



**IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT  
BY USING LISTING TECHNIQUE  
AT GRADE VIII SMPN 5 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial  
Fulfillment of the Requirement for the Graduate Degree of Islamic Education  
(S.Pd ) in English*

**Written By :**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2017**



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Padangsidimpuan, November 14<sup>th</sup> 2017  
To:  
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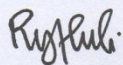
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Riski Ermina Siregar, entitled "**Improving Students' Writing Ability in Recount Text by using Listing Technique at Grade VIII SMP N 5 Padangsidimpuan**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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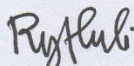
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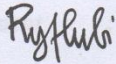


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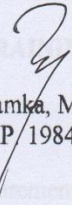
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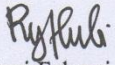
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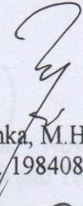
  
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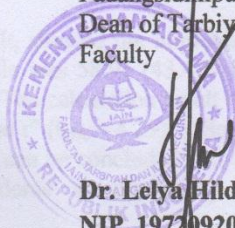
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### ABSTRACT

This research discussed about improving students' writing ability in recount text by using listing technique at grade VIII SMP Negeri 5 Padangsidempuan. Most of the Students had low achievement in writing, students missed motivation and lack confidence in writing, students feel difficult to arrange sentences during the writing process in make paragraph. This research purposed to know that listing technique can improve students' writing ability in recount text at grade VIII SMP Negeri 5 Padangsidempuan.

The method that used in this research was classroom action research by implementing the Kemmis and Mc Taggart' design. There were four steps, they were plan, action, observe, and reflect. Moreover, to solve the writing problems the researcher applied listing technique. Moreover, the participants of this research were the class of VIII SMP Negeri 5 Padangsidempuan consisted of 23 students and also there was collaboration with an English teacher. Instrument to collecting the data were test, and observation. Meanwhile, Technique for analyze the data were mean score and using  $t_t$ .

Based on the research result, showed the improvement mean score of the students. The first test in first cycle was 58.91 (43.47%), and second test in the second cycle was 80.34 (91.30%). The calculation result of  $t_0 = 6.53$ , with  $df = 22$ , level of signification in "Table Nilai  $t$ " ( $t_{15\%} = 4.29$ ). ). So, the calculation result of  $t_0$  is bigger than  $t_t$  ( $6.53 > 4.29$ ). It can be concluded that the application of listing technique could be improved students' writing ability in recount text and the hypothesis could be accepted.

Key words: *Improving, Students, Writing, Ability, Recount Text, and Listing Technique.*

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

English is international language that used by many people in some countries for establishing relationship. Indonesia is one of them. In Indonesia, English is the first foreign language which is important to transfer and gain knowledge, science, technology, art, culture and establish international relationship. Beside it, in Indonesia also provided as compulsory subject to students of elementary school, junior high school, senior high school and even in higher education level.

In Indonesia, English is one a subject of matter in the school, because English as foreign language for learners and they are difficult communicate to native speaker. English in Indonesia is needed nowadays, to improve ability and knowledge English has concluded as the lesson in curriculum. There are four language skills that should be mastered by students as it; listening, speaking, reading, and writing skill.

Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Writing is one mean for expressing thought and thus of the writing, it is independent upon both the natural ability and the experiences of individual. Beside it, in writing the writer must understand about grammar and vocabulary in arrange ideas be the good written.

Writing is an activity where the students or the writers express their feelings into language by write down on a paper or by type. Writing also is a transforming process of feeling into language, it means that the writer should thinks the content of writing first and then arrange the ideas using appropriate language (grammar or vocabulary) into their writing.

Meanwhile, writing is an important skill in our life. The following illustration will be presenting some significances of writing in our life. The first, for describing like proposal or project paper. The second, for analyzing. There are several mistakes in the structures of sentences, grammar, and vocabulary. If one of them didn't comprehend well, it will difficult to analyze. The last for communicating experience like in project paper, the researcher can communicate to the writer by writing. The researcher can share the experience with the other researcher by project paper. Based on the illustration above, it has showed that writing is necessary in daily activity especially as a student who is learning writing.

In junior high school, the purpose of learning English for students are in order to students can understand and express meaning in writing text. The standard of competence in learning English for writing is revealing the meaning of the text and simple written essay in form of recount and narrative to interact with the environment.

The basic competence in learning English for writing is expressing the meaning and rhetorical structures in essay by using written language

manner accurately, fluently and acceptable in everyday life context in form of recount and narrative text.<sup>1</sup>

Recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is reconstructing past experiences by retelling events in original sequence.

Recount text is a text that used in communication context oral or written text. In recount text we will talk about things, fact, or past tense. Every past tense activity can write in text form which purposed as record, document, notes, or account.

Based on the illustration above, writing is necessary for students and everyone in variety of purposes and needs. But, there are some problems in teaching learning process when the teacher gives writing material to the students, especially write a text at class VIII SMPN 5 Padangsidimpuan.

Elmi Sartika Dewi as English teacher of SMPN 5 padangsidimpuan said that students have the problems in writing especially students feel confuse what would they say and write during learning process. So, they always said that English was boring and difficult than other lesson.<sup>2</sup>

Besides that, problems also get from students by Researcher' observation. Students said that English was difficult that make them

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<sup>1</sup> *Syllabus* of SMPN 5 Padangsidimpuan.

<sup>2</sup> Elmi Sartika Dewi Lubis, S.Pd., *private interview to the English Teacher of SMPN 5 Padangsidimpuan*. (Padangsidimpuan SMPN 5 February 14<sup>th</sup> 2017 on 11 pm).



weren't interesting to study English. They were difficult to arrange the sentences when make a recount paragraph. They feel difficult to relate one sentence to others, which the first, after it, and which the next sentences. They also less in determine generic structure of recount text<sup>3</sup>. Finally, the students said that English was difficult that make them were not confident and less interest to study English.

According to the problems above, the researcher expects that it need to be solved. There are so many techniques in writing they are: free writing, brainstorming, sketch and label, listing, story mapping, and clustering. Based on the consideration of techniques above, the researcher chooses listing technique to conduct research class at Grade VIII SMPN 5 Padangsidempuan that would overcome the writing problems in the classroom. Listing technique is the activity that makes a possible topic and then sub lists of thing you could say about each topic.<sup>4</sup> The researcher chooses listing cause this technique weren't use yet before by students in IAIN Padangsidempuan. So, the researcher was interest to take listing as matter for research.

Based on the explanation above, the researcher interested to conduct a classroom action research (CAR) to improve students writing ability at

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<sup>3</sup>Nazwa Purti Fadilah Harahap, *private interview to student of SMPN 5 Padangsidempuan*. (Padangsidempuan: SMPN 5, February 14<sup>th</sup> 2017 on 09 pm).

<sup>4</sup>Richard Nordquist, retrieved from <http://writing.colostate.edu> Accessed at Thursday, Des 14<sup>th</sup> 2016 17.00 p.m.

Grade VIII SMPN 5 Padangsidimpuan. The title of this research was **“Improving Students Writing Ability by Using Listing Technique at Grade VIII SMPN 5 Padangsidimpuan”**

### **B. Identification of the Problem**

Based on the background of the research mentioned above, the problems of this research can be formulated as:

1. Students had low achievement in writing;
2. Student missed motivation and lack confidence in writing process;
3. The students feel difficult to arrange sentences during the writing process in make recount paragraph.

### **C. Focus of the Problem**

Based on identification of the problems above, the researcher focused this research on students' low ability in writing text. The researcher chose listing technique sequences to solve students' problem in writing recount text. It would be done through CAR (Classroom Action Research).

### **D. Formulation of Problem**

Base on the problem above, the researcher can formulate the problem as: “To what extent listing technique can improve students' writing ability at Grade VIII SMPN 5 Padangsidimpuan.

### **E. Aim of the Research**

Based on the formulation of problem above, the aim of this research was to know that listing technique can improve the students' writing ability at Grade VIII SMPN 5 Padangsidempuan or not.

### **F. Significances of the Research**

The significances of the research are:

1. For Headmaster of SMPN 5 Padangsidempuan to develop and encourage English teacher in teaching English language.
2. For English teachers, listing technique gives a good contribution in teaching learning and can be used as a reference and additional source in teaching especially for writing skill.
3. For another researcher, as additional information to solve the relate problem about writing activity and they can make it better.

### **G. Definition of Key Terms**

#### 1. Improving

Improving means make or became better.<sup>5</sup> Improving also to increase the productivity or value and raise a more desirable to be better. Improving was processing of become or make students' writing ability better through several cycles that improved students' writing ability by using a certain technique.

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<sup>5</sup> A. S Hornby Oxford, *Learner's Pocked Dictionary*, (New York : University Press, 2000), p. 222.

## 2. Writing Ability

Writing is physical act of committing words or ideas to some medium, and writing is mental act of inventing ideas, thinking about how to express them, organizing them into statements and paragraphs that will be clear to a reader.<sup>6</sup> So, writing is a physical and a mental act.

## 3. Recount Text

Recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Social purpose of recount is reconstructing past experiences by retell events in original sequence.<sup>7</sup> So, the tense that used in recount text is past tense.

## 4. Listing Technique

Listing is a discovery (or prewriting) strategy in which the writer develops a list of words and phrases, images and ideas. Listing is probably the simplest prewriting strategy and usually the first method that used by writer to generate ideas. So, listing is the writing' strategy which make lists of some topics and then explain one of the topic that writer have chosen.

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<sup>6</sup> David Nunan, *Practical Language English Teaching*, (New York: Mc. Graw-Hill/contemporary, 2003) p.88.

<sup>7</sup> Ken Hyland, *Genre and Second Language Writing*, (The United State Amerika: The University of Michigan Press, 2004), p.29.

## **H. Outline of the Thesis**

The systematic of this research, describe into five chapters, each chapter consist of many sub chapters with detail as follow:

In chapter one, consist of background of the problem, identification of the problem, focus of the research, formulation of the problem, purpose of the research, objective of the research, definition of the key term.

In chapter two consist of review of related literature. It consisted of sub chapter such as theoretical description that explaining about writing, recount text, and listing technique. Then review of related finding, conceptual framework and hypothesis of the action.

In chapter three, consist of research design, location and schedule of the research, participant, procedure of the research, and the last was instrument of the data collecting.

In chapter four, consist of the result of the research which consist of description of the data, testing of the hypothesis, and the last analyzing the result of the research.

Finally, chapter of five consist of conclusion and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

Review of related literature involved the systematic identification, location and analysis of documents that contain about information relate to the research Problem. This research reviewed the theories of writing recount text, and listing technique.

