

## CHAPTER I

### INTRODUCTION

This chapter explains the area of this research. It consists of introduction which discusses background, statements of the problem, scope of the research, aims of the research, hypothesis of the research, significance of the research, research methodology, data analysis, clarification of the key terms, and organization of the paper.

#### 1.1 Background

Teaching English in vocational school has a purpose to prepare the students to be able to communicate in English. Therefore, the students must study four basic skills, such as listening, speaking, reading, and writing. Since English in vocational school is purposed for communication and based on TOEIC (The Test of English for International Communication), speaking, listening, and reading skills become the dominant skills. Therefore, writing skill in vocational school has no space to be learned by students. Whereas, writing plays an important role in humans' life, such as, it helps us find new ideas and information. Moreover, writing also develops someone's intelligence by developing the ability of thinking in an abstract way rather than in a practical way (Enre, 1988:6) and Canning-Wilson (1998) cited in Canning-Wilson (2001).

Although writing has an important role in humans' life, teachers and students usually find difficulties in teaching and learning writing skill. This statement is due to the fact that writing is such a complex skill which the

students can become very frustrated when they just can not find the words or the correct grammar in writing task (Harmer, 2002:252). Therefore, the students consider writing as a burden and uninteresting skill to be learned (Tarigan, 1994:3). This assumption is also based on the research by Maulida (2008) and Lusiana (2008). Their research focused on students' assumption about writing skill in the high school. More than 60% students answered that they do not like writing lesson and consider writing as a burden, a difficult skill to be learned.

Therefore, to solve writing problems, since 2006, School-Based Curriculum (KTSP) develops genre based approach which basically focuses on the understanding and production of selected genres in the texts (Derewianka, 2004:4-6). As stated in the curriculum, several texts should be taught in secondary education such as, narrative, recount, descriptive, procedure, exposition, argument, explanation, etc. However, not all texts are taught in vocational school. The text which is commonly taught in vocational school is procedural text. Procedural text is a text which tells us information of making or doing something and how things work through several steps and directions (Derewianka, 2004:23).

There are some reasons why procedural text is commonly taught in vocational school. First, procedural text is suit to the work field of vocational students who are expected to write many procedural texts in their future job, such as write manual instructions of using a tool, write steps of making something, etc. Therefore, one of the based competences in

vocational curriculum 2009 is the students are expected to understand simple instructions of making something and comprehend the use of manual tools, such as computer installation, maintenance and repair tools (VETA syllabus, 2008:24). Referring to this based competence, procedural text is the only text that has simple instructions within, such as steps of doing or making something. Therefore, teaching writing procedural text in vocational school is significant since its importance in students' work field.

However, like teaching writing generally, teaching writing procedural text in vocational school also has problems. Since students consider writing as a difficult skill, it is important for teachers to motivate students in improving their writing skill. One of the ways to motivate students is teachers provide interesting media. Many researchers believe that providing an interesting and innovative media will be more effective to engage students' interest in writing. Sadiman (2003:6) states that media in teaching and learning process can encourage students' mind, feeling, attention, and interest to the subject.

Although there are many interesting media in education field, this research proposes a series of pictures as the medium in teaching writing. The reason is based on the assumption of Chinese proverb that 'pictures worth more than a thousand words'. Therefore, by looking at a series of pictures, students will tell more than teachers' expectation. Moreover, Wright (1994:2) states that things which are seen take a massive part to influence us and give us information.

Those assumptions are also strengthened by Maulida (2008), Drajadi (2008), and Widianingsih (2009) who used a series of pictures in their research to improve students' ability in writing narrative text. Their research showed that a series of pictures was effective for improving students' ability in writing narrative text. Moreover, research by Irsani (2008) which investigated the use of pictures in flash cards in teaching writing procedural text showed that the students were effectively engaged to write the procedural text especially in generating ideas and vocabulary.

Referring to the related research above, this research tries to find out whether or not using a series of pictures could be effective in teaching writing procedural texts. This research also tries to find out students' responses toward the use of a series of pictures in teaching writing procedural text.

### **1.2 Statement of the Problems**

The research is conducted to answer problems as follows:

1. Is a series of pictures in teaching writing procedural texts effective?
2. What are the students' responses toward the use of a series of pictures in teaching writing procedural texts?

### **1.3 Scope of the Research**

According to the problem areas and objectives of the research, the research focuses on finding out whether a series of pictures in teaching writing procedural texts is effective or not. Since the teaching of procedural

texts is taught in the eleventh and twelfth grade students of vocational school, the research more focuses on the two classes of the twelfth grade students as control and experimental group.

Moreover, this research is also to find out the students' responses toward the use of a series of pictures in teaching writing procedural texts. Questionnaire and interview are distributed only to the experimental group after the treatment to find out their responses toward the use of a series of pictures.

#### **1.4 Aims of the Research**

The research is conducted to investigate the effectiveness of using a series of pictures in teaching writing procedural texts at the twelfth grade students. Moreover, the research also investigates the students' responses toward a series of pictures in teaching writing procedural texts.

#### **1.5 Hypothesis**

According to Fraenkel and Wallen (1990: 14), a hypothesis is a prediction, an explanation of the research outcome which is expected by the researcher. The null hypothesis is most commonly used in much research. Hatch and Farhady (1982:4) state that 'A null hypothesis predicts neither a positive nor a negative relationship between two variables'. Therefore, the hypothesis must first be turned into null hypothesis ( $H_0$ ). In short, the hypothesis will be stated as follow:

H<sub>0</sub>: there is no significant difference between the conventional teaching in teaching writing procedural texts in the control group and the use of a series of pictures in teaching writing procedural texts in the experimental group.

## **1.6 Significance of the Research**

The research which focuses on using a series of pictures is expected to be a new reference for teachers in teaching writing procedural texts especially in vocational school and generally in secondary education school. This research is also expected to give a better understanding of motivating and helping all students in the classroom by creating an interesting media for learning. Moreover, this research may also inspire other studies in the field of teaching writing procedural text with broader knowledge and theories.

## **1.7 Research Methodology**

### **1.7.1 Research Method**

According to the objectives of this research, the method in this research is with quasi-experimental with quantitative and qualitative approach. Unlike true-experimental designs which control all factors in research without determining the nature of human behavior, quasi-experimental designs control as many variables as we can and consider the nature of our sample behavior (Hatch and Farhady, 1982:24).

This method also involves two groups, the control group and the experimental group. The first group uses conventional teaching and the second group uses a series of pictures. The experimental treatment is given to find out whether a series of pictures in teaching writing procedural texts in vocational school is effective or not.

### **1.7.2 Population and Sample**

The research is conducted in SMKN 3 Bandung, a business and tourism vocational school as the population. The reason to use SMKN 3 Bandung is due to its reputation as one of the best vocational schools in Bandung. Moreover, this school also has been certified by ISO: 2001 which indicates the good management and the quality of the school.

The sample method in this research is purposive sampling which chooses the sample based on the researcher's judgment for a specific purpose (Fraenkel and Wallen 1990:76). Since the researcher has an experience in teaching students of SMKN 3 Bandung, therefore researcher decides to focus on the two classes of twelfth grade students. Twelfth grade students are chosen randomly due to the teaching writing procedural text is for those classes. Moreover, twelfth grades students also have experience and enough knowledge in learning procedural text in their second grade.

Two groups of twelfth grade are chosen to be the control and experimental groups. Each classroom has at least 37 students. The control

group is XII Marketing 3 (XI PJ 3) and the experimental group is XII Marketing 2 (XI PJ 2).

### **1.7.3 Data Collection**

#### **1.7.3.1 Instrument**

- **Pre-test**

Hatch and Farhady (1982:22) state that 'a pre-test is administrated to capture the initial differences between the groups'. In accordance with the statement, this research does pre-test in the first meeting of the research in order to find out the previous score of students' writing ability of procedural text.

- **Post-test**

Post-test is employed in the last program of this research after giving some treatments and exercises in a certain period. Post-test then is compared to the pre-test score in order to see whether or not there are score differences after giving some treatments.

- **Questionnaire**

Questionnaire is used to find out the students' responses toward the use of a series of pictures in teaching writing procedural text. It is given only to the experimental group after treatments.



- **Interview**

Interview is employed to encounter students' responses toward the use of a series of pictures in teaching writing procedural text which can not be encountered in the questionnaire.

### **1.7.3.2 Procedure**

There are several steps of procedure in this research:

- Trying out the instrument and doing pilot test;
- Giving pre-test for both groups;
- Giving treatment by implementing a series of pictures in experimental group and conventional teaching in the control group;
- Giving post-test to both groups;
- Giving questionnaire and interview to the experimental group in order to find out their response toward the implementation of series of pictures for teaching writing procedural text;
- Analyzing the score between pre-test and post-test;
- Interpreting the result of questionnaire and interview;
- Drawing out conclusion;
- Writing a report.

## 1.8 Data Analysis

In accordance with the design in this research, the quasi-experimental data is analyzed by using t-test that enables to find out the comparison between pre-test and post-test score. By using t-test, we can examine the differences between the means of control and experimental groups and decide whether those differences are likely to happen by treatment effect.

The t-test used in this research is formulated as follow:

G1	T1 X T2
G2	T1 T2

G1 = Experimental group

G2 = Control Group

T1 = Pre-test

T2 = Post-test

X = Treatment

(Hatch and Farhady, 1982: 22)

Due to practicality, this research analyzes the score of t-test through SPSS (Statistical Packages for Scientific Studies) 16.0, a computer software of statistic.

## 1.9 Clarification of the Key Terms

There are some terms need to be clarified in order to comprehend the notions underlying the title of this research. Some terms are clarified as follow:

1. Picture is two-dimensional photographic which represents people, places, or things (Heinich, Molenda, and Russell; 1985:88). Furthermore, a series of pictures in this research is pictures (in six or more series) which show participant(s) and sequence of procedures which is used as a medium in this research (Brown, 2004:227-228).
2. Procedural text refers to the text which tells us information of making or doing something and how things work through several steps and directions (Derewianka, 2004).
3. Vocational school is school which prepares the students for working in vocational work fields. It is equal to senior high school which provides graduates equipped with skills suit to their work field. There are many kinds of vocational schools. In this research, it refers to the business and tourism vocational school (VETA, 2009).

## 1.10 Organization of the Paper

This research is presented into five chapters:

**Chapter 1** consists of introduction which discusses background, statements of the problem, scope of the research, aims of the research,

hypothesis of the research, significance of the research, research methodology, data analysis, clarification of the key terms, and organization of the paper. Then, **Chapter II** elaborates the theoretical foundation from the experts and their researches, which serve as base for investigating the research problem. **Chapter III** describes the research methodology which discusses the steps and procedures of the research, the instruments of the research and the reason for choosing its procedures. Moreover, **Chapter IV** explains the result after conducting the research and obtaining the necessary data. In this section, it is included analysis, findings, and discussion. Finally, **Chapter V** expands the interpretation toward the result of the research in a form of conclusion and suggestion related to the research.

