

**THE EFFECT OF LISTING TECHNIQUE ON
WRITING DESCRIPTIVE TEXT AT THE SEVENTH
GRADE STUDENTS OF SMPN 1 BATANG ANGKOLA
SOUTH TAPANULI REGENCY**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written by:

KAIPAH HABEAHAN

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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PADANGSIDIMPUAN**

2023

LETTER OF AGREEMENT

Term : Munaqosyah
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To:

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Kaipah Habeahan, entitled *The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMPN 1 Batang Angkola South Tapanuli Regency*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis.

Thus we convey, hopefully it can be understood and for your attention thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF THESIS COMPLETION

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Hereby declare that I have arranged this thesis by myself without asking for illegal assistance from the others, except the guidance of the advisors and without plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Student Code of Ethics in article 14 verse 4 of 2014.

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ABSTRACT

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Title of Thesis: The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMPN 1 Batang Angkola South Tapanuli Regency

This research described about the low mastery of students writing descriptive text. It was solved by choosing Listing Technique. The objective of this research is to know whether the use of Listing Technique can develop students' writing descriptive text or not. The research design applied was experimental research. The population of this research was the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency and the sample was selected by using simple random sampling. Two classes were chosen randomly as the sample. They were VII-A served as experimental class that consisted of 24 students and VII-B as control class that consisted of 24 students. It was conducting normality and homogeneity test. The researcher used one instrument, namely test. The data was analyzed by using statistical analysis in order to know the significant difference of the students' achievement both in pre-test and post-test. After analyzing the data, it showed that there were different scores obtained in pre-test and post-test. The score of t-counted was higher than t-table by applying 0.05 level of significance and degree of freedom (df) was 46. Therefore, the use of Listing Technique is effective on writing descriptive text at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency.

Keywords: Listing Technique, Writing Descriptive Text

ABSTRAK

Nama : Kaipah Habeahan
NIM : 19 203 00029
Judul Tesis : Pengaruh *Listing Technique* terhadap Penulisan Teks Deskriptif pada Siswa Kelas Tujuh SMPN 1 Batang Angkola Kabupaten Tapanuli Selatan

Penelitian ini menggambarkan tentang rendahnya penguasaan siswa menulis teks deskriptif. Masalah tersebut dapat diselesaikan dengan menggunakan *Listing Technique*. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan *Listing Technique* dapat meningkatkan tulisan teks deskriptif siswa atau tidak. Desain penelitian ini menggunakan penelitian eksperimental. Populasi penelitian adalah seluruh siswa kelas tujuh SMPN 1 Batang Angkola Kabupaten Tapanuli Selatan dan sampel dipilih dengan menggunakan *simple random sampling*. Dua kelas dipilih secara acak sebagai sampel. Kelas VII-A sebagai kelas eksperimen yang terdiri dari 24 siswa dan VII-B sebagai kelas kontrol yang terdiri dari 24 siswa. Kemudian dilakukan uji normalitas dan homogenitas. Peneliti menggunakan satu instrumen yaitu tes. Data dianalisis dengan menggunakan analisis statistik untuk mengetahui perbedaan signifikan prestasi belajar siswa baik pada pre-test maupun post-test. Setelah dianalisis datanya menunjukkan bahwa diperoleh skor yang berbeda pada pre-test dan post-test. Hasil t-hitung lebih tinggi dari t-tabel dengan menerapkan 0.05 tingkat signifikansi dan derajat kebebasan (df) adalah 46. Maka dari itu, penggunaan *Listing Technique* efektif pada penulisan teks deskriptif terhadap siswa kelas tujuh SMPN 1 Batang Angkola Kabupaten Tapanuli Tengah.

Kata Kunci: Teknik Listing, Menulis Teks Deskriptif

ملخص

الإسم	: كيفة هايباهان
رقم القيد	: ١٩٢٠٣٠٠٠٢٩
الموضوع	: تأثير تقنية الإدراج على كتابة النص الوصفي لطلاب الصف السابع في المدرسة المتوسطة الحكومية ١ باتنغ أنكولا المقاطعة تبانولي الجنوبية

يبين هذا البحث على حفيظ الإتقان الطلاب في كتابة النص الوصفي. يمكن أن يُنهي مذكرة المشكلة باستخدام تقنية الإدراج. أهداف من هذا البحث معرفة ما إذا كان الإستخدام تقنية الإدراج يستطيع أن يحسن قدرة كتابة الطلاب للنص الوصفي أم لا. تصميم البحث المستخدمة في هذا البحث هو بحث التجري. كان مجتمع البحث هو جميع الطلاب الصف السابع في المدرسة المتوسطة الحكومية ١ باتنغ أنكولا المقاطعة تبانولي الجنوبية و عينة مفضلة يُختار باستخدام عينة عشوائية بسيطة. يُختار الفصلان بإعتباطي كعينة. الصف VII-A كصف تجري يتكون من ٢٤ طالبًا و VII-B كصف الضابط يتكون من ٢٤ طالبًا. ثم عُمل اختبار الحالة الطبيعية و اختبار التجانس. يستخدم الباحث أداة جميع البيانات واحدة و هي إختبار. يحلل تحليل البيانات باستخدام التحليل الإحصائي لتحديد الفروق المهمة بين تحصيل الطلاب في كل من الاختبار القبلي والبعدي. بعد تحليل البيانات ، تبين أنه يتواجد الحصول على درجات مختلفة في الاختبار القبلي والبعدي. نتيجة t -count أعلى من t -table بتطبيق 0.05 مستوى من الأهمية ودرجات الحرية (df) هي ٤٦. لذلك ، فإن استخدام تقنية الإدراج مفعالة في كتابة النصوص الوصفية لطلاب الصف السابع في المدرسة المتوسطة الحكومية ١ باتنغ أنكولا المقاطعة تبانولي الجنوبية.

الكلمة الرئيسية: تقنية القائمة، كتابة النص الوصفي

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I am aware that without criticism and recommendations, this thesis cannot be deemed perfect. As a result, it makes me very happy to receive criticism and suggestions from readers about how to make this thesis better.

Padangsidimpuan, 07 July 2023

Researcher,



KAIPAH HABEAHAN

Reg. Number 19 203 00029

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CHAPTER I

INTRODUCTION

N. Background of the Problem

Writing is one way to communicate thoughts, opinions, and feelings in written form. It is the process of organizing thoughts into sentences and paragraphs by using grammar and organization. Writing is a task that involves using sentences and paragraphs to methodically express ideas. It can also be thought of as a task that involves developing ideas while writing.

There are numerous genres of text covered in writing lessons, includes narrative, recount, descriptive, report, and procedure. The basic competence of the text is that students should use writing as a tool for learning to interact in written form. Writing is powerful process for describing, synthesizing, analyzing, interpreting, and communicating experience.¹ Based on the curriculum for junior high school, one of the genres that students should be able to master is descriptive text. One type of the text that students in the seventh grade studied is descriptive text.

Writing descriptive text is a process of gathering thoughts, ideas, and information to create a text that describes a particular person, place, or thing. It provides information about a person, place, or thing so that the readers can imagine what is being precisely described. It conveys sensory impressions of how things feel, sound, taste, smell, and appear.

¹Yeni Riska, Rayendriani Fahmei Lubis, and Fitri Rayani Siregar, "Improving Student's

Writing descriptive text is essential to enable students to imagine and describe the subject. For instance, when students want to talk about their family, school, pet, or village, they can easily imagine and describe what it looks like. So that, they can learn more in-depth details about a particular person, place, or thing, students can get more information.

The Indonesian government has made some efforts to raise educational standards, including curriculum development, instructor quality enhancement, and textbook development. The schools in Indonesia has made efforts to improve education as well, preparing the buildings and establishing some rules for maintaining discipline. Additionally, instructors have made numerous efforts to increase their students' writing proficiency. They started by making the classroom comfortable so that the students could concentrate on learning English. The students are also motivated by their teachers. According to the explanation, each of these aims to improve educational quality, as well as student ability, particularly in writing descriptive text.

In writing skill, students of SMPN 1 Batang Angkola South Tapanuli Regency have poor writing abilities. In an interview with an English teacher at SMPN 1 Batang Angkola South Tapanuli Regency the researcher discovered that some of the students had difficulty in writing descriptive text. The students' vocabulary is limited. Some students struggled to write because they have a limited vocabulary. The students are not motivated to write, because the students are more interested in math than English, in other hand they are too lazy to write. The students' interest in learning English is being

lower. While, when writing the students do not know how starting the writing. They ignore the explanation from the teacher.² These problems prevent students from mastering writing descriptive text to their full potential and keep them from achieving the goal of teaching writing.

Writing descriptive text well require on several factors. The factors in writing descriptive text are motivation, classroom interaction, learning style, and method in teaching process is suitable.³ When writing descriptive text, students usually run into these problems.

There are many techniques can be applied in teaching writing like free writing, questioning, listing, clustering, and preparing a scratch outline.⁴ Here, Hogue argued that listing technique is very helpful for students in writing by making a list of ideas to help students generate ideas.⁵ The listing technique makes it simple for students to comprehend the process of writing descriptive text.

Listing technique is one of English teaching technique where in its process the students make a list of ideas on a piece of paper in some groups. Each group has the responsibility to write the list based on the topic or material that has been given by the teacher. In listing technique, there is interaction of two or more students. They are involved in gathering experience, information, solve problem, as well as all students are active in

²English Teacher, "Private Interview" SMPN 1 Batang Angkola South Tapanuli Regency

³Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif, Progresif, Dan Kontekstual* (Jakarta: Kencana, 2014).

⁴John Langan, *Exploring Writing Sentences and Paragraphs*, Second edi (New York: Mc Graw Hill, 2010).

⁵Ann Hogue, *Longman Academic Writing Series 2: Paragraphs, Third Edition* (United States of America: Pearson Education, 2014).

giving idea in the list form. In listing technique, each student is given the chance to write ideas. It means, listing technique can make students more active and understand easily in writing learning.

The role of listing technique in writing is to expand students' ideas, build students confidence and help students writing descriptive text in well-organized. The teacher encourages participation from the students. Using the listing technique, each student collaborates on a writing assignment with a group of other students. With this technique, students are given the chance to reflect, receive open instruction in sharing their opinions in a group, develop their self-confidence, and support their comprehension of written communication.

Based on the explanation above, it is essential to do a research entitled "The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMPN 1 Batang Angkola South Tapanuli Regency."

O. Identification of the Problem

Writing descriptive text is the ability in writing the description about the topic that is given, considering how to convey them, and arranging them into sentences and paragraphs. It provides information about a person, location, or thing so that the readers can visualize what is being exactly described. It gives a sense of objects through their feel, sound, taste, smell, and appearance.

There are some factors of writing descriptive text mastery such as motivation, classroom interaction, learning style, and method in teaching

learning process is suitable. Thus, the researcher in this research became interested in using the listing technique in learning writing descriptive text.

P. Limitation of the Problem

Based on the identification above, there are several factors in writing descriptive text, such as motivation, classroom interaction, learning style, and method in teaching learning process is suitable.

This research did not discuss all the factors of writing. It is only discussed one writing related factors, that is method in writing teaching learning descriptive text.

This research focused on using listing technique on writing descriptive text. Listing technique assists students more understand easily in writing descriptive text. Additionally, it can help students to solve their problem using the technique that they thought effective for them and they can achieve the objectives for writing descriptive text.

Q. Formulations of the Problem

Based on the identification above, the problem is formulated as below:

1. In what extend is the students' ability in writing descriptive text before learning by using listing technique at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency?
2. In what extend is the students' ability in writing descriptive text after learning by using listing technique at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency?

3. Is there any significant effect on students' ability in writing descriptive text learning by using listing technique at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency?

R. Purposes of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

1. To find out the students' writing descriptive text before learning by using listing technique at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency.
2. To find out the information about students' writing descriptive text after learning by using listing technique at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency.
3. To examine whether there is a significant effect of students' writing descriptive text learning by using listing technique at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency or not.

S. Significances of the Research

The significances of the research are:

1. For the headmaster, to inform the English teacher to teach writing in particular.
2. For teacher, as information to add references techniques in teaching and learning writing.

3. Other researchers, this research will help the researcher, a novice researcher to get new experience in the teaching learning process and gives insightfully knowledge of English proficiency.

T. Outline of the Thesis

The outline of this research is divided into five chapters. Each chapter is divided into the following sub-chapters:

Chapter one consists of introduction, they are: the background of the problem, the limitation of the problem, the formulation of the problem, the purposes of the research, the significances of the research, and the outline of thesis.

Chapter two consists of the description of writing descriptive text, listing technique, the related findings, the conceptual framework and the hypothesis.

Chapter three consists of the research which is divided into sub chapter: the place and time of the research, the research design, the population and sample, definitions of operational variables, the research instrument, technique of collecting data, and technique of analyzing data.

Chapter four consists of the description of data, analysis of hypothesis, the discussion of result and threats of the research. Chapter five consists of the conclusions, implications and suggestions that are given by the research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Writing Descriptive Text

a. Definitions of Writing Descriptive Text

Writing is the act of expressing one's thoughts and experiences in writing. People need to pay more attention when they want to write about their ideas or experiences in order to develop a large vocabulary and produce quality writing. Students can express their opinions by producing good writing.

