

CHAPTER I

INTRODUCTION

A. Background of the Study

English has a position as an international language. It means that English widely used in many countries around the world to communicate both orally and written. It is used in trade, advertisement, educational institution, and many other areas not only in native speaker country but also in non-native speaker country. English creates great opportunities to interact with other countries as a global citizen and help to promote culture in international scale.

Indonesia is one of the non-native speaker countries. It means that English is not used by Indonesian people in their daily conversation because the status of English in Indonesia is as a foreign language. However, English become a subject that has to be taught in Indonesian schools. The general goal of Language learning based on Standar Kompetensi Lulusan Satuan Pendidikan

(SKL-SP) is the students can show their listening skill, speaking skill, reading skill, and writing skill in a simple form.⁷

As one of the four English skills that have to be mastered, writing skill considers as productive skill. It means that writing include in producing language. In writing, students have a role as active learner rather than passive receiver of information. According to Jeremy Harmer, “writing text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of later, word, and the text formation manifested by handwriting, spelling, and layout and punctuation”.⁸ It is necessary for students to write effectively by producing good sentences and good text. They should be able to organize ideas and to clarify concept in order to make sure that information can be understood by reader.

The Standard Competence of English writing skill for junior high school students have to perform the ability in giving written expression of interpersonal discourse and simple transactional, formally or informally, in the form of recount, narrative, procedure,

⁷ Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 23 Tahun 2006, p.4

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (England:Longman, 2004), p.255

descriptive, and report in the context of daily life. As one of the written form that required to be learned, procedure text is important in our daily life. According to Oxford Advanced Learned Dictionary, “Procedure is usual or proper way of doing something”.⁹ When we talked about procedure we also talked about process, because procedure is process of doing something. It tells how something is done through steps and actions. In writing procedure text, students are required to be able to produce their own simple procedure text with using the generic structure of procedure text that involves goal, materials (equipments and ingredients), and sequence of step.

The condition on teaching and learning English in MTs Al-Muttaqin Sidamukti - Pandeglang is still less on under-standard, basically the students are difficult to writing English, the students often have problem to arrange the words for constructing the text. The students often confuse to combine words in an appropriate pattern. It can be assumed that students do not know the words that usually come together. Students often confuse to arrange procedure

⁹ As Hornby, *Oxford Advanced Dictionary Of Current English*, (New York: Oxford University Press, 1974), p.665

text because they do not know the key words that become important for their writing.

One of the difficulties in writing is how to organize and sequence ideas. Writing involves not only putting sentences together in language that is grammatically correct and appropriate, but also organizing the ideas in those sentence in a logical way so that they make a coherent text which is easy for the reader to follow.¹⁰ That is the reason why students from both native speaker or non-native speaker of writing class need extra effort to do their task. In non-native speaker, the challenge is much bigger than that. It is because the hinderance such as how they combine words, which word is appropriate for what exactly they mean in their first language, etc.

Collocation is the occurrence of two or more words within a short space of each other in a text.¹¹ Collocation instruction is a method to help students recognizes the multi word combination in writing process. With using collocation instruction, students will not use words as single isolation but word is combined with other

¹⁰ J. Hadfield & C. Hadfield, *Oxford Basics Introduction to Teaching English*, (Oxford: Oxford University Press, 2008), p.117

¹¹ John Sinclair, *Corpus, Concordance, Collocation* (Oxford University Press, 1991), p. 170

word as a group, the word will be grouped with other word that usually comes together in a certain context. With giving words combination, it can be considered that the words that often come together in the context of procedure text particularly in genre of recipes will be placed in one catalog entries in the students'. For instance, when students are given collocation instruction such as heat the oil or fry the onion, it will help them to identify what they should do if they have nouns such as oil and onion. Other example is collocation instruction such as pour into. The students will automatically think what they should do and to what kind of equipment it should be placed.