##### 1. Writing

###### a. Definition of Writing

There are so many definitions of writing. According to Douglas, writing is a symbolic representation of language. In other hand, Nunan said that writing use as a production mode for learning, reinforcing or testing grammatical concept.<sup>1</sup> Writing is physical act of committing words or ideas to some medium, and writing is mental act of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.<sup>2</sup> So, writing is an activity that writer must think and write clearly in order to reader can understand what writer mean.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approache to Language Pedagogy*, ( America: Prentice Hall Regents, p.328.

<sup>2</sup> David Nunan, *Practical Language English Teaching*, (New York: Mc. Graw Hill/contemporary,2003) p.88.

Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Moreover, writing is one media for express our mind. Writing is independent upon both the natural ability and the experiences of individuals.

Writing is a process of creating, organizing, writing and polishing.<sup>3</sup> in first step of the process, you create the ideas, in the second you organize and then you write a rough draft and the last polish your rough draft by editing and making revision. Writing is a person act which writer takes ideas or prompts and transform them into “self-initiated” topics.<sup>4</sup> So, based on explanation above, writing is transferring activity of ideas in to a written that have some procedures.

#### b. Principle of Writing Technique

Principle is fundamental rules or values that represent something desirable and positive that helped to determine the rightfulness or wrongfulness of action. In this view, there are several principles in teaching writing skill to make our written be good. As it:

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<sup>3</sup> Alice Oshima and Ann Hogue, *introduction to Academic writing*, USA: Person Longman, 2007, p.265.

<sup>4</sup> Michael J. O'Malley, *Authentic Assessment for English Language Learners*, (USA: Addison Wasley Publishing Company), p.136.

- 1) Incorporate practices of “good” writers  
Consider the various things that efficient writers do, and see if your technique includes some of these practices. For example, good writers:
  - a) Focus on a goal or main idea in writing.
  - b) Perceptively gauge their audience.
  - c) Spend some time (but not too much) planning to write.
  - d) Easily let their first ideas flow onto the paper.
  - e) Follow a general organizational plan as they write.
  - f) Solicit and utilize feedback on their writing
  - g) Revise their work willingly and efficiently.
  - h) Patiently make as many revisions as needed..
- 2) Balance Process and Product  
Make sure that the application of the process principle does not destruct from a careful focus on the product as well.
- 3) Account for Cultural/Literary Background  
If there are some apparent contrast between students’ native traditions and those that will trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then by degrees perhaps, bring them to the use of acceptable English rhetoric.
- 4) Connect reading and Writing  
By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.
- 5) Provide as much authentic writing as possible. Writing that is shared with others students in the class is one way to add authenticity. Publishing a class newsletter.
- 6) Frame the techniques in terms of prewriting, drafting, and revising stages.<sup>5</sup>

So, from explanation above, there are seven principles in writing that must do by writer in writing.

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<sup>5</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approache to Language Pedagogy*, (America: Prentice Hall Regents, p.330-333).



### c. Process of Writing

Writing is processing of creating, organizing, writing and polishing. <sup>6</sup> in the first step of the process you create the ideas, in the second you organize and then you write a rough draft and the last polish your rough draft by editing and making revision.

In this case, there are five stages of writing process, they are:

#### 1) Pre-writing

This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and need to be started.

#### 2) Drafting

Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.

#### 3) Revising

Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

#### 4) Editing

At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

#### 5) Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.<sup>7</sup>

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<sup>6</sup> Alice Oshima and Ann Hogue, *introduction to Academic.....* p.265.

<sup>7</sup> Laurie, Prewriting, retrieved from <http://www.time4writing.com> accessed at Tuesday, august 8<sup>th</sup> 2017 at 15:14 p.m.

According to O'Malley there are three stages of writing process they are:

- 1) Prewriting: motivation, discussion, and concept development.
- 2) Writing, which take place in classroom or home. So, students can rely on both teacher and other students for feedback and support.
- 3) Post writing, which student share their writing with others, read aloud what they have written, or exchange writing with other students.<sup>8</sup>

So, writing is an activity to express our mind to be a written that has some procedures and also process in writing as our escort in writing.

#### d. Purpose of Writing

According to O'Malley there are three purpose of writing, they are:

- 1) Informative writing: to share knowledge and giving information, direction, or ideas
- 2) Narrative writing: imaginative expression in which the writer procedures stories or essays.
- 3) Persuasive writing: writers attempt to influence others and imitate action or change<sup>9</sup>

Hugo hartigs in Henry Tarigan's book said that the purpose of writing are seven, they are: assignment purpose, altruistic purpose, persuasive purpose, informational purpose, self expression purpose, creative purpose, and problem solving purpose.<sup>10</sup> Based on the

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<sup>8</sup> Michael J. O'Malley, *Authentic Assessment for English language Learners*, (USA: Addison Wasley Publishing Company), p.139.

<sup>9</sup> *Ibid*, p.139.

<sup>10</sup> Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbasis*, p.106.

explanation, the purpose of writing are giving information to the reader, and make reader feel enjoy to read.

e. Evaluation of Writing

According to Arthur Hughes there are five aspects in writing that can use for evaluation of writing. The aspects are grammar, vocabulary, mechanic, fluency and form (organization). The explanation of the criteria of writing assessments as follow:

Aspect	Indicators	Score
Grammar	Few if any noticeable errors of grammar or word error	20
	Some error of grammar or word which do not however, interfere with comprehension	15
	Error of grammar or word order fairly, frequent occasional re-reading necessary for full comprehension	10
	Error of grammar of word order frequent; efforts of interpretation sometimes required an reader's part	5
Vocabulary	Use of vocabulary and idiom rarely ( it at all) distinguishable from that of educated native writer	20
	Occasional uses in appropriate terms or relies in circumlocution; expression or ideas maybe limited because of in adequate vocabulary	15
	Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of in adequate vocabulary	10
	Limited vocabulary and frequent errors clearly hinder expression of ideas	5
Mechanic	Few if any noticeable lapses in punctuation or spelling	20
	Occasional lapses in punctuation or spelling	15

	which do not, however interfere with comprehension	
	Errors in punctuation and spelling fairly frequent occasional rereading necessary for full comprehension	10
	Frequently error in spelling and punctuation sometime to obscurity	5
Fluency	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
	Occasional lack of consistency in choice of structure and vocabulary which does not.	15
	Patchy with some structures or vocabulary items noticeable inappropriate to general items	10
	Structure of vocabulary items sometimes not only inappropriate but also misuses little sense of ease of communication	5
Form	Highly organized clear progression of ideas well linked: like educated native writer	20
	Material well organized linked could occasionally be clearly but communication not impaired	15
	Some lack of organization re-reading required for clarification of ideas	10
	Little or no attempt at connectivity through reader can deduce some organization. <sup>11</sup>	5

So, evaluation in writing activity was so important to know whether our task have good result or not.

## 2. Recount Text

### a. Definition of Recount Text

According to Hyland, recount text is a kind of genre that has social function to retell event for the purpose of informing or

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<sup>11</sup> Arthur Hughes, *Testing For Language Teacher*, (New York: Cambridge University Press:1990), p.91-93.

entertaining. The tense that used in recount text is past tense. Social purpose of recount is reconstructing past experiences by retell events in original sequence.<sup>12</sup> So, the purpose of recount text is to reconstructing or to retell every events at the last.

Recount text is a text that used in communication context oral or written text, recount text talks about things, fact, or past tense. Every past tense activity can write in text form that purposed as record, document, notes, or account.<sup>13</sup> So, recount text is a text that telling about last true experience that can be write as a document, notes, or an account.

Based on the explanation above, recount text is a text that telling to reader about our experiences or facts in life. The purpose of recount is entertaining and informing the reader about our experience.

#### b. Generic Structure of Recount

We must have the stages that must be followed in arrange the text as we call generic structure. Generic structure is something important in text construction. So, there are three generic structures of recount text, they are:

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<sup>12</sup> Ken Hyland, *Genre and Second Language Writing*, (The United State Amerika: The University of Michigan Press, 2004), p.29.

<sup>13</sup> Pardiyono, *Mastering English Through Context*, (ANDI: yogyakarta), p.61.

## 1) Orientation

Provide the setting and produces participants. It provides information about "who", "where", "when" content of text.

## 2) Events

Tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and evaluative remark, which are interspersed throughout the record of the event.

## 3) Re-orientation

Optional- closure of events. It is rounds off the sequence of events.<sup>14</sup>

Based on the explanation above, there are three generic structure of recount text. They are orientation (Tell about place, time and characters), events (The sequence of event) and re- orientation (The ending of text sad/ happy).

## c. Types of Recount

There are three types of recount:

- 1) Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g oral anecdote, diary entry)
- 2) Factual recount: recording the particulars of an accident (e.g report of a science experiment, police report, news report, historical account)
- 3) Imaginative recount: taking an imaginary role and giving details of events (e.g a day in the life of a roman slave: how I invented.<sup>15</sup>

Based on the explanation above recount text have some types, so we can know in which type our text that will we do when make recount text.

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<sup>14</sup> *Ibid*, p.62.

<sup>15</sup> *Ibid*, p.64.

d. Example of Recount Text

**Holiday in Semirang Waterfall**

On Sunday, I and my best friend sari visited semirang waterfall in ungaran. It was the first time for me to visit the waterfall. When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air so pure and I could see only green and green. In ungaran, we took a little bit trekking to find semirang waterfall. It was too bad for me because the distance to see the waterfall was too far.

After taking so far distance, we found semirang waterfall. What a beautiful waterfall. We enjoyed the rice water in the rain forest surrounding the waterfall. Hearing the sound of falling water made me peace and relaxing. It was also excellent drowning out background sound playing with the water made me feel so happy.

After lost so many times there, we feel hungry and we ate soon. We are so happy ate together there. This was the experience never loss from our mind, we also took some pictures for our fond memories later. Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.<sup>16</sup>

3. Listing Technique

a. Definition of Listing Technique

Listing is a brainstorming technique which you must think about your topic and make lists of whatever words or phrases come to your mind.<sup>17</sup> Listing technique is simple than others cause listing isn't difficult form. Dawe said that listing technique is a representative of writer's imagination.<sup>18</sup> Moreover, Oshima and Hogue have same argument that listing technique is prewriting

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<sup>16</sup> Saddleback, Genre, retrieved from [http://contoh\\_recount\\_text\\_pilihan.html](http://contoh_recount_text_pilihan.html), html accessed at Sunday, July 30 2017, 20.39 pm.

<sup>17</sup> Alice Oshima and Ann Hogue, *Introduction to Academic writing*, London: Longman 2006 p.266.

<sup>18</sup> Dawe Charles W, *Resources for Confernces-Centered Writing*, (U.S.A 1994), p.03.

technique.<sup>19</sup> The writer writes the topic on the top of a piece of paper and then make lists of the word phrases that come into their mind, through this activity the writer collects the ideas to explain the topic they have. In additional, the technique is narrowing general topic to smaller one by listing every words or phrases that come into their mind. The writer task is producing as many as possible ideas in a short time with the goal is finding a specific focus for your topic.

