grammar and mechanic; therefore, students ability of procedure writing could not be understood. To minimize the number of students mistakes in their writing, the researcher collected students writing, gave correction, and returned the paper to them. From the correction of their mistakes, students were supposed to learn more and improve their ability in procedure writing.

b. Analysis of Students Writing After Treatment (Post-test)

In the term of the product of the students work, students ability were collected and analyzed on the basis of Burhan which had been provided. Based on the analysis of students ability, it was found that students‟ ability after getting treatment improved. In the treatment, students were given picture that was in line with the function of procedure text, its linguistic features, and its generic structure.

Based on Burhan Nurgiyanto as the indicator of the students ability in procedure writing, the finding showed that students ability was in good level; although, there were still some mistakes that students had made like grammar. So, it could be concluded that the implementation of using picture as media in the teaching writing procedure text was very effective. It was proven with students‟ average score in experimental group was higher than control group. By considering the students‟ final score after getting treatment,

the teaching of procedure text using picture as media was better than without picture (text).

Based on t-test analysis that was done, it was found that the t-score (6,770) was higher than t-table by using 5% alpha of significance (1.67). Since *score t > table t* , it proved that there was a significant difference between the improvement of students achievement .

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between experimental and control class. Based on the finding and discussion in chapter IV, It could be concluded that:

1. The achievement of the experimental class was higher than the control class In the result of post test of experimental class was 83,63 which higher than the control class 72,79. It means that writing a procedure text by using picture as media was better than the writing procedure text without picture.
2. The t score was higher than the table t score 6.7700, there was a significant difference in the achievement between students in IXA who were taught procedure text using the picture and student in class IXB who were taught procedure text without using picrure.

B. Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. For Teacher
    a. Teacher may consider using picture become alternative media in teaching writing especially in a procedure text. Because it can inspire students mind what they have to write. By looking a picture, students will not find difficulties in getting an idea to write.
    b. The teacher can find the references of the picture from magazine, book, newspaper, internet, or make the picture by themselves based on their creativities in order to get the students interest in writing activities.
    c. Before teaching and learning process, the teacher should prepare the media well. It means that before using the picture as a media in teaching writing, it will be better if the teacher check the qualities of equipment are well, besides, the text is appropriate to their level or not.
2. For Students
    a. The students should pay attention to the teacher
    b. The students should learn the elements of good writing especially grammar and its application in the writing process
    c. Students should be more interested in English lesson.
    d. Students should be more respond in learning process
    e. The students should practice their ability of writing from the simple to the complex.

3. For next researchers

The writer hopes to next researchers who intend to use an interesting media like picture in teaching learning process; he or she must prepare the equipment are used by having a good preparation.

C. Closing

Giving the true praise only to Allah almighty, who gives power, spirit and power until this final project can be finished. The writer realizes this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.

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Appendix 1

No	Pre Test		Post Test	
	Control C	Experimental C	Control C	Experimental C
1	47	53	72	83
2	51	47	74	85
3	42	50	76	78
4	52	59	71	81
5	48	53	71	82
6	48	54	69	87
7	41	55	61	95
8	43	56	69	89
9	52	47	68	85
10	58	41	73	77
11	49	49	80	86
12	42	53	75	79
13	65	51	80	84
14	44	56	73	87
15	47	55	62	84
16	40	51	74	70
17	44	47	66	89
18	50	54	83	81
19	53	52	79	95
20	60	48	72	86
21	50	54	81	78
22	52	52	82	79
23	46	50	88	83
24	56	48	85	84
25	46	56	73	78
26	40	61	59	85
27	56	45	87	92
28	45	45	61	78
29	60	44	65	84
30	45	47	73	91
31	50	55	64	85
32	49	44	64	84
33	49	50	70	85
34	54	54	75	86
35		54		72