Lubis states that writing is an activity to produce and express the words.¹ Patel and Jain argued that writing is a skill which must be taught and practiced.² It is a crucial component of language acquisition since it offers a very effective way to practice vocabulary, spelling, and sentence structure. At a higher level, it becomes a significant component of students' expression.

Descriptive in general refers to giving specific information about a person, place, or thing. Descriptive text is a text that describing something. It is about sensory experience how something looks, sounds

¹Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 2, no. 1 (2014): 61, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.

²M.F Patel and Praveen M Jain, *English Language Teaching, History of Oxford University Press: Volume IV 1970 to 2004*, vol. 1 (Jaipur: Oxford University Press, 2008), <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>.

or tastes.¹ Instead of sensation, descriptive text should focus on action (verbs, adverbs and adjectives).

Gerot and Wignell argued that descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc.² It basically indicates that a descriptive text is one in which the writer uses feelings and imagination to describe things. In essence, it gives specific information about the characteristics of people, locations, and things.

Descriptive text is taught by teacher to make students know how to describe people, animals, and things in order to make them stand out, to show my pride of them, to promote them, and to criticize them.³ Additionally, the aim of descriptive writing is to describe something or someone who attracts the writer's topic. Description gives sense impressions the feel, sound, taste, smell, and appearance of things.

In all theories above, the researcher draws the conclusion that writing descriptive text is writing a text used to describe people, places, and things around it.

b. Purposes of Writing Descriptive Text

The purpose of writing descriptive text is where students can convey their thoughts, feelings, hopes, and other things through writing.

¹Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley, 2000), p. 351, <https://id1lib.org/book/17573177/baa591>.

²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (NSW: Antipodean Educational Enterprises, 1994).

³Siti Wachidah et al., *When English Rings the Bell: Buku Guru, Paper Knowledge . Toward a Media History of Documents*, Edisi Revi (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2017).

Writing serves varied purposes for many researchers. Students write for a variety of purposes to make it easier for them to develop their ideas and need to understand for what they write. Students will become bored and unable to concentrate on their writing if they do not have defined writing objectives. Knowing the purpose will make it easier for students to choose the best writing technique. Students also must decide on a purpose for their writing.

There are various common purposes for writing. Grenville highlights the objectives of writing as follows.

- 1) Writing to entertain
It doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- 2) Writing to inform
It tells the reader about something.
- 3) Writing to persuade
It tries to convince the reader of something.⁴

In addition, Reinking and Osten add the purposes of writing. They are:

- a) To Inform
We all have our areas of expertise and often share that information with each other. A student in computer science could post a blog on a class instructional site on how to create a Web page. A medical researcher shares her research in her publications with other doctors and other research professionals.
- b) To Persuade
You probably have strong views on many issues, and these feelings may sometimes impel you to try swaying your reader. In a letter to the editor, you might attack a proposal to establish a nearby chemical waste dump. Or, alarmed by a sharp jump in state unemployment,

⁴Kate Grenville, *Writing from Start to Finish: A Six-Step Guide, Writing* (Australia: Allen & Unwin, 2001), p.1, <http://books.google.com/books?id=vOYgpTIBAbsC&pgis=1>.

you might write to your state senator and argue for a new job-training program.

c) To Express Yourself

When you text a friend, you choose words and phrases to show off who you are. By your topic, word choice, example, or turn of phrase, you display a bit of yourself whether in e-mails, journals, poetry, essays, or fiction.

d) To Entertain

Some writing merely entertains; some writing couples entertainment with a more serious purpose. A lighthearted approach can help your reader absorb dull or difficult material.⁵

So, it is crucial to know the objectives of what for the writing is to decide the appropriate technique in writing. The kind of purpose writing can be entertain, inform, persuade and self-expressing.

c. Principles of Teaching Writing Descriptive Text

Knapp & Watkins ordered that every teacher should be aware of the following principles when teaching writing descriptive text:⁶

a) The movement from concrete to abstract knowledge

As much as possible students are asked to start writing from things that are common and familiar to them, and these objects are concrete and can be observed before students are moved to a more abstract understanding.⁷ This is the main pedagogic principle in teaching writing.

⁵James A Reinking and Robert Von Der Osten, *Strategies for Successful Writing*, 8th editio (New Jersey: Pearson, 2017), <https://doi.org/10.2307/357739>.

⁶Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: UNSW Press, 2005), <https://tesl-ej.org/pdf/ej66/r2.pdf>.

⁷Knapp and Watkins,p.83.

b) Iterative practice

Students do writing activities not only once, they need considerable and varied practice to develop an understanding of aspects of writing such as grammar and text structure, as well as spelling, punctuation, and syntax, which are essential for effective writing.⁸ Through repeated practice, students get used to the skill which then gives them 'cognitive space' to reflect on the writing process.

c) Sustained and concentrated treatment of knowledge and skills

Students do not just learn through repeated practice, but, they learn by continuous application. To be able to achieve this, teachers must give concentrated treatment in the classroom of their unit of work, providing time and attention to the content of knowledge and language. The balance of whole-class teaching, group and individual work needs to be carefully considered, while many students do not have the opportunity or desire to work alone in their home.⁹

d) Explicit and systematic instruction

⁸Knapp and Watkins,p.84.

⁹Knapp and Watkins,p.85.

Make sure students understand what they have to do. This can be done through explicit instructions given by the teacher in a clear and systematic manner.¹⁰

e) Diagnostic Assessment

The writing of the students is being assessed. Teachers use a series of procedures to determine whether students have achieved certain skills and knowledge.¹¹ They may use a rubric at this time, which is a type of scoring matrix that defines the writing aspects that will be assessed.

Weigle states that there are three general types of scoring scales:

1) Primary trait scales

Primary trait scales is important for assessing how well students can write a scope of writings (e.g: persuasion or explanation).

2) Holistic scales

During a holistic scales session, each script is quickly read and assessed using a rating scale, or scoring rubric that defines the criteria for scoring.

¹⁰Knapp and Watkins.

¹¹Knapp and Watkins,p.86.

3) Analytic scales

In analytical scales, scripts are assessed using a number of writing aspects, such as aspects including contents, organization, cohesion, register, vocabulary, grammar, or mechanics.¹²

d. Process of Writing Descriptive Text

Producing words and phrases in a written language is the process of writing. It is not an easy task. There is never just one step actions in writing. Oshima & Hogue argued that writing is a process, and like any process, it consists of a series of steps.¹³ Each steps of the writing process must be achieved by the students.

There are several processes involved in the writing process. Langan ordered the process of writing has four steps; prewriting, writing the first draft, revising, and editing & proofreading.¹⁴ These steps are described on the following pages.

1. Prewriting

The first step in the writing process is to choose a topic and generate ideas. This is called prewriting because the student takes this before starting to write. Even if a topic is already

¹²Sara Cushing Weigle, "Assessing Writing," ed. J Charles Alderson and Lyle F Bachman (United Kingdom: Cambridge University Press, 2002), 1–282, <https://doi.org/10.4324/9781315561301-9>.

¹³Alice Oshima and Ann Hogue, *Longman Academic Writing Series 4 Essays, Chapter 4*, Fifth edit (United States: Pearson, 2016).

¹⁴Langan, *Exploring Writing Sentences and Paragraphs*, p.16

assigned, the student still need to generate ideas in order to decide what will be written.

Langan stated that there are five techniques that will help students think about and develop a topic, they are:

- a) Free writing: Generating ideas and information by writing in the sentence form without worrying capitalize or punctuate words.
- b) Questioning: Generating ideas and details by asking many questions.
- c) Listing: Generating ideas and details by creating a list of ideas that come to mind while thinking about the topic.
- d) Clustering: Getting a lot of ideas in a visual way by diagramming or mapping.
- e) Preparing a Scratch Outline: Creating a cohesive, well-supported, and well-organized composition to give great thought to the main idea, the supporting details, and the arrangements of those details.¹⁵

So, it is essential to use prewriting technique when starting to write to overcome the block ideas or do not know how to start writing. All of those prewriting techniques have the same objectives to generate ideas.

¹⁵Langan,p.17.

2. Writing the first draft

The next step is, write a first draft. It's necessary to focus on making the clear ideas when writing. In this case, spelling, grammar, and punctuation are unimportant.¹⁶ A first draft isn't expected to be perfect. The phases of writing the first draft are listed below.

3. Revising

Focus on editing it after you've written the first draft. Check the organization and content of your writing as you modify it to make it better. It is beneficial to have a different viewpoint on the writing at this step. Peer reviewers are those people, who are usually classmates. The peer reviewer's task is to read, ask questions, & make comments about what is good and what may be changed or modified.¹⁷

4. Editing & proofreading

The next to last major stage in writing process is editing and checking the paper for mistakes in grammar, punctuation, usage, and spelling by proofreading.¹⁸ Having a dictionary and using a grammar handbook to be sure about grammar, punctuation, and usage. Students should be aware of several mistakes when editing.

¹⁶Langan,p.25.

¹⁷Langan,p.27.

¹⁸Langan,p.29.

e. Assessing Writing

Assessment is the process of thinking about and judging something. This is how to determine whether something is nice or awful. Assessment is crucial to understanding something's level. Without an assessment indicator in each lesson, unit, and course, teachers are unable to assess whether objectives and goals have been met.

Douglas formulates that there are five indicators should be measured in writing test, namely: content, organization, vocabulary, syntax, and mechanics.¹⁹ All of those writing indicators are accurate, but the researcher only used the aspects of them to assess the test based on what students actually needed in junior high school. Based on the teacher's book in PERMENDIKBUD k13 version, the indicators of writing test are authenticity of authorship, content conformity to the title, text sequential, choice of vocabulary, grammar options, vocabulary writing, and neatness of writing.²⁰

f. Component of Writing Descriptive Text

In order to write descriptive text, students can use some components of writing descriptive text such as social function, generic structure, and grammatical features.²¹

¹⁹H Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004).

²⁰Wachidah et al., *When English Rings the Bell : Buku Guru*, p.15.

²¹Siti Masitoh and Dasep Suprijadi, "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu

1. Social Function of Descriptive Text

Social function is telling what the aim of text.²²

Descriptive text is aimed to describe a particular person, place or thing. The specific function of descriptive text is to give description about an object.

2. Generic Structures of Descriptive Text

The way a text is put together to serve its purpose is called the generic structure. Organizing a text is important. Siahaan stated that there are two generic structures; identification and description.

a. Identification

Identification is to identify an object that is going to be described.

b. Description

Description is to describe detailed about parts, qualities, and characteristics of the object that is being described.²³

3. Grammatical Features of Descriptive Text

Grammatical Features (or lexico-grammar) is a level of linguistics structure where lexis or vocabulary, and

Fitrah Insani," *Journal of English Language Teaching in Indonesia* 3, no. 1 (2015): 38–52, <http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/120>.

²²Pardiyono, *Teaching Genre Based Writing* (Yogyakarta: Andi Publisher, 2007).

²³Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008).

grammar or syntax, combine into one.²⁴ It defines lexicogrammatical focus on vocabulary, mechanics, and language features (simple present tense, action verbs, and adjectives).

In addition, Knapp and Watkins stated that there are several grammatical features of descriptive text as the following:

- a) The present tense is predominantly used
- b) Although present tense may be used in literary description, it is past tense that tends to dominate.
- c) Relational verbs are used when classifying and describing appearance/qualities and part/functions of phenomena (is, are, has, have)
- d) Action verbs, are used when describing behaviors/users.
- e) Mental verbs are used when describing feelings in literary descriptions.
- f) Adjectives are used to add extra information to nouns.
- g) Adverbs are used to add extra information to verbs to provide more detailed description.
- h) Personal and literary descriptions generally deal with individual things.²⁵

From explanation above, it can be concluded that writing descriptive text consist of generic structures and dominant grammatical aspect. By them, writing descriptive text will stand completely. So, the writer should focus on

²⁴Tony Berber Sardinha, "Lexicogrammar," in *The Encyclopedia of Applied Linguistics* (Wiley, 2019), 1–5, <https://doi.org/10.1002/9781405198431.wbeal0698.pub2>.

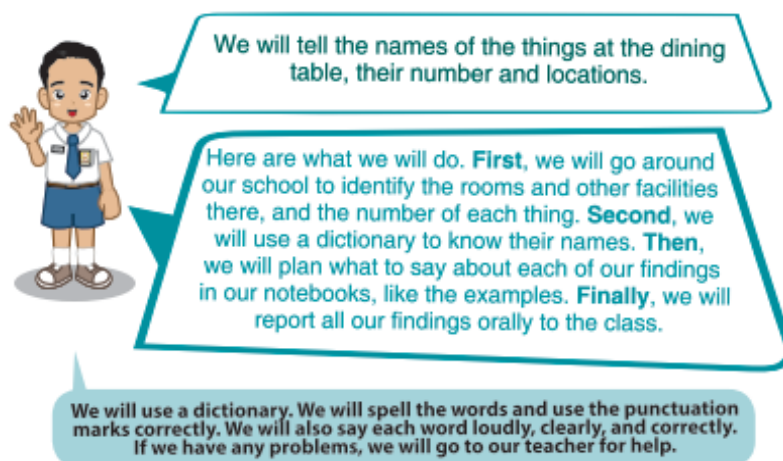
²⁵Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: UNSW Press, 2005), p.98, <https://tesl-ej.org/pdf/ej66/r2.pdf>.

taking the generic structure and dominant grammatical aspect in the text.

g. Material of Teaching Descriptive Text

There are the examples of the material teaching writing descriptive text from the English text book for the seventh grade students in SMPN 1 Batang Angkola, South Tapanuli Regency.