Listing is a discovery (or prewriting) strategy which the writer develops list of words and phrases, images and ideas. Listing is probably the simplest prewriting strategy and usually the first method that writer uses to generate ideas. So, listing is writing strategy that makes list of some topics and then explain one of the topic that writer chooses.

On the Rise B. Axelrod and Charles R. Cooper's book, listing is a familiar activity.<sup>20</sup> Listing also can help in planning an essay. It enables you to recall what you already know about a topic and suggest what else you may need to find out.

Listing technique is a technique that used to create a topic that can help student get topic quickly. Beside it, listing also useful to

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<sup>19</sup> Alice Oshima and Ann Hogue, *introduction to Academic.....* p.16.

<sup>20</sup> Rise B. Axelrod, Charles R. Cooper, *Concise Guide to Writing*, (Boston: New York) p.318.



who have little time for planning for example: reporter, facing deadlines and college students take essay exam.

In this respect Csikszentmihalyi and Larson said that the thought listing procedure is more similar with experience sampling methodologies and ecological momentary assessments than assessments based on the written daily or weekly diaries.<sup>21</sup> In other hand Cacioppo, Glass, Merluzzi said that the thought listing technique was first used to explore possibly maladaptive cognitive processes in study of undergraduate male student who were either high or low in social anxiety.<sup>22</sup> Based on the explanation, listing is one of the techniques in writing which need some lists topic in writing process. Listing also is a simple technique that match use to get ideas quickly.

#### b. Procedure of Listing in Teaching Writing Ability

In do anything. We have to use steps or procedure. So, in Dorothy and Carlos' book the procedure of listing are:

- 1) Use a separate, whole sheet of paper.
- 2) Write your topic at the top
- 3) Write many ideas as you can about the topic.
- 4) Write single words or shorts phrases, but don't write long sentences.

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<sup>21</sup> Cacioppo, Mapping Cognitive Structures and processes through verbal Content: Through Listing Technique, vol. 65 no. 6, 1997, p.928, accessed at [http:// www.ukessay.com/](http://www.ukessay.com/) April 14<sup>th</sup> 2017, 14:15 p.m.

<sup>22</sup> *Ibid*, p.929

- 5) Write down every idea that come to you, and don't worry about whether the ideas are good or bad.
- 6) Underline and highlight the good ideas.
- 7) Cross out ideas that are not related to your topic or that you don't want to use.<sup>23</sup>

Besides it, on Rise B. Axelrod, Charles R. Cooper' book stated that listing works best for invention work as follow:

- 1) Give your list title that indicated to your main idea or topic.
- 2) Write as fast you can, relying on short phrases.
- 3) Include anything that seems at all useful. Try not to be judge 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.<sup>24</sup>

In order hand, Dawe said that listing technique absolutely has the steps. They are:

- 1) First of all, you must have one topic to be developed, for example you have a topic " favorite food.
- 2) Then, you imagine and think all about your favorite food. It can be many things about your favorite foods such as " what it is", " the reason", where to find it or "how often you eat It".
- 3) Then, you write everything what you think on paper. Write a thing into lists.
- 4) Then, see and recheck your lists. You can rearrange, edit, or even delete what you thing unimportant. You also rearrange your lists to be a correct paragraph.

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<sup>23</sup> Dorothy E.Zemach and Carlos Islam, *paragraph writing*, (Macmillan: 1997), p.22.

<sup>24</sup> Rise B. Axelrod, Charles R. Cooper, *Concise Guide to Writing*, (Boston: New York), p.318.

- 5) After your lists is finished and correct. Now you can arrange the lists into the correct sentences based on true grammar.
- 6) Finally, you can arrange sentences into true paragraph.<sup>25</sup>

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

#### c. The Example of Listing Technique

- 1) First of all, you must have one topic to be developed
  - a) School
- 2) Then, you imagine and think all about the topic
  - a) Friend
  - b) Teacher
  - c) Lesson
- 3) Then, you write everything what you think on paper. Write a thing into lists
  - a) Intimate
  - b) Table mate
  - c) Classmate
- 4) Then, see and recheck your lists. You can rearrange, edit, or even delete what you thing unimportant. You also rearrange your lists to be a correct paragraph.
  - a) Classmate

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<sup>25</sup> Dawe Charles W, *Resources for Conferences-Centered Writing*, (U.S.A 1994) p.04.

- 5) After your lists is finished and correct. Now you can arrange the lists into the correct sentences based on true grammar.
- a) Minang Internasional Hotel
  - b) Jam Gadang
  - c) Ngarai Ma'aram park
  - d) Lobang Jepang
  - e) Lembah anai
  - f) Zoo
  - g) Aur Kuning
- 6) Finally, you can arrange sentences into true paragraph

### **Study Tour with My Classmate TBI 2 to Bukittinggi**

I am one of a student Islamic University in Padangsidempuan. I chose English department. On seventh semester I and my classmate TBI 2 went to study tour to Bukittinggi cause at this semester we had a lesson English for tourism and hotel. There, we stayed at Minang Internasional Hotel in Jalan Panorama, Bukittinggi. We leaved at 11.00 am from Padangsidempuan and arrived at 17.17 am in Bukittinggi.

After praying magrib we packed up for dinner. All of us went to Jam Gadang and we were dinner in food stall around of Jam Gadang. After dinner we took picture in front of Jam Gadang. Variety of poses, begin from self photo until together photos. After it, we were back to hotel for rested and slept.

At morning, after having breakfast we began go tour to Ngarai Ma'aram Park. There were so many monkeys. We just took photos, then, we were back to hotel for praying zuhur. After it, we continued our tour to Lobang Jepang. All of us entered to Lobang Jepang. But, there were our friends couldn't enter caused by they were afraid. They waited us outside. In Lobang Jepang we had given the explanation from tour guide about the history in Lobang Jepang. So many rooms from meeting room until slaughter room. We also took photos there and after cross one by one the room we arrived in gate for out.

The tour continued again to Great Wall. We walked together to there. It's beautiful scenery there. A part of us continued to climb one by one the stair. But, a part of us choose to wait caused by we had tired.

At next day the tour continued to Lembah Anai. It's beautiful Waterfall. We continued again to Zoo. Variety of animals there and we also took photos with every animal. So tired days but we were enjoy and happy. We continued again to Aur Kuning for shopping variety of clothes and food would be brought to Padangsidempuan

We were back to hotel at afternoon and we packed to back to Sidempuan. After magrib and dinner we check out from hotel. We

leave about 07.24 am and arrive in Sidimpuan at 06.05 am. The experience that always remembered and never lost from my mind.

d. Advantages and Disadvantages of Listing Technique

Listing technique is good for writing as the part of prewriting process. Levin stated that listing technique is a good way to make a limitation in writing.<sup>26</sup> It means the students can develop their ideas focus on the topic. Moreover, Faiglay also said that listing technique can be useful to develop ideas or create main points of writing. This technique helps students to search for better comprehend of a topic by eliciting diverse smaller topics and ideas on the given topic.

In additional, through the activity of listing technique, writer has more time to go into depth on topics that interest. It will draw out a wide range of thoughts on given topic and help them rapidly to identify many aspects of the topic when they are just beginning to think about it. Students can see the breadth of their thinking by using listing technique.

In other hand, listing technique also have disadvantage. The disadvantage listing technique is not suitable for writing process in limited time. Students need the time more to apply listing technique

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<sup>26</sup> Levin , *The Macmillan College Handbook* , (New York: Macmillan 1987) p.43.

in writing process.<sup>27</sup> So, from the explanation before, listing also have advantages and disadvantages like other techniques.

## **B. Review of Related Findings**

Actually, there were some research related to this research. Many researchers had done research about student's writing skill. The first, in the Arief Dermawan's script entitled "Teaching Writing's Ability by Using Listing Technique."<sup>28</sup> The aim of research was finding out listing technique can improve student writing ability. The research conducted by experimental method. After calculating and analyzing the data, there wa significantly effect of listing to the students of SMP Negeri 7 Banda Aceh, 54 better than 73.

Second, M.Zaini Miftah has done research in State Islamic Institute of Palangkaraya with the title "Enhancing Writing Ability through Idea Listing Technique". The research design in classroom action research (CAR) with the purpose of research was developing the idea listing to enhance student writing ability. Based on the data analysis, the enhancement of students' ability in writing expository paragraph can be reached but it should follow the appropriate procedures of the

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<sup>27</sup> Faiglay, *Prewriting: Listing Ideas*, (Camden:Rrutgers University 2005) p.01.

<sup>28</sup>Arief Dermawan, *Teaching Writing by Using Listing Technique*, (Banda Aceh: unsiyah,2014), p.58 retrieve from <http://etd.unsiyah.ac.id> accessed at at May, 14<sup>th</sup> 2017 on 02 pm.

implementation of ILT having been developed.<sup>29</sup> Thirdly, Khumaidi Noor with the title "The Use of Brainstorming to Improve Students' Writing Skill in Descriptive Text". The research design was class action research (CAR). The objective of this research was revealing the way to improve the writing skill in descriptive text of the tenth grade students of SMA 2 BAE Kudus by implementing of brainstorming as technique in teaching writing. Based on the data analysis, the researcher concluded that implementing brainstorming improves students' writing skill in writing descriptive text. It can be concluded that brainstorming technique offers a good technique to make the students' practice in writing.<sup>30</sup> Based on the related findings above, it can be concluded that writing skill was one of big problem in the some schools. Hence, the researcher want to solve writing problems at Grade VIII SMPN 5 padangsidimpuan by using listing technique.

The researcher found that there was not yet a research for especially in improving students' writing ability by using listing technique in padangsidimpuan. Hopefully, this research would complete and contribute in teaching writing. Therefore, the researcher chooses listing technique.

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<sup>29</sup> M.Zaini Miftah, Enhancing Writing Ability through Listing Technique: (State Islamic Institute of Palangkaraya), English language teaching journal, volume 2, no 1,2015, p,9, retrieve from <http://journal.stainkediri.ac.id> at may, 14<sup>th</sup> 2017 on 02 pm.