Appendix 2

No	Pre Test		Post Test	
	Control Group	**Experimental Group**	**Control Group**	**Experimental Group**
1	40	45	55	65
2	40	45	55	65
3	40	45	45	65
4	40	50	45	60
5	40	50	45	60
6	60	50	45	60
7	60	50	45	50
8	45	50	60	55
9	45	50	60	80
10	45	50	60	80
11	50	55	70	75
12	50	55	70	75
13	50	55	70	75
14	50	60	70	80
15	50	60	70	80
16	50	60	45	75
17	55	60	45	75
18	55	60	45	75
19	55	55	45	75
20	55	55	70	75
21	55	60	70	75
22	55	55	70	80
23	60	55	60	80
24	45	55	60	80
25	45	55	60	75
26	60	55	60	70
27	65	60	60	70
28	65	60	60	65
29	65	60	60	95
30	65	70	90	95
31	65	60	80	95
32	65	65	75	85
33	70	65	75	85
34	70	65	75	85
35	70	70	75	80
36	75	75	75	80
$\sum$	**1970**	**2045**	**2220**	**2695**
N	**36**	**36**	**36**	**36**
X	**54.72**	**56.81**	**61.67**	**74.86**
S^2	**88.49**	**55.1**	**128.181**	**116.296**
S	**9.407**	**7.42**	**11.322**	**10.784**

LEVENE'S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

Ho : $\alpha_1^2 = \alpha_2^2$

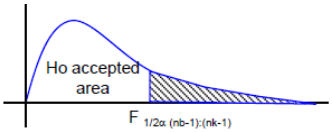
Ha : $\alpha_1^2 \neq \alpha_2^2$

The Calculation

Formula:

$$F = \frac{Vb}{VK}$$

Ho is accepted if $F \leq F_{1/2\alpha\ (nb-1):(nk-1)}$



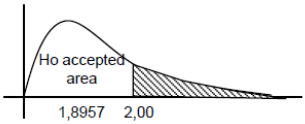
	Experimental	Control
Sum	2927	2475
n	35	34
$\bar{x}$	83.63	72.79
Variance ($s^{2)}$	30.6521	58.1078
Standard Deviation (s)	5.54	7.62

$$F = \frac{58,11}{30,65} = 1,8957$$

For α = 5% with

df1 = n1 – 1 = 35 – 1 = 34 df2 = n2 – 1 = 34 – 1 = 33

$F_{(0.025)(34:33)}$



Since F Value < F table, the experimental and control group have the same variance

INDEPENDENT SAMPLE POST TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

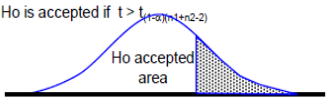
The Calculation

Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Which,

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

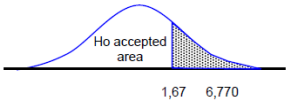


	Experimental	Control
Sum	2927	2475
n	35	34
$\bar{x}$	86.63	27.79
Variance (s^2)	30.6521	58.1078
Standard Deviation (s)	5.54	7.62

$$s = \sqrt{\frac{(35-1)30{,}65 + (34-1)58{,}11}{35+34-2}} = 6{,}64643$$

$$t = \frac{83{,}63 - 72{,}79}{6{,}64643\sqrt{\frac{1}{35} + \frac{1}{34}}} = 6{,}770$$

For $\alpha = 5\ \%$ and $dk = 35 + 34 - 2 = 67$, $t_{(0{,}95)(67)} = 1{,}67$



Since t value > t table mean there is a significant difference between experimental and control class on the test the experimental is higher than the control one