As the writer mention earlier about the problem that faced by grade IX of junior high school students in writing procedure text and the necessary of collocation in building students' mental lexicon and its role in producing coherent text, the writer decided to conduct the study that had aim to find out whether collocation instruction, which means noticing collocation through using them in writing process, has positive effect in writing procedure text at grade IX of MTs Al-Muttaqin Sidamukti – Pandeglang where the

writer has access and permission to conduct this study.

B. Statements of Problem

Based on the background of the study, the writer intends to formulate the statement of the problem as follows:

1. How is the students' writing procedure text at 9th grade of MTs Al-Muttaqin Sidamukti - Pandeglang?
2. How is the implementation of collocation instruction in teaching writing procedure text at 9th grade of MTs Al-Muttaqin Sidamukti - Pandeglang?
3. How is the effectiveness of collocation instruction in teaching writing procedure text at 9th grade of MTs Al-Muttaqin Sidamukti - Pandeglang?

C. The Objectives of Research

Based on the statements of problem above, the objectives of the research are follows:

1. To know student's writing procedure text at 9th grade of MTs Al-Muttaqin Sidamukti - Pandeglang.

2. To know the implementation of collocation instruction in teaching writing procedure text at 9th grade of MTs Al-Muttaqin Sidamukti - Pandeglang.
3. To know the effectiveness of collocation instruction in teaching writing procedure text at 9th grade of MTs Al-Muttaqin Sidamukti - Pandeglang.

D. The Significants of study

There are three significant from the writer:

1. The writer hopes that this study will raise teacher awareness to take collocation instruction into consideration in teaching procedure text because it will help students to produce multi word rather than word as a single isolation.
2. The writer hopes that this study will encourage teacher to use collocation instruction for teaching procedure text because collocation instruction will help students' understanding of combining words in an appropriate pattern and arranging them into a text.
3. The writer hopes that this study will have benefit on the next similar subject study.

E. The Organization of Writing

The writer divides it into several chapters and section with the systematic of writing in detail as followed:

Chapter I is introduction which consists of the explanation of the background of the study, statements problem, the objectives of the research, the significances of research and the organization of writing.

Chapter II is theoretical framework it consists of present the review of research theories, it covers of some theories about collocation and procedure text.

Chapter III is methodology of research, the method of the research place and time, population and sample, and technique of data collection, the technique and data analysis.

Chapter IV is research findings, which shows the description of data, data analysis, interpretation of data findings and discussion.

Chapter V is closing, the content of closing are conclusions and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Procedure Text

1. Definition of Procedure Text

A text can be seen from two key perspectives, a thing that can be recorded, analyzed and discussed; and also a process that is the outcome of a socially produced occasion.¹ We use many kinds of text in daily life. Usually we read a text how to operate new things, how to prepare or make something, how to act in some circumstances like school, company, and a community, and how to get to some places. Those kinds of text are called procedure text.

Procedure text is one of the text types that show a process to make or to operate something. Procedure text explain how to realize a certain goal by means of actions which may be temporally organized.² Mark and Cathy stated that procedure is a piece of text that gives us instructions for doing something.

¹ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd., 2005), p.13

² Estelle Delpech & Patrick Saint-Dizier, *Investigating the Structure of Procedure Text: Identification of Titles and Instruction*, JADT (Journées internationales d'Analyse statistique des Données Textuelles, 2008), p.378

The purpose of a procedure text type is to explain how something can be done.³ Procedure text has a function to tell how something is done through a sequence of step. A procedure enables people to do or to make things that are new to them and to make sure they do or make things in the correct order. It also includes all that need to be done.

There are various genres in writing procedure text, genre is defined as a category assigned on the basis of external criteria such as intended audience, purpose, and activity type.⁴ It means that genre describe certain types of activities. Genre in procedure text includes recipes, directions, instruction manuals, etc.

