The Use of Total Physical Response (TPR) plus Writing in Improving Students' Writing Procedural Text Ability

(A Pre-Experimental Study of the Seventh Grade in SMPN 11 Bandung)

A Research Paper

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By

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"Just because you believed and it didn't work out your way or on your timetable doesn't mean that it's over. God is planning something better."

- Spiritual Inspiration -

This research paper is dedicated to:

My irreplaceable beloved parents, especially for my deceased mother.

My great brothers and sisters.

My lovely nieces and nephews.

Declaration

I hereby certify that this research paper is completely my own work. I have quoted some statements and ideas from the other sources and they are properly acknowledged on the text.

Bandung, March 2015

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Abstract

This research paper is entitled **"The Use of Total Physical Response (TPR) plus Writing in Improving Students' Writing Procedural Text Ability."** This study was intended to find out whether or not Total Physical Response (TPR) plus Writing was effective for improving students' writing procedural text ability. It was aimed at investigating the students' responses toward the effectiveness of Total Physical Response (TPR) plus Writing used for improving students' writing procedural text. The method of the research was pre-experimental design with one group pre-test and post-test design. The participant of the study was one class of the seventh grade students in SMPN 11 Bandung. There were three instruments in this research, those are; pre-test, post-test and questionnaire. The treatment was implemented and administered to the experimental class. The data from the pre-test and the post-test were analyzed by using SPSS 13.00 for Windows. The data from questionnaires were analyzed in order to find out the students' responses toward the use of Total Physical Response (TPR) plus Writing in teaching and learning process. This was caused by the p-value which was lower than the alpha ($0.000 < 0.05$), so the null hypothesis (H_o) was rejected and the alternative hypothesis (Ha) was accepted. It indicated that there was difference between the pre-test and post-test score after treatments. Furthermore, the results of questionnaires showed that most of the students (85%) gave positive responses toward the use of Total Physical Response (TPR) plus Writing technique in teaching writing. It can be concluded that teaching writing procedural text using Total Physical Response (TPR) plus Writing can make the students feel enjoyable, have more fun and have positive motivation to write better. Therefore, Total Physical Response (TPR) plus Writing is not only for improving students' writing procedural text ability but also having fun and the students have positive motivation to write better.

Preface

First of all, the writer expresses her gratitude to the only Mighty and Holy God, Allah SWT, for the blessing and permission in finishing this research. Secondly, the writer also expresses her gratitude to Prophet Muhammad SAW for the miracle of Islam and the Quran descended by Allah SWT to the Prophet that the writer believes as the pillar of her life.

Encouraged by the God's grace, this research paper entitled "The Use of Total Physical Response plus Writing in Improving Students' Procedural Text Ability" has been accomplished entirely. It is submitted as a partial fulfillment of the requirement for taking the *Sarjana* degree of English Department of Faculty of Arts and Letters of Pasundan University.

The writer realizes that this research paper is still far from perfect. Therefore, constructive suggestions and criticisms are much appreciated. Last but not least, the writer hopes that this research paper will give contribution to the improvement of teaching and learning process for English subject.

Bandung, March 2015

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9. **All of friends in English Department especially "Forever 2010",** for the best days we had passed together during the college day. Thank you for the life lessons, experiences and team work that you had shared. I will never forget you guys.

10. All people who have prayed and supported the writer and cannot mentioned one by one. May Allah SWT bless them. Thank you very much.

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Chapter I
Introduction

This chapter deals with a brief introduction of the research paper. In details, it describes background of study, identification of the problems, limitation of the problems, research questions, objectives of the study, significances of the study, and clarification of the used terms.

1.1 Background of the Study

English as International Language has to be learned by people in the world. That is why it is possible for everyone to communicate with other people around the world in English. The ability in using English is very important for everyone. By mastering English, people can interact with all people from different countries, can go abroad, and people can do a lot of things for improving their knowledge of business, education field, economic field, law, culture and politics.

English as a foreign language is English which is taught to the people and learned by the students who live in non-English speaking Countries. In addition, English is not used as everyday language in those countries. For examples; Indonesia, Thailand, Korea, China, Vietnam, Japan, Hong Kong, France, Germany, Italy, Holland, Belgium, Russia, Mexico, etc.

In Indonesia, English is considered as a foreign language. English is commonly learned by students of Elementary School until University level.

People in Indonesia should be able to speak and write in English in order to be able to go abroad, to get the information and to get the good job.

When studying English, students should master the elements of English, those are; Phonemes means English sounds, Morpheme means words or vocabulary including Phrases, Expression, Idiomatic Expression, and Proverb, Syntax means grammar and structure, and Lexicon means meaning. In addition, students should study the forth language skills, those are Listening, Speaking, Reading, and Writing to know the use of English. Most students in SMPN 11 Bandung still have difficulties in writing. The writer is inspired by the goal of language learning and teaching English, especially the second component which is called actional competence.

According to KTSP or School Based Curriculum (Department of National Education in Kimtafsirah, 2004), the goal of language learning and teaching English based on Communicative Language Teaching (CLT) in the Indonesian context in junior and senior high school is Communicative Competence or CC. According to Celce and Murcia, it has five components, those are; Discourse competence, Actional competence, Linguistics competence, Socio cultural competence, and Strategic competence. Discourse competence means many kinds of texts, Actional competence refers to speaking and writing in English, Linguistic competence means grammar, structure, pronunciation, and vocabulary, Socio cultural competence means formal and informal language, and Strategic competence means the way how to start the conversation. Inspired by the actional

competence that underlines that students should be able to speak and write in English, the writer would like to help the students to improve their writing ability by teaching them using TPR plus Writing.

Based on the writer's experience when doing teaching practicum in SMPN 11 Bandung, most of students are lack of vocabulary, lack of grammar and structure, and they also cannot express their idea correctly based on English Verb Pattern. Students also lack of practicing, so they are not motivated to write.

Based on the students' problems above, the writer would like to improve students to have better writing ability through TPR plus Writing. The complete information of TPR plus Writing is provided in chapter II. The writer proposes TPR plus Writing used for improving students' writing procedural text ability. She writes the research paper entitled, **"The Use of Total Physical Response (TPR) plus Writing in Improving Students' Writing Procedural Text Ability."**

1.2   Identification of the Problems

There are many problems of language teaching that can be identified as research subjects. Method or system used in teaching and learning process may be less effective in improving students' skills. Not only English is a second language in Indonesia, but also English learning just given 2 hour lesson during the study of the week. That is why, it makes difficult for the student to absorb the knowledge.