Appendix 5

SCORE OF POST TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental			Control		
No	Code	Score	No	Code	Score
1	E – 1	83.00	1	C – 1	72.00
2	E – 2	85.00	2	C – 2	74.00
3	E – 3	78.00	3	C – 3	76.00
4	E – 4	81.00	4	C – 4	71.00
5	E – 5	82.00	5	C – 5	71.00
6	E – 6	87.00	6	C – 6	69.00
7	E – 7	95.00	7	C – 7	61.00
8	E – 8	89.00	8	C – 8	69.00
9	E – 9	85.00	9	C – 9	68.00
10	E – 10	77.00	10	C – 10	73.00
11	E – 11	86.00	11	C – 11	80.00
12	E – 12	79.00	12	C – 12	75.00
13	E – 13	84.00	13	C – 13	80.00
14	E – 14	87.00	14	C – 14	73.00
15	E – 15	84.00	15	C – 15	62.00
16	E – 16	70.00	16	C – 16	74.00
17	E – 17	89.00	17	C – 17	66.00
18	E – 18	81.00	18	C – 18	83.00
19	E – 19	95.00	19	C – 19	79.00
20	E – 20	86.00	20	C – 20	72.00
21	E – 21	78.00	21	C – 21	81.00
22	E – 22	79.00	22	C – 22	82.00
23	E – 23	83.00	23	C – 23	88.00
24	E – 24	84.00	24	C – 24	85.00
25	E – 25	78.00	25	C – 25	73.00
26	E – 26	85.00	26	C – 26	59.00
27	E – 27	92.00	27	C – 27	87.00
28	E – 28	78.00	28	C – 28	61.00
29	E – 29	84.00	29	C – 29	65.00
30	E – 30	91.00	30	C – 30	73.00
31	E – 31	85.00	31	C – 31	64.00
32	E – 32	84.00	32	C – 32	64.00
33	E – 33	85.00	33	C – 33	70.00
34	E – 34	86.00	34	C – 34	75.00
35	E – 35	72.00			
$\sum = 2927.00$			$\sum = 2475.00$		
$n_1 = 35$			$n_2 = 34$		
$\bar{x_1} = 83.63$			$x_2 = 72.79$		
$S_1^2 = 30.6521$			$S_1^2 = 58.1078$		
$S_1 = 5.536$			$S_2 = 7.623$		

NORMALITY TEST FOR POST TEST OF THE EXPERIMENTAL

Hypothesis

Ho : The data distributed normality

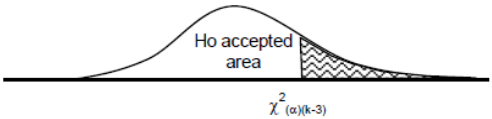
Ha : The data not distributed normality

The Calcutation

Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score = 95,00 Interval = 4,2

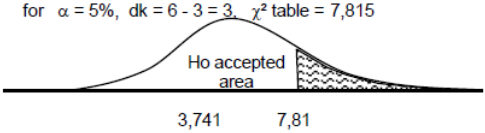
Minimum score = 70,00 mean ($\bar{X}$) = 63,6

Range = 25,00 S = 5,5

Class with = 6,0 N = 35

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei)² / Ei
70,00 - 74,00	69,50	-2,55	0,4946	0,0442	1,548	2	0,132
75,00 - 79,00	74,50	-1,65	0,4504	0,1783	6,242	7	0,092
80,00 – 84,00	79,50	-0,75	0,2721	0,3346	11,711	10	0,250
85,00 - 89,00	84,50	0,16	0,0625	0,2930	10,255	12	0,297
90,00 - 94,00	89,50	1,06	0,3555	0,1197	4,188	2	1,143
95,00 - 99,00	94,50	1,96	0,4752	0,0227	0,795	2	1,827
	99,50	2,87	0,4979			35	
					χ^2	=	3,741

for α = 5%, dk = 6 - 3 = 3, χ^2 table = 7,815



Because χ^2 < 7,81 then the post test is said to be normality distributed

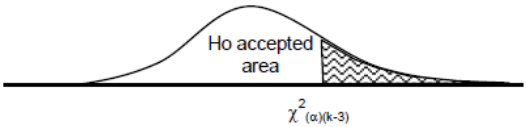
NORMALITY TEST FOR POST TEST OF THE CONTROL

Hipothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calcutation
Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

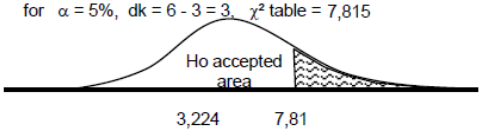
Ho is accepted if $\chi^2 < \chi^2_{tabel}$



Maximum score = 88,00 Interval = 4,8
Minimum score = 59,00 mean ($\bar{X}$) = 72,8
Range = 29,00 S = 7,6
Class with = 6,0 N = 34