Procedure covers the countless things that people do. It has a goal and a result. The result of procedure should be reflected in the goal. The procedure tells how to achieve the goal. It should be consist of step by step to achieve the goal. Procedure is important in daily life, for instance, telling how to make a cup

³ Mark Anderson and Cathy Anderson. *Text Types in English 2*, (South Yarra: Mc Millan Education Ltd, 2003), p. 50

⁴ Brian Paltridge, *Genre, Text type, and the Language Learning Classroom*, (ELT Journal Volume 50, Oxford University Press, 3 July 1996)

of coffee, telling step by step instruction how to cook rice using rice cooker, giving direction to someone's house, etc.

2. Grammatical Features of Procedure Text

Procedure text has some characteristics on it. Mark and Cathy propose those characteristics. They state that procedure texts can be recognized based on some language features is that 1) The use of technical language, 2) Sentences that begin with verbs and are stated as commands, 3) The use of time words or numbers that tell the order for doing the procedure, and 4) The use of adverbs to tell how the action should be done.⁵ Meanwhile, Peter Knapp & Megan Watkins said that the grammatical of procedure text is that 1) Action Verb, it is used to represent the processes involved in completing a task, for example: *Pour the water into the pan.* 2) Adverb, it is often used to qualify verbs and to provide extra information about how a task should be completed, for example: *Add the ingredients slowly.* And 3) Temporal connective, it is used to

⁵ Mark Anderson and Cathy Anderson. *Text Types in English 2*, (South Yarra: Mc Millan Education Ltd, 2003), p. 52

ensure processes are placed in the correct order of time, for example: *First melt the butter.*⁶

3. Constructing of Procedure Text

There are some steps in constructing procedure text. First, on the first sentence, the introduction and aim of the procedure is being presented. Then, list of materials needed are also described. Last, the steps to do the activity are given. The constructing of procedure text can be explained specifically as follow:⁷

- 1) First, an introductory statement that gives the aim or goal, for example '*How to make a cup of coffee*'
- 2) After the goal, a list of material that will be needed
- 3) In the final, a sequence of steps in the order they need to be done.

The constructing of procedure text focuses on instructional texts in sequence of action. It is organized in temporal

⁶ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd., 2005), p.156-157

⁷ Mark Anderson and Cathy Anderson. *Text Types in English 2*, (South Yarra: Mc Millan Education Ltd, 2003), p. 52

sequences that are identified by the use of numbers (such as 1, 2, 3 etc.) or temporal connectives (such as then, next, after that). It indicates an ability to deal with aspects of grammar by action verbs, and the temporal nature of sequencing, represented in the grammar by temporal connectives.⁸ The following is example of procedure text genre recipes:

Title/Goal	How to Make a cup of Coffee
List of Material	Equipment: <ul style="list-style-type: none"> • Cup • Spoon Ingredients: <ul style="list-style-type: none"> • Water • Coffee • 2 spoonful of sugar • A dash of milk
Sequence of Step	2. First, boil the water for several

⁸ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd., 2005), p.156

	<p>minutes.</p> <ol style="list-style-type: none">3. Then, take a cup.4. Then, put the coffee into the cup.5. And then, pour the boiling water into the cup.6. After that, add 2 spoonful of sugar.7. Next, add a dash of milk into the cup.8. And next, stir all the ingredients carefully.9. Finally, enjoy your cup of coffee
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4. Assessing Writing

Assessing students' writing ability requires the clarity of objective or criterion which can be assessed through a variety of tasks. It help teacher to know students ability and also as gift their effort. Weigle states that scoring writing, as follows:

content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanics (2-5).⁹

The criteria for each item above would be scored as follows:

a. Content

Level	Criteria
30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
26-22	Good average: some knowledge of subject, mostly relevant topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.