In teaching English, the teachers have to be smart for improving their teaching in the class. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the classroom. That is why the appropriate method in delivering the lesson in the classroom should be considered.

There are many problems of teaching language that can be identified. Writing is one of the problems. The students usually find difficulties in writing English, because writing English must pay attention to grammar and structure. Therefore, the students do not feel like writing English because it is difficult for them to write in English and they do not good motivation to write.

The other factor is the less facilities and bad environment. Environment plays an important role in influencing the mindset of students. Good environment and facilities can influence the students to apply the knowledge who had acquired in school. Unfortunately, if the facilities are less, the students cannot improve their skill and feel bored in learning English and if there is bad environment, the students can out of focus with the materials which is taught by the teacher.

In facing the problems above, students in SMPN 11 Bandung will be trained to improve their writing ability through Total Physical Response plus Writing.

1.3   Limitations of the Problems

In this paper, the writer limits the study about how to improve writing ability for the students in SMPN 11 Bandung through Total Physical Response (TPR) plus Writing technique in teaching and learning English. The writer focuses on describing the use of TPR plus Writing technique to improve students' writing procedural text ability.

1.4   Research Questions

Based on the background above, the writer made some research questions, those are:

1.   How effective is TPR plus Writing used for improving students' writing procedural text ability?

2.   What are the students' responses towards on the use of TPR plus Writing in improving students' writing procedural text ability?

1.5   Objectives of the Study

This study purposes:

1.   To find out the effectiveness of using TPR plus Writing in improving students' writing procedural text ability.

2.   To find out the students responses on the use of TPR plus Writing in improving students' writing procedural text ability.

1.6   Significances of the Study

The significances of the study, those are:

a.   For the students:

1. The students are able to improve their writing procedural text ability.

2. The students can be more interest to learn about writing in English by having a lot of fun through Total Physical Response plus Writing.

b.   For the teacher:

1. Teaching writing by using Total Physical Response plus Writing can improve students' writing procedural text ability.

2. Teaching writing by using Total Physical Response plus Writing is not difficult but it is fun, easy, enjoyable, and faster to be learned.

c.   For the writer:

1. The writer can get an additional experience and the alternative way or creative method in teaching writing with fun.

2. The writer can get some theoretical and practical information about the use of Total Physical Response plus Writing for improving students' writing procedural text ability.

d.   For other researchers:

1. The result of this research can be applied as comparative study.

1.7 Clarification of the Used Term

Below are some terms in this paper, which are clarified in order to avoid unnecessary misunderstanding. The terms are:

1. Improve: to advance or make progress in what is desirable.

2. Total Physical Response (TPR): is a language teaching method built on coordination of speech and action; it attempts to teach language through physical (motor) activity.

3. Total Physical Response (TPR) plus Writing: is a teaching technique based on Total Physical Response (TPR). The teacher asked students to have writing exercises.

4. Procedural text is a text used to describe how something is conducted through a sequence of action or steps, which applies simple present tense and often imperative sentences. (Widda et.al, 2009:35)

5. Technique: any of wide variety of exercises, activities used in the classroom.

6. Ability: is the quality of being able to something especially the physical, mental, and even financial responsibilities.

Chapter II
Theoretical Foundation

This chapter deals with relevant theories to this study. In details, this chapter will explore some theoretical foundation about the definition of writing, the importance of writing skills, teaching writing, the explanation about Total Physical Response (TPR), the definition of Total Physical Response plus Writing and explanation about procedural text.

2.1 Writing

2.1.1 Definition of Writing

Writing is one of English language skills that should be mastered by the students in academic context. As tool of communication, this skill demands the students to be able to deliver message in written language since writing is actually a word transaction in which it is freely to presently think, feel, and perceive (Peter Elbow, 1973, in Brown, 2001:337).

In addition, "a simplistic view of writing would assume that written language is simply the graphic representation of spoken language and that written performance is like oral performance…",(Brown, 2001:335). This means that writing skills requires different competency from speaking skills.

Bryne (1988) defines writing as a process of expressing feeling, idea, and thought from writer to reader. Besides, Tarigan (2008) states that "*menulis meupakan suatu keterampilan berbahasa yang dipergunakan untuk berkomunikasi secara tidak langsung, tidak secara tatap muka dengan orang lain*". On the other hand, Morsey (1976:122) in Tarigan (2008:4) also defines that,

> "*Menulis dipergunakan, melaporkan/memberitahukan, dan memengaruhi; dan maksud serta tujuan seperti itu hanya dapat dicapai dengan baik oleh orang-orang yang dapat menyusun pikiran dan mengutarakannya dengan jelas, kejelasan ini bergantung pada pikiran, organisasi, pemakaian kata-kata , dan struktur kalimat.*"

From the definitions which are provided above, it can be concluded that writing is the way of someone to communicate indirectly in order to infer feeling and ideas in a piece of paper. In writing process, it must consider the structure and other aspects.

2.1.2 The Importance of Writing Skill

Writing is a complex process it means that in writing, students have to consider many things to build a good writing result. Harmer (2007:31-33) states that there are many advantages of learning writing, those are:

1. Writing is not often time-bound in the way conversation.

   In writing activities, the students have more time to think than they do in speaking activities. They can express what they know in their mind,

and even the students used dictionaries, grammar books, or other reference material to help them.

2. Writing encourages students to focus on accurate language use.

    It is a good way for the students to develop their language when they write down what they think to express their ideas with the accurate language.

3. Writing is often used as a means of reinforcing language that has been thought.

    In teaching writing, the teacher often asked the students to write sentences or paragraph using grammar which recently learnt. The students should make a note about what they have learnt while the learning process happens. It makes the students able to understand about the language that has been taught.

4. Writing is frequently useful as preparation for some other activity.

5. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

    When the students write a short dialogue, the students can also practice and act out their dialogue in oral activities.

6. Writing is also used in question and answers activities.

    In teaching writing, the teacher often gives questions to the students. For example about their knowledge or about the previous material

that has been taught. The students prepare first to find the answer and they also write down the answer in front of the class. In the examination, the students also write their answer in form of written.