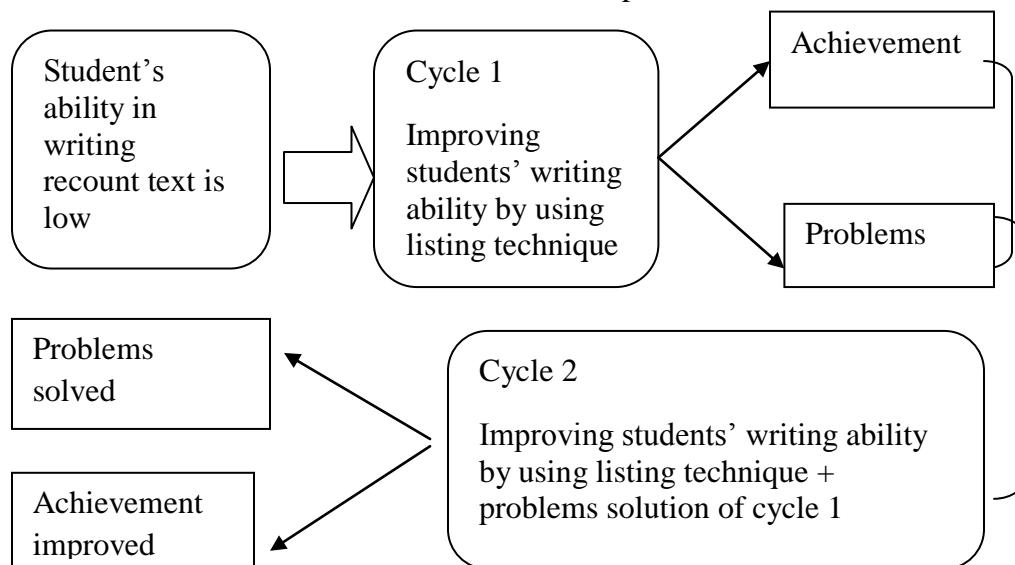
<sup>30</sup> Khumaidi Noor, The Use of Brainstorming to Improve Students' Skill in Descriptive Text: (SMA 2 Kudus), p.62 retrieve from <http://eprints.uns.ac.id> accessed at May, 14<sup>th</sup> 2017 on 02 pm.



### C. Conceptual Framework

Writing is one of the four skills in English. It considered as a difficult skill since it involves more language than the other skills. Writing becomes a problem in SMP N 5 Padangsidimpuan and there are several aspects that influence this problem. Every subject has some problems that would be solved. In order to get it, listing is believe to solve the problem.

The researcher describes the conceptual framework as follow:



### D. Hypothesis of the Action

The hypothesis needed to show the researcher's thinking and expectation about outcomes of the research. The hypothesis of this research stated that: "Listing Technique can improve students' writing ability.

## **CHAPTER III**

### **RESEARCH MERHODOLOGY**

#### **A. The Time and Place of the Research**

The research would conduct at SMP N 5 Padangsidimpuan that located on Jln. Perintis Kemerdekaan No.61 Padangsidimpuan. This research would conduct on academic year 2016/2017. It was started from november 2016 until november 2017.

#### **B. Research Design**

This Research would design by classroom action research (CAR). Classroom action research is different from the other types of the research. It focus on individual or small group professional practice and it isn't concern with making general statement, Gay and Eurasian stated that classroom action research is a type of action research that used to improve the action, action implies doing or changing something.<sup>1</sup> This research would conduct to improve the teacher's practice in the classroom for writing ability.

Listing technique is applying or changing students' prior writing ability at low technique to the better technique. It means classroom action research is researching in the classroom to improve the quality of the action or teaching that consist of four steps through planning, action,

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<sup>1</sup> L.R.Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. USA:S Prentice Hall Inc,2000), p.593.

observation and reflection. This research had purpose to improve students' writing ability by using listing technique.

### **C. Participant**

The participants of this research were students of VIII-4 SMP N 5 Padangsidempuan in academic year 2016/2017. The total numbers of subjects were 23 students consist of 13 females and 10 males. The present study preceded by conduct a preliminary study which the researcher interviews the English teacher that teaching at class VIII-4 SMPN 5 Padangsidempuan.

It indicated that their writing ability was still low. The class chose by the researcher because the researcher found so many differences of students' intelligences and abilities in the class VIII-4 and also the students still find many problems on their learning writing process.

### **D. Instrument of Data Collection**

This research utilized several instruments in collecting the data. Test and observation, with the students and the English teacher. The instruments use to collecting the data from the participants are:

## 1. Test

A test as method in measuring a person's ability about knowledge or performance in given domain.<sup>2</sup> The Researcher takes the writing evaluation criteria rubric as reference in the process of learning to get student's score. The students will be tested based on the topic. The criteria of the qualification score is present in the following table.

**Table 1**  
**The criteria of qualification score<sup>3</sup>**

No.	Criteria	High Score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form	20
	Total score	100

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<sup>2</sup>H.Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education.Inc 2004,) p.03.

<sup>3</sup>Arthur Hugles, *Testing for Language Teaching*, (New York: Cambridge University press,1990), p.91-93.

## 2. Observation

The researcher use observation sheet type field notes to gather the data. Gay and Airasian pointed out field notes are the observer's record or document of what the researcher has seen, hear, experience tough about during an observation.<sup>4</sup> The researcher observes the students' activity in the teaching learning process.

### **E. Technique of Data Collection**

After preparing the test, the researcher gave the test. Then try to find out the result. There are some steps to collect the data. In this research the researcher would apply two cycles. One cycle consist of two meetings. In one meeting consist of 80 minutes. So, there were four meetings during research process. One cycle consist of four steps; planning, acting, observing, and reflecting.

#### **1. First Cycle**

##### a. Planning

- 1). Making the lesson plan
- 2). Determining the lesson material about the recount text.
- 3). Designing the procedure teaching writing through listing Technique.
- 4). Preparing the test each cycle

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<sup>4</sup> L.R. Gay & Peter Airasian, *Educational Research Competencies for Analysis and Application*. USA:Prentice Hall Inc,2000),p.593.

- 5). Preparing the instruments used by students
  - 6). Preparing instruments for teacher and researcher's observation
- b. Action
- 1). Explaining the aim of research.
  - 2). Giving learning material to the students.
    - (a). Researcher was giving text recount about Bukittinggi.
    - (b). Researcher was asking students about text. Did you know Bukittinggi, had you ever listen about it, what place that you know about that place?
    - (c). Researcher was helping students to get the meaning of text by giving the difficult word
    - (d). Researcher was explaining about the generic structure and the purpose of recount text.
  - 3). Using listing technique to the students in learning process.
    - (a). Researcher was writing procedure in the black board.
    - (b). Researcher was explaining what would be do in every steps of listing procedure.
  - 4). Monitoring every steps that has been planned
  - 5). Asking students to make recount text by using listing technique
    - (a). Researcher was giving work sheet for all students
    - (b). Researcher was monitoring students by walking around the class

6). Monitoring time allocation with all activity

7). Preparing the solution if have problem

8). Collecting the students discussion result.

c). Observation

1). The teacher was monitoring the researcher' activity in teaching learning process

2.) The researcher was monitoring students' activity in teaching learning process.

d). Reflection

1). Analyzing the finding during the observation had done

2). Analyzing the weakness and the student progress that using listing technique to determine the follow up of activity

3). Reflecting listing technique used

4). Reflecting the teacher learning activity

5). Reflecting the students learning activity

6). Evaluating or interpreted the data had gotten from the class and make decision for the next meeting.

## **2. Second Cycle**

In the cycle 2 the researcher would evaluate all the activities in the cycle 1 and repairing the problem. The researcher would conduct two meetings and every meeting would be done in 80 minutes.

a). Planning

- (1). Analyzing the reflection result in first cycle
- (2). Preparing all material that would be needed in the teaching learning process as lesson plan, media and value criteria.
- (3). Encoding the problem and progress in the learning process

b). Action

- (1). Giving motivation to the students
- (2). Giving more explanation about materials
- (3). Giving test about Aek Sijorni that completed by procedure of listing
- (4). Reminding again about lesson at the previous.
- (5). Asking students to make recount text by using listing technique
- (6). Giving work sheet for all students
- (7). Monitoring students by walk around the class
- (8). Monitoring time allocation with the all activity is done
- (9). Collecting the students result.

c). Observation

- (1). The teacher was monitoring the researcher's activity in teaching learning process
- (2). The researcher was monitoring students' activity in teaching learning process



d). Reflection

- (1). Analyzing the weakness and progress when listing technique is done to determine the next activity planning
- (2). Reflecting of listing technique that using in learning process.
- (3). Reflecting of teaching activity and students learning result in using listing technique
- (4). Evaluating and interpreting the data has gotten from class and made any decision for next meeting.

**F. Technique of Data Analysis.**

In this stage, the researcher presented and accounted the research for others. In present account of the research, the researcher show the report that set out the process of the research by discussing the question, describing the context of the research, outlining, and interpreting the finding, and suggestion the feedback project.

To know the mean of students' score for each cycle, the researcher applies the following formula:

$$x = \frac{\sum fx}{N} \times 100\%$$

Where :

- x : The mean of the students.
- $\sum x$  : the total score
- N : the number of the students.

$$P = \frac{R}{T} \times 100\%$$

Where: P : The percentage of students who get the point 65.

R : The number of students who get the point up 65.

T : The total number of students do the test.

To test the significances of data, the researcher used t-test for two small samples. The formulation of t-test as follow:

$$t = \frac{M_D}{SE_{MD}}$$

Explanation :

$M_D$  = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$  = number of difference score between Second Test and First Test

$D = X - Y$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$SE_{MD}$  = Standard error from mean of difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$SD_D$  = standard deviation from the difference score between first test and second test.

## **CHAPTER IV**

### **RESEARCH RESULT**

#### **A. Data Description**

In this chapter, the researcher would like to analyze data that has been gotten from the teaching learning process and evaluation in each cycle of this research. The researcher used the formulation of mean score. The aim of giving an evaluation was to know how far students' writing ability by using listing technique in this action research. The researcher would describe the data as follow:

##### **1. First Cycle**

The first cycle conducted for two meetings. The meeting had done for 80 minutes. Every meetings had done for 2 x 40 minutes. So, two meetings had done for 4 x 40 minutes or 160 minutes.

##### **a. First Meeting**

###### **1) Planning**

The first meeting was conducted on Wednesday, September 13<sup>th</sup> 2017. It had done in VIII-1 grade of SMP Negeri 5 Padangsidimpuan, consisted 23 students. As in planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom. The researcher made lesson plan based on the listing technique procedure and determine by material about recount text. Then, prepare instruments for students.

## 2) Action

The first meeting of the first cycle held on Wednesday, September 13<sup>th</sup>, 2017. The researcher came into the class with English teacher of VIII, was Elmi Sartika Dewi Lubis. Then, the researcher explained that purpose of this research is to complete data for thesis.