⁹ Sara Causing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

b. Organization

Level	Criteria
20-18	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
9-7	Very poor: does not communicate, no organization, or not enough to evaluate.

c. Vocabulary

Level	Criteria
20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

17-14	Good to average: adequate range, occasional errors of word/idiom choice usage but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/idiom form choice usage, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

d. Language use

Level	Criteria
25-22	Excellent to very good: effective complex construction, few errors of agreement tense, number, word order/function, articles, pronouns, prepositions.
21-18	Good to average: effective but simple construction, minor problems in complex construction several errors of agreement, tense,

	number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
17-11	Fair to poor: major problems in simple/complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.
10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

e. Mechanics

Level	Criteria
5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

3	Fair to poor: frequently errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

B. Collocations

1. Definition of Collocation

The phenomenon of collocating words was brought to the attention of linguists in the 1930s by the British contextualist John R. Firth, who actually popularized the term *collocation*, derived from the Latin word *collocare* (“to place together, to assemble”). But long before that, pedagogical studies on first and second language acquisition were already concerned with collocations, seen as language chunks which are memorized by speakers as whole units and which constitute the major means

for achieving language fluency¹⁰. They are the occurrence of two or more words within a short space of each other in a text. They are a pair or group of words that are often used together.

Etymologically, collocation can be defined as “a combination of words in a language, that happens very often and more frequently than would happen by chance”.¹² A collocation is a pair or groups of words that are often used together. These combinations sounds natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound ‘wrong’ to native speakers of English.¹³ For example the phrases fast food and quick food. The word fast and quick has the similar meaning in Indonesian that is *cepat* but the one that collocates with food is fast, not quick.

Learning collocation is an important part of learning the writing of a language. Because, they can improve your style in

¹⁰ Violeta Seretan, *Syntax-Based Collocation Extraction*. (Text, Speech and Language Technology Series Vol.44, Dordrecht: Spinger, 2011), p.9

¹² As Hornby, *Oxford Advanced Dictionary Of Current English*, (New York: Oxford University Press, 1974), p.293

¹³ Michael McCarthy, Felicity O' Dell, *English Collocations in Use*, (Cambridge University Press, 2005), p.6

writing. Instead of saying a big meal, you can say a substantial meal. You may not need or want to use these in informal conversation, but in writing they can give your text more variety and make it read better.

From several definitions above, it can be concluded that collocation is the combination of words that usually come together in an appropriate pattern. The way words combine is important because learners can recognize certain patterns that usually appear in a certain context.

2. Types of Collocation

In their book, *English Collocations in Use*, Michael McCarthy and Felicity O'Dell categorized several types of collocation as follows:

a. Adjectives and Nouns

Example: Improving the health service is another **key issue** for government.

b. Nouns and Verbs or Verbs and Nouns

Example: The internet has **created opportunities** for our business. [brought new opportunities].

c. Noun + Noun

Example: Every parent feels **a sense of pride** when their child does well or wins something.

d. Verb and preposition

Example: I was **filled with** honor when I read the newspaper report of the explosion.

e. Verb and Adverb

Example: He **placed** the beautiful vase **gently** on the window ledge.

f. Adverb and Adjective

Example: they are **happily married**.

In this paper the writer selected free collocation that only related in the context of procedure text particularly in genre of recipes to be presented, for instance, verb + noun (*crack the egg, heat the oil*), verb + adverb (*stir carefully*), and verb + preposition (*pour... into..., boil... for...*).

C. Using Collocation Instruction for Improving Students' Writing

Skill of Procedure Text

Writing as a process refers to the act of collecting ideas and arranging them until they are presented in a way that is understood by the reader.¹⁴ In writing procedure text, students have to identify the verbs in the text with comparing the verbs with the nouns. They discuss the relationship between the verb and the noun in the sentence, and the way the verbs indicates what is to be done with the noun, for instance crack the egg, pour the water. They also have to add extra information to the way the verbs should be performed. This includes identifying adverbs such as *carefully* and *slowly*.¹⁵

Collocation will make students recognizes the multi word combination and they can use them to construct a text in an appropriate way. With giving collocation in writing procedure text, the process of identifying which action should be done in

¹⁴ C. T. Linse & David Nunan, *Practical English Language Teaching: Young Learner*, New York: McGraw-Hill Companies, Inc., 2005), p.98

¹⁵ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd., 2005), p.168

the sequence of step will be easier because teacher enrich students with free collocation so that students can combine words for constructing procedure text. The following are common collocation which introduced to student in the context of procedure text particularly in genre of recipes:

1. Verb + Noun Combination

peel → garlic peel → chili peel → onion	chop → onion chop → garlic chop → chili	boil → water boil → vegetables
pour → water pour → milk	heat → oil heat → soup	grate → cheese grate → coconut
spread → bread spread → jam	fry → onion fry → garlic fry → chili	crack → eggs whisk → eggs

2. Verb + Adverb

Stir carefully	Mix together
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3. Verb + Preposition

Place on ...	Mix ... with ...	Spread ... → With ... Spread ... → On
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Boil ... for	Pour ... into ...	Chop into ...
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D. The Previous of Study

The first study is the research from **Hanifatutilawah (102300864). 2015. Using Pictures in Teaching Writing Procedure Text (An Experimental Research at the Third Grade of MTs Al-Inayah Cilegon Academic Year 2014/2015).** English Education Department Faculty of Education and Teacher Training The State Institute For Islamic Studies “Sultan Maulana Hasanuddin“ Banten. In this research the writer concludes that students’ writing ability before treatment is usual. They only write several sentences, but after treatment their score is high. The lowest result of the pre-test is 44 and the highest is 78 and the lowest result of post-test is 66 and the highest is 90. From the interpretation above, it can be said that using pictures would be better and more effective than without use it on students’ writing procedure text.

The second study is the research from **Ratih Eka Pandini (102300877). 2014. The Effectiveness of Sequence**

Pictures in Teaching Spoken Procedure Text to Improve Students' Speaking Ability (An Experimental Research at the Third Grade of MTs Kulliyatul Al-Naasyin Al-Islamiyyah Cikande-Serang). English Education Department Faculty of Education and Teacher Training The State Institute For Islamic Studies "Sultan Maulana Hasanuddin" Banten. In this research the write concludes that the effect of teaching spoken procedure text by using sequence pictures media to increase students' speaking ability is significant effect. According to the data, the value of $t_{\text{observation}}$ is higher than t_{table} $2.02 < 3.16 > 2.17$, in degree of significant 5% and 1%. It means that H_a (alternative hypothesis) of research is accepted and H_o (null hypothesis) is rejected.

The third study is the research from **Allen Subekti (109014000064). 2014. The Effectiveness of Using Pictures in Teaching Reading of Procedure Text (A Quasi Experimental Study at Third Grade of SMK YAPIMDA Jakarta).** English Education Department Faculty of Tarbiyah and Teacher Training "Syarif Hidayatullah State Islamic University". In this research the write concludes that the t-test

score is 4.53 while the value of t-table in the significant degree of 5% is 2.005. So, the score of t-test is higher than t-table or $4.53 > 2.005$. Then, it can be concluded that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. It means, teaching reading of procedure text by using pictures is more effective than teaching reading of procedure text without using pictures. So, teaching reading of procedure text using picture is effective.

E. Conceptual Framework

Students can use the grammatical features, generic structure, and vocabularies that have been given to express their ideas in written text. Procedure text is one of the types of written texts that students learned. Procedure text is the text that tells how to do or how to make something. Writing procedure text becomes one of English materials in grade IX students' syllabus. The purpose of learning procedure text based on the syllabus is to make students able to produce their own simple procedure text accurately, fluency, and acceptably. Procedure text tells the action should be done for making something, and the way verbs (action) work with nouns

(object of action) is definitely crucial. However, students often confuse to arrange procedure text because they do not know the key words, such as verbs and nouns, which become important for their writing. They often have problem to combine those words and connect them for constructing the text.

The writer considered about using collocation instruction in procedure text writing. Collocations are important because they will make students think about multi word and reduce their confusion in arranging text. It can make students recognize the pattern of certain words combination in an appropriate way. Collocation instruction that used by writer in writing procedure text means giving combination of free collocation of verb+noun, verb+adverb, and verb+preposition in learning procedure text. It is necessary because the ability of students to identify the verbs in the text with comparing the verbs with the nouns and also identify adverb are required in constructing procedure text. The writer expected that collocation instruction will make students easier to construct a simple procedure text writing particularly in genre of recipes.

F. Hypothesis Statistics

The statistical hypothesis of this study can be seen as:

Ha: collocation instruction is effective towards students' writing skill of procedure text for grade IX of MTs Al-Muttaqin Sidamukti – Pandeglang.

Ho: collocation instruction is not effective towards students' writing skill of procedure text for grade IX of MTs Al-Muttaqin Sidamukti – Pandeglang.

And then, the criteria used as follows:

1. If $t_{\text{observation}} (t_o) > t_{\text{table}} (t_t)$ in degree of significance is 5% and 1%, is accepted. It means that rates of the mean score of the experimental class are higher than the controlled class. The using of collocation instruction is effective to be used in learning writing procedure text.
2. If $t_{\text{observation}} (t_o) < t_{\text{table}} (t_t)$ in degree of significance is 5% and 1%, is rejected. It means that rates of the mean score of the experimental class are same as or lower than the controlled class. The using of collocation instruction is effective to be used in learning writing procedure text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research of Methods

This research was conducted to know the cause and effect of the variable. It proposed to answer the question of research formulation about how the independent variable affects the variable. Thus, the quantitative approach was required in this research and a quasi-experimental research was decided as a method with pretest and posttest. According to Creswell, quantitative research have several characteristics, one of them is describing a research problem through a description of trends or a need for an explanation of the relationship among variables. It is also analyzing trends, comparing groups, or relating variable using statistical analysis and interpreting results by comparing them with prior predictions and past research.¹

A quasi-experimental research is a research that has both pre- and posttests and experimental and control groups, but no random

¹ Jhon W. Creswell, *Education Research Methodology*, (Boston: Pearson Education, Inc., 2012), p.13

assignment of subjects.² In addition, a research with this design is used to enable the researcher conducts an experimental research although it cannot strictly control other variables.

The procedure of conducting this design was dividing the participants into two groups. In this case, the students were chosen and grouped into controlled and experimental class. Controlled group means a group who only gets traditional learning like translating or doing exercise without being given some collocations. In contrast, experimental group was presented some collocations related to the context of procedure text particularly genre of recipes during writing class.

B. Place and Time

In this research the writer takes and collects the data from IX grade students of MTs Al-Muttaqin Sidamukti - Pandeglang. It is located at Jalan Raya Panimbang KM.01 Desa Sidamukti Kecamatan Sukaresmi Kabupaten Pandeglang. This study held from 29th of July to 12th of August 2017.

² David Nunan, *Research Method In Language Learning*, (New York: Cambridge University Press, 1992), p. 14

The Schedule of the Study

No.	Task	Preparation	Time
1.	Preliminary visit	Permission letter	Saturday, 29 th of July 2017
2.	Communicate with the headmaster and English teacher	Permission letter	Monday, 31 th of July 2017
3.	Pre-test	Pre-test	Thursday – Friday, 3 th – 4 th of August 2017
4.	Treatment	Lesson plan, handbook, worksheet, teaching material	The day of treatment of Experimental and controlled class
5.	Post-test	Post-test	Saturday, 12 th of August 2017

C. Population and Sample

a. Population

According to Nunan says that “Population as the set of all possible data on the observations recorded by a researcher. In other word population is all the cases, situation, or individuals who shares one or more characteristic.”³ The population of this research is the 9th of MTs Al-Muttaqin Sidamukti - Pandeglang. They are IX A, IX B, IX C, and IX D, with the total population are 134 students.