From the explanations which are provided above, the writer can concluded that writing skills is very important to be learnt. Writing helps all to explore their ideas, feelings, and thoughts in a written form.

2.2   Teaching Writing

Harmer (2007:107) says that teaching is about the transmission of knowledge from teacher to students, or it is about creating conditions in which students learn from themselves, while writing is activity of accuracy of writing. Based on that statement, it can be concluded that teaching writing means a process in which the teacher create a convenient and active atmosphere for students to enjoy studying writing.

Teaching writing not only gives the theory but also must give the practice. According to Brown (2001:335) that recognition of the compositional nature of writing has changed the face of writing classes. There are two classes of writing, those are; product and process.

Product approach is mostly concerned with the final product of writing: the essay, the report, the story and what that product should "look" like.

Compositions is supposed to (a) meet certain standards prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity whit what the audience would consider to be conventional.

Process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its "release") to give students a chance to think as they write. Another way of putting it is that writing is indeed a *thinking process*.

Process is the most important thing in making writing. Basically writing is to read by another, why we would write if not readable by others. Besides writing is a communication to be able to convey a message to the reader but also because writing is something that should be understood by the reader.

Product should be a result that achieved after going through several processes or stages. The product is, after all, the ultimate goal; it is reason that we go through the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quit simply drown ourselves in a sea of revisions. Writing is one of the works that requires a process. Everyone can write but the difference is people who just write something and people who accustomed to write. The results of them must be different. People who are unaccustomed to write certainly a lot of mistake he did when writing such as spelling, punctuation, grammar, etc. Unlike the people who accustomed to write, at least they can minimize mistakes while writing.

2.3   Total Physical Response (TPR)

This topic presents several theories of Total Physical Response (TPR) as the general concept of Total Physical Response, the advantages of Total Physical Response, and the definition of Total Physical Response plus Writing.

2.3.1   General Concept of Total Physical Response (TPR)

Total Physical Response (TPR) method which was proposed by James Asher, a Professor of psychology at San Joe State University, California and it has been applied for almost thirty years (Brown, 2001). Total Physical Response (TPR) is implemented based on commands which are put forward by the teacher and the students should give physical response (Kimfasirah, 2011).

Richard and Rodgers (2001:73) state that Total Physical Response (TPR) method is a language teaching method that involves the coordination of speech and action. Teachers give a set of instructions to students in a target language to have them to do some tasks in order to activate their kinesthetic sensory system.

Total Physical Response method is regarded as a simple teaching method that can be applied in teaching language, in which students do not need to give verbal response, but they can response in physical action to the teachers' commands. The TPR method involves two different roles between teacher and students; the teacher plays an active role as director

of a play and instructs the students to do what the teacher wants. On the contrary, students play actively as the actors, do actively what the teacher instructs.

Total Physical Response in learning the target language aims at letting children learn both vocabulary and also grammatical structure, in other words, grammatical structure and vocabulary can be exposed by using this method. In line with statement, Asher (1977, cited in Richard and Rodgers, 2001:73) states that "most of grammatical structure and hundreds of vocabulary of the target can be learned from teacher's instruction".

The view of the discussion above, TPR is regarded as a simple method that combines commands and physical movement to teach both vocabulary and grammar of the target language. It only involves series of teacher's instructions to let students respond to those instructions in physical movement. TPR is regarded as appropriate method in introducing new language, since it helps people to learn a target language in the same way they learn their native language. Fact shows that people acquire their first language through instructions from their parents and they respond to it physically.

2.3.2 The Advantages of Total Physical Response

The advantages of TPR can determine the success of the TPR implementation itself. Some experts claimed that this method has advantages. The first one, Frost (2007) asserts that; firstly, students can enjoy the learning time and it will lift the students' mood, it helps the students to acquire a target language without having them involved in a stressful way (Asher cited in Larsen, 2000). Secondly, the method can help students to memorize the words or phrases of a target language easily. Thirdly, it is an effective means for young and teenage learners to learn a target language. Furthermore, the method is suitable for large and small classes. Lastly, the physical action presented in TPR can get across the meaning of words, therefore it can help students understand the words of a target language and use the words for communication.

Asher (2003) also mentions some advantages of TPR method. He claimed that TPR is useful to assist students in learning a target language instantly by having them engage in a stress-free situation and fun activities. Asher believes that TPR is suitable for all levels of ages and he also believes that TPR is beneficial to build students' confidence.

From the explanations which are provided above, it can be concluded that Total Physical Response (TPR) method provides fun and enjoyment for young learners during learning a target language.

Furthermore, TPR can help students to memorize the words or phrases of a target language.

2.4 Total Physical Response (TPR) plus Writing

Based on the writer's experience when attending the lecture, Total Physical Response plus Writing is a teaching technique based on Total Physical Response (TPR). The teacher asked students to have writing exercises after they give physical responses based on the commands given by the teacher. The followings are the examples of Total Physical Response plus:

1. Total Physical Response Storytelling (TPRS)

TPR Storytelling (TPRS) is a teaching technique based on Total Physical Response (TPR) method which is added with storytelling activities. As cited by Mars (1997) that TPRS developed by Blaine Roy with the aim to increase vocabulary mastery through the context of a story that has a high appeal then the students will be able to hear, see, act, retell, revise, and rewrite. Therefore, TPR Narrative Storytelling means (TPRNS) a teaching technique that was derived TPR method using TPRS techniques. TPRS appears when Ray felt interest in learning TPR method that invented by James Asher as states in his book entitled Learning another Language through Actions (1993).

In this technique, the teacher just shows the picture which contains the commands. Then, the students speak up what they see based on that picture and perform it. In this technique, the students can not only respond the commands, but they can also learn through observing actions as well as by performing the actions themselves.

2. Total Physical Response (TPR) plus Writing

After the teacher gives commands to the students and the students give physical responses, the teacher asked them to write. For example the teacher asked the students to stand up then to go to the white board and then, the teacher asked the students to write what they did. For example the students have to write "I opened the door" and "I closed the door".

The writer focuses to teach the procedural text through TPR plus Writing and it will be describe in the following section in the TPR plus Writing Procedural Text.

2.5 Total Physical Response (TPR) plus Writing Procedural Text

Total Physical Response plus Writing procedural text is actually implemented based on Total Physical Response (TPR). The teacher asks the students to do something and the students give physical response, then the teacher asks the students to do something relating to the steps of writing procedural text. In this research paper, the writer asked students to rearrange the jumbled up words

first relating to the procedural text: "how to make a cup of tea" into the correct form after the teacher explained what they must do.