First step, the researcher gave greeting to open the class and then checking the students' attendance list. There were no students who was absent on that day. The researcher and students have been familiar to each other because practice teaching on January up to march. Meanwhile, the researcher explained the purpose was not for teaching like usual but for research. The research gave motivation and giving the learning material to the students

Before begin learning material, the researcher asked the students to review about what is a recount text. Some of the students answered it doubtfully. None of they said in full sentences with clear voice. Then, the researcher gave some explanation about recount text. The researcher emphasized on some points, such as what is recount text and purpose, the language features, the generic structure, the grammar and the tenses that used in recount text.

Then, the researcher was going to materials. Firstly, the researcher told to students that before begin to write, students must have one topic to develop. Researcher decided that the topic was

“school” and wrote at the black board. Secondly, the researcher asked students to image and think about ideas that appropriate with “school”, they were “friend, teacher, and lesson”.

Thirdly, the researcher asked students to write a thing into lists. The topic that chose was “friends” and the lists were “intimate, table mate and classmate”. Fourthly, the researcher asked students again to edit and rearrange idea and make sub topic that developed become some paragraph. After edited by students, the last topic was classmate. Fifthly, the researcher asked students to arrange lists about the last topic. The lists were “Minang Internasional Hotel, Jam Gadang, Ngarai Ma’aram Park, Lobang Jepang, Lembah Anai, Zoo, and Aur Kuning”.

Finally, the last lists would be developed together by researcher and students become some paragraph. Every one sub topic would be a main idea of one paragraph in Bukittinggi text. After, the researcher and students had done to write step by step of the procedures, the researcher asked to students “Did you understand?” Some of the students said yes miss. At the end of the lesson, the researcher asked to the students to tell what they have learned in the class that day briefly. The researcher gave conclusion of the lesson and then made closing to end the class.

### **3) Observation**

In this research, the researcher observed the students' activity when teaching and learning process. In class still had some problems such as most of the students were lack motivation when learning writing recount text, students didn't have full attention when learning writing recount text, students didn't enthusiastic when learning writing recount text, students didn't doing all the task, students didn't collect the task on time and students doing their task were not appropriate with instruction. So, in the next meeting, researcher must give more motivation to students.

### **4) Reflection**

The conclusion of applying the action in this meeting was:

- a) There were some students confuse to write recount text appropriate with learning material. It may be caused by they didn't understand yet about the procedure of listing technique.
- b) Students had not finished yet task while collecting time. It caused by they were lack interest in doing their task.

For this condition, the researcher realized that the first cycle was less, or the result of the first cycle was less success for improved the students writing ability. It can be concluded that, the action should be repaired and changed for improve students writing ability.

## **b. Second Meeting**

### **1) Planning**

The second meeting on first cycle conducted on Thursday, September 14<sup>th</sup> 2017. In this meeting the researcher would give evaluation and the first test in first cycle about learning material as learn previous to the students.

### **2) Action**

The second meeting was conducted on Thursday, September 14<sup>th</sup>, 2017. The researcher greeted the students cheerfully. The researcher then checked their attendance list. They looked sleepy at that time. After the researcher asked them what actually happened, they answered that they felt sleepy because of the gloomy day. Then researcher did not start be class directly. The researcher decided to talk with students about things that can build their interest in learning today. After that, the researcher led them to start focusing on the lesson.

In the second meeting, the researcher asked the students to do the first test. But before that the researcher remembered students again about learning material that learn in previous meeting. The researcher asked them to write a recount text. Firstly, researcher gave them a worksheet to do the first test. The researcher explained what they should do. The students were asked to write a recount text about their

experience. After all students understood what they had to do, they started to write.

They were doing their task, the researcher walked around the class to make sure that they work individually. When the bell tinkled, a student helped the researcher to collect their works. Then, the researcher said good bye, thanks and left the classroom. The researcher corrected their work and gave a mark as first test of first cycle.

### **3) Observation**

The students on this meeting look more interest and enthusiastic to write. They had gotten the improvement that previous meeting. The students more calmly and asked to the researcher if they were confuse. More than half of students finished the test on time.

### **4) Reflection**

In this meeting, most of students were still confuse to answer the test. Based on the observation, most of the student still low motivation. The first test in the first cycle was about Bukittinggi. In this test the students still fewer to got score above the minimum mastery criterion or KKM. There were 4 students got score 40, there were 1 students got 45, there were 5 students got 50, there were 1 students got 55, there were 1 student got 60, there were 1 student got 65, and there were 10 students got score 75.

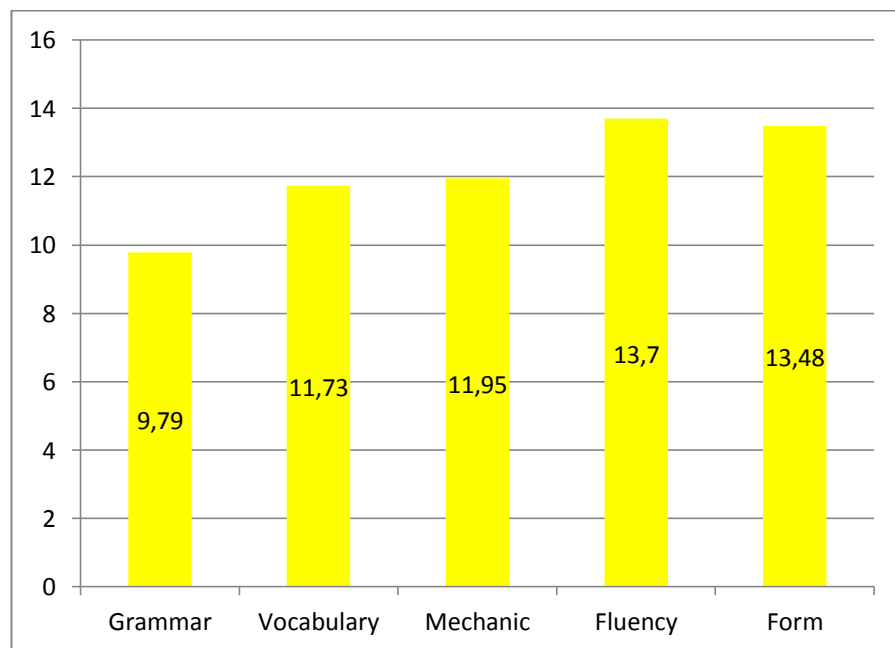


The indicators score in writing paragraph recount by using listing technique could be seen in following table

**Table 3**  
**Students' Writing Scores in Cycle 1**

Criteria of writing	Score	Mean
Grammar	220	9.79
Vocabulary	275	11.73
Mechanic	270	11.95
Fluency	315	13.70
Form	310	13.48

**Figure 1**  
**The indicator's Score First Cycle**



From the figure of students' score above can be seen the student ability for each indicator of writing ability and the lower ability that the students have achieve is in grammar criteria, the man score is 9.79 from maximal score 20.

### **c. Students' Problems in cycle 1**

There were two factors could influence writing recount text, they were:

#### **1). Internal Factor**

Firstly, in grammar students were less in tenses that make their written didn't have a rule. The researcher gave solution for students by write a rule of tenses that needed in black board. Secondly, in vocabulary students were difficult to identify adverb, verb, adjective and noun. So, the researcher gave explanation how to identify noun, verb, adjective, and adverb. Thirdly, in mechanic students' system in write English spelling was far from should have been. The researcher suggested students to read and write anymore, look and read the text about English. Fourthly, in fluency students use the unfamiliar vocabulary. So, researcher suggested students to choose the familiar vocabulary and teach how to use dictionary in order to get vocabulary quickly. Finally, in form students were difficult to identify general

classification and description in recount text. Hence, the researcher gave explanation about material as clear as possible to students.

## 2). External Factor

Most of Students felt bored in teaching learning process and seem to be no longer interest toward English. So, the researcher motivated them to have passion and active. Then choose the interesting topic based on their want to be discussed. No one students who slept in the classroom, there were one student who asked for permission. In order to the student wasn't be familiar, the researcher gave 3 minutes for permission, there were three students who made noisy in classroom because their friend didn't listen them. The researcher ordered them to stop making noisy and give advice for them. There was one student who move to his friend seat, the researcher asked him to back to his seat and asked him give appreciate to everyone and tell to all of students that it didn't good behavior.

Based on the explanation above, there were some internal factors that influenced students' writing ability in class VIII SMP Negeri 5 Padangsidimpuan. The researcher solved those problems in cycle 2 in order to improve their passion in learning writing skill at classroom.

## **2. Second Cycle**

### **a. Third Meeting**

#### **1) Planning**

The first meeting in second cycle conducted on Wednesday, 20<sup>th</sup> 2017. The condition on the second cycle was different with the first cycle. Based on the problem on first cycle, the most of the students still low motivation, so that the researcher could give high motivation to make the students more interest.

#### **2) Action**

The first meeting of second cycle held on Wednesday September 20<sup>th</sup>, 2017. The class started at 08.00 a.m. The researcher started the class by greeting the students and checking the attendance list. The researcher began the lesson by telling the students about the topic they were going to learn that day. Before giving the example, the researcher gave text about Vacation to Aek Sijorni completed by the procedure of listing of Aek Sijorni Text. So, there were draft of procedure listing and recount text in the printed text.

The class members looked surprised and excited. They said that the new printed text more clear and easy to understand cause completed by the draft of procedure listing technique. So they more understand about the lesson. The researcher asked the students for

paying attention for the text. The researcher gave some questions to the students that leading them to get idea from the text. The researcher asked students to answer the question quickly. Who was the faster to answer would give the plus score and applause. So the class looked more enthusiastic than first cycle. The researcher continued to the next activity.

Firstly, the researcher asked the students to try together making recount text by ask students to think about idea that appropriate with topic Vacation to Aek Sijorni. Then, some students rise their hand and said “family”.

Secondly, the researcher asked students to image and made lists that appropriate with topic. Students said “Celebration the important day, and Vacation”. Thirdly, the researcher asked students write a thing into a list about the topic had chosen. All of students were silent. They were confuse, but one student rise her hand and said “vacation miss”. The researcher said good and asked to all of students to give applause. Fourthly, the researcher asked students again to arranged and edited that unimportant from the topic and students give respon “vacation to sibolga, Aek Sijorni, Aek Milas Paringgonan”.

Finally, researcher asked students again to choose one and made lists into the correct sentences what they want to develop about the last main idea. Students said “Vacation to Aek Sijorni” and make

list “Swimming pool, Small Waterfalls of Sijorni, and Café”. Then, the researcher asked students to develop it, every one list become main idea in one paragraph. The students became more motivate and active participant in the activity. The students also didn’t hesitate to write their idea in their written. The students also faster and better in wrote their test than wrote test in cycle 1.

### **3) Observation**

In this meeting, the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and followed the writing lesson, they enjoyed doing exercise. The students also more enthusiastic to learn about the material and students had collected their task on time.