b. Sample

Nunan state that “Sample is subset of individual or cases from within population”⁴. In this research the writer chose students to take cluster random sampling technique, because is very simple and the member of population has opportunity to be sample. The writer used two classes which have 68 students. The first is as Experimental Class and second is as Control Class. The writer choose class IX B as experimental class that

³ David Nunan, *Research Method In Language Learning*, (New York: Cambridge University Press, 1992), p. 231

⁴ Nunan, *Research Method*, p.232

is consist 34 students and class IX D as control class that is consist 34 students.

D. The Research Instrument

The writer used test as the instrument to gain the data of the research. Test is consist of some question that related to the material, to get the data improvisations of the students, also diagnostic test can be used expose learner difficulties, gaps in their knowledge and skill deficiencies, writer conducted two kinds of test. They are as follow:

a. Pre-test

Pre-test is conducted before the implementation of collocation instruction to find out the average score of writing ability of the class which observed. Pre-test provides a measure on some attribute or characteristic that the writer assess for participants in an experiment before they receive a treatment.⁵

b. Post-test

Post-test was used to find out if collocation instruction is effective to teach students' writing ability of procedure text.

⁵ Jhon W. Creswell, *Education Research Methodology*, (Boston: Pearson Education, Inc., 2012), p. 297

The post-test was conducted after the implementation of collocation instruction teaching to see the improvement the students made after the treatment given. Post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.⁶

E. The Technique Data Collecting

To collect the data, the writer used pre-test and post-test. The two-kind test was given for getting the data of students' achievement in learning writing procedure text. In the first meeting, the writer did pre-test to both classes (experiment and control class). The pre-test scores of those classes become the first data. Duration of the test was 60 minutes. The second meeting, the writer was given the treatment, the first treatment was given in the experimental class, the writer explained objectives of the study and about procedure text. The activities were to know collocation, procedure text, and practice writing procedure text individually using Collocations with the topic "*How to Make a Fried Rice*". And the second treatment was given in the controlled class, controlled class means a class who only gets traditional learning

⁶ Creswell, *Education Research*, p. 297

like translating or doing exercise without being given some collocations.

And the last meeting, the writer administered post-test for experimental and controlled class. The topic and the rules of post-test the same with the pre-test but the topic which was given in pre-test and post-test is different. After getting the whole data, the researcher calculated the result of the students' score in pre-test and post-test by using rubric.

F. The Technique Data Analyzing

The writer gets two data. The first data is the result of pre-test and the second data is post-test. The writer used statistic calculation with the degree of significance is 5% and 1%, and the technique of analyzing data use product moment formula, there are several step in analyzing the result of the test.⁷

1. Determine mean of experimental class and control class
 - Determine mean of pre-test with formula:

$$M1 = \frac{\sum x1}{N1}$$

⁷ Supardi & Darwyan Syah, *Pengantar Statistik Pendidikan*, (Jakarta: Diadit Media, 2009), p. 135

- Determine mean of post-test with formula:

$$M_2 = \frac{\sum x_2}{N_2}$$

2. Determine deviation score of pre-test with formula:

$$X_1 = X_1 - M_1$$

3. Determine deviation score of post-test with formula:

$$X_2 = X_2 - M_2$$

4. Analyzing the degree of freedom (df) with formula:

$$Df = N_1 + N_2 - 2$$

5. The conclusion from this research can be seen from the result

of the t_0 :
$$t = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + X_2^2}{N_2 + N_1 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

M_1 : Gained score of the data experiment class

M_2 : Gained score of the data control class

$\sum X_1^2$: Sum of square deviation of experiment class

$\sum X_2^2$: Sum of square deviation of control class

N_1 : The number of students experiment class

N_2 : The number of students control class

Df : Degree of freedom