2.6 Procedural Text

This topic presents several theories of procedural text as the definition of procedural text, generic structures of procedural text, language features of procedural text, and the steps of teaching Procedural text based on TPR plus Writing.

2.6.1 Definition of Procedural Text

In the school based curriculum, there are some genres that are assisted by the method of teaching learning process in the Junior High School, those are; descriptive, procedural, narrative, recount, and report text. However, in this research, the writer is going to focus on procedural text.

Procedural text or instructional text is one of English genre texts which should be mastered by students of Junior High School. The purpose of procedural text is to tell someone how to make or to do something. According to Widda et.al (2009:35) Procedural text is a text used to describe how something is conducted through a sequence of action or steps, which applies simple present tense and often imperative sentences. The examples of procedural text are recipes, science experiment

or craft instructions, games rules, appliance manuals, how-to-do-it kits, and directions to reach destination.

2.6.2 Generic Structures of Procedural Text

Procedural text has generic structures and language features. The following explanation is about some generic structures of procedural text, those are:

1. **Goal**

This part informs people the final goal that will be achieved after conducting the procedural steps on the text. It is usually placed in the title (especially for a recipe).

2. **Materials**

In this part, it is listed the necessary materials and tools, it also often gives detail on the size, color, numbers, shapes, quantity, and so forth.

3. **Method**

Yusra in Sabarudin, in Valkin (2013) states that the step of procedural text must sequenced procedurally by giving steps such as first, second, third, next, then, firstly, secondly and finally.

Besides, Mukarto in Valkin (2013) states that in this part of procedural text is described about the steps in logical order to achieve the

goal. The steps are often marked with the number (1, 2, 3…), letters (a, b, c …), and sometimes the steps included cautions or warnings, even there are also drawings or picture to make the steps clearer.

2.6.3 Language Features of Procedural Text

There are some language features of procedural text, those are:

1. Procedural text uses temporal conjunction or linking word such as first, second, then, next, after that, finally, etc.

2. The tenses that used is simple present tense. It means that it describes something happens in present time.

3. It uses the imperative sentence. Imperative sentence is a sentence that asks someone to do something.

4. Procedural text also uses action verb in the steps, such as cut, slice, pour, boiled, add, etc.

2.6.4 The Steps of Teaching Procedural Text Based on Total Physical Response (TPR) plus Writing

1. The teacher divides the class into groups.

2. The teacher provides the jumbled up words relating to the topic "how to make a cup of tea".

3. The teacher asks the student to come forward in front of the class.

4. The teacher asks the student to choose some words.

5. The teacher asks the student to arrange the jumbled up words into the correct sentences.

6. The teacher asks the student to stick the words on the board.

7. The teacher asks the student to write the word on the board.

8. The teacher provides the generic structures of the procedural text.

9. The teacher asks student to choose the right generic structure of procedural text.

10. The teacher asks student to complete the sentences based on the generic structure of the procedural text.

11. The teacher asks student to complete the sentences based on the language features of the procedural text.

Chapter III
Research Methodology

This chapter presents research methodology applied in the research. It covers; research design, research hypothesis, population and sample, procedures of data collection, instrument of the research, the validity and reliability instrument test and data analysis.

3.1 Research Design

According to Burn (1994:125) "research design is essentially a plan or strategy aimed at enabling and searches to be option to research questions." In this study, the writer uses quantitative data. Arikunto (2010) states that "In quantitative data, the writer uses a lot of numerical data, those are; from collecting data, interpreting data, then the result of the data use digits pictures, tables and graphics". The writer will explain or describe her study in form of written words.

Sugiyono (2010) divides into three experimental research design that forms a pre-experimental design, true experimental design, and quasi experimental design. In order to respond to the first research question, this research use pre experimental design. Pre-experimental design is divided into three, those are; One-shot case study design, One-group pre-test and post-test design, and Static-group comparison.

In this research, the writer uses One-group pre-test and post-test design. The research is pre-experimental design. It means that the writer uses one class. The design is represented as follows:

$$O_1 \; X \; O_2$$
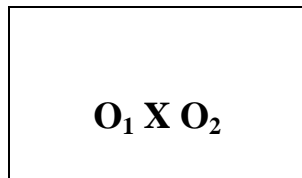
Explanation:

O_1 : Score of Pre-test (Before treatment)

O_2 : Score of Post-test (After treatment)

The writer uses quantitative approach. Quantitative approach is used to answer the research problems. It would show whether the Total Physical Response plus Writing is effective or not for improving the students' writing procedural text ability. Questionnaire is also used to know the students responses toward Total Physical Response (TPR) plus Writing.

3.2 Research Hypothesis

According to Fraenkel and Wallen (1990: 45) a research problems were often restated as hypothesis. Hypothesis is a prediction of some sort regarding the possible outcomes of a study. Those are two kinds of hypothesis such as null hypothesis (H_o) and alternative hypothesis (H_a). The null hypothesis (H_o) represents a theory that has been put forward, either because it is believed to be

true or because it is to be used as a basis for argument, but has not been proved. Meanwhile the alternative hypothesis (H_a) is a statement of what a statistical hypothesis test is set up to establish.

Thus the hypothesis used in this study as the follows:

H_o= There is no a difference achievement between the students' writing procedural text ability before and after taught by using TPR plus Writing.

H_a= There is a difference achievement between the students' writing procedural text ability before and after taught by using TPR plus Writing.

3.3 Population and Sample

3.3.1 Population

According to Arikunto (2010:173) "*Populasi adalah keseluruhan objek penelitian*". It means that population is the whole research object and the population is the seventh grade students of SMPN 11 Bandung and there are 13 classes which are consist of 441 students. The writer decided to take the seventh grade students because they had study about procedural text.

3.3.2 Sample

According to Arikunto (2010:174) "*Sampel adalah sebagian atau wakil populasi yang diteliti*". It means the sample is part of population that can be investigated. In this research, the writer uses Simple Random Sampling. Sugiyono (2010:120) states that "Simple Random Sampling *adalah pengambilan anggota sampel dari populasi yang dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi itu*". Based on the quotation above, the writer chooses class of VII-2 consists of 40 students randomly from 13 classes.