1. Chapter IV: This is My World



We will tell the names of the things at the dining table, their number and locations.

Here are what we will do. **First**, we will go around our school to identify the rooms and other facilities there, and the number of each thing. **Second**, we will use a dictionary to know their names. **Then**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. *We have fifteen classrooms.*
2. *We have one library.*
3. _____
4. _____
5. _____
6. *Etc.*



We will learn to tell locations of the public buildings.

Here are what we will do. It is, again, about the same buildings in the picture above. **First**, we will plan what to say about each building in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. The bank is on the left, next to the post office, across from the tax office.
2. The post office is next to the bank, across from the tax office.
3. The tax office _____
4. The school _____
5. The hospital _____
6. The police station _____

2. Chapter V: It's a beautiful day!

Collecting information



We will tell the qualities of the things and rooms that we really have in our houses.

Here are what we will do. We will work in groups. First, each one of us will decide ten objects (rooms and things) we really have in our houses and their qualities. Second, each one of us will handwrite the sentences on a piece of paper, like the example. Finally, we will read the group's work to the class, orally.

We will use a dictionary. We will spell the words and use punctuation marks and capital letters correctly. When we are writing, we will say the sentences loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

This is my house. It is small. I like it because it is nice (for example).

1. *The living room is small. The TV is very big. The room is always clean and comfortable (for example).*

2. _____

3. _____

4. _____

5. _____

6. *Etc.*

3. Chapter VI: We love what we do

Observing and asking questions



We will work in groups. We will complete the table related to jobs and professions based on the conversation above.

Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the table in our notebooks. **Third**, we will discuss the right information to complete the table. **Then**, we will complete the table based on the result of our discussion.

We will talk about people's jobs or professions. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Friend's name	Question	Answer
1.	Beni	Beni, what does your father do?	My father is a farmer. He plants and grows rice.
2.	Dayu	How about you, Dayu, what does your father do?	He is a teacher. He teaches mathematics in junior high school.
3.	Lisa		
4.	Udin		
5.	Edo		

4. Chapter VII: I'm Proud of Indonesia

Collecting information

We will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat to buy him.

Here are what we will do. We will work in group. **First**, we will study the example carefully. We will copy and handwrite it in our notebooks. **Second**, we will discuss to fill in the blank spaces with the right words from the conversations. **Third**, every one of us will handwrite the complete descriptions on a piece of paper. **Finally**, in each group, we will read all the descriptions to each other, orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Edo's notebook is _____, with _____. It has _____ on the cover. It is _____, with _____.

*Edo's notebook is **thick**, with a **blue hard cover**. It has a **white ribbon separator**. There is a **sticker on the cover**. It is **shiny, white, and round**, with a **picture of an orang-utan**.*

2. Lina's house is in _____. The roof _____ blue. It has no _____. It is _____ and _____. There are two trees _____. One of them is _____. It is near _____. There _____ from Tana Toraja hanging _____ the front door. It is _____ with _____. There is a big stone _____ the his house. Some children often _____ and _____ there.

3. The big shoe-shop near _____ sells different models of _____. There are different _____ of shoes. Some shoes have _____. Some shoes _____ flowers in the front. Some shoes _____ plain. There are also shoes with _____, and open _____, like sandals. They _____ low heels. They _____ comfortable.

4. Mr. Gani wants a _____ T-shirt, _____ short sleeves. It is a _____ and _____ one. He wants one with _____ about Bali _____.



Figure II.1 Material for Teaching Writing Descriptive Text²⁶

2. Listing Technique

a. Definitions of Listing Technique

Listing is one of the pre-writing techniques in writing. Rodrigues stated that the part of the writing activity known as prewriting, in which researchers generate and organize ideas before actually writing, is actually the most important.²⁷ Langan stated that there are five techniques that will help students think about and develop a topic, they are free writing, questioning, listing,

²⁶Wachidah, Siti and Gunawan, Asep and Diyantari, Diyantari and Khatimah,p.175.

²⁷Raymond J Rodrigues, "Tools for Developing Prewriting Skills," *The English Journal* 72, no. 2 (2015): 58–60, <http://www.jstor.org/page/info/about/policies/terms.jsp>.

clustering, and preparing a scratch outline.²⁸ All of these techniques are kind of prewriting stages that used to generate ideas.

Listing technique is very helpful for students in writing by making a list of ideas to help students generate ideas.²⁹ It serves the objective of generating all of the students' ideas for writing that are related to the topic. Listing is a brainstorming activity that is similar to free writing and clustering technique.³⁰ In listing activity, students just keep listing phrases until the ideas run out.

Ferris and Hedgcock stated that listing involves the unmonitored generation of words, phrases, and ideas.³¹ In Ferris and Hedgcock's assertion also stated that a listing can be used to generate words and phrases through further thought and to explore a particular topic for students' writing.

Based on the explanation above, using the listing technique involves prewriting the list of words or phrases in a blank piece of papers. It aids students in beginning their writing so they would not feel stuck at the beginning.

b. Purposes of Listing Technique

The purpose of listing technique is to generate ideas and details by creating a list of ideas that come to mind while thinking

²⁸Langan, *Exploring Writing Sentences and Paragraphs*.

²⁹Hogue, *Longman Academic Writing Series 2: Paragraphs, Third Edition*.

³⁰Hogue.

³¹Dana R Ferris and John S Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice Second Edition, British Journal of Educational Technology*, 2nd ed, vol. 37 (London: Lawrence Erlbaum Associates, 2005), https://doi.org/10.1111/j.1467-8535.2006.00602_14.x.

about the topic. Ferris and Hedgcock stated that the purposes of listing technique is to help students explore topics, generate ideas, gather information, relate new knowledge to existing knowledge, and develop strategies.³² Based on the explanation, listing is useful in writing which required some lists of topic during the writing process. Listing is another easy technique you may utilize to generate ideas rapidly.

c. Procedures of Listing Technique

Listing technique has some procedures that must be followed for making the technique easier. Langan explains the following procedures of listing technique.

1. Use a sheet of paper to list a series of details about the subject.
2. Create a list of ideas and details that relate to your subject. Pile these items up, one after another, without trying to sort out major details from minor ones, or trying to put the details in any special order, or even trying to spell words correctly in five or ten minutes.
3. By the time you finish making a list, you should be ready to plan an outline of your paragraph and then to write your first draft.³³

Three procedures in listing technique can organize the students' ideas into written text. They will be guided to write what has to be written based on the listed steps by using the procedures. The students must follow the instructions properly in order to complete their work.

³²Ferris and Hedgcock, p.150.

³³Langan, *Exploring Writing Sentences and Paragraphs*.

Based on Hogue, there are some procedures should be followed in listing technique, they are:

1. Write down the general topic at the top of your paper.
2. Make a list of every word or phrase that comes into your mind about the topic. Don't stop to wonder if an idea is good or if your spelling or grammar is correct.
3. Just keep writing down words and phrases in list form until you run out of ideas.³⁴

In other hand, Axelrod and Cooper stated that listing works best for invention work as below:

1. Give your list a title that indicates your main idea or topic.
2. Write as fast as you can, relying on short phrases.
3. Include anything that seems at all useful. Try not to be judgmental at this point.
4. After you have finished or even as you write, reflect on the list, and organize it in the following way:
 - a) Put an asterisk next to the most promising items.
 - b) Number key items in order of importance.
 - c) Put items in related groups.
 - d) Cross out items that do not seem promising.
 - e) Add new items.³⁵

Based on the explanation above, there are procedures in writing descriptive text when use listing technique in order to write systematically.

³⁴Hogue, "Longman Academic Writing Series 2: Paragraphs, Third Edition, p.71."

³⁵Rise B Axelrod and Charles R Cooper, *The Concise St. Martin's Guide to Writing*, ed. Molly Parke, Seventh Ed (New York: Leasa Burton, 2015),p.284.

d. Advantages and Disadvantages of Listing Technique

Using the listing technique as part of the prewriting process is beneficial for writing. Ferris and Hedgcock stated that listing technique encourages students to organize their ideas, prepare an informal outline, and write an introduction passage before committing to a full completed draft.³⁶ This is an effective technique for writing limitations or focus on the topic. Moreover, Ferris and Hedgcock also said that the listing technique produced significantly better essays than did the control and clustering group.³⁷ It means listing can be used to produce words, phrases, and to describe a wide range of writing topics for students.

Additionally, the listing technique gives the researcher more time to develop the topics that interest them. When they are just starting to think about a topic, it will elicit a wide range of ideas and assist them in quickly identifying many aspects of the topic. In addition, listing is useful for helping students develop self-editing skills and metalinguistic awareness.

However, the listing technique also has disadvantage. The disadvantage of listing technique is not suitable for writing in a limited amount of time. Students require extra time to use the

³⁶Ferris and Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice Second Edition*.

³⁷Ferris and Hedgcock.

listing technique during the writing process.³⁸ It implies that students can benefit greatly from the listing technique because it offers a variety of benefits. It can help students get started quickly, come up with and develop ideas quickly, and many other things. Students' writing-related stress can be reduced by listing. That is why, listing similarly to other techniques has advantages and disadvantages.

e. Teaching Writing Descriptive Text by Using Listing Technique

The teacher should use creativity to teach writing descriptive text. In order to teach writing descriptive texts, the teacher can employ the listing technique. This research describes the type of teacher that instructs students to write descriptive texts utilizing the listing technique. This table illustrates how listing technique can be used to teach writing descriptive text.

Table II.1

Teaching Writing Descriptive Text by Using Listing Technique

No	The Teacher	Procedures	The Students
1	The teacher gives the topic that will be discussed	Ask students to write down the general topic at the top of the students' paper.	The students take a piece of paper and write down the topic on the top of paper.
2	The teacher asks students to make a list of every word or phrase that comes into their mind about the topic.	Ask students to make a list of every word or phrase that comes into their mind about the topic.	The students make a list of every word or phrase that comes into their mind about the topic.

³⁸Faigley and Skinner, *Researchers' Processes and Researchers' Knowledge: A Review of Research*.

No	The Teacher	Procedures	The Students
3	The teacher warns students to use words, phrases, or sentences and not to worry about spelling or grammar.	Use words, phrases, or sentences for listing forms without worrying about spelling and grammar.	The students use words, phrases, or sentences for listing forms without worrying about spelling and grammar.
4	The teacher asks students to just keep writing down words and phrases in list form until they run out of ideas.	Just keep writing down words and phrases in list form until you run out of ideas.	The students just keep writing down words and phrases in list form until they run out of ideas.
5	The teacher asks students to cross inappropriate or unrelated ideas with the topic.	Cross inappropriate or unrelated ideas with the topic.	The students cross some ideas if it is not appropriate or unrelated with their topic.
6	The teacher asks students to write their descriptive text by using certain ideas that appropriate or related to their topic.	Write the descriptive text by using certain ideas that appropriate or related to the topic.	The students can write their descriptive text by using certain ideas that appropriate and related to the topic.

f. Teaching Writing Descriptive Text by Using Conventional Technique

In conventional technique, the teacher is placed at the center of the classroom. The students pay attention to what the teacher says. Here, the English teacher said that in teaching writing, they used conventional technique where the teacher involves more repetition rather than distributes knowledge.³⁹ The emphasis is on memorization rather than critical thought. The conventional

³⁹English Teacher, "Private Interview" SMPN 1 Batang Angkola South Tapanuli Regency

technique treats students as a passive object. The teacher, who is in the front of the class, is being listened to.

In summary, the conventional technique places the teacher at the center of the learning process, with the students serving as passive objects to be taught and learned from. The procedures of conventional technique can be separated into two categories, namely preparation and implementation. The teacher begins class by outlining the goals for the lesson, selecting the key elements of the topic that will be explained, and setting up the necessary resources. In contrast, there are three stages in the implementation phases: the beginning, the serving, and the closing.

B. Review of Related Findings

There are numerous related researches that are significant to the research, particularly in the writing field. Since writing is a subject when learning English, there are many different types of research being done. The following relevant researches which associated with the researcher's research are selected for this study.

First, the study that was conducted by Fadhila and Fatimah,⁴⁰ where invented that idea listing technique is an appropriate technique to teach writing. Writers concluded that this technique is more effective and suitable to solve the problem and can improve students writing, attention, ability and

⁴⁰Yaumil Fadhila and Sitti Fatimah, "Using Idea Listing Technique (ILT) in Teaching Writing Recount Text To Junior High School Students," *Journal of English Language* 9, no. 1 (2020): 278–87, <http://ejournal.unp.ac.id/index.php/jelt%0AUSING>.

motivation in writing process. This research had similarity in using the listing technique, but it was in writing recount text.