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei)² / Ei
59,00 - 63,00	58,50	-1,88	0,4696	0,0810	2,754	4	0,564
64,00 - 68,00	63,50	-1,22	0,3886	0,1752	5,958	5	0,154
69,00 – 73,00	68,50	-0,56	0,2134	0,2503	8,510	11	0,729
74,00 - 78,00	73,50	0,09	0,0369	0,2360	8,025	5	1,140
79,00 - 83,00	78,50	0,75	0,2729	0,1470	4,997	6	0,201
84,00 - 88,00	83,50	1,40	0,4199	0,0604	2,054	3	0,436
	88,50	2,06	0,4803			34	
					χ^2	=	3,224

for α = 5%, dk = 6 - 3 = 3, χ^2 table = 7,815



Because $\chi^2 < 7{,}81$ then the post test is said to be normality distributed

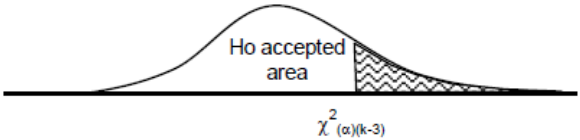
NORMALITY TEST FOR PRE TEST OF THE CONTROL

Hipothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calcutation
Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

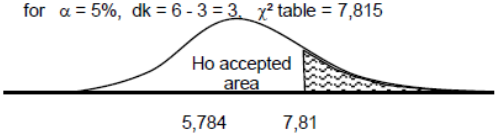
Ho is accepted if $\chi^2 < \chi^2_{tabel}$



Maximum score = 65,00 Interval = 4,2
Minimum score = 40,00 mean ($\bar{X}$) = 49,2
Range = 25,00 S = 6,1
Class with = 6,0 N = 34

Class Interval	x	pz	p	z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
40,00 - 44,00	39,50	-1,60	0,4453	0,1634	5,555	8	1,076
45,00 - 49,00	44,50	-0,78	0,2819	0,2993	10,176	11	0,067
50,00 – 54,00	49,50	0,04	0,0174	0,2893	9,838	9	0,071
55,00 - 59,00	54,50	0,87	0,3067	0,1476	5,018	3	0,812
60,00 - 64,00	59,50	1,69	0,4543	0,0397	1,349	2	0,315
65,00 - 69,00	64,50	2,51	0,4940	0,0056	0,190	1	3,443
	69,50	3,33	0,4996			34	
					χ^2	=	5,784

for α = 5%, dk = 6 - 3 = 3, χ^2 table = 7,815



Because χ^2 < 7,81 then the post test is said to be normality distributed

Appendix 9

SCORE OF PRE TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental			Control		
No	Code	Score	No	Code	Score
1	E – 1	53.00	1	C – 1	47.00
2	E – 2	47.00	2	C – 2	51.00
3	E – 3	50.00	3	C – 3	42.00
4	E – 4	59.00	4	C – 4	52.00
5	E – 5	53.00	5	C – 5	48.00
6	E – 6	54.00	6	C – 6	48.00
7	E – 7	55.00	7	C – 7	41.00
8	E – 8	56.00	8	C – 8	43.00
9	E – 9	47.00	9	C – 9	52.00
10	E – 10	41.00	10	C – 10	58.00
11	E – 11	49.00	11	C – 11	59.00
12	E – 12	53.00	12	C – 12	42.00
13	E – 13	51.00	13	C – 13	65.00
14	E – 14	56.00	14	C – 14	44.00
15	E – 15	55.00	15	C – 15	47.00
16	E – 16	51.00	16	C – 16	40.00
17	E – 17	47.00	17	C – 17	44.00
18	E – 18	54.00	18	C – 18	50.00
19	E – 19	52.00	19	C – 19	53.00
20	E – 20	48.00	20	C – 20	60.00
21	E – 21	54.00	21	C – 21	50.00
22	E – 22	52.00	22	C – 22	52.00
23	E – 23	50.00	23	C – 23	46.00
24	E – 24	48.00	24	C – 24	56.00
25	E – 25	56.00	25	C – 25	46.00
26	E – 26	61.00	26	C – 26	40.00
27	E – 27	45.00	27	C – 27	56.00
28	E – 28	45.00	28	C – 28	45.00
29	E – 29	44.00	29	C – 29	60.00
30	E – 30	47.00	30	C – 30	45.00
31	E – 31	55.00	31	C – 31	50.00
32	E – 32	44.00	32	C – 32	49.00
33	E – 33	50.00	33	C – 33	49.00
34	E – 34	54.00	34	C – 34	54.00
35	E – 35	54.00			
$\sum = 1790$			$\sum = 1674$		
$n_1 = 35$			$n_2 = 34$		
$\overline{x_1} = 51.14$			$x_2 = 49.24$		
$S_1^2 = 20.7143$			$S_1^2 = 36.9733$		
$S_1 = 4.551$			$S_2 = 6.081$		