3.4 Procedures of Data Collection

In this study, the writer will use pre-test and post-test in collecting data. The writer will make two lesson plans for experimental class. In this case, the writer will give some steps in collecting the data. Those are:

Firstly, the writer will prepare pre-test for students. In this case, the writer will use TPR plus Writing as a technique. The writer will give some questions about writing procedural text in pre-test. The writer collects the answer sheet as a data in pre-test.

Then, the writer will prepare lesson plan for the treatment in two times based on syllabus. The writer determines standard competence, basic competence and indicator based on that syllabus. In this case, the writer will give material and test to the students about writing procedural text. The material is delivered by

TPR plus Writing technique. There are two procedural texts in treatments, those are; how to make a cup of tea and how to make fruit salad.

After that, the writer will prepare post-test for students. In this case, the writer asks students to answer the questions and makes the procedural text. After that, the writer asks the students to collect their answer sheet as a data in post-test.

The last, to strengthen the data, the writer uses questionnaire to answer the research problem number two.

3.4.1 Conducting Treatment

First day, the writer will gave writing procedural text's concepts such as generic structure of procedural text (goal, materials, and steps). Students should understand clearly the generic structure of procedural text, so they are able to write the good procedural text. Second day, the writer focused on language features of procedural text (use present tense, action verb, temporal conjunction, and imperative sentence). The research schedule was presented as follows:

Table 3.1

The Research Schedule

Stages	Date	Materials
1	November 24th 2014	Pre test
2	November 25th 2014	Treatment 1
3	November 26th 2014	Treatment 2
4	November 27th 2014	Post test
5	November 28th 2014	Questionnaire

3.5 Instrument of the Research

Arikunto (2010) states that "*Instrument penelitian adalah alat atau fasilitas yang digunakan oleh peneliti dalam mengumpulkan data agar pekerjaannya lebuh mudah dan hasilnya lebih baik dalam arti lebih cermat, lengkap dan sistematis sehingga lebih mudah diolah.*"

From the definition above, the writer concludes that instrument is a tool to get the data in the research. Related to the objectives of this study, the writer will prepare the test of writing procedural text to get the data which are needed.

3.5.1 Pre-Test

According to Wikipedia (2010): "Pre-test is an evaluation that is conducted to examine of a concept that was planned" It means, before the writer gives treatments, the writer will examine using her concepts, in this case, the writer will use TPR plus Writing in teaching writing procedural text to know students' ability in their writing. The writer will give pretest at the first meeting, before conducting the research.

3.5.2 Post-Test

According to Wikipedia (2010) "Post-test is an evaluation that is conducted to know the goal. It can be used as input to the text situation of analysis" It means that the writer will conduct posttest based on

treatments that have been given to know the use of TPR plus Writing in learning and teaching process. Post-test was employed in the end of the research. It has been done after giving treatments and exercises to the students which are investigated. The result of the post-test is used to compare the data of the pre-test and analyze the use of TPR plus Writing in writing procedural text ability. The form of the post-test was almost similar with the pre-test.

3.5.3 Questionnaire

Questionnaire is questions in written form to gain information from the respondent. As Arikunto (2010) mentions that "*angket adalah pernyataan tertulis yang digunakan untuk memperoleh informasi dari responden dalam arti laporan pribadi atau hal-hal yang ia ketahui*".

Questionnaire is used to answer the second question in this research, to know the students' responses towards teaching writing procedural text through TPR plus Writing. The writer will give questionnaire to the students after the posttest.

3.6 The Validity and Reliability of Test Instrument

3.6.1 The Validity Test

Sugiyono (2005:137) states "*Uji validitas digunakan untuk mengukur apa yang seharusnya diukursehingga instrumen penelitian bisa memenuhi persyaratan.*" While, Arikunto (2006) defines that "*untuk menguji validitas tiap butir soal, maka skor-skor tiap butir soal yang dimaksud dikorelasikan dengan skor total.*" Therefore, to reveal the real data, insttruments should be tested to know the validity of the instruments. The formula from Pearson Product Moment is described as follows:

$$r_{count=}\frac{n.\sum xy - (\sum x).(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2.\{n.\sum y^2 - (\sum y)^2\}}}$$

<div align="right">Riduwan (2004:110)</div>

Explanation:

r_{count} = Coefficient of Correlation

$\sum x$ = Score of item

$\sum y$ = Total score (all of items)

N = Number of respondents

To test the significance of the relationship which is found and applies to the entire population of 40 people, it is necessary to test the significance. Formula product moment correlation significance test as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

<div align="right">Riduwan (2004:110)</div>

Explanation:

t = Value t_{count}

r = The correlation coefficient results r_{count}

n = Number of respondents

Price t_{count} then compared with the price t_{table}, for errors 5%. (α = 0.05) and degrees of freedom (dk = n − 2).

Rule-making:

If $t_{count} > t_{table}$ means valid, otherwise

If $t_{count} < t_{table}$ means invalid.

3.6.2 The Reliability Test

Reliability test is intended to look at the consistency of the instrument in exposing the phenomenon of a group of individuals, and it was done in a different time. Thus, it can be interpreted that the reliability of the instrument is as regularity (consistency) measurement tool to measure what is measured, so that whenever a tool that is used will give relatively similar results.

To test the internal consistency reliability of the instruments was done by trying out once, and then the data were analyzed. The results of the analysis can be used to predict the reliability of the instruments. Therefore, a

valid and reliable instrument is a necessary condition to obtain good research results.

There are several techniques or how to calculate the reliability of the instruments. However, the writer used Cronbach Alpha reliability coefficient. (Saif Anwar, 1997:77)

Test reliability using Cronbach Alpha formula as follows:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} S_i^2}{S_{total}^2}\right)$$

Explanation:

K = is the number of point statement

S_i^2 = is the variance of the score of the first point

S_{total}^2 = is the variance of the total score of the whole point statement

Variance is obtained by the following formula:

$$S^2 = \frac{1}{(n-1)}\sum_{i=1}^{n}\left(x_i - \bar{x}\right)^2$$

Explanation:

S^2 = Variance

n = Number of respondents

x_i = Score obtained by the respondent to-i

$\bar{x}$ = Average

According to Usman, the coefficients of reliability (α) over 0.700 have shown that the instrument was reliable. (Kaplan & Saccuzo, 1993).

3.7 Data Analysis Techniques

Data analysis is one of a series of the research activities, so that the activities of analyzing these data are highly related to the previous series of activities ranging from the selected type of assessment, research problem and objectives of the research, the type of data, the number of subjects which is try, as well as the theoretical assumptions underlying research activities. Thus, in analyzing the data, a series of previous stages are concerned as a reference so that the research is coherent, that is related or associated with the stages of other research. Data analysis was carried out through four stages, those are; description stage of the data, stage of requirements test analysis, stage of paired sample t-test and stage of hypothesis testing. A description of these stages is presented below:

3.7.1 Description Stage of Data

Descriptive analysis of research data can be used to enrich the discussion, through this analysis it can be seen how the respondents to the questionnaire are being studied. To make it easier to interpret the

questionnaire is being studied, then do the categorization of the scores of respondents. Principles of categorization of the total score of the respondents adopted from Sugiyono's theory (2009), which is based on the range of the maximum scores and minimum scores, then divided by the number of the desired category with the following formula:

$$\text{Score Range Category} = \frac{\text{Maximum Score} - \text{Minimum Score}}{5}$$

Explanation:

Maximum score= number of respondents X number of questions X 5

Minimum score= number of respondents X number of questions X 1

3.7.2 Stage of Requirements Test Analysis

3.7.2.1 Stage of Normality Data Test

Requirements test analysis can be performed through the normality test. Normality testis performed to determine whether or not the normal distribution of data to be analyzed. The writer is used Kolmogorov-Smirnov (K-S) in SPSS 13.00 for Windows, then parametric statistical test equipment can be used when the sample data assuming a normal distribution are met.

Basis for taking decision can be done based on probability (Asymtotik Significance) (Ghozali: 2011):

a.	If the probability of > 0.05, the distribution of the population is normal.

b.	If the probability of < 0.05, the population is not normally distributed.

### 3.7.3	Stage of Paired Sample t-Test

Hypothesis test for pre-test and post-test in pairs using paired sample t-test for paired or correlated two samples. The purpose of this test is to test two paired samples whether having an average which are significantly different or not. Paired sample is a sample of the same subject but had two different treatments or measurements (Ulber: 2009).

Formula for paired sample t-test as follows:

$$t = \frac{\sum D}{\sqrt{\dfrac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

Explanation:

$\sum$D:	is the total difference between the value of X_1, (first treatment) and X_2 (second treatment)

$\sum$D^2:	is the total difference between the value of X_1, (first treatment) and X_2(second treatment).

If the distributions of the obtained data are not normally distributed, the steps for testing data using non parametric test alternative that two different tests of Wilcoxon paired samples.

3.7.3.1 Stage of Two Different Paired Samples Wilcoxon Test

This technique is a refinement of the sign test. If the magnitude of the sign test values between positive and negative numbers are not taken into account, whereas the Wilcoxon test is taken into account. Sugiyono (2012:44) states "*Seperti dalam ujitanda, teknik ini digunakan untuk menguji signifikansi hipotesis komparatif dua sampel yang berkorelasi bila datanya berbentuk ordianal (berjenjang)*". To test the significance of differences in Wilcoxon rank test using the following formula:

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

Explanation:

T= Total rank positive or negative ranking smallest number

N= number of couples who are not of equal value

3.7.4 Stage of Hypothesis Testing

Hypothesis testing measures undertaken are:

a. Specifies the null hypothesis(Ho) and the alternative hypothesis(Ha)

$H_o : \mu_1 = \mu_2$ Pretest TPR plus writing same with TPR plus Writing posttest.

$H_a : \mu_1 \neq \mu_2$ Pretest TPR plus writing not same as the TPR plus Writing posttest

b. Determining criteria of hypothesis in taking decision whether it is accepted or whether it is rejected.

Test criteria:

Reject H_o if the p-value (Sig.) $< \alpha$

Accept H_o if the p-value (Sig.) $> \alpha$

$\alpha : 5\%$

c. For knowing whether it is rejected or accepted H_o, by comparing the price of the p-value (Sig.) with α (alpha: 5%).

Chapter IV
Data Analysis, Findings and Discussions

This chapter explains about data analysis, findings, and discussions. The writer will analyze data such as questionnaire data. In findings, the writer will find about result from the test data (pre-test and post-test). The writer will use SPSS 13.00 to find out result of that data. In the last is discussion. After the writer has found data result that she wants, the writer will conduct discussion based on research problem that had made.

4.1 Data Analysis

After completing the research, the writer can describe the data analysis as follows:

4.1.1 Validity Test

This test was conducted to evaluate the validity of each statement in determining its variables. The validity test in the research was conducted by correlating each statement items given to the respondents with the sum of scores for all items. Correlation technique used to test the validity of statements in this research was Pearson product moment. When the value of a coefficient correlation of a statement is higher than r table (n=40) 0.312, it can be concluded that the item is a valid construct. The validity test of

questionnaire by using SPSS 13.00 for Windows, it can be found the

coefficient values of questionnaire as follows:

Table 4.1

Validity Test of Questionnaire

Correlations

		Total
P_1	Pearson Correlation	,564
	Sig. (2-tailed)	,000
P_2	Pearson Correlation	,590
	Sig. (2-tailed)	,000
P_3	Pearson Correlation	,677
	Sig. (2-tailed)	,000
P_4	Pearson Correlation	,609
	Sig. (2-tailed)	,000
P_5	Pearson Correlation	,497
	Sig. (2-tailed)	,001
P_6	Pearson Correlation	,729
	Sig. (2-tailed)	,000
P_7	Pearson Correlation	,441
	Sig. (2-tailed)	,004
P_8	Pearson Correlation	,765
	Sig. (2-tailed)	,000
P_9	Pearson Correlation	,825
	Sig. (2-tailed)	,000
P_10	Pearson Correlation	,617
	Sig. (2-tailed)	,000
Total	N	40

It can be seen from the table above, all of instruments in this research

have validity coefficients which are higher than 0.312 with p-value (sig) of

0.000. Therefore, all of instruments are considered valid and can be used as

measurement tool in this research.

4.1.2 Reliability Test of the Instruments

To analyze the reliability value for the instrument of the research, the writer used Cronbach's Alpha test in SPSS 13.00 for windows which is the reliability value is higher than 0.70. A questionnaire is considered alpha when the reliability coefficient has positive value. For clearer information, the table 4.2 below shows the result of reliability test of the questionnaire using SPSS 13.00 for windows:

Table 4.2

Reliability test of the questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,835	10

Based on table above, the reliability value of each statement of the questionnaire is higher than 0.70. This finding shows that the measurement which is used in this research is reliable.

4.1.2.1 Descriptive Analysis of Research Data

Descriptive analysis of the research data can be used to enhance discussions. Through this analysis, it can be found how respondents' responses toward the questionnaires. In order to interpret researched questionnaires, categorization of respondents'

answers was conducted. Categorizing principles numbers of respondents' answers was adopted from the theory of Sugiyono (2009) that using maximum and minimum range, then dividing it by the total of expected category using following formula:

$$\text{Score Range Category} = \frac{\text{Maximum Score} - \text{Minimum Score}}{5}$$

Explanation:

Maximum score = number of the respondents x number of the

questions x 5

Minimum score = number of the respondents x number of the

questions x 1

This descriptive analysis was conducted by referring to the indicators in the research on TPR plus writing.

4.1.2.2 TPR plus writing

The result of field data which is obtained from questionnaire shows that most of respondents (85%) agree to the questions on TPR plus Writing. From 40 respondents who returned the questionnaire, the answers on TPR plus Writing questions were as follows:
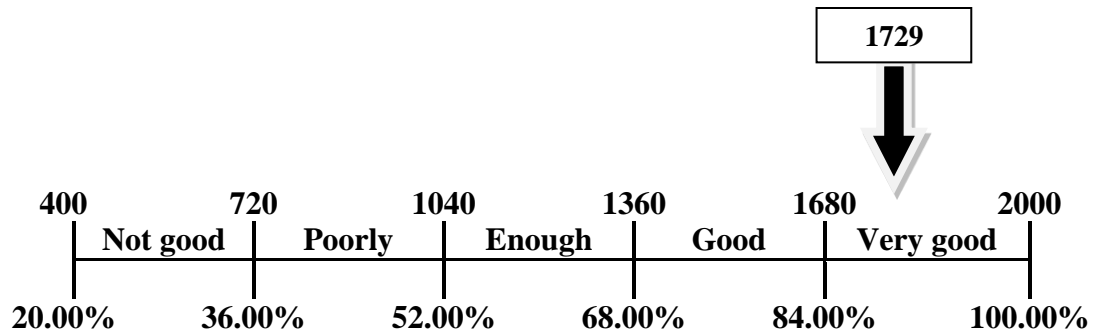
Table 4.3

**Scores of respondents' answer to the question items in the
research on TPR plus Writing**

Instrument	Respondents' Answer					Total Score
	5	**4**	**3**	**2**	**1**	
1	14	23	3	0	0	171
2	16	23	1	0	0	175
3	15	18	7	0	0	168
4	14	22	4	0	0	170
5	15	22	2	1	0	171
6	20	17	3	0	0	177
7	15	25	0	0	0	175
8	15	20	5	0	0	170
9	16	20	4	0	0	172
10	23	14	3	0	0	180
Total	**163** (163x5)=815	**204** (204x4)=816	**32** (32x3)=96	**1** (1x2)=2	**0** (0x1)=0	**1729**

In the research on TPR plus writing with the number of questions was 10 items and the number of respondents was 40 students, the total score was 1729. Therefore, the range of score for each category was determined as follows:

$$\text{Score Range Category} = \frac{(40 \text{ X } 10 \text{ X } 5) - (40 \text{ X } 10 \text{ X } 1)}{5}$$

$$= \frac{2000 - 400}{5} = 320$$

Thus, the interval length for each category was 320 with the range of total score of respondents' answers for 10 statements items on TPR plus writing is as follows:

						1729	

400   **720**   **1040**   **1360**   **1680**   **2000**

Not good   **Poorly**   **Enough**   **Good**   **Very good**

20.00%   **36.00%**   **52.00%**   **68.00%**   **84.00%**   **100.00%**

From the total score of respondents' answer of 10 proposed questions on TPR plus Writing, it can be found that respondents' answer on TPR plus Writing is on "Very Good" category.

4.2 Findings

4.2.1 Findings of the Pre-Test and Post-Test Data

In order to prove that whether the data significant or not, it had to be tested the comparison test of two means of original condition by using t-test Method of t-test is a parametric analysis where there is a pre-requisite assumption that is the normality of each data group distribution that has been analyzed. When the normality met, gain value calculation which will be used in mean comparison (t-test) was done. As we cannot make such assumption at all times, and in some cases there are data samples which cannot be turned into an assumption, we can analyze the data with a method known as non-parametric or non-distributed method. The Wilcoxon signed-rank test for matched data can be used to test the comparison between those groups of data. Testing is an alternative ways for parametric t-test that very useful if the

researcher avoid the assumptions and requirements which are needed for t-test (Siegel, Sidney: 1997).

Table 4.4

Pre-Test Result

No	Name of Students	Score of Pre-test
1	Student 1	30
2	Student 2	80
3	Student 3	80
4	Student 4	90
5	Student 5	40
6	Student 6	65
7	Student 7	90
8	Student 8	85
9	Student 9	50
10	Student 10	30
11	Student 11	50
12	Student 12	25
13	Student 13	35
14	Student 14	90
15	Student 15	85
16	Student 16	60
17	Student 17	85
18	Student 18	55
19	Student 19	60
20	Student 20	25
21	Student 21	70
22	Student 22	70
23	Student 23	60
24	Student 24	15
25	Student 25	20
26	Student 26	90
27	Student 27	70
28	Student 28	50
29	Student 29	55
30	Student 30	10
31	Student 31	50
32	Student 32	50
33	Student 33	65

34	Student 34	60
35	Student 35	65
36	Student 36	60
37	Student 37	50
38	Student 38	70
39	Student 39	70
40	Student 40	70

Table 4.5

Post-Test Result

No	Name of Students	Score of Post-test
1	Student 1	75
2	Student 2	100
3	Student 3	95
4	Student 4	100
5	Student 5	95
6	Student 6	95
7	Student 7	100
8	Student 8	90
9	Student 9	90
10	Student 10	75
11	Student 11	80
12	Student 12	75
13	Student 13	95
14	Student 14	100
15	Student 15	90
16	Student 16	95
17	Student 17	100
18	Student 18	100
19	Student 19	95
20	Student 20	90
21	Student 21	100
22	Student 22	95
23	Student 23	95
24	Student 24	85
25	Student 25	80

26	Student 26	100
27	Student 27	85
28	Student 28	85
29	Student 29	95
30	Student 30	85
31	Student 31	100
32	Student 32	100
33	Student 33	100
34	Student 34	80
35	Student 35	100
36	Student 36	100
37	Student 37	100
38	Student 38	100
39	Student 39	95
40	Student 40	100

4.2.2 Normality Test

Normality test that used was normality test of Kolmogorov-Smirnov. The full calculation of normality test of pre-test and post-test of TPR plus Writing by using SPSS 13.00 for Windows, the finding is as follows:

Table 4.6

Pre-test and post-test normality test of TPR plus writing

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttes
N		40	40
Normal Parameters [a,b]	Mean	58,2500	92,8750
	Std. Deviation	22,00087	8,15613
Most Extreme Differences	Absolute	,129	,253
	Positive	,075	,191
	Negative	-,129	-,253
Kolmogorov-Smirnov Z		,815	1,599
Asymp. Sig. (2-tailed)		,520	,012

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen that with the significant level $\alpha = 0.05$ and samples of 40, the value of Kolmogorov-Smirnov was 0.815 for pre-test and 1.599 for post-test. From the calculation result, it can be found that p-value (sig) was $0.520 > 0.05$ for pre-test and it was $0.012 < 0.05$ for post-test. The finding shows that pre-test scores were normally distributed while TPR plus writing score was not normally distributed.

From the normality test to the groups of data, it can be found that there are violations to parametric test assumptions. Therefore, the test would be done by using non-parametric method, which in this case; Wilcoxon signed-rank test.

4.2.3 Wilcoxon Signed-rank Test

When the number of paired samples with the difference of non-null deviation (N) is smaller or equals to 25 samples, a hypotheses test is created based on T sampling distribution. However, when the sample is higher (>25), the hypothesis test is created based on p-value (Siegel, Sidney: 1997).

Hypothesis test:

H_o = both groups of data tend to be similar (not significantly different)

H_a = both groups of data tend to be different (significantly different)

$\alpha = 5\%$

Criteria of test:

Reject H_o when p-value $< \alpha$

Accept H_a when p-value $> \alpha$

By using SPSS version 13.00, the calculation result is as follows:

Table 4.7

The sums of paired Data of TPR plus writing:

Ranks

		N	Mean Rank	Sum of Ranks
Posttes - Pretest	Negative Ranks	0[a]	,00	,00
	Positive Ranks	40[b]	20,50	820,00
	Ties	0[c]		
	Total	40		

[a]. Posttes < Pretest

[b]. Posttes > Pretest

[c]. Posttes = Pretest

Explanation:

- No paired post-test is smaller than pretest

- The number of paired post-test that is higher than pre-test is 40 samples and the sums of the rank (R1) are 820.00.

- No paired post-test is similar to the pre-test.

  It means that post-test data from TPR plus writing has higher participation than pre-test data from TPR plus writing.

By using SPSS version 13.00, the result of calculation as follows:

Table 4.8

Wilcoxon Signed-rank Test of TPR plus writing as follows:

Test Statistics^b

	Posttes - Pretest
Z	-5,517ᵃ
Asy mp. Sig. (2-tailed)	,000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the result of SPSS output above, Asymp, Sig. (2-tailed) value was 0.000. This is caused by the p-value which was lower than alpha (0.000 < 0.05). Therefore, H_a is accepted, it means that there is a tendency of significant difference between TPR plus writing pre-test score and TPR plus writing post-test score.

4.3 Discussions

To give further information relating to the result of analysis, the following lines illustrate the important points:

- The alternative hypothesis (H_a) is accepted. It means that there is a difference in students' writing procedural text before and after the Total Physical Response (TPR) plus Writing technique implemented.

- Based on the data has obtained above, there is difference significance between pre-test and post-test because p-value is lower than alpha ($0.000 < 0.05$). The writer concludes that TPR plus Writing is effective. The students can have enjoyable class.

- Based on questionnaire, almost all of students give the positive answers, means that on learning process using TPR plus Writing is helpful for their writing ability. When students liked a learning process, they will be easier to catch a subject which is taught by teacher.

Chapter V
Conclusions and Suggestions

This chapter deals with conclusion of the research based on the data analysis on the use of Total Physical Response (TPR) plus Writing in improving students' writing procedural text ability of the seventh grade in SMPN 11 Bandung. The writer also gives suggestions for teachers, for students, and for further researcher.

5.1 Conclusion

The writer conducted the research in November, 2014. There were two objectives of the research paper, those are; to find out the effectiveness of using TPR plus Writing in improving students' writing procedural text ability and to find out the students' responses on the use of TPR plus Writing in improving students' procedural text ability. This research was pre-experimental design with one-group pre-test and post-test design. The writer used one class and used 40 students for the sample. There were 3 instruments in this research, those are; pre-test, post-test, and questionnaire. The findings of the research were as follow; there was a significant difference between the pre-test of TPR plus Writing when compared to the post-test of TPR plus Writing because the p-value was lower than alpha ($0.000 < 0.05$) and there was positive answers given by the students when the writer asked them to answer the questionnaires.

Based on the above research findings, it can be concluded that:

1. Total physical Response (TPR) plus Writing is very effective used for improving students' writing procedural text ability. Students look happy, the class is enjoyable and they are motivated to write better.

2. The students give the positive responses toward the use of Total Physical Response (TPR) plus Writing. They are enthusiastic to write better.

5.2 Suggestions

Regarding what have been done in this research, there are some suggestions for further research in the field of teaching writing using Total Physical Response (TPR) plus Writing technique. The suggestions are expected to be taken as consideration by the researcher who is willing to do research in the same subject. Moreover, it is also expected to be suggested for teachers, students, and further researchers.

1. For teachers

It is suggested that the English teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good technique to get their students' in learning English, especially in writing. TPR plus Writing technique would be helpful to improve students' writing ability. Therefore, the teacher needs to maintain using TPR plus Writing in teaching writing procedural text.

2. For students

By applying TPR plus Writing, the students are suggested to be better to write in English and can learn more in writing better than before from their mistakes in learning process.

3. For further researchers

To the further researchers, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.

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Curriculum Vitae

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