Second, the study which was conducted by Kurniawan, et al.⁴¹ where discovered about the students' writing descriptive text can be optimally improved through collaborative mind mapping. This experimental research examines and compares the impact of collaborative mind mapping to develop students' writing skills for those students who are using it with those who are not.

Third, the study which was conducted by Rahmawati⁴² indicated that there is a significant effect on students' writing ability after using brainwriting 6-3-5 technique. The research is quantitative where did by pseudo-experimental design.

Fourth, the study that were conducted by Dewi and Ayunisa⁴³ where had the objective was to find out the significant effect of using clustering technique on students' achievement in writing descriptive text. This research was conducted at SMP Cerdas Murni Tembung. The writers proved that there was a significant effect of using clustering technique on students'

⁴¹Agus Prasetyo Kurniawan et al., "The Effectiveness of Collaborative Mind Mapping to Develop Writing Skills at MTsN 4 Mojokerto," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*, vol. 434 (Paris, France: Atlantis Press, 2020), 148–52, <https://doi.org/10.2991/assehr.k.200427.030>.

⁴²Afrida Dwi Rahmawati, "The Effect of Brainwriting 6-3-5 Technique on Students' Writing at First Grade Students of Madrasah Aliyah Fathul Huda" (State Islamic University Sulthan Thaha Saifuddin, 2021), https://scholar.google.com/scholar?q=related:bXDJEsCvaecJ:scholar.google.com/&scioq=The+Effect+of+Brainwriting+6-3-5+Technique+on+Students'+Writing+at+First+Grade+Students+of+Madrasah+Aliyah+Fathul+Huda&hl=en&as_sdt=0,5&as_ylo=2019.

⁴³Ratna Sari Dewi and Vira Ayunisa, "The Effect of Using Clustering Technique on Students' Achievement in Writing Descriptive Text," *English Teaching and Linguistics Journal (ETLiJ)* 1, no. 2 (July 20, 2020): 41–43, <https://doi.org/10.30596/etlij.v1i2.4897>.

achievement in writing descriptive text with the result showed that t_{observe} (5.215) was higher than t_{table} (1.701) with the level of significant $\alpha = 0.05$.

Fifth, the study that was conducted by Indriani, et al.⁴⁴ which had the objective's research is to find out whether or not there is a significant effect using guided question technique on students' writing ability in descriptive text. The result of the research showed the mean score of experimental group (31.34) was higher than mean score of control group (23.35). This showed that the guided question technique could give a significant positive effect to the students' writing ability in descriptive text.

There are differences between the related studies to this research that the researcher has done; they are techniques used, time & place, and students' grade. Meanwhile, the researcher conducted the study in SMPN 1 Batang Angkola South Tapanuli Regency in seventh grade students. However, all of the techniques that were taken of writers in related findings relate to prewrite techniques in generating ideas.

C. Framework of Thinking

It is important to briefly explain the variable employed in the data analysis as part of this research. The effect of using the listing technique serves as the independent variable in this research, and writing descriptive text serves as the dependent variable.

The researcher specifies that two classes should be used as the experimental class and the control class because this research was classified

⁴⁴Rizka Indriani, Zahrida, and Mei Hardiah, "The Effect of Guided Question Technique on Students' Writing Ability in Descriptive Text," *Journal of English and TEACHING* 3, no. 2 (November 7, 2019): 216–29, <https://doi.org/10.1088/1751-8113/44/8/085201>.

as true experimental. It would be using a test to collect the data. While doing the research, the researcher also served as a teacher who was responsible for instructing the students in both the experimental and control class.

Students in the experimental class would learn to write descriptive text using the listing technique, while those in the control class would learn to write descriptive text using the conventional technique. Both classes would learn from the same teaching materials and only the technique made a difference. The techniques that would be used are all focused at students' writing descriptive text. The effect of listing technique on writing descriptive text can be seen as figure below:

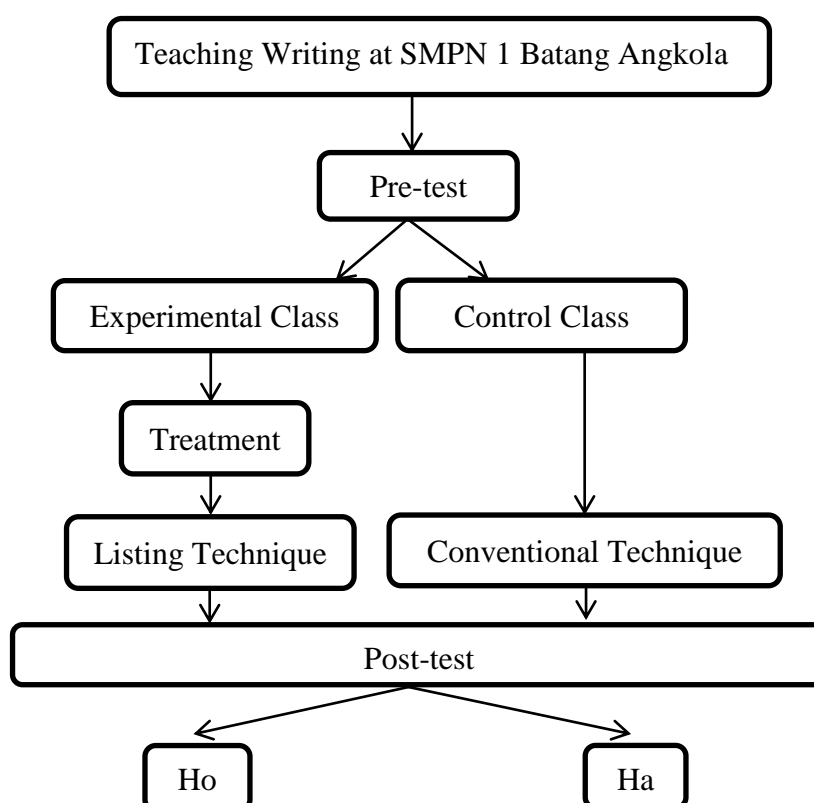


Figure II.2: Conceptual Framework

D. Hypothesis of Research

The hypothesis of this research are stated as:

- 1) Alternative Hypothesis (H_a): there is a significant effect on students' writing descriptive text by using listing technique at the seventh grade students at SMPN 1 Batang Angkola South Tapanuli Regency.
- 2) Null Hypothesis (H_0): there is no significant effect on students' writing descriptive text by using listing technique at the seventh grade students at SMPN 1 Batang Angkola South Tapanuli Regency.

CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research had been done in SMPN 1 Batang Angkola. It is located at Jl. Mandailing Km. 16.5 Kel. Sigalangan Kec. Batang Angkola, South Tapanuli Regency, North Sumatera Province. The time for doing this research was from April until May.

B. The Research Design

The type of this research was quantitative research in experimental research. True experimental design was used in this research. The design of the research was pre-test and post-test control-group design. The experimental group A and the control group B were selected with random assignment. Both groups were given pre-test and post-test and only the experimental group received the treatment. The research design for pre-test-post-test control group design by using one treatment can be seen below:

Table III.1
Nonequivalent (Pre-Test and Post-Test) Control-Group Design

A	O ₁	X	O ₂
B	O ₁	-	O ₂

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol of treatment¹

In this model, both of classes were given pre-test (O_1). Then, experimental class was given a treatment (X) and in control class was not given a treatment. After giving a treatment, both of classes were given post-test (O_2).

C. The Population and Sample

1. Population

The population of the research was all the students at seventh students of SMPN 1 Batang Angkola that consists of 5 classes with 126 students. The headmaster of SMPN 1 Batang Angkola said that the students were not grouped by IQ or level of intelligence.² It means there was no placement test for them. So that, it can be concluded that the population is a homogeneous population. The following table shows the population's description.

Table III.2
The Population of the Seventh Grade Students

No	Class	Students
1	VII A	24
2	VII B	24
3	VII C	25
4	VII D	27
5	VII E	24
Total		124

Source: School Administration Data of SMPN 1 Batang Angkola³

¹John W Cresswell, *Research Design*, Third Edit (California: SAGE Publications, 2009), <https://doi.org/10.1163/22118993-90000268>.

²Panusunan Harahap, private interview on May in SMPN 1 Batang Angkola

³Data Source of SMPN 1 Batang Angkola, South Tapanuli Regency

2. Sample

This research used simple random sampling to take the sample of research. This research used two classes as the samples. After randomizing the classes, the researcher took VII A and VII B that consists of 24 students as the samples. They are experimental class and control class. So that, one class is as experimental class and the other is as control class.

Table III.3
The Sample of the Seventh Grade Students

No	Class	Students
1	VII A	24
2	VII B	24
Total		48

D. The Definition of Operational Variables

The following definitions of the important terms are provided by the researcher in order to prevent misunderstandings and misinterpretation in this research:

1. Listing technique is an alternative way in teaching writing that involving of writing the topic at the top of paper then immediately making a list of any words or phrases that come into mind.
2. Writing descriptive text is the ability in writing the description about things, people, and animals, considering how to convey them, and arranging them into sentences and paragraphs that are understandable to a reader.

E. The Instrument of the Research

The most important thing in a research is the instrument. The researcher used essay to the test for pre-test and post-test that is the instruction to write a descriptive text. The result of the pre-test and post-test from both classes will be used to identify the influence of listing technique on students' writing descriptive text.

The researcher employed a paper-based test in this research. A paper based test is one that uses writing and paper as a tool for both the test questions and the test answers. The students in this research would write descriptive text from paragraph test instruction, so the test really measured the writing ability of students. Based on the teacher's book in PERMENDIKBUD k-13 version, the indicators of writing test as below:

Table III.4
Indicators of Writing

No.	Rated Aspects	Criteria	Score 1-4
1	Authenticity of Authorship	Very original	4
		Original	3
		Simply original	2
		Lack of understanding	1
2	Content Conformity to the Title	The content perfectly matches the title	4
		Fill in according to the title	3
		The content is quite in line with the title	2
		The content is not in accordance with the title	1
3	Text Sequential	The sequence of the text is very precise	4
		Precise text sequences	3
		The sequence of the text is quite precise	2
		Text sequences are not precise	1
4	Choice of Vocabulary	The choice of vocabulary is very appropriate	4
		Choice of the right vocabulary	3
		The choice of vocabulary is quite appropriate	2

No.	Rated Aspects	Criteria	Score 1-4
		Inappropriate vocabulary choice	1
5	Grammar Options	The choice of grammar is very precise	4
		Correct grammatical choices	3
		The choice of grammar is quite appropriate	2
		Grammar choices are not right	1
6	Vocabulary Writing	Vocabulary writing is very precise	4
		Proper vocabulary writing	3
		Vocabulary writing is quite precise	2
		Improper vocabulary writing	1
7	Neatness of Writing	Neat and legible writing	4
		Untidy and legible writing	3
		The writing is not neat and not easy to read	2
		Untidy and hard to read writing	1

Source: English Book: When English Rings the Bell : Buku Guru⁴

$$\text{Assessment: } \frac{\text{student's score}}{\text{score maximum}} \times 100$$

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 7. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = $4 \times 7 = 28$.

F. The Technique of Collecting Data

In order to collect the data from the students, the researcher performed the test and treatment to see the effect of listing technique. The following are the procedures of collecting data.

a. Pre-test

The students were given a pre-test before taking lessons in the listing technique. Before using the listing technique to teach

⁴Wachidah et al., *When English Rings the Bell : Buku Guru*, p.18.

them, it will be used to evaluate how well the students can write descriptive text. The steps can be seen as below:

1. Describing the descriptive text's structure.
2. Preparing for the test.
3. Testing the test's reliability and validity.
4. Distributing written test to all students based on the sample.
5. Determining the test duration.
6. Allowing students the opportunity or time to clarify any questions they may have while taking the test.
7. Asking the students to take a test while the researcher watches over them during the test.
8. When the students have finished the test, the researcher collects their answers to be analyzed.

b. Treatment

The listing technique used to teach the students in the treatment sessions. Students were taught how to write descriptive texts using listing by the teacher after explained what descriptive texts to them. The teacher taught the students in a descriptive writing activity using the listing technique.

The following are the steps in treatment by using listing technique in teaching descriptive text.

- 1) For the beginning, researcher opened the learning activity with greeting. Then researcher asked the students to take a

pray. Next, researcher explained indicator and gave them motivation.

- 2) The researcher explained context language of descriptive text and explain what the students activity.
- 3) The researcher made an example of descriptive text with listing technique.

c. Post-test

Post-test was given to both of class after giving treatment. It was used to determine whether or not students can write descriptive text simply by using listing technique. The following are the steps in post-test.

- 1) Researcher prepared a test about descriptive text.
- 2) The researcher distributed the paper of the test and answer sheets to both experimental and control class.
- 3) The researcher explained the tips to answer.
- 4) The students did the test.
- 5) The researcher collected the answer sheets.
- 6) The researcher checked the students answer and counted the score.