LEVENE'S TEST FOR EQUALITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipotesis

Ho : $\alpha_1^2 = \alpha_2^2$

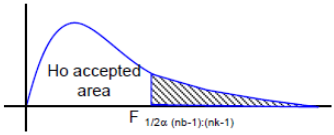
Ha : $\alpha_1^2 \neq \alpha_2^2$

The Calculation

Formula:

$$F = \frac{Vb}{VK}$$

Ho is accepted if $F \leq F_{1/2\alpha\ (nb-1):(nk-1)}$



	Experimental	Control
Sum	1790	1674
n	35	34
$\bar{x}$	51.14	49.24
Variance (s^2)	20.7143	36.9733
Standard Deviation (s)	4.55	6.08

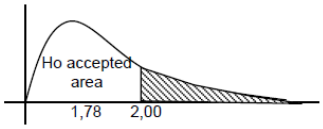
$$F = \frac{36,97}{20,71} = 1,7849$$

For α = 5% with

df1 = n1 – 1 = 35 – 1 = 34

df2 = n2 – 1 = 34 – 1 = 33

$F_{(0.025)(34:33)} = 2$



Since F value < F table, the experimental and control group have the same variance

INDEPENDENT SAMPLE POST TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipotesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

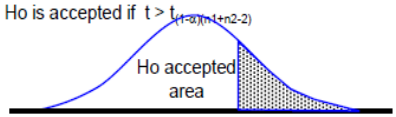
The Calculation

Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

Which,

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

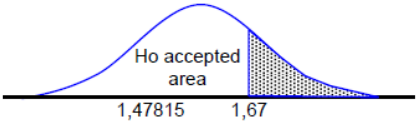


	Experimental	Control
Sum	1790	1674
n	35	34
$\bar{x}$	51.14	49.24
Variance ($s^{2)}$	20.7143	36.9733
Standard Deviation (s)	4.55	6.08

$$s = \sqrt{\frac{(35-1)20{,}71 + (34-1)36{,}97}{35+34-2}} = 5{,}35933$$

$$t = \frac{51{,}14-49{,}24}{5{,}35933\sqrt{\frac{1}{35}+\frac{1}{34}}} = 1{,}478$$

For $\alpha = 5\ \%$ and $dk = 35 + 34 - 2 = 65$, $t_{(0,95)(65)} = 1{,}67$



Since t table < t value, mean there is no significant difference between experimental and control class on the pre test

NORMALITY TEST FOR POST TEST OF THE EXPERIMENTAL

Hipothesis

Ho : The data distributed normality

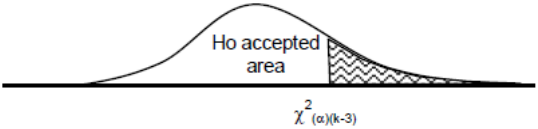
Ha : The data not distributed normality

The Calcutation

Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

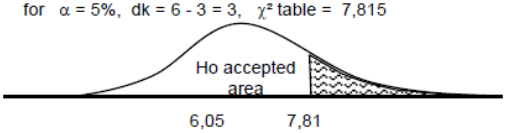
Ho is accepted if $\chi^2 < \chi^2_{tabel}$



Maximum score	= 61,00	Interval	= 3,3
Minimum score	= 41,00	mean ($\bar{X}$)	= 51,1
Range	= 20,00	S	= 4,6
Class with	= 6,0	N	= 35

Class Interval	x	pz	p	z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
41,00 - 44,00	40,50	-2,34	0,4903	0,0625	2,188	3	0,301
45,00 - 48,00	44,50	-1,46	0,4278	0,2085	7,298	8	0,067
49,00 – 52,00	48,50	-0,58	0,2193	0,3365	11,777	8	1,211
53,00 - 56,00	52,50	0,30	0,1172	0,2632	9,212	14	2,489
57,00 - 60,00	56,50	1,18	0,3804	0,0997	3,489	1	1,776
61,00 - 64,00	60,50	2,06	0,4801	0,0182	0,638	1	0,206
	64,50	2,93	0,4983			35	
					χ^2	=	6,050

for α = 5%, dk = 6 - 3 = 3, χ^2 table = 7,815



Because χ^2 < 7,81 then the post test is said to be normality distributed

Appendix 13

The Subjects List of the Control Group (IX A)

NO	CODE	NAME
1	C – 1	Adam Nazala Enhar
2	C – 2	Afidatul Hasanah
3	C – 3	Ahmad Shafiyudin
4	C – 4	Aidah Khofifah
5	C – 5	Alfina Khoirus Saadah
6	C – 6	Ana Mahmudah
7	C – 7	Anita Navilia
8	C – 8	Dwi Hesti Hasan
9	C – 9	Eliana Miftahul Janah
10	C – 10	Filla Fazatun Ni'mah
11	C – 11	Istiqomah Usmiyati
12	C – 12	Khafidlatur Rafiah
13	C – 13	Laili Zahratun Nisa'
14	C – 14	Misbahul Anwar
15	C – 15	Muhammad Ainul Yaqin
16	C – 16	Muhammad Izzudin Faiz
17	C – 17	Muhammad Syaiful Anam
18	C – 18	Nada Arifatul Islamiyah
19	C – 19	Nailusy Syarifah
20	C – 20	Nila Fauziza
21	C – 21	Nur Khuiriyah
22	C – 22	Novita Mayangsari
23	C – 23	Nur Afifah
24	C – 24	Nur Aini
25	C – 25	Rizka Nur Firdani S
26	C – 26	Risma Widyawati
27	C – 27	Safiatus Solehah
28	C – 28	Siti Maesaroh
29	C – 29	Siti Rohana
30	C – 30	Syifaur Rohmah
31	C – 31	Ulfatus Safaah
32	C – 32	Uzlifatul Ulfa
33	C – 33	Umi Khoiriyah
34	C – 34	Ummu Salamah

Appendix 14

The Subjects List of the experimental class (IX B)

NO	CODE	NAME
1	E – 1	Adam Putra Mahesa
2	E – 2	Agusta Tri Atmojo
3	E – 3	Ahmad Jaelani
4	E – 4	Ahmad Mubarok
5	E – 5	Ali Fathur Roman
6	E – 6	Alif Dzikrullah
7	E – 7	Baharusin Ramli
8	E – 8	Bima Dwi Suryawan
9	E – 9	Diah Agustiani
10	E – 10	Fina Anggraini
11	E – 11	Hilmi Khafidli
12	E – 12	Istiqomah
13	E – 13	Jaya Taruna
14	E – 14	Khofifah
15	E – 15	Lia Agustin
16	E – 16	Muhammad Abdul Aziz
17	E – 17	Muhammad Abdul Jabbar
18	E – 18	Muhammad Faruq
19	E – 19	Muhammad Mujab
20	E – 20	Muhammad Nahrowi
21	E – 21	Oppi Jeneferi Sudari
22	E – 22	Rifqi Maulana
23	E – 23	Rini Cahyati
24	E – 24	Siska Wahyu Indriyani
25	E – 25	Siti Nur Kholisol
26	E – 26	Siti Nur Aini
27	E – 27	Tsena Hamdan Al Az
28	E – 28	Wisnu Hasan
29	E – 29	Indah Susanti
30	E – 30	Yusril Hanif Maulana
31	E – 31	Ulya Alfiani
32	E – 32	Yogi Setiawan
33	E – 33	Usman Rauf
34	E – 34	Vanessa Avilia
35	E – 35	Zainul Faroh

