

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research, and it deals with several points: an introduction that concerns with a background of research, formulation of the problems, purposes of the research, significance of the research, rationale, hypothesis, and methodology of the research.

A. **Research Background**

Currently, all sectors in this world cannot be dissociated from English. To get the communicative competence, the students need to learn four language skills namely listening, reading, speaking and writing. According to Brown (2001) for more than six decades now, research and practice in English language teaching have identified the four skills. Those four language skills play an important role for students in learning a foreign language. From all the language skills, writing seems to be less considered by students as it is a very complicated language skill which requires high ability to express ideas, thoughts, feeling and the like to produce good written text.

Writing is one of an obstacle for the people to understand it well because it is not easy to have that skill. Writing skill requires ideas, sometimes some people have very limited ideas because of lack of knowledge. Sangamitra and Hameed (2016) argue that “writing well is probably the most technically difficult form of communication. It requires skill and understanding and a good deal of creativity. Thus, it can be judged on the quality of your writing” (p. 40).

Meyers as cited in Khasanah (2013), defines that writing is a way to procedure language that you do naturally when you speak. Writing is speaking to other on paper or computer screen and an action process of discovering and organizing your ideas, putting them on paper, reshaping and revising them. Writing skill is more complicated than the other language skills because writing deals with a mixture of the idea, vocabulary, and grammar. Moreover, basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine and Yorozu as cited in Javed, Juan, and Nazli, 2013).

Based on the observation during teaching practicum program, students have not reached a functional level that is in descriptive text. The phenomenon happened because the students were a lack of vocabulary, so they cannot improve their writing skill. Huy (2015) claims that lack of vocabulary is the biggest problem that most students usually have when they study writing skill. This affects students' study result and generates many difficulties in studying writing skill. Vocabulary limitation also affects the learning results of other skills (p.65).

Related to the problems above, the researcher found a strategy to solve the problem. The researcher chose Index Card Match (ICM) as the strategy in teaching writing. Silberman (2005) states that ICM strategy is an active, enjoyable way to review course material. It allows participants to pair up and quiz the rest of the group. The use of response cards to save time or to provide anonymity for personally threatening self-disclosures. ICM strategy was expected to minimize the students' difficulties in writing descriptive text. It was supported by Putriyana (2011) defines that Index Card Match is an appropriate strategy to motivate students to write and make the students to be active. Moreover, Sitepu & Siregar, (2014) argue that Index Card Match strategy is a very potential strategy to be applied in improving students writing as it allows students to have pairs and group and quizzes on it which is expected can improve students

writing. From the ICM strategy, the students will be active in classroom activity and the learning more joyful.

Several studies have discussed the use of ICM strategy. Lubis (2013) focused on descriptive text in improving students' reading comprehension achievement by using ICM strategy and levels of comprehension that was limited and focused on literal comprehension and interpretative comprehension. Sitepu & Siregar, (2014) conducted Index Card Match Strategy can improve students' achievement in writing procedure text.. The research was to solve the students' problem and the students enjoyed the process of learning writing. Also, Astriyanti and Anwar (2016) focused on ICM as one of the simple strategies that can help the teacher teach vocabulary easily and make students more active during the teaching learning process.

Based on several types of research explained above, the researcher conducted an experimental research "The Influence of using Index Card Match to Improve Students' Writing Skill in Descriptive Text." In this case, ICM was used as a strategy to support the students in writing descriptive text.

B. Research Questions

There are some questions that become the core of this research. They are:

- a) What are the results of students' writing skill in descriptive text by using Index Card Match strategy?
- b) What are the results of students' writing skill in descriptive text by using Conventional strategy?

- c) What is the influence of Index Card Match strategy on the improvement of students' writing skill in descriptive text?

C. The Purposes of Research

The purposes of this research are:

- a) To know students' writing skill in descriptive text by using Index Card Match strategy.
- b) To identify students' writing skill in descriptive text by Conventional strategy.
- c) To figure out the influence of Index Card Match strategy on the Improvement of students' writing skill in descriptive text.

D. The Significances of the Research

This research is expected to provide theoretical and practical significances.

1. Theoretical Significances

This research is expected to be used as one of the useful references to improve students learning descriptive text, particularly in writing skill. This research is also a development from previous research which discussed the influence of using ICM strategy that can influence their writing skill in descriptive text. Also, the research gives new information or theory that using ICM strategy can influence students' writing skill in the descriptive text.

2. Practical Significances

This research is expected to give the teacher a reference when teaching learning in the class using different method and technique. In addition, this research also provides a reference to use ICM strategy wisely for educational purposes, learning and teaching. The researcher hopes this study gives some contribution for English educator in the future.

E. Framework of Thinking/Rationale

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. According to Richards and Renandya (2002), the difficulty of writing lies not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex, the writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice. It means that writing is the most difficult skill to be mastered by students, so the students have to get the special skill to express clearly and efficiently. Pykkänen and McElree, as cited in Javed et al. (2013), added that the students have to construct sentences bearing in mind grammatical coordination, appropriate lexis, and correct spellings. It can be said that this is the best way of improving writing skills (p.132).

Writing is the most difficult skill because of lack vocabulary. It was supported by Alqahtani (2015) states that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

According to Huyen and Nga (2003), in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary plays important roles in mastering English writing skill.

Concerning writing activities, Brown (2001) mentions there are three stages of the writing process. The stages include pre-writing, drafting, and revising. Moreover, Richards and Renandya (2002) also mention that the writing process includes four main stages, namely planning, drafting, revising and editing. All the opinions above contain similar ideas that when

students produce a piece of writing, they would go through between the stages in which they revise the improvement of their writing draft. However, the students should know which part for through the best stages to get the exact result of writing. However, they have the same purpose that writing process provides the students with a series of planned learning experiences to help them understand the nature of writing. In this process, the important things are producing a better writing and developing positive attitudes toward writing.

Descriptive text is one kind of texts in writing. The descriptive text refers to the senses, it means how something looks, feels, smells, tastes and sounds. According to Blanchard and Root, as cited in Sari (2014), writing a description is like creating a picture using words. The most important thing in the description is to make it in a good description through specific detail that created in appropriate with the picture. In addition, Fakeye and Fakeye (2016) argue that descriptive text is the way of picturing images in verbally or written form and arranging those images systematically. The context of the text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in a great deal. The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that would be described, whereas description is brief details about who, or what of the subject.

Index Card Match (ICM) strategy is one of the active learning instructional strategies to review material that has been learned. According to Silberman as cited in Sitepu and Siregar (2014), ICM strategy is an active and fun way to recall the material that is given, this activity involves the students to pair up and quiz the rest of the class. In this process, the participant must

find and match the card. When they have found and matched the card, they sat together, and they must read aloud.

In addition, Astriyanti and Anwar (2016) defines that Index Card Match is a strategy that invites students to learn actively and they have an independence soul in learning and foster their creativity. It was an active and fun way to review the material.

Those statements are strong enough to line up a conclusion that ICM can be used to improve students' writing skill in descriptive text. Seeing the theories that have been stated before, ICM strategy is the strategy to match two cards between question and answer of the question where this activity can make interesting and enjoyable for the students in the teaching process. Thus, ICM strategy is identical with cooperative learning for students.

Finally, the conclusion of the grand theories above can be presented in the research framework as follows.

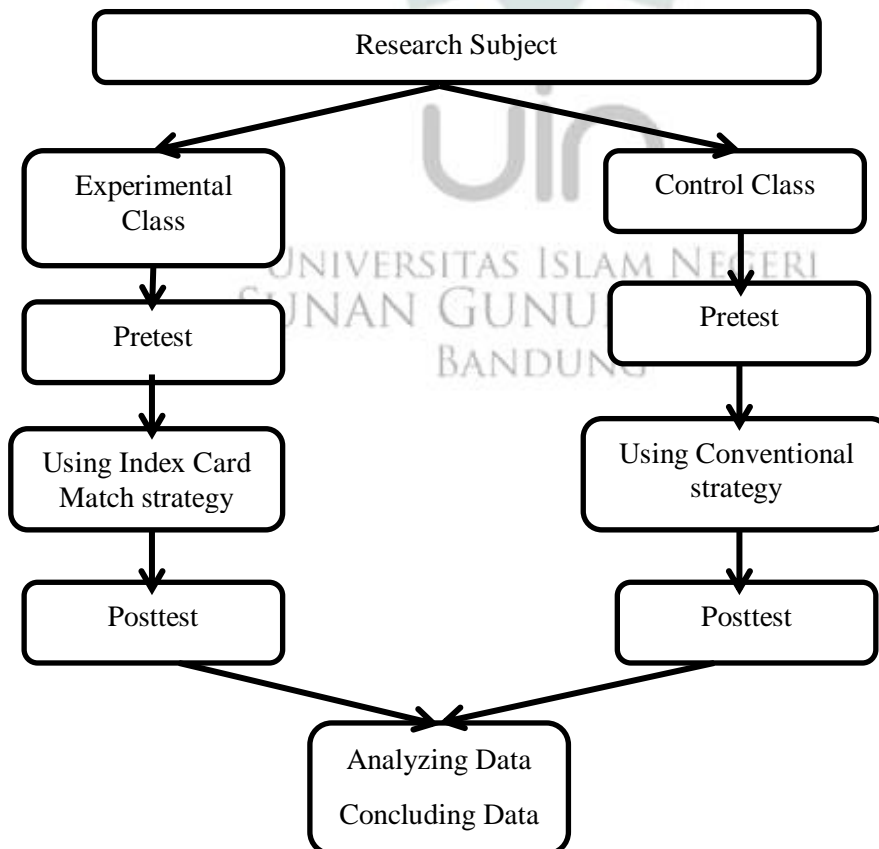


Figure 1.1 Research Framework

Based on the research framework presented in figure 1.1 above, the process of this research consists of three key steps; firstly giving pre-test, secondly teaching writing skill in descriptive text using ICM strategy in experimental class and teaching writing skill in descriptive text using Conventional strategy in control class, and lastly giving post-test. The results of those steps would provided the answer for the question of the significant difference between students' writing skill in descriptive text using ICM strategy and students' writing skill using demonstration strategy. The post test was used to know the effectiveness of ICM strategy to improve writing skill in descriptive text. This test was given to identify students' result after being given the treatments.

F. Research Methodology

1. Research Design

This research used the quantitative method. Quantitative method means for testing objective theories by examining the relationship among variables. According to Macdonald & Headlam (2008), quantitative research method is research techniques that are used to gather quantitative data, data that can be sorted, classified, measured. In this research, the numbered data was analyzed using statistical procedures. Meanwhile, the research used quasi-experimental research focused on pretest and posttest (Creswell, 2012, p.310). In addition, the quasi-experiment does not have assignment group randomly. Based on the observation, the teacher gave the information that the researcher could not choose the classes, just take two available classes. Therefore, the researcher used the quasi-experiment in this study. Creswell (2012) states

that quasi-experimental include assignment, but not a random assignment of participants to groups.

Table 1.1 Quasi-experimental design

Group	Pretest	Treatment	Posttest
Experimental group	O ₁	X	O ₂
Control Group	O ₁	-	O ₂

Note: O₁ : Pretest of experimental group and control group

O₂ : Posttest of experimental group and control group

X : Treatment by using Index Card Match strategy

2. Research Procedure

According to Creswell (2012), there are five key steps in the process of quantitative data collection. The detail explanation of the steps was presented in the following sections.

The first step was obtaining permission from the important parties of SMP Mekar Arum, Bandung such as the headmaster, curriculum staff, and English teacher. The next step was selecting two classes of the seventh grade of SMP Mekar Arum, Bandung as the research participants. Both classes were divided with no random into two groups; experimental group and control group. The class was divided with no random into one group. Then, the third step was preparing writing ability in descriptive text test as a research instrument to be used for pre-test and post-test. Afterward, the instrument was selected to get good data for the research. Finally, the last step was collecting the data which is appropriate for the procedure of research design selected.

Additionally, in this quasi-experimental research, there are three steps of data collection; conducting pre-test to both experimental class and control class, giving treatment using ICM strategy to the experimental group, teaching writing skill in descriptive text using conventional strategy to control class. To make the research process more understandable, here was the table of research schedule that lists some activities in collecting data.

Table 1.2 Research Schedule

No.	Meeting	Activities	Target
1.	0	Collecting school data of SMP Mekar Arum Bandung	School Stakeholders
2.	1 st	Giving Pre-test	Students of VII A (experimental class) and VII B (control class)
3.	2 nd	Explaining about Descriptive Text: a. Definition b. Purpose c. General Structure d. Example	Experimental class
			Control class
4.	3 rd	Teaching by Index Card Match strategy	Experimental class
		Teaching by Conventional strategy	Control class
5.	4 th	Teaching by Index Card Match strategy	Experimental class
		Teaching by Conventional strategy	Control class
6.	5 th	Teaching by Index Card Match strategy	Experimental class
		Teaching by Conventional strategy	Control class
7.	6 th	Giving Post-test	Students of VII A (experimental class) and VII B (control class)

After gaining the pre-test and post-test scores, the data was analyzed using statistics then the results were reported in the form of tables or figures along with its explanation of the data interpretation. At the final step, the interpreted results were concluded related to the research questions. The explanation for each finding, which is based on hypotheses test result, and suggestions were also provided in the last chapter of the research that is conclusions and suggestions.

3. Research Subject

a. Research Site

This research takes place at SMP Mekar Arum which is located at Jl. Raya Cinunuk No.82 KM 15-20 Cileunyi Bandung Jawa Barat. The research site was easy to be accessed, so the researcher decided to choose SMP Mekar Arum as the research site. Moreover, then, teacher and students were available to be a source of research data. Besides that, the researcher also found a problem related to the students' writing skill that was assumed enable to be solved by Index Card Match strategy, especially in writing descriptive text.

b. Research Participant

This research has population and sample as the subjects of conducting the research.

1) Population

Macdonald & HeadIM (2008) states population is a number of questions about the proposed population for a survey need to be considered (p. 11). The population of this research was from four classes of the seventh-grade students' of Junior High School of Mekar Arum. The

amount of the students was 122 students who were divided into four classes. The population was chosen because this place was selected based on the observation and the problem of this research found during observation.

2) Sample

A sample is a small group of the target population that the researcher plans to research for generalizing the target population (Creswell, 2012, p.142).

The technique of determining sample in this research is purposive sampling. According to Gall, Borg and Gall (2003:178), purposive sampling is when a researcher chooses specific people within the population to use for a particular research project. In other words, purposive sampling means when units from a prespecified group are purposively sought out and sampled. The idea behind purposive sampling is to concentrate on people with particular characteristics who will be able to assist with the relevant research.

The sample of the research was 60 students who were from VII A class and VII B class. These classes were selected based on the recommendation from the English teacher who teaches all VII classes. Both classes were having the phenomenon which became the problem of this research was found here.

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4. Research Instruments

The instrument was used to collect the quantitative research data and validity test. This quasi-experimental research used pretest and posttest in Experimental Group and Control Group. Creswell (2012) states that Pretest and Posttest Control Group Design was used popularly to quasi-experiments, the experimental group and the control group were selected without random assignment and both groups took a pretest and posttest, and only the experimental group received

the treatments. Before conducting the research, validity test was conducted to know the appropriateness of instrument which is given to the real sample.

a) Validity Test

Validity of test is the first step in comprehending in complex topic of measurement in theoretical and applied research settings. In addition, Arikunto as cited in Rahman (2016) says that validity is measured to indicate a validity level test. A test is said to be valid if the test measures what is to be measured. The test has high validity if the results are appropriate by criteria, in the sense of having an alignment between the tests and the criteria. The research instrument was given to ten people of seventh-grade students of Class C in SMP Mekar Arum, Bandung who has the same characteristic as the real sample in this research. Conducting the validity test can answer the students' ability and the problem that might be faced in the real research.

b) Pretest

According to Creswell (2012) "a pretest provides a measure of some attribute or characteristic that you assess for participants in an experiment before they receive treatment" (p.237). In this research, a pretest was used to measure the outcome variable before the experimental manipulation was implemented. In this research, it was used to measure students' writing skill in the descriptive text before learning by using ICM strategy. A pre-test in this research was conducted in a one-time meeting. There are two classes that were given pre-test, experimental class, and control class. Each class had at least 30 students. The students were asked by the researcher to answer the test about descriptive text.

c) Treatment

The treatment used ICM strategy to improve students' writing skill in descriptive text. The teacher made a small card inserted into text or picture. The used of this card, students can see, read, spell, and know the meaning of words and then match a pair of cards consist of the question and answer. After finding a pair of cards, the students gathered in groups consists of four people based on the same explanation card. Then, each group made a text description based on the obtained card. And representative of the groups presented in front of the class.

d) Posttest

“A post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after treatment” (Creswell, 2012, p.297). Post-test was the same test as the pre-test, but it was given after the experimental manipulation has been implemented. In this research, the posttest was the same as the pretest given. This test was given to identify students' result after being given the treatments. In this research, the benefit of posttest was to measure students' writing skill in descriptive text using ICM strategy. This test was used to know the effectiveness of using ICM strategy to improve students writing skill in descriptive text.

5. Hypothesis

According to Creswell (2012), hypotheses are statements in quantitative research in which the researcher makes a prediction about the outcome of the relationship among characteristics. It means hypotheses predict whether the research influences the outcome or not. In addition, according to Arikunto (2010: 110), the hypothesis is a temporary theory that needs to be tested. The formulation of the hypothesis of this research is presented below:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant difference of students' writing skill in descriptive text taught by using Index Card Match and by Silent Demonstration Strategy.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant difference of students' writing skill in descriptive text taught by using Index Card Match and by Silent Demonstration Strategy.

6. Data Analysis

After conducting the research, the score data from pretest and posttest score as the students' learning result were gained. In providing the result of research from the data information, it was used data analysis. There were four steps that have to do in analyzing data, they are: the normality test, homogeneity test, hypothesis test, and the index N-gain calculating. In addition, to know the significant influences of using Index Card Match strategy in the learning process, the percentage scale formula used:

1) Normality Test

Testing the normality was conducted by the procedure as following:

- a. Calculating the range (R) of data

Formula:

$$R = (\text{Highest Score} - \text{Lowest Score} + 1)$$

$$R = H - L + 1$$

(Hatch, 1991)

b. Calculating the class interval (K)

Formula:

$$K = 1 + (3.3) \log n$$

c. Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

d. Making the table of distribution of frequency with:

1) $S = \sqrt{\frac{\sum fi(xi-x)^2}{(n-1)}}$ Counting deviation standard

$$\bar{X} = \frac{\sum fixi}{\sum fi}$$
 (Hatch, 1991)

2) Counting the degree of freedom with the formula

$$dk = K - 3$$

e. Calculating normality tests criteria

Normality test with determination:

- The data is normal if $x^2_{count} < x^2_{table}$
- The data is abnormal if $x^2_{count} > x^2_{table}$

2) Homogeneity Test

Determining the homogeneity data of pre-test and post-test by conducting the following steps:

a. Determining score F by using the formula:



$$F = \frac{s^2_1}{s^2_2} \quad S^2_1 = \text{variance of high score data}$$

$$S^2_2 = \text{variance of low score data}$$

b. Determining the degree of freedom (*df*) of the data:

$$df = n_1 - 1 \text{ and } df = n_2 - 1$$

c. Determining the homogeneity of data with criterion:

It is called homogeneous data if $F_{table} > F_{count}$

It is called inhomogeneous data if $F_{table} < F_{count}$

3) Testing Hypothesis

To know the significant improvement about the using ICM strategy and using Silent Demonstration strategy in students' writing skill in descriptive text, it would use a hypothesis. The hypothesis test was done by testing the statistic data.

a. Determining t_{count}

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}}$$

(Hatch, 1991)

If the data is normally distributed, so the parametric statistic test is conducted with the t-test.

The next step was determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means that ICM Strategy is effective to improve students' writing skill in descriptive text at SMP Mekar Arum.

- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that ICM Strategy is not effective to improve students' writing skill in descriptive text at SMP Mekar Arum.

$z = \frac{T - \dot{t}_T}{\hat{\sigma}_T}$ if the data is not normally distributed, the data is conducted with the Wilcoxon Test.

(Hatch, 1991)

Explanation:

T = number of the lowest range/rank

Criteria:

$$\dot{t}_T = \frac{n(n+1)}{4}$$

$$\hat{\sigma}_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

$$z = \frac{T - \dot{t}_T}{\hat{\sigma}_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

- $Z_{count} > Z_{table}$, so, H_0 is rejected and H_a is accepted.
- $Z_{count} < Z_{table}$, so, H_0 is accepted and H_a is rejected.

The data acquired was to prove the research circumstances in the teaching and learning process of using ICM strategy and using Conventional strategy in students' writing skill in descriptive text. Thus, the absolute result of the data analysis would appear.

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4) N-Gain Calculating

To know the improvement of students' ability in descriptive text writing, normal gain (d) would be used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.3 Normal Gain Interpretations

Score	Interpretation
-------	----------------

$g > 0.70$	High
$0.30 \leq g \leq 0.70$	Medium
$g < 0.30$	Low

5) Analyzing Test Result

After the process of collecting data from the tests, the result would be analyzed by doing the analytical scoring. The analysis level was proposed by Weigle (2002:116) will be used. There are five components would be measured. They were: content, organization, vocabulary, grammar, and mechanics. The total score would be obtained one hundred. After all, scores were obtained, it would be categorized based on Harris as cited in Khasanah (2013) classification of achievement level. The classification would be described as follows:

Table 1.4 Scoring Classification

Grade	Category	Score
1	Poor	0-49
2	Poor to Fair	50-59
3	Fair to Good	60-79
4	Good	80-100



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