G. The Validity and Reliability Test

The test of students' writing skill has to be valid and reliable. To know the validity of the test, the researcher used content and construct validity. Construct validation refers to the process of determining whether a test is

actually measuring what it is intended to measure.⁵ A measurement's content validity refers to how well it represents the concepts or relevant material that will be measured. A test score cannot accurately reflect a student's achievement if it does not measure what the student was taught and it supposed to have learned.⁶ It indicates that the test fulfilled the criteria for content validity. To content validity, the researcher has built a writing test that should be validated by the English teacher in SMPN 1 Batang Angkola. Needed, content validity is a way to see the test has been relevant and suitable to purpose of the study.

Additionally, the material was taken from the student textbook and other relevant sources. Here, the researcher deserved a topic about describing people and thing. Then the students write a descriptive text based on topic.

Meanwhile, referring to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁷ It can be shown in how accurately a test or instrument can measure the same subject over time while results indicate a consistent outcome. So, writing skill in the research, the test items of writing is the form of written test.

H. Technique of Data Analysis

The researcher applied a statistical calculation called a simple regression formula to analyze the data. The regression formula is used to

⁵Weigle, "Assessing Writing.", p.49.

⁶L R Gay, Geoffrey E Mills, and Peter Airasian, Educational Research: Competencies for Analysis and Applications, Tenth Edit (New Jersey: Pearson, 2012),p.161,<https://libgen.li/get.php?md5=5d042fad9636961d77193ae972dff0f9&key=YM3G3UQ2KREHOY3Y>.

⁷Gay, Mills, and Airasian.

determine whether or not the listing technique has a substantial effect on the students' ability for writing descriptive text. The SPSS 22.0 version is used to statistically analyze the data.

a. Normality Test

The normality test is a test for determining if the research's data of samples will be taken is representative or not, so that the research conclusions drawn from a number of samples can be accounted for.⁸

The hypothesis for normality test is formulated as follows:

H_0 : The data have normal distribution

H_a : The data do not have normal distribution

The significant level chosen in analyzing the score of $F_{\text{calculated}}$ through using SPSS 22.0 version is 5% or 0.05. Statistically the hypothesis is:

H_0 : $F_{\text{calculated}} > F_{0.05}$ or significant_{calculated} > significant α (0.05)

H_a : $F_{\text{calculated}} < F_{0.05}$ or significant_{calculated} < significant α (0.05)

Table III.5
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		24
Normal Parameters ^{a,b}	Mean	79.5416667
	Std. Deviation	4.15125618
Most Extreme Differences	Absolute	.188
	Positive	.092
	Negative	-.188
Test Statistic		.188
Asymp. Sig. (2-tailed)		.028 ^c

a. Test distribution is Normal.

b. Calculated from data.

⁸Tedi Rusman, *Statistika Penelitian; Aplikasinya Dengan SPSS* (Yogyakarta: Graha Ilmu, 2015).

c. Lilliefors Significance Correction.

From the data above, it can be seen that the significance is 0.028. It means $0.028 < 0.05$. H_0 is rejected and H_a is accepted. So, the data are not normal.

b. Homogeneity Test

Homogeneity test used to see the data from two groups would be same or different in variant case. Homogeneity means to find out whether the sample data taken from that population is homogeneous or not. The researcher used test of homogeneity of variances with using SPSS 22.0 version.

Table III.6
Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Result Based on Mean	3.763	1	46	.059
Based on Median	3.465	1	46	.069
Based on Median and with adjusted df	3.465	1	44.791	.069
Based on trimmed mean	3.785	1	46	.058

Based on the table above, it showed that variance between groups based on Mean have significance 0.59. It means $\text{sig} > \alpha = 0.05$, $0.61 > 0.05$. The data in both of groups are homogenous.

c. Hypothesis Test

The researcher used t-test to test the hypothesis. The researcher use Independent Sample T-test with using SPSS 22.0 version. The

researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{\text{count}} > t_{\text{table}}$, it means the alternative hypothesis is accepted (there is significant effect), meanwhile, if $t_{\text{count}} < t_{\text{table}}$ means hypothesis is rejected (there is no significant effect).

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in previous chapter, in order to evaluate the effect of listing technique on writing descriptive text at the seventh grade students of SMPN 1 Batang Angkola. Researcher used the T-test formulation to apply quantitative analysis. The goal is to determine how the listing technique affects the writing descriptive text. So, the researcher provided the following data description:

A. Description of Data

1. Data Description before Using Listing Technique

a. Score of Pre-test in Experimental Class

The researcher enrolled in class VII-A to serve as the experimental class. The researcher calculated the result that had been gotten by the students' writing descriptive text during the pre-test for the experimental class loads in appendix 7. The calculation of the students' score statistically could be seen in the following table:

Table IV.2
Score of Pre-test experiment

N Valid	24
Missing	0
Mean	56.58
Median	57.00
Mode	57 ^a
Std. Deviation	8.351
Range	32
Minimum	39
Maximum	71
Sum	1358

a. Multiple modes exist. The smallest value is shown

Based on the table above, the sum (total score) of the experimental class in pre-test was 1.358, the mean was 56.58, the median was 57.00, the mode was 57, the range was 32, the minimum was 39, and the maximum was 71. Then, the computed of the frequency distribution of the students' score of experiment class loads in the table below.

Table IV.2
Frequency Distribution of Students Score (pre-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	39-44	41.5	2	8.3%
2	45-50	47.5	4	16.7%
3	51-56	53.5	3	12.5%
4	57-62	59.5	7	29.2%
5	63-68	65.5	7	29.2%
6	69-74	71.5	1	4.2%
<i>I = 6</i>			24	100%

From the table, the students' score in class interval between 39-44 was 2 students (8.3%), class interval between 45-50 was 4 (16.7%), class interval between 51-56 was 3 (12.5%), class interval between 57-62 was 7 (29.2%), class interval between 63-68 was 7 (29.2%), class interval between 69-74 was 1 (4.2). in order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

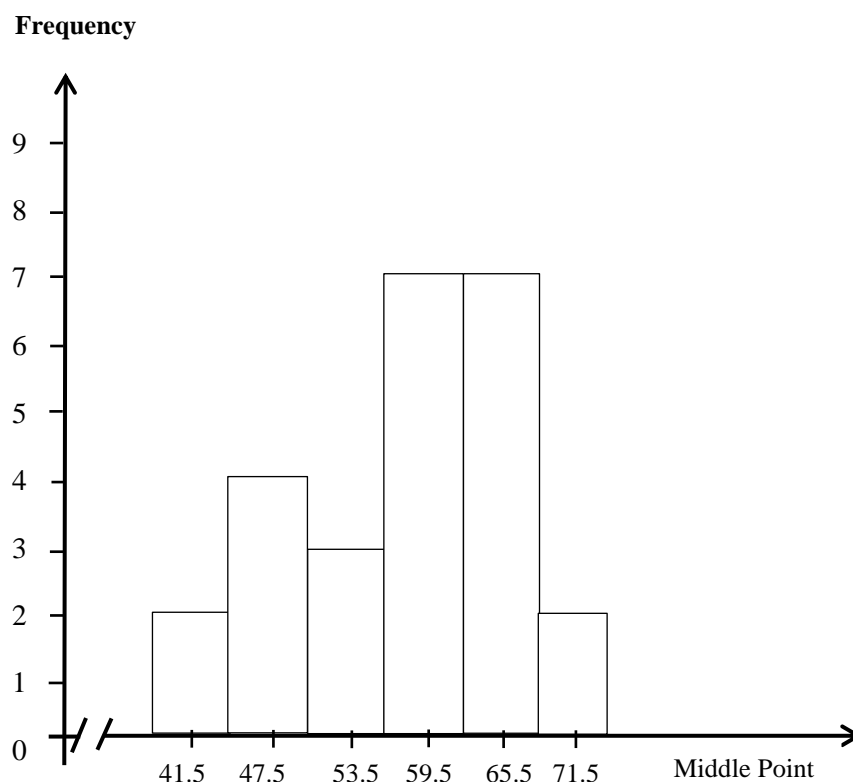


Figure IV.1: Data Description of Students' Writing Descriptive Text in Experimental Group (Pre-test)

b. Score of Pre-test in Control Class

The researcher enrolled in class VII-B to serve as the control class. The researcher calculated the result that had been gotten by the students' writing descriptive text during the pre-test for the control class loads in appendix 8. The calculation of the students' score statistically could be seen in the following table:

Table IV.3
Score of Pre-test Control

N	Valid	24
	Missing	0
Mean		60.83
Median		60.00
Mode		60
Std. Deviation		15.288
Range		53
Minimum		32
Maximum		85
Sum		1460

Based on the table above, the sum (total score) of the control class in pre-test is 1.460, the mean is 60.83, the median is 60.00, the mode is 60, the range is 53, the minimum is 32, and the maximum is 85. Then, the computed of the frequency distribution of the students' score of control class loads in the table below.

Table IV.4
Frequency Distribution of Students Score (pre-test) Control

No	Interval	Mid-Point	Frequency	Percentage
1	32-40	36	2	8.3%
2	41-49	45	4	16.7%
3	50-58	54	3	12.5%
4	59-67	63	9	37.5%
5	68-76	72	1	4.2%
6	77-85	81	5	20.8%
<i>I = 6</i>			24	100%

From the table, the students' score in class interval between 32-40 was 2 students (8.3%), class interval between 41-49 was 4 (16.7%), class interval between 50-58 was 3 (12.5%), class interval between 59-67 was 9 (37.5%), class interval between 68-76 was 1 (4.2%), class interval between 77-85 was 5 (20.8). In order to get

description of data clearly and completely, the researcher presents them in histogram on the following figure.

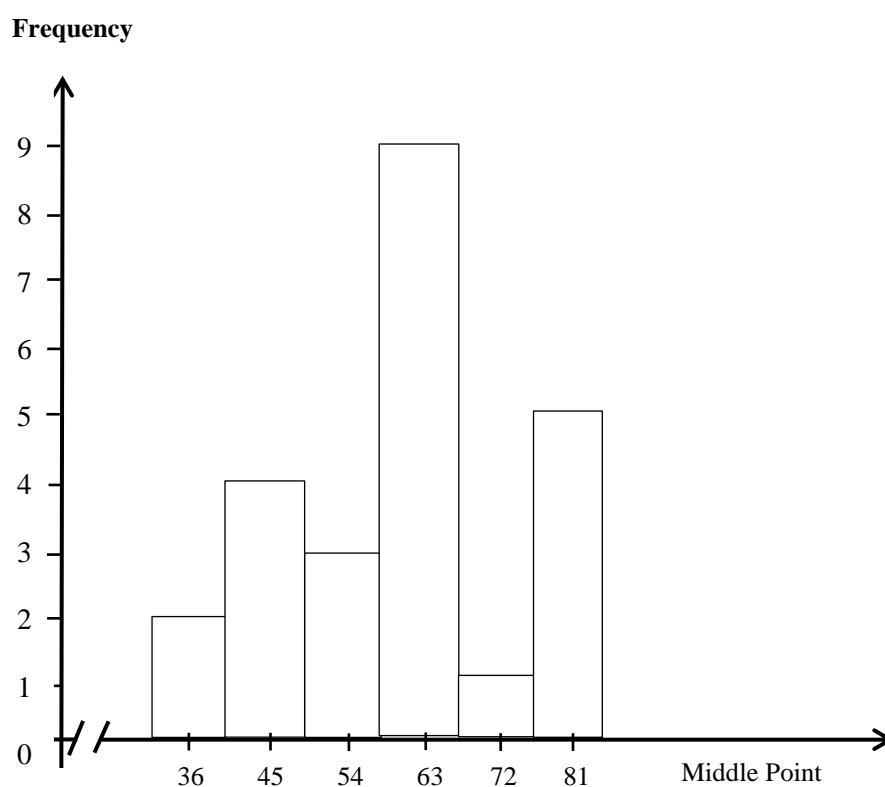


Figure IV.2: Data Description of Students' Writing Descriptive Text in Control Group (Pre-test)

2. Description of Data after Using Listing Technique

a. Score of Post-test in Experimental Class

The researcher enrolled in class VII-A to serve as the experimental class. The researcher calculated the result that had been gotten by the students' writing descriptive text during the post-test for the experimental class loads in appendix 9. The calculation of the students' score statistically could be seen in the following table:

Table IV.5
Score of Post-test Experiment

N	Valid	24
	Missing	0
Mean		79.54
Median		82.00
Mode		82
Std. Deviation		8.688
Range		42
Minimum		50
Maximum		92
Sum		1909

Based on the table above, the total score of post-test in experimental class was 1.909, mean was 79.54, median was 82.00, mode was 82, standard deviation was 8.688, range was 42, minimum was 50 and maximum was 92. Then, the computed of the frequency distribution of the students' score of experimental class loads in the table below.