### **4) Reflection**

The reflection was carried out after do observation students. The researcher felt satisfied for the effort to improve the students writing skill of recount text had been realized. The students could understand how to make recount text, and could explore their ideas easily.

**b. Fourth Meeting****1) Planning**

The second meeting on second cycle conducted on Thursday, September 21<sup>th</sup> 2017. In this meeting the researcher would give the first test in first cycle about learning material as learn previous to the students.

**2) Action**

The second meeting was held on September 21<sup>th</sup>, 2017. The researcher entered the classroom. The researcher greeted the students warmly. It aimed to relax them before they did the test. Besides, it aimed to remind them about recount text briefly. The researcher then checked their attendance list. There were no students was missing at that day. In this meeting, the students had to write a recount text. It was to write about their experience. Their writing was scored as the test of second cycle.

The researcher gave evaluation about learning material that had learned before to remembering the students. After it the researcher provided the answer sheets to the students after knowing that they were ready. The researcher explained what they had to do. In doing this test, the students had to apply what they had learned about the recount text in the previous meetings.

After they were ready, the researcher instructed them to start writing the recount text. The researcher walked around to control them. Sometimes the researcher asked some of them to be quiet. When the researcher informed to students that there were ten minutes left, they seemed panic. Finally time was up, the researcher gave thanks to the students and close the class, then went outside the classroom.

### **3) Observation**

The students on this last meeting look more interest and enthusiastic to write. They had gotten the improvement that previous meeting. The students did their test actively and all of students finished the test on time.

### **4) Reflection**

As the reflection from the second test, after calculating the result of students writing ability test that had done in the second cycle showed that: Second test in second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. In other word, there were two students who still got score below the KKM as it 70. But their score had improved from first cycle. From the test result can be concluded that 2 students got score 70, there were 3 students got 75, there were 10 students got 80, there were 6 students got 85, and there were 2 students got 90.



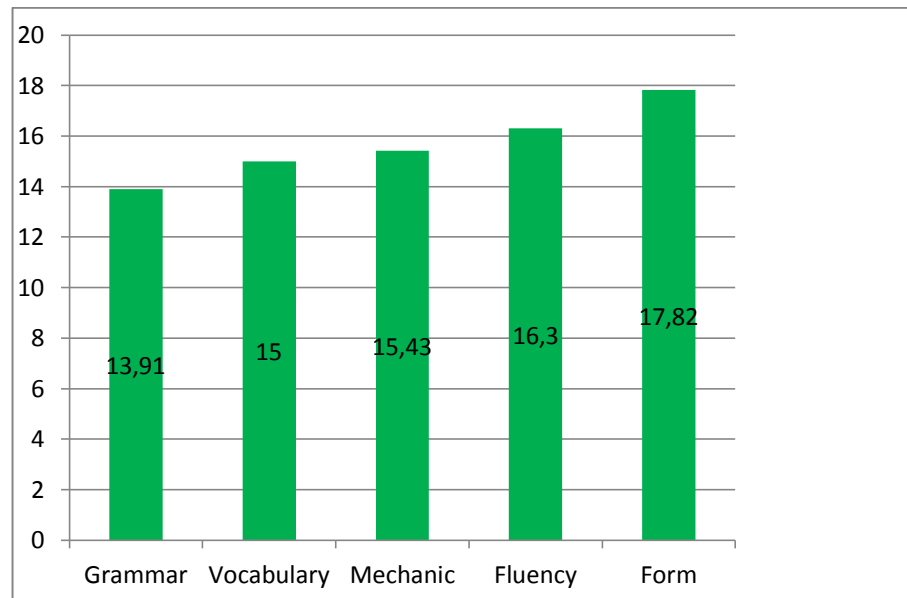
**Table 4**  
**Students' Writing Scores in Cycle 2**

Criteria of writing	Score	Mean
Grammar	320	13.91
Vocabulary	355	15
Mechanic	345	15.43
Fluency	375	16.30
Form	410	17.82

From the table of students' achievement in writing ability above, it could be seen the students writing scores for each indicator through listing technique. The researcher made the conclusion that listing technique in teaching writing recount text improved the students of writing ability in class VIII SMP Negeri 5 Padangsidimpuan. Most of the students showed the good improvement in the writing ability indicators; grammar, vocabulary, mechanic, fluency and form.

From the total number of students that there were 23 students in class VIII, and there were 2 students who didn't pass Minimum Mastery Criterion (KKM). The mean score of the second cycle was 80.43 and the percentage was 91.30%. The students' improvement in writing recount text by using listing technique could be seen through following graph:

**Figure 2**  
**The Indicators' Scores Second Cycle**



From the figure above, can be seen that every indicators' score in second cycle improved than first cycle.

**c. Students Problem in cycle 2**

From the result finding had done in the first cycle, the students problems had been solved by several problem solving that researcher had applied in second cycle as follow:

1). Internal Factor

Firstly in grammar, students were less in tenses that make their written didn't have a rule. So, the researcher gave solution for them by write a rule of tenses that needed in black board. It showed that the students improved. Secondly, in vocabulary students were

difficult to identify word from adverb, verb and noun. Hence, the researcher gave explanation how to identify noun, verb, adjective, and adverb. Thirdly, in mechanic students have system to write English spelling that far from should have been. The researcher suggested students to read and write anymore, look and read the text about English. Fourthly, in fluency students use the unfamiliar vocabulary. So, the researcher suggested students to choose the familiar vocabulary. Finally in form students were difficult to identify general classification and description in recount text. to solved, the researcher gave explanation about material as clear as possible to students. It showed that the students improved that can be seen from students' problem in cycle one had solved in cycle 2.

## 2). External Factor

All of students more enthusiastic than first cycle and they had motivation in learning process. No one student who slept in the classroom like in the cycle 1. No one student asked for permission caused they were interest to do their task. No one student who make noisy in classroom and no one student again who sat on the move. So, students have improved that first cycle. Therefore, the problems in cycle one could be solve successfully. Hopefully, the students were able to survive their behavior same as cycle 2 in despite of this researcher had been finished in doing research.

## **B. The Comparative Result of Action**

Based on the result the first cycle and the second cycle, it can be conclude that students writing ability could be improve by using listing technique. It could be seen from the result of test in first cycle and test second cycle. This test showed that, there was improvement. Based on the percentage or average score mean of the test in first cycle or second cycle 1. The mean score in cycle 1 was 58.91 (43.47%) then in second cycle the score mean was 80.34 (91.30%). It means the mean score increased 58.91 become 80.34 it was passed the minimum mastery criterion (KKM) 75.

The first test in the first cycle was about Bukittinggi. In this test the students still fewer to got score above the minimum mastery criterion or KKM. There were 4 students got score 40, there were 1 students got 45, there were 5 students got 50, there were 1 students got 55, there were 1 student got 60, there were 1 student got 65, and there were 10 students got score 75.

Based on the passed on minimum mastery criterion were 43.47% students from 23 students in class VIII 1 who still confused about listing strategy. So, the researcher made the second cycle to improve students writing recount text by using listing technique with the other trick in teaching learning process. There was the formula to calculate mean score:

$$\begin{aligned}
 M_x &= \frac{\sum f x}{N} \\
 &= \frac{1355}{23} \\
 &= 58.91
 \end{aligned}$$

Then, researcher calculated the percentage of students who passed Minimum Mastery Criterion (KKM). The researcher used formula as follow:

$$\begin{aligned}
 P &= \frac{R}{T} \times 100\% \\
 P &= \frac{10}{23} \times 100\% \\
 P &= 43.47\%
 \end{aligned}$$

Second test in second cycle, the score of the students improve. Many students got score above minimum mastery criterion or KKM with score was 75. In other word, there were two students who still got score below the KKM as it 70. But their score had improved from first cycle. From the test result can be concluded that 2 students got score 70, there were 3 students got 75, there were 10 students got 80, there were 6 students got 85, and there were 2 students got 90.

From the total number of students that there were 23 students in class VIII, and there were 2 students who didn't pass Minimum Mastery Criterion (KKM). The mean score of the second cycle was 80.34 and the

percentage was 91.30%. The calculation of the students score in the second cycle as follow:

$$\begin{aligned} \mathbf{Mx} &= \frac{\sum \mathbf{f x}}{\mathbf{N}} \\ &= \frac{\mathbf{1848}}{\mathbf{23}} \\ &= \mathbf{80.34} \end{aligned}$$

Then, to know the calculation of percentage students who passed Minimum Mastery Criterion (KKM) in cycle 2 the researcher used formula as follow:

$$\begin{aligned} \mathbf{P} &= \frac{\mathbf{R}}{\mathbf{T}} \times \mathbf{100\%} \\ \mathbf{P} &= \frac{\mathbf{21}}{\mathbf{23}} \times \mathbf{100\%} \\ \mathbf{P} &= \mathbf{91.30\%} \end{aligned}$$

Students writing ability improved significantly. The improvement was 58.91 (43.47%) in first cycle and 80.34 (91.30%) in the second cycle.

**Table 5**  
**Comparative of Percentage Student's Comparison Study**

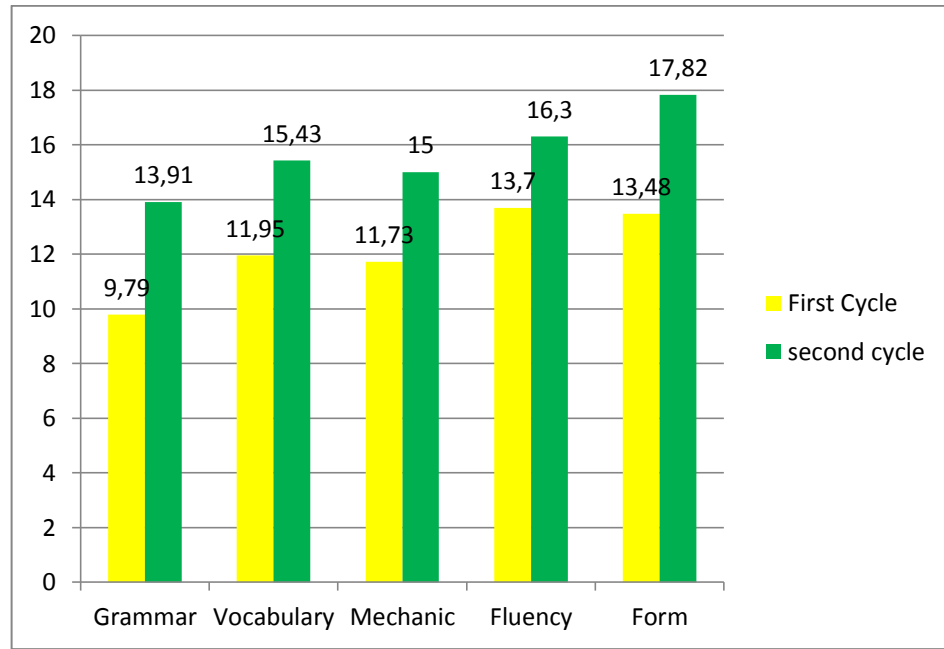
No.	Student's Initial	Cycle 1 First Test	Cycle 2 Second Test
1	AJH	75*	90*
2	A	75*	80*
3	AM	50	75*
4	AP	50	75*
5	ARS	75*	80*
6	ASH	75*	80*
7	ASN	40	80*
8	DA	75*	85*
9	DFL	40	90*
10	FAN	40	70