Appendix 15

The Pre-Test Score of the Control Group (IX A)

NO	CODE	SCORE
1	C – 1	47
2	C – 2	51
3	C – 3	42
4	C – 4	45
5	C – 5	48
6	C – 6	48
7	C – 7	41
8	C – 8	43
9	C – 9	52
10	C – 10	54
11	C – 11	49
12	C – 12	42
13	C – 13	55
14	C – 14	44
15	C – 15	47
16	C – 16	40
17	C – 17	44
18	C – 18	50
19	C – 19	53
20	C – 20	44
21	C – 21	50
22	C – 22	52
23	C – 23	46
24	C – 24	56
25	C – 25	50
26	C – 26	40
27	C – 27	53
28	C – 28	45
29	C – 29	45
30	C – 30	45
31	C – 31	50
32	C – 32	49
33	C – 33	49
34	C – 34	54

Appendix 16

The Pre-Test Score of the experimental class (IX B)

NO	CODE	SCORE
1	E – 1	53
2	E – 2	47
3	E – 3	50
4	E – 4	59
5	E – 5	53
6	E – 6	54
7	E – 7	55
8	E – 8	56
9	E – 9	47
10	E – 10	58
11	E – 11	49
12	E – 12	53
13	E – 13	51
14	E – 14	56
15	E – 15	55
16	E – 16	60
17	E – 17	47
18	E – 18	54
19	E – 19	52
20	E – 20	48
21	E – 21	54
22	E – 22	52
23	E – 23	50
24	E – 24	48
25	E – 25	56
26	E – 26	61
27	E – 27	56
28	E – 28	63
29	E – 29	53
30	E – 30	47
31	E – 31	55
32	E – 32	58
33	E – 33	50
34	E – 34	68
35	E – 35	54

Appendix 17

Nama	:
Class	:
Student Number:	

WORKSHEET

TEST OF FREE WRITING PROCEDURE TEXT (Post-Test)

for experimental class

Theme : How to make Fried Rice

Kind of text : Procedure Text

Time Allotment : 35 minutes

Instruction :

1. Write your name and class on the left top of paper.
2. Make a short procedure text about how to make fried rice based on the picture
3. If you need, you can open your dictionary

Goal :

……
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Material :

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Step :

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Appendix 18

Nama	:
Class	:
Student Number:	

WORKSHEET

TEST OF FREE WRITING PROCEDURE TEXT (Post-Test)

for control class

Theme : How to make Fried Rice

Kind of text : Procedure Text

Time Allotment : 35 minutes

Instruction :

1. Write your name and class on the left top of paper.
2. Make a short procedure text about how to make fried rice based on the picture
3. If you need, you can open your dictionary

Goal :

……
……

Material :

……
……
……
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Step :

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……...……
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Appendix 19

Nama	:
Class	:
Student Number:	

WORKSHEET

TEST OF WRITING PROCEDURE TEXT (Pre-Test)

Theme : How to make a Greeting Card
Kind of text : Procedure Text
Time Allotment : 35 minutes
Instruction :

1. Write your name and class on the left top of paper.
2. Make a short procedure text about how to make greeting card
3. If you need, you can open your dictionary

Goal :

……
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Material :

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Step :

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Appendix 20

CURRICULUM VITAE

Name	: Lailatul Faizah
Place and Date of Birth	: Demak, 2 Juni 1959
Student Number	: 113411128
Address	: Home : Purwosari 99 Rt.01/Rw I Sayung Demak
Telp/HP	: 085290326444
Academic Background	: 1.TK Pertiwi Purwosari 2. SDN I Purwosari Sayung 3. PGAP NU Demak 4. PGAA NU Demak 5. UIN Walisongo Semarang