Table IV.6
Frequency Distribution of Students Score (post-test) Experimental

No	Interval	Mid-Point	Frequency	Percentage
1	50-56	53	1	4.2%
2	57-63	60	0	0%
3	64-70	67	0	0%
4	71-77	74	6	25.0%
5	78-84	81	9	37.4%
6	85-91	88	7	29.2%
7	92-98	95	1	4.2%
<i>I = 7</i>			24	100%

From the table, the students' score in class interval between 50-56 was 1 students (4.2%), class interval between 57-63 was 0 (0%), class interval between 64-70 was 0 (0%), class interval between 71-77 was 6 (25.0%), class interval between 78-84 was 9 (37.5%), class

interval between 85-91 was 7 (29.1%), and class interval between 92-98 was 1 (4.2%). In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure.

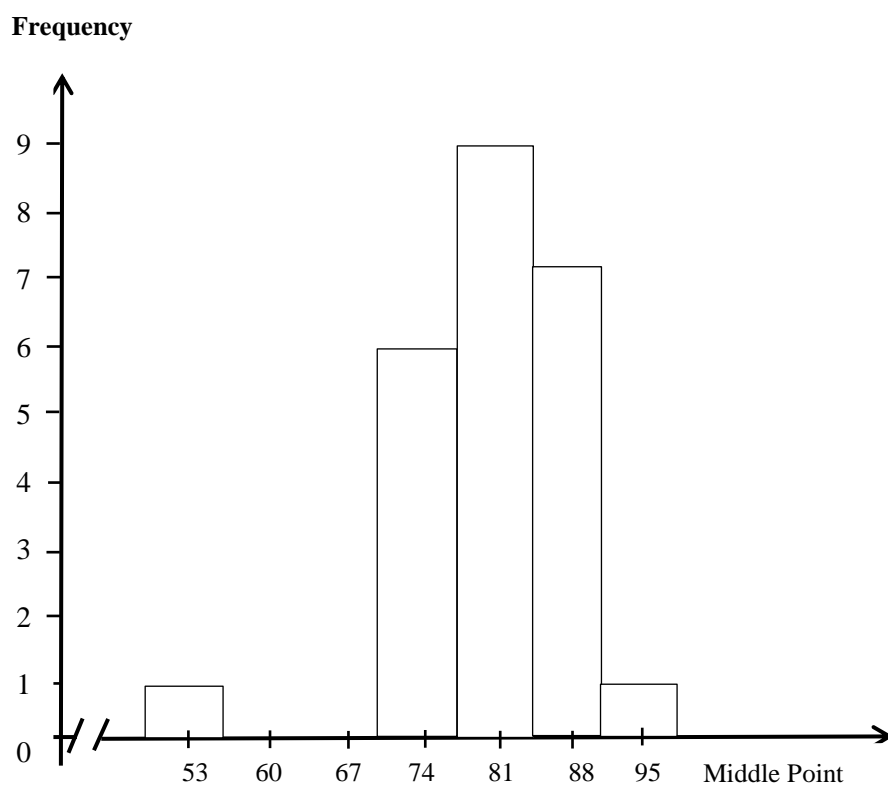


Figure IV.3: Data Description of Students' Writing Descriptive Text in Experimental Group (Post-test)

b. Score of Post-test in Control Group

The researcher enrolled in class VII-B to serve as the control class. The researcher calculated the result that had been gotten by the students' writing descriptive text during the post-test for the control class loads in appendix 10. The calculation of the students' score statistically could be seen in the following table:

Table IV. 7**Score of Post-test Control**

N	Valid	24
	Missing	0
Mean		66.92
Median		69.00
Mode		53
Std. Deviation		10.850
Range		32
Minimum		50
Maximum		82
Sum		1606

Control class pretest total score was 1.606, mean was 66.92, median was 69.00, mode was 53, range was 32, minimum score was 50, and maximum score was 82. To increase the score obtained from the control class in a clear and complete way, the researcher presents them in a histogram that illustrate below.

Table IV.8
Frequency Distribution of Students Score (post-test) Control

No	Interval	Mid-Point	Frequency	Percentage
1	50-55	52.5	5	20.8%
2	56-61	58.5	5	20.8%
3	62-67	64.5	3	12.5%
4	68-73	70.5	3	12.5%
5	74-79	76.5	6	25.0%
6	80-85	82.5	2	8.3%
<i>I = 6</i>			24	100%

From the table, the students' score in class interval between 50-55 was 5 students (20.8%), class interval between 56-61 was 5 (20.8%), class interval between 62-67 was 3 (12.5%), class interval between 68-73 was 3 (12.5%), class interval between 74-79 was 6 (25.0%), and class interval between 80-85 was 2 (8.3%). In order to

get description of data clearly and completely, the researcher presents them in histogram on the following figure.

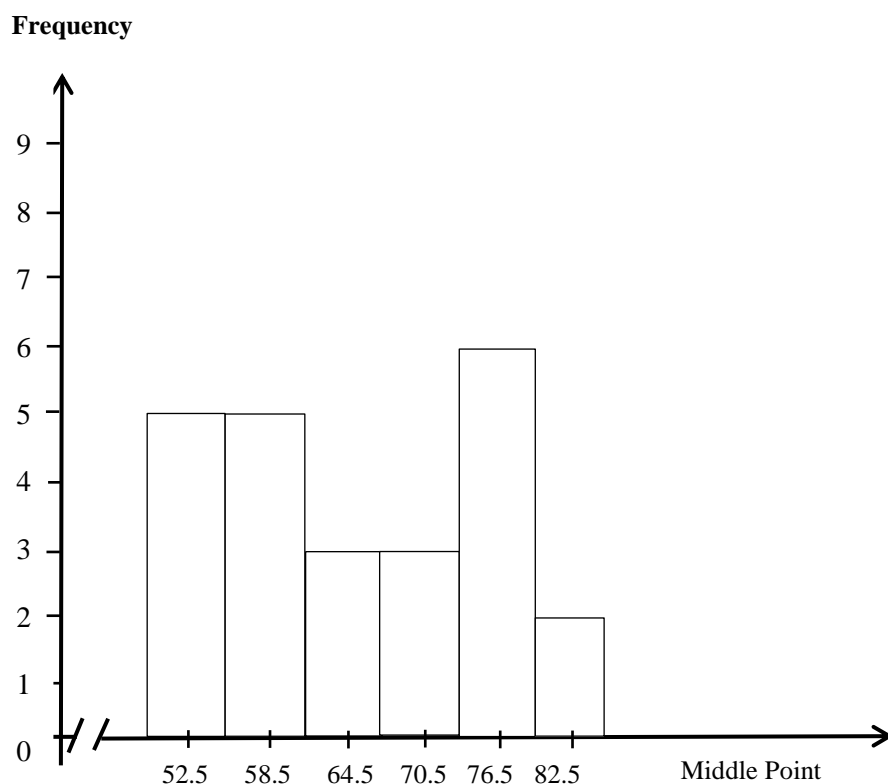


Figure IV.4: Data Description of Students' Writing Descriptive Text in Control Group (Post-test)

3. Description of Score Comparison in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the paired samples t-test by using SPSS 22.0 version as below.

**Table IV.9
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	56.58	24	8.351	1.705
Post-test experimental	79.54	24	8.688	1.773
Pair 2 Pre-test control	60.83	24	15.288	3.121
Post-test control	66.92	24	10.850	2.215

Based on the table, it can be seen that summary of the results of the descriptive statistics of the two samples, namely the pre-test and post-test scores both in experimental class and control class. The mean score in pre-test experimental class is 56.58 and 79.54 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 60.83 and 66.92 in post-test control class. The participants consisted of 24 students for each class.

Then, Std. Deviation in pre-test experimental class is 8.351 and 8.688 in post-test experimental class. Std. Deviation in pre-test control design is 15.288 and 10.850 in post-test control class. Because the mean score in pre-test is lower than post-test, it means descriptively there is the different mean score between pre-test and post-test.

B. Hypothesis Test

The researcher has known the data normal and homogen. It means the researcher has to choose the next hypothesis. If the data is normal and homogen so that the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t-test. The researcher used independent sample t-test with using SPSS 22.0 version to examine the hypothesis. The result can be seen from the mean of score.

Before using the technique (pre-test) in experimental class, mean score is 56.58 and after using the technique in experimental class (post-test), mean score is 79.54. To see the effect on students' writing descriptive text, the researcher would present the data analyze in the table below.

Table IV.10**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post	Experimental	24	79.54	8.688	1.773
	Control	24	66.92	10.850	2.215

The table above shows that both samples have 24 students. The mean of experimental class improvement was 79.54 and mean of control class improvement was 66.92. Standard deviation for the experimental class was 8.688 and while for the control class was 10.850. It means there is a different point on students' writing descriptive text after using listing technique. For significance (2-tailed) can be seen in the table below.

Table IV.11
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.763	.059	4.450	46	.000	12.625	2.837	6.914	18.336
Equal variances not assumed			4.450	43.900	.000	12.625	2.837	6.906	18.344

Based on the table above, it can be seen that t_{count} is 4.450 and t_{table} is 2.013. It means that $t_{\text{count}} > t_{\text{table}}$ ($4.450 > 2.013$). So, H_a is accepted and H_0 is rejected. It is “there is a significant effect of listing technique on writing descriptive text at the seventh grade students of SMPN 1 Batang Angkola South Tapanuli Regency”.

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below.

Table IV.12
Gain of Score in Experimental Class and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	56.58	79.54	22.96	16.87
Control Class	60.83	66.92	6.09	

C. Discussion

The researcher discussed the result of this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 56.58 and post-test was 79.54. The improving was 22.96. Then, the mean score for control class in pre-test was 60.83 and post-test was 66.92. The improving was 6.09. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. The theory is proved that listing technique had the effect on students' writing descriptive text.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Hogue said that listing technique is very helpful for students in writing by making a list of

ideas to help student generate ideas.¹ Then, another related to the theory was from Langan stated that listing technique can be applied in teaching writing.² Thus, listing technique provides a structure to help teachers succeed in helping all students became a good writer.

Then, based on the related findings, the research by Indriani, et al. which had the objective's research is to find out whether or not there is a significant effect using guided question technique on students' writing ability in descriptive text. The result of the research showed the mean score of experimental group (31.34) was higher than mean score of control group (23.35)³. This showed that the guided question technique could give a significant positive effect to the students' writing ability in descriptive text.

Next, the research that had done by Rahmawati indicated that there is a significant effect on students' writing ability after using brainwriting 6-3-5 technique. The research is quantitative where did by quasi-experimental design. It can be seen from the result of the analysis where the researcher had computed the score of $t > t$ (-3.995 > 2.120) and the result of paired sample T-test is 2-tailed < 0.05 (0.000 < 0.05).⁴ It means, there was significant effect using Brainwriting 6-3-5 on students writing skill.

The last is the research by Dewi and Ayunisa proved that clustering technique used to improve student's ability in writing especially writing

¹Hogue, *Longman Academic Writing Series 2: Paragraphs, Third Edition*.

²Langan, *Exploring Writing Sentences and Paragraphs*.

³Indriani, Zahrida, and Hardiah, "The Effect of Guided Question Technique on Students' Writing Ability in Descriptive Text."

⁴Rahmawati, "The Effect of Brainwriting 6-3-5 Technique on Students' Writing at First Grade Students of Madrasah Aliyah Fathul Huda."

descriptive text. Where the result of the analysis showed that t_{count} (5.215) was higher than t_{table} (1.701) with the level of significant $\alpha = 0.05$.⁵ It means that there was a significant effect of using clustering technique on students' achievement in writing descriptive text.

These proofs show that using techniques is suitable in teaching writing and provide interest and motivation to students. This research has similarity with others research where the techniques used to generate ideas in pre-writing stage. Therefore, the research was conducted by the researcher or another researcher who was referenced in related findings have been affected by the technique that applied in pre-writing stage.

D. Threats of the Research

There are some factors that may threaten this research, including the following: the researcher was unknowing of how seriously the students were taking the test. Due to the researcher giving students additional time to complete the test, there were few students that had the same answers. Additionally, the researcher was lack of knowledge in statistical, so the data in this research was abnormal.

⁵Dewi and Ayunisa, "The Effect of Using Clustering Technique on Students' Achievement in Writing Descriptive Text."

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. Before using Listing Technique, the mean score of pre-test in experimental class was 56.58 and the mean score of pre-test for control class was 60.83.
2. After using Listing Technique, the mean score of experimental class was higher than using before Listing Technique. The mean score of post-test for the experimental class was 79.54, it means, score of post-test for control class taught by conventional technique was 66.92.
3. The result found that t_{count} was higher than t_{table} . T_{count} was 4.450 and t_{table} was 2.013 ($4.450 > 2.013$). It means that H_a was accepted and H_0 was rejected. So, there is a significant effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMPN 1 Batang Angkola South Tapanuli Regency.

B. Implications

Implications are made based on the research findings. The research discovered a statistically significant difference between students who are taught utilizing the listing technique and those who are not when it comes to their ability to write descriptive texts. Additionally, this research

implies that teaching writing requires the use of the listing technique.

Considering the conclusions reached above, it is implied that the employment of the listing technique is capable of assisting in the improvement of students' writing ability, as seen by the progression of the students' writing scores after a treatment using the listing technique. To help students write more descriptive texts, it is intended that teachers will be recommended to use the listing technique.

When the listing technique is used to teach students, they become motivated and at comfort while learning the writing process. Therefore, it suggests that using the listing technique can maintain students' interest as well as encourage them to explore and communicate their thoughts through writing so that they can write descriptive text.

In conclusion, the listing technique can help students get higher levels of achievement with their writing skills. As a result, the listing technique must be consistently used in teaching writing. The reason for this is that the listing technique can be a useful tool for teaching writing to students and creating an interest in learning, both of which are necessary for improving the learning process's standard of competence.

C. Suggestions

After completing the research, the researcher learned a lot about to teach and learn English. The researcher concluded that some things required proof as a result from the experience. It prompts the researcher

offering the following suggestions:

1. The researcher's findings serve as information for the headmaster to encourage the English teacher to employ the Listing technique as much as possible when teaching writing because this technique can help students write, particularly when producing descriptive text.
2. The findings of this research also provide information to English teachers on how to employ the Listing Technique when teaching students to write descriptive text to make the learning process more active.
3. The researcher suggests to another researchers to use this method in solving another problems and find another factors that face by students' in learning English process.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

Sekolah	: SMP NEGERI 1 BATANG ANGKOLA
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII/ Genap
Judul Bab	: I'm Proud of Indonesia
Materi Pokok	: Teks Deskriptif
Alokasi Waktu	: 4 x 40 menit (1 x Pertemuan)

A. Kompetensi Inti

KI-1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2	:	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan terkait penyebab fenomena dan kejadian tampak mata.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	

4.7 Teks Deskriptif	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Problem Based Learning selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat menyusun teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Descriptive Teks

Teks interaksi transaksional tentang tingkah laku/tindakan/fungsi orang, binatang, benda.

2. Fungsi Sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

3. Struktur Teks

Dapat mencakup:

- a. Identifikasi (nama keseluruhan dan bagian)
- b. Sifat yang menjadi pencirinya.

- c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan

4. Unsur Kebahasaan:

- a. Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh-question), dalam simple present tense.
- b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Pendekatan, Metode dan Model Pembelajaran

- 1. Pendekatan : Student Center
- 2. Metode : Listing Technique

F. Media, Bahan dan Alat

- 1. Media/Alat : Papan tulis, spidol,
- 2. Bahan : Kertas dan *text book*.

G. Sumber Belajar

- 1. Kemendikbud. **Bahasa Inggris: When English Rings the Bell**. 2016: Kemendikbud, Jakarta.
- 2. Kamus Bahasa Inggris
- 3. Pengalaman peserta didik dan guru

H. Langkah Pembelajaran

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	

4.7 Teks Deskriptif	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

I. Penilaian

Tabel Penilaian untuk Kemampuan Menulis (*Writing Skill*)

No	Aspek yang dinilai	Kriteria	Score
1	Keaslian Penulisan	Sangat original	4
		Original	3
		Cukup original	2
		Kurang original	1
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	4
		Isi sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan Teks	Keruntutan teks sangat tepat	4
		Keruntutan teks tepat	3
		Keruntutan teks cukup tepat	2
		Keruntutan teks kurang tepat	1
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	4
		Pilihan kosakata tepat	3
		Pilihan kosakata cukup tepat	2
		Pilihan kosakata kurang tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	4
		Pilihan tata bahasa tepat	3
		Pilihan tata bahasa cukup tepat	2
		Pilihan tata bahasa kurang tepat	1
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	4
		Penulisan kosakata tepat	3
		Penulisan kosakata cukup tepat	2

		Penulisan kosakata kurang tepat	1
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	4
		Tulisan tidak rapi tetapi mudah terbaca	3
		Tulisan tidak rapi dan tidak mudah terbaca	2
		Tulisan tidak rapi dan tidak terbaca	1

Assessment: $\frac{\text{student's score}}{\text{score maximum}} \times 100$

Sigalangan, Mei 2023

Validator

Researcher

Maryam Hayati Lubis, S.Pd

**Kaipah Habeahan
NIM. 1920300029**

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Sekolah	: SMP NEGERI 1 BATANG ANGKOLA
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII/ Genap
Judul Bab	: I'm Proud of Indonesia
Materi Pokok	: Teks Deskriptif
Alokasi Waktu	: 4 x 40 menit (1 x Pertemuan)

A. Kompetensi Inti

KI-1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2	:	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan terkait penyebab fenomena dan kejadian tampak mata.
KI-4	:	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	
4.7 Teks Deskriptif	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial,

	struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
	4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Problem Based Learning selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat menyusun teks descriptive lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

D. Materi Pembelajaran

1. Descriptive Text

Teks interaksi transaksional tentang tingkah laku/tindakan/fungsi orang, binatang, benda.

2. Fungsi Sosial

Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

3. Struktur Teks

Dapat mencakup:

- a. Identifikasi (nama keseluruhan dan bagian)
- b. Sifat yang menjadi pencirinya.
- c. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan

4. Unsur Kebahasaan:

- a. Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh-question), dalam simple present tense.
- b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Pendekatan, Metode dan Model Pembelajaran

1. Pendekatan : Student Center
2. Metode : Conventional method

F. Media, Bahan dan Alat

1. Media/Alat : Papan tulis, spidol,
2. Bahan : Kertas dan *text book*.

G. Sumber Belajar

1. Kemendikbud. **Bahasa Inggris: When English Rings the Bell**. 2016: Kemendikbud, Jakarta.
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah Pembelajaran

- 1) Pendahuluan

Guru	Siswa	Waktu
1. Guru memasuki kelas dengan mengucapkan salam	1. Membalas salam guru	5 menit
2. Guru mengajak siswa membaca doa sebelum memulai pembelajaran	2. Berdoa bersama dengan guru	
3. Memeriksa kehadiran siswa	3. Menyatakan kehadirannya dan melihat teman yang tidak hadir	

Guru	Siswa	Waktu
4. Mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4. Menjawab pertanyaan dari guru	
5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	5. Siswa mendengarkan serta memahami	

2) Kegiatan inti

Guru	Siswa	Waktu
1. Menjelaskan materi tentang menulis descriptive text	1. Mendengarkan penjelasan guru	30 menit
2. Menjelaskan ciri kebahasaan descriptive text	2. Mendengarkan penjelasan guru	
3. Memberikan contoh descriptive text	3. Memperhatikan penjelasan guru	
4. Memberikan tugas kepada siswa untuk menulis descriptive text sederhana	4. Membuat descriptive text sederhana	

3) Penutup

Guru	Siswa	Waktu
1. Guru menanyakan kepada siswa apa saja yang sudah mereka pelajari. 2. Guru mengajak siswa untuk menyimpulkan pembelajaran bersama-sama. 3. Guru memberikan	1. Siswa menyimpulkan pembelajaran secara singkat, jelas, dan padat. 2. Siswa mencatat tugas dari guru. 3. Guru dan siswa menutup pembelajaran dengan doa.	5 menit

Guru	Siswa	Waktu
penugasan kepada siswa berupa PR. 4. Guru dan siswa menutup pembelajaran dengan doa.		

I. Penilaian

Tabel Penilaian untuk Kemampuan Menulis (*Writing Skill*)

No	Aspek yang dinilai	Kriteria	Score
1	Keaslian Penulisan	Sangat original	4
		Original	3
		Cukup original	2
		Kurang original	1
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	4
		Isi sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan Teks	Keruntutan teks sangat tepat	4
		Keruntutan teks tepat	3
		Keruntutan teks cukup tepat	2
		Keruntutan teks kurang tepat	1
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	4
		Pilihan kosakata tepat	3
		Pilihan kosakata cukup tepat	2
		Pilihan kosakata kurang tepat	1
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	4
		Pilihan tata bahasa tepat	3
		Pilihan tata bahasa cukup tepat	2
		Pilihan tata bahasa kurang tepat	1
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	4
		Penulisan kosakata tepat	3
		Penulisan kosakata cukup tepat	2
		Penulisan kosakata kurang tepat	1
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	4
		Tulisan tidak rapi tetapi mudah terbaca	3
		Tulisan tidak rapi dan tidak mudah terbaca	2
		Tulisan tidak rapi dan tidak terbaca	1

Assessment: $\frac{\textit{student's score}}{\textit{score maximum}} \times 100$

Sigalangan, Mei 2023

Validator

Researcher

Maryam Hayati Lubis, S.Pd

**Kaipah Habeahan
NIM. 1920300029**

Appendix 3

Instrument of Writing Test for Experimental and Control Class

PRE TEST SHEET

Instruksi:

1. Tulislah nama dan kelasmu di atas lembar jawaban yang telah disediakan.
2. Tulislah descriptive text mengenai “My Bag” sekurang-kurangnya 1 paragraf.
3. Kamu memiliki waktu sebanyak 45 menit untuk mengerjakannya.

<p><i>Lembar Jawaban</i></p> <p>Name:</p> <p>Class:</p> <p style="text-align: center;"><u>My Bag</u></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--

Sigalangan, Mei 2023

Validator

Researcher

Maryam Hayati Lubis, S.Pd

**Kaipah Habeahan
NIM. 1920300029**

Appendix 4

Form of Construct Validity for Writing Test

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ II

Penelaah : Maryam Hayati Lubis, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria.
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria.
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VII di semester II?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah alokasi waktu sudah cukup?			

Mengetahui,

Validator

Maryam Hayati Lubis, S.Pd

Appendix 5

**Instrument of Writing Test for Experimental and Control Class
POST TEST SHEET**

Instruksi:

1. Tulislah nama dan kelasmu di atas lembar jawaban yang telah disediakan.
2. Tulislah descriptive text mengenai “My Mother” sekurang-kurangnya 1 paragraf.
3. Kamu memiliki waktu sebanyak 45 menit untuk mengerjakannya.

Lembar Jawaban

Name:

Class:

My Mother

.....

.....

.....

.....

.....

.....

Validator

Maryam Hayati Lubis, S.Pd

Sigalangan, Mei 2023

Researcher

**Kaipah Habeahan
NIM. 1920300029**

Appendix 6

Form of Construct Validity for Writing Test

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/ II

Penelaah : Maryam Hayati Lubis, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria.
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria.
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Test (Post-Test)

No.	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VII di semester II?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi dapat dipahami?			

4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah alokasi waktu sudah cukup?			

Mengetahui,

Validator

Maryam Hayati Lubis, S.Pd

Appendix 7

THE RESULT OF PRE-TEST (The Experimental Group)

NO	Name	AA	CC	TS	CV	GO	VW	NW	Total	Score
1	ACZ	3	3	2	2	1	2	3	16	57
2	AFR	2	2	1	1	1	1	3	11	39
3	AAH	2	3	2	3	1	2	3	16	57
4	AKH	1	2	1	1	1	2	3	11	39
5	AA	3	3	2	3	1	2	3	17	60
6	AP	2	3	2	3	1	2	2	15	53
7	AH	2	3	2	3	2	2	3	17	60
8	DR	3	3	2	3	2	2	3	18	64
9	DJS	3	3	3	3	2	2	3	19	67
10	IDA	3	3	2	3	2	2	3	18	64
11	KH	2	3	2	3	1	2	3	16	57
12	LHL	3	2	2	2	1	2	3	13	46
13	MR	2	3	2	3	1	2	3	16	57
14	NM	2	3	2	2	1	2	2	14	50
15	NSD	3	3	3	3	2	2	3	19	67
16	ND	3	2	2	2	1	2	3	13	46
17	PMSN	3	3	3	3	2	3	3	20	71
18	RWD	4	3	3	3	2	3	3	18	64
19	RWPS	2	3	2	2	1	2	3	15	53
20	RM	2	3	1	2	1	2	3	14	50
21	RAIS	3	3	2	3	1	2	3	17	60
22	SA	3	3	2	3	1	2	3	17	60
23	TF	3	3	2	3	1	2	3	17	60
24	WH	3	3	2	3	1	2	2	16	57

Appendix 8

THE RESULT OF PRE-TEST

(The Control Group)

No	Name	AA	CC	TS	CV	GO	VW	NW	Score	Score
1	AP	2	3	2	2	2	2	3	16	57
2	ASN	2	3	2	2	2	2	3	16	57
3	AN	2	3	3	2	2	2	4	18	64
4	AM	3	3	3	3	2	2	3	19	67
5	BA	2	3	2	2	1	3	3	17	60
6	DMS	2	3	2	2	1	3	3	17	60
7	FA	4	4	4	4	4	2	3	25	85
8	HS	1	1	1	1	1	2	2	9	32
9	IS	2	3	2	2	1	3	3	17	60
10	JK	4	4	4	4	3	4	4	23	82
11	MAR	1	3	1	2	1	2	3	13	46
12	MA	1	2	1	2	1	2	3	12	42
13	M	4	3	3	2	2	3	3	20	71
14	ND	4	4	4	3	3	3	3	24	85
15	NSL	3	3	3	2	2	3	3	19	67
16	RH	3	3	3	4	4	3	3	23	82
17	RFS	2	2	2	2	2	2	2	14	50
18	RW	2	3	2	2	1	3	3	17	60
19	SAF	1	3	1	2	1	2	3	13	46
20	SIN	1	2	1	2	1	2	4	13	46
21	SM	3	3	3	2	2	2	3	18	64
22	WA	4	4	3	3	2	3	4	23	82
23	WWP	2	3	3	2	2	2	3	17	60
24	YRL	1	1	1	1	1	2	3	10	35

Appendix 9

THE RESULT OF POST-TEST (The Experimental Group)

No	Name	AA	CC	TS	CV	GO	VW	NW	Total	Score
1	ACZ	3	4	3	3	3	2	3	21	75
2	AFR	3	4	2	3	2	2	4	20	71
3	AAH	4	4	4	3	2	3	3	23	82
4	AKH	3	3	1	2	1	2	2	14	50
5	AA	4	4	3	3	2	3	3	22	78
6	AP	4	4	4	3	3	4	3	25	89
7	AH	4	4	3	4	4	2	3	24	85
8	DR	3	4	3	3	2	4	4	21	75
9	DJS	4	4	4	3	2	3	3	23	82
10	IDA	3	4	3	3	3	2	4	22	78
11	KH	4	4	4	4	4	2	4	26	92
12	LHL	3	4	4	3	4	2	3	23	82
13	MR	3	4	2	3	3	2	3	20	71
14	NM	2	4	3	3	3	3	4	22	78
15	NSD	4	4	3	3	3	3	3	23	82
16	ND	3	4	4	3	2	2	4	22	78
17	PMSN	3	4	3	3	3	3	4	23	82
18	RWD	3	4	3	3	4	3	4	24	85
19	RWPS	2	4	3	3	3	3	3	21	75
20	RM	3	4	3	4	4	4	3	25	89
21	RAIS	4	4	3	3	4	3	3	24	85
22	SA	4	4	4	4	4	2	3	25	89
23	TF	3	4	3	3	4	4	3	24	85
24	WH	4	4	2	3	2	2	3	20	71

Appendix 10

THE RESULT OF POST-TEST (The Control Group)

No	Name	AA	CC	TS	CV	GO	VW	NW	Score	Score
1	AP	3	3	3	2	2	2	3	18	64
2	ASN	3	3	2	2	1	2	3	16	57
3	AN	3	3	2	3	2	2	3	18	64
4	AM	3	3	3	3	2	3	4	21	75
5	BA	3	3	3	4	3	3	3	22	78
6	DMS	3	3	3	3	3	3	3	21	75
7	FA	3	3	3	3	3	3	3	21	75
8	HS	2	3	2	2	1	2	3	15	53
9	IS	2	3	2	2	1	2	3	15	53
10	JK	3	3	3	3	4	3	4	23	82
11	MAR	3	3	2	3	2	3	3	19	67
12	MA	3	3	3	3	3	4	3	22	78
13	M	3	3	3	3	4	3	4	23	82
14	ND	2	3	2	2	1	2	3	15	53
15	NSL	3	3	3	3	2	3	3	20	71
16	RH	3	3	3	3	3	2	4	21	75
17	RFS	2	3	2	2	2	1	3	15	53
18	RW	2	3	2	2	1	2	4	16	57
19	SAF	2	3	2	2	1	2	3	15	53
20	SIN	3	3	2	3	2	3	3	19	67
21	SM	3	3	3	3	2	3	3	20	71
22	WA	3	3	3	3	4	3	4	23	82
23	WWP	3	3	3	3	2	3	3	20	71
24	YRL	2	3	1	1	2	2	3	14	50

Appendix 11

Score of Pre-Test and Post-Test in Experimental Group

No.	Name	Pre-Test	Post-Test
1	AP	57	75
2	ASN	57	71
3	AN	64	82
4	AM	67	50
5	BA	60	78
6	DMS	60	89
7	FA	85	85
8	HS	32	75
9	IS	60	82
10	JK	82	78
11	MAR	46	92
12	MA	42	82
13	M	71	71
14	ND	85	78
15	NSL	67	82
16	RH	82	78
17	RFS	50	82
18	RW	60	85
19	SAF	46	75
20	SIN	46	89
21	SM	64	85
22	WA	82	89
23	WWP	60	85
24	YRL	35	71

Appendix 12

Score of Pre-Test and Post-Test in Control Group

No	Name	Pre-Test	Post-Test
1	AP	57	64
2	ASN	57	57
3	AN	64	64
4	AM	67	75
5	BA	60	78
6	DMS	60	75
7	FA	85	75
8	HS	32	53
9	IS	60	53
10	JK	82	82
11	MAR	46	67
12	MA	42	78
13	M	71	82
14	ND	85	53
15	NSL	67	71
16	RH	82	75
17	RFS	50	53
18	RW	60	57
19	SAF	46	53
20	SIN	46	67
21	SM	64	71
22	WA	82	82
23	WWP	60	71
24	YRL	35	50

Appendix 13

THE RESULT OF NORMALITY Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of writing skill	Pre Test Experiment	0.187	24	0.03	0.948	24	0.249
	Post Test Experiment	0.153	24	0.151	0.867	24	0.005
	Pre Test Control	0.125	24	.200 [*]	0.949	24	0.26
	Post Test Control	0.153	24	0.152	0.902	24	0.023

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		24
Normal Parameters ^{a,b}	Mean	79.5416667
	Std. Deviation	4.15125618
Most Extreme Differences	Absolute Positive	0.188
	Negative	0.092
Test Statistic		-0.188
Asymp. Sig. (2-tailed)		0.188
		.028 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Appendix 14

THE RESULT OF HOMOGENEITY

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.763	1	46	0.059
Based on Median	3.465	1	46	0.069
Result Based on Median and with adjusted df	3.465	1	44.791	0.069
Based on trimmed mean	3.785	1	46	0.058

Appendix 15

Research Documentation

Pre-Test



Treatment in Experimental Group



Post-Test



Appendix 16

The Example of Students' Answer Sheet

1. Pre-Test in Experimental Group

nama = Anggerokanjaya
Kelas = VII A tanggal = 26/5/2023

my Bag

1. Bag in cloub blue	1
2. pencil in deare four	2
3. ruler in deare two	1
4. Leat Be four	1
5.	2
	3
	11

39

AKILAH HTP
: VII (A)

mapel = b. ingris

No. _____
Date . . .

My bag

Hi good morning

- I have bag blue bid the deep bag blue I have Four pencil and two book, Seven fine colour, two Ruler and handpon ~~and~~ and bag I have four PAGES have three zipper, bag beautiful and strong a bag have three pocket ~~the~~ next to two ~~one from pocket~~ one pocket from

and good byee

2
3
2
3
1
2
3

16

57

Putri nita sari
KIS : VII-A

No. _____
Date

My Bag

Hello! my name is Putri. My favorite thing is my bag.
Blue is my favorite color. In to be two books, two rulers,
four pencils, and some color pencils, one highlighter
also three zippers
my bag beautiful and also have many advantage

$$\begin{array}{r} 3 \\ 3 \\ 3 \\ 3 \\ 2 \\ 2 \\ 3 \\ 3 \\ 3 \\ \hline 20 \end{array}$$

71

2. Pre-Test in Control Group

No. _____
Date

Nama: Habibseptia
KLS: VIIb

my bag
book, ruler, pencil, cat, red, blue, yellow, orange, tape
together, beautiful, paper, tape
for case so, should, go there sometime
do you, beautiful, many beautiful
near, you

1
1
1
1
1
2
 $\frac{2}{9}$

32

NAMA : Fivry Ariansyah
Kelas : VII - B
tanggal : 26 / 05 / 2023.

* MY bag *

Hello, my name is Fivry
my favorite thing is bag
The color is blue
It's made of cloth, it has three pockets.
∴ in my bag there is many colors pen and
two books, two rulers, three pencil, and
a telephone; and has three zipper
I love it so much ♥
Thank you

85

4
4
4
4
4
2
3
25

No.

Date

Tanggal = 28-05-2020

Kelas = VIB

NAMA = WINDA WIDIA PUFRI

My bag

- 1.) My property bag colorful blue
- 2.) And ~~is~~ there is isolated colour
- 3.) there is leaf and is book
- 4.) is isolated and is ~~book~~ colour ~~pink~~ pink
- 5.) is kantong bag and ~~is~~ is ~~zipper~~ zipper

2

3

3

2

2

2

3

17

60

3. Post-Test in Experimental Group

Anggorokan JAYA

my mother
ibu

- 1 petani (Farmer)
- 2 Baik (kind)
- 3 Ramah (friendly) = my mom very friendly
- 4 gemuk (~~fat~~) my mom fat
- 5 cantik (BEAUTIFUL)
- 6 old (~~old~~) my mom old
- 7 sigalangan my mom lives in sigalangan

have met her

she is BEAUTIFUL she is kind her job mid wife
my mother lives sigalangan she is a very love
mother she is my mom very friendly

	3
	3
	1
	2
	1
	2
	2
	<hr/>
	14

80

Date: _____

<input type="checkbox"/>	NAMA : KHOIRUL HAMONANGAN
<input type="checkbox"/>	
<input type="checkbox"/>	My Mother
<input type="checkbox"/>	
<input type="checkbox"/>	1 Baik = kind
<input type="checkbox"/>	2 Cantik = beautiful
<input type="checkbox"/>	3 Tinggi = tall
<input type="checkbox"/>	4 Ramah = Friendly
<input type="checkbox"/>	5 Petani = farmer
<input type="checkbox"/>	6 tinggal di Sigalangan =
<input type="checkbox"/>	7 imut = Cute
<input type="checkbox"/>	8 Sedang = Medium
<input type="checkbox"/>	9 aku sangat menyayangi ibuku = I Love My Mother
<input type="checkbox"/>	
<input type="checkbox"/>	My Mother
<input type="checkbox"/>	I have a very wonderful mother.
<input checked="" type="checkbox"/>	She is very kind • She is beautiful • Her body is very
<input type="checkbox"/>	tall • She is very Friendly • She is a farmer •
<input type="checkbox"/>	She lives in sigalangan • She is cute. She is
<input type="checkbox"/>	Her body is Medium • I Love My Mother so
<input type="checkbox"/>	much because she never stops to support me.
<input type="checkbox"/>	4
<input type="checkbox"/>	4
<input type="checkbox"/>	4
<input type="checkbox"/>	4
<input type="checkbox"/>	4
<input type="checkbox"/>	2
<input type="checkbox"/>	4
<input type="checkbox"/>	25
<input type="checkbox"/>	

92

No. _____

Date: _____

Ibrahim Dzaki Arrizal

- MY Mother
- (IBU KU)
- 1. Ibuku Seorang Pengurus Rumah Tangga
- 2. Baik (Kind)
- 3. ~~Sehat (Healthy)~~ Short (Pendek)
- 4. Ramah (Friendly)
- 5. Mengurus Rumah Tangga (House wife)
- 6. IMUT (cute)
- 7. Tinggal di Sidadi (Lives in Sidadi)
- 8. aku sangat menyayangi Ibuku (I love My Mother)
- 9. Beautiful (cantik)

MY Mother

She is kind

She is very Beautiful

Her Body is Short. She is Friendly. She work as house wife

She is very cute. She lives sidadi. I Love My Mother

3

4

3

3

3

3

1

4

22

78



NAMA : MAWADOAH mis Faipah
 KELAS : VII B Jum'at 03/06/2023

My mother

~~My~~ Nisma is my mother. She
 is beautiful. She is my mother.

She works in as mother housewife
 She has Flat-nosed nose. She is
 tall. She has black eyes and
 hair. She has ~~skin~~ bright skin. She
 is 52 years old. She is kind and
 my hero and she is a very ~~is~~ patient.

3
 3
 3
 3
 4
 3
 4
 23

(52)

No 03-06-2023

Date

Nama = Nabila Sarah

Kelas = 7-B

My mother

My mother's name: ~~Siti~~ Siti aisyah

My mother is a housewife

My mother has pointed nose

~~She has~~ She is 35 years old

My is kind

My mother is here family

My mother a bit tall. ~~My mother~~ She is beautiful

My mother has bright skin

My mother Very Patient

3

3

3

3

2

3

3

20

71



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : B 5818 /Un.28/E.1/PP.00.9/11/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

25 November 2022

Yth:

1. Dr. H. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Kaipah Habeahan
NIM : 19 203 00029
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMPN 1 Batang Angkola South Tapanuli Regency

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMP N 1 Batang Angkola South Tapanuli Regency".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

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Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Batang Angkola , berdasarkan surat a.n Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Admad Addary Nomor : B / 422 / Un.28 /E .1/TL.00/03/2023 Tanggal 21 Maret 2023 Perihal Mohon Izin Mengadakan Penelitian untuk penulisan Skripsi, menerangkan bahwa :

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Adalah benar telah meyelesaikan penelitian / pengumpulan data di SMP Negeri 1 Batang Angkola untuk keperluan penyusunan skripsinya dengan judul

“ The Effect of Listing Technique on Writing Descriptive Text at the Seventh Grade Students of SMP N 1 Batang Angkola South Tapanuli Regency “

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Sigalangan , 31 Mei 2023

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