11	FN	50	85*
12	MH	75*	85*
13	M	50	85*
14	NT	45	70
15	NT	55	80*
16	RBS	75*	80*
17	RH	40	85*
18	RP	50	80*
19	SP	75*	80*
20	SP	40	85*
21	Y	45	80*
22	M	75*	70*
23	RS	75*	80*
	Total	1355	1848
	Mean: $M = \frac{\sum f x}{N}$	58.91	80.34
	Percentage: $P = \frac{R}{T} \times 100\%$	43.47	91.30%

*\*The students who passed the KKM (75) in first cycle and second cycle*

The researcher also provided the graph that showed comparative of students; achievement between first cycle and second cycle that could be seen below:

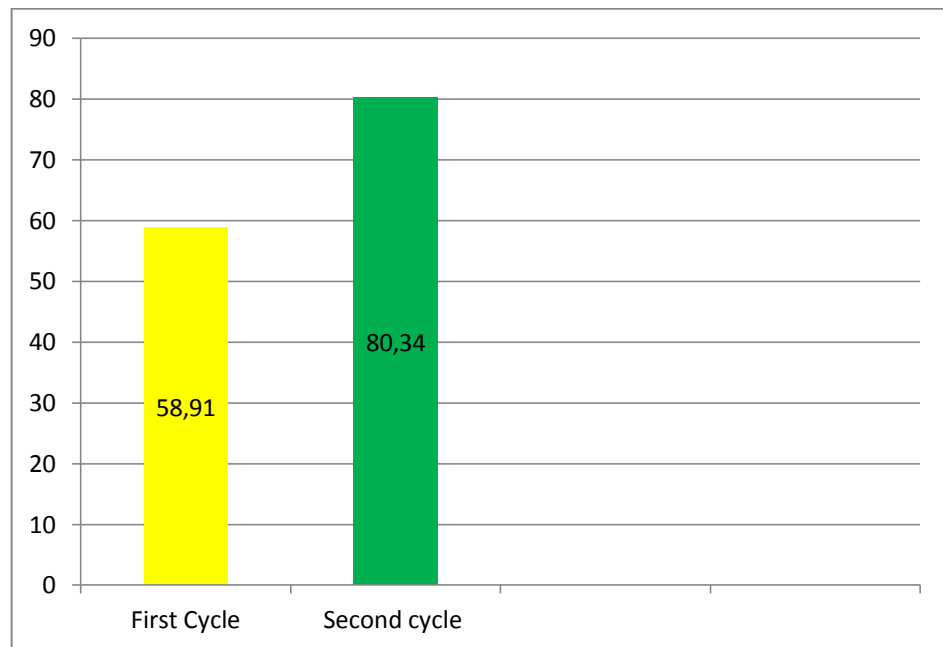
**Figure 3**  
**The Comparative of Indicators Score in First Cycle and Second Cycle**



From the figure above can be seen that every indicators score improved. Grammar in first cycle 9.79 become 13.91 in second cycle, vocabulary in first cycle 11.95 become 15.43 in second cycle, mechanic in first cycle 11.73 become 15 in second cycle, fluency in first cycle 13.70 become 16.30 in second cycle, and form in first cycle 13.48 become 17.82 in second cycle. So, all of indicators were improve.



**Figure 4**  
**The Comparative Mean Score of First Test and Second Test**



From the figure above, can be seen that students' mean score improved from 58.91 in first cycle become 80.34 in second cycle.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

**Table. 6**  
**The Difference Between Cycle 1 and Cycle 2**

No.	Student's Initial	Cycle 1	Cycle 2	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	AJH	75	90	15	-7.4	54.76
2	A	75	80	5	-17.4	302.76
3	AM	50	75	25	2.6	6.76
4	AP	50	75	25	2.6	6.76
5	ARS	75	80	5	-17.4	302.76
6	ASH	75	80	5	-17.4	302.76
7	ASN	40	80	40	17.6	309.76
8	DA	75	85	10	-12.4	153.76
9	DFL	40	90	50	27.6	761.76
10	FAN	40	70	30	7.6	57.76
11	FN	50	85	35	12.6	158.76
12	MH	75	85	10	-12.4	153.76
13	M	50	85	35	12.6	158.76
14	NT	45	70	25	2.6	6.76
15	NT	55	80	25	2.6	6.76
16	RBS	75	80	5	-17.4	302.76
17	RH	40	85	45	22.6	510.76
18	RP	50	80	30	7.6	57.76
19	SP	75	80	5	-17.4	302.76
20	SP	40	85	45	22.6	510.76
21	Y	45	80	45	22.6	510.76
22	M	75	70	-5	-27.4	750.76
23	RS	75	80	5	-17.4	302.76
	<b>Total</b>	<b>1355</b>	<b>1848</b>	<b>515</b>	<b>-0.2</b>	<b>5.993.42</b>
	<b>Mean:</b> $M = \frac{\sum f x}{N}$	<b>58.91</b>	<b>80.34</b>	<b>515/</b> <b><math>M_D =</math></b> <b>22.4</b>	<b>-0.2/23</b> <b>= -0.0086</b>	<b>5993,42/23</b> <b>=260.58</b>
	<b>Percentage:</b> $P = \frac{RX}{T} 100\%$	<b>43.47</b>	<b>91.30</b> <b>%</b>			

Steps of calculating the data:

$M_D$  = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{515}{23}$$

$$= 22.4$$

$\sum D$  = Number of difference Score Between Second Cycle and First Cycle.

$D = X - Y$

$N = 23$  Students

$SD_D$  = Standard Deviation from the Difference Score Between First Test and Second Test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{5993.42}{23} - \left(\frac{-0.2}{23}\right)^2}$$

$$SD_D = \sqrt{260.58 - 0.0017}$$

$$SD_D = \sqrt{260.579}$$

$$SD_D = 16.14$$

$SE_{MD}$  = Standard error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{16.14}{\sqrt{23-1}}$$

$$SE_{MD} = \frac{16.14}{22}$$

$$SE_{MD} = \frac{16.14}{4.7}$$

$$SE_{MD} = 3.43$$

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$t_0 = \frac{22.4}{3.43}$$

$$t_0 = 6.53$$

$$\text{Degrees of freedom (df)} = N - 1 = 23 - 1 = 22$$

The calculation result of  $t_0 = 6.53$ , with  $df = 22$ , level of signification in “Table Nilai t” ( $t_{5\%} = 4.29$ ). it can be known that the result of  $t_0$  is bigger than  $t_t$ . Based on the result, it means that there is a significant improvement between students’ writing learning process result in the first cycle and second cycle.

Finally, The calculation result of  $t_0 = 6.53$ , with  $df = 22$ , level of signification in “Table Nilai t” ( $t_{5\%} = 4.29$ ). It can be known that the result of  $t_0$  is bigger than  $t_t$  ( $6.53 > 4.29$ ). Based on the result, it means that there is a significant improvement between students’ writing learning process result in the first cycle and second cycle. So, the hypothesis is accepted, it means that using listing technique can improve students’ writing ability in recount text at grade VIII SMP N 5 Padangsidempuan.

### C. Discussion of the Research Findings

Listing technique is simple than others cause listing isn't difficult form. It is focused to develop writing skill. In other hand, listing technique guide the students to develop their imagination and idea in writing process to make paragraph.

Furthermore, based on related findings in this research, listing technique is a good technique in teaching learning. The researcher explained as follow:

Arief Dermawan's script entitled "Teaching Writing's Ability by Using Listing Technique."<sup>1</sup> The aim of research is finding out listing technique can improve student writing ability. The research conducted by experimental method. After calculating and analyzing the data, there is significantly effect of listing to the students of SMP Negeri 7 Banda Aceh, 54 better than 73.

Second, M.Zaini Miftah has done research in State Islamic Institute of Palangkaraya with the title "Enhancing Writing Ability through Idea Listing Technique". The research design in classroom action research (CAR) with the purpose of research is developing the idea listing to enhance student writing ability. Based on the data analysis, the enhancement of students' ability in writing expository paragraph can be

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<sup>1</sup>Arief Dermawan, *Teaching Writing by Using Listing Technique* (Banda Aceh: unsiyah,2014),p.58 retrieve from <http://etd.unsiyah.ac.id> accessed at at Mei, 14<sup>th</sup>,2017 on 02 p.m.

reached but it should follow the appropriate procedures of the implementation of ILT having been developed.<sup>2</sup> From the review of related finding above, the researcher also found the result that listing technique can improve the students' ability in writing recount text at classroom VIII SMP Negeri 5 Padangsidempuan.

The result found during the research. The learning activity was more comfortable for students where they could use their critical thinking while learning and teaching process. Finally, students writing ability improved significantly. The improvement of students ability was **58.91 (43.47%)** in first cycle and **80.34 (91.30%)** in the second cycle with the calculation result of  $t_0$  is bigger than  $t_1$  (**6.53 > 4.29**).

#### **D. The Threats of the Research**

When was doing the research, the researcher found that some treats in this research. The researcher found that some students were less in English learning motivation. It could be seen from the observation sheet, there were some students in the first cycle students didn't have motivation when learning writing recount text, students didn't have full attention when learning writing recount text, students didn't answer the question actively, students didn't enthusiastic when learning writing recount text, students

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<sup>2</sup> M.Zaini Miftah, *Enhancing Writing Ability through Listing Technique*: (State Islamic Institute of Palangkaraya), English language teaching journal, volume 2, no 1,2015, p,9, retrieve from <http://journal.stainkediri.ac.id> at mei, 14<sup>th</sup>,2017 on 02 p.m.

didn't doing all the task, students didn't collect the task on time and students doing their task were not appropriate with instruction.

Besides it, when the learning process, some students made class be noisy that make another students didn't have concentration because they didn't hear what explained by researcher. In order to researcher made solution as give motivation and most pay attention to students who make noisy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of research, it was concluded that listing technique can improve students' writing ability in recount text at grade VIII SMP Negeri 5 Padangsidempuan. It based on the students' writing mean score was in cycle 1 were 58.91 (43.47%) become 80.34 (91.30%) in cycle 2. The students' improvement is categorize good. Where the calculation result of  $t_0 = 6.53$ , with  $df = 22$ , level of signification in "Table Nilai t" ( $t_{t5\%} = 4.29$ ). So, the calculation result of  $t_0$  is bigger than  $t_t$  ( $6.53 > 4.29$ ). Based on the result, it means that the hypothesis of research could be accepted because the score of students' activity in learning process by using listing technique showed improvement at class VIII SMP N 5 Padangsidempuan.

#### B. Suggestion

The researcher would give some suggestions of this research to good input for next researcher. The suggestions are:

1. For teacher, listing technique is able to improve the students' ability in writing. So, the researcher suggests to apply various activities, model and strategy in teaching learning recount by using listing.
2. For the students, it hope that students more interest and motivated after using listing technique in writing.



3. For researcher, listing technique should be apply in teaching writing text caused by listing is a simple way to get students attention in building their understanding of recount text. Therefore, the other researcher may conduct the action research by using listing technique also in other aspects of study.

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## **CURRICULUM VITAE**

### **A. Identify**

Name : Riski Ermina Siregar  
Reg. Num : 13 340 0068  
Place / Birthday : Sihaporas / Mei, 14<sup>th</sup>, 1995  
Sex : Female  
Religion : Islam  
Address : Sihaporas, kecamatan, Sosopan kabupaten,  
Padang Lawas

### **B. Parents**

Father's Name : Alm. Raja Muda Siregar  
Mother's Name : Nursamia Harahap

### **C. Education Background**

1. Graduation from Primary School Number SD Impres Sosopan in 2007
2. Graduation from SMP Negeri 1 Sosopan in 2010
3. Graduation from SMA Negeri 1 Sosopan in 2013
4. Graduation from IAIN Padangsidempuan in 2017

## APPENDIX I

### RPP RENCANA PELAKSANAAN PEMBELAJARAN (SIKLUS I)

Nama sekolah : SMP N 5 padangsidempuan  
Subjek : Bahasa Inggris  
Aspek/skill : Writing  
Kelas/semester : VIII/1  
Pertemuan : I (satu),II (dua)  
Alokasi waktu : 2 x 40 menit (2x pertemuan)

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#### A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

#### C. Indikator :

Siswa dapat :

1. Mengidentifikasi makna teks recount
2. Mengidentifikasi langkah retorika dan cirri kebahasaan teks recount
3. Menyusun ide atau topic dengan menggunakan tehnik listing
4. Menyusun paragraph dengan menggunakan prosedur dalam tehnik listing

#### D. Tujuan pembelajaran :

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:

1. Mengetahui makna teks recount
2. Mengetahui langkah retorika dan ciri kebahasaan teks recount
3. Dapat menyusun ide atau topic menggunakan tehnik listing
4. Dapat menyusun paragraph dengan menggunakan prosedur dalam tehnik listing

#### E. Materi Pokok

Recount text

#### F. Metode Pembelajaran

Listing technique

## **G. Materi Pembelajaran**

- 1) First of all, you must have one topic to be developed
  - a) School
- 2) Then, you imagine and think all about the topic
  - a) Friend
  - b) Teacher
  - c) Lesson
- 3) Then, you write everything what you think on paper. Write a thing into lists
  - a) Intimate
  - b) Table mate
  - c) Classmate
- 4) Then, see and recheck your lists. You can rearrange, edit, or even delete what you thing unimportant. You also rearrange your lists to be a correct paragraph.
  - a) Classmate
- 5) After your lists is finished and correct. Now you can arrange the lists into the correct sentences based on true grammar.
  - a) Minang Internasional Hotel
  - b) Jam Gadang
  - c) Ngarai Ma'aram park
  - d) Lobang Jepang
  - e) Lembah anai
  - f) Zoo
  - g) Aur Kuning
- 6) Finally, you can arrange sentences into true paragraph

### **Study Tour with My Classmate TBI 2 to Bukittinggi**

I am a student of one Islamic University in Padangsidempuan. I chose English department. On seventh semester I and my classmate TBI 2 went study tour to Bukittinggi cause at this semester we have lesson English for tourism and hotel. There, we stayed at Minang Internasional Hotel in Jalan Panorama, Bukittinggi. We leaved at 11.00 am from Padangsidempuan and arrived at 17.17 am in Bukittinggi.

After praying magrib we packed up for dinner. All of us went to Jam Gadang and we were dinner in food stall around of Jam Gadang. After dinner we took picture in front of Jam Gadang. Variety of poses, begin from self photo until together photos. After it, we were back to hotel for rested and slept.

At morning, after breakfast we began our tour to Ngarai Ma'aram Park. There were so many monkeys. We just took photos, then, we were back to hotel for praying zuhur. After it, we continued our tour to Lobang Jepang. All of us entered to Lobang Jepang. But, there were our friends couldn't enter caused by they were afraid. They waited us outside. In Lobang Jepang we had given the explanation from guide about the history in Lobang Jepang. So many rooms from meeting room until slaughter room. We also took photos there and after cross one by one the room we arrived in gate for out.

The tour continued again to great wall. We walked together to go there. It's beautiful scenery there. A part of us continued to climb one by one the stair. But, a part of us choose to wait caused by we had tired.

At next day the tour continued to Lembah Anai. It's beautiful Waterfall. We continued again to Zoo. Variety of animals there and we also took photos with every animal. So tired days but we were enjoy and happy. We continued again to Aur Kuning for shopping variety of clothes and food would be brought to Padangsidempuan.

We were back to hotel at afternoon and we packed to back to Sidempuan. After magrib and dinner we check out from hotel. We leave about 07.24 am and arrive in Sidempuan at 06.05 am. The experience that always remembered and never lost from my mind

#### **H. Langkah-langkah pembelajaran :**

1. Kegiatan pendahuluan.
  - a) Greeting ( saling tegur sapa antara murid dan guru)
  - b) Ketua kelas memimpin pembacaan doa.
  - c) Merespon pemeriksaan kehadiran yang di lakukan oleh guru.
  - d) Memberi motivasi belajar
2. Kegiatan inti
  - a) Guru menjelaskan materi tentang recount text berikut structure yang terdapat di dalamnya baik tenses dan generic structurenya
  - b) Guru memberikan contoh recount text sebagai acuan murid untuk mempelajarinya.
  - c) Guru mengaplikasikan tehnik listing kepada siswa dalam pembelajaran recount text
  - d) Guru meminta siswa memikirkan satu topik tentang pengalaman mereka
  - e) Guru meminta siswa menuliskan pengalaman itu dalam bentuk recount text dengan menggunakan tehnik listing
  - f) Guru meminta siswa mengumpulkan hasil kerja yang telah dibuat siswa
  - g) Guru bertanya tentang kesulitan siswa dalam pembelajaran
  - h) Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan siswa selama pembelajaran.

3. Kegiatan penutup
  - a) Guru dan siswa menyimpulkan materi yang telah dipelajari
  - b) Guru menutup pelajaran dengan doa dan salam

**I. Sumber belajar**

1. Buku yang relevan
2. Internet
3. English dictionary

**J. Evaluation**

**The indicator of value**

NO	Criteria	High score	Total score
1	Content	30	30
2	Organization	20	20
3	Vocabulary	20	20
4	Grammar	25	25
5	Mechanic	5	5
	TOTAL SCORE	100	100

**Padangsidimpuan, September 2017**

**Guru Mapel Bahasa Inggris**

**Researcher**

**Elmi Sartika Dewi Lubis, S.Pd**

**Riski Ermina Siregar**

**NIP: 19790813 200604 2 011**

**Nim: 13 340 0068**



## APPENDIX II

### RPP RENCANA PELAKSANAAN PEMBELAJARAN (SIKLUS II)

Nama sekolah : SMP N 5 padangsidempuan  
Subjek : Bahasa Inggris  
Aspek/skill : Writing  
Kelas/semester : VIII/II  
Pertemuan : I (satu), II (dua)  
Alokasi waktu : 2 x 40 menit

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#### A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

#### B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

#### C. Indikator :

Siswa dapat :

1. Mengidentifikasi makna teks recount
2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount
3. Menyusun ide atau topic dengan menggunakan tehnik listing
4. Menyusun paragraph dengan menggunakan prosedur dalam tehnik listing

#### D. Tujuan pembelajaran :

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:

1. Mengetahui makna teks recount
2. Mengetahui langkah retorika dan ciri kebahasaan teks recount
3. Dapat menyusun ide atau topic menggunakan tehnik listing
4. Dapat menyusun paragraph menggunakan langkah dalam tehnik listing

#### E. Materi Pokok

Recount text

#### F. Metode Pembelajaran

Listing technique

#### G. Materi pembelajaran

1. First of all, you must have one topic to developed
  - a) Family
2. Then, you imagine and think all about the topic
  - a) Celebration the important day
  - b) Vacation

3. Then, you write everything what you think on paper. Write a thing into lists
  - a) Sibolga
  - b) Aek Sijorni
  - c) Aek Milas paringgongan
4. Then, see and recheck your lists. You can rearrange, edit, or even delete what you thing unimportant. You also rearrange your lists to be a correct paragraph
  - a) Aek Sijorni
5. After your lists is finished and correct. Now you can arrange the lists into the correct sentences based on true grammar.
  - a) Swimming pool
  - b) Small Waterfalls of Sijorni
  - c) Café
6. Finally, you can arrange sentences into true paragraph

### **Vacation to Aek Sijorni**

At second day of last idul fitri, I and my big family went to Sijorni. Sijorni was a beautiful place in Sayur Matinggi Tapanuli Selatan. We went there at 10.15 am and arrived about 15.14 am. We went there about 35 person in 5 of cars.

In Sijorni there were Swimming pools for child, teenager and adult. The pool made separate cause so many child was died there after swam in teenager or adult pool. In fact, every years always there were died in Aek Sijorni.

Beside pools, there are also some small Waterfalls of Sijorni as the place to took photos, there we took photos with all of my big family. We took a bath in bottom of swift water of Sijorni. We were so happy and enjoy there. After took a bath we were hungry then, we ordered some fried rice in the café.

At 18.00 time was over and we check out from Aek Sijorni and arrived at 23.15 am in home. So tired but happy vacation.

#### **H. Langkah-langkah pembelajaran :**

1. Kegiatan pendahuluan
  - a) Greeting ( saling tegur sapa antara murid dan guru)
  - b) Ketua kelas memimpin pembacaan doa
  - c) Pemeriksaan kehadiran yang di lakukan oleh guru.
  - d) Memberi motivasi belajar
2. Kegiatan inti
  - a) Guru menjelaskan materi tentang recount text berikut structure yang terdapat di dalamnya baik tenses dan generic structurennya

- b) Guru memberikan contoh recount text sebagai acuan murid untuk mempelajarinya.
  - c) Guru mengaplikasikan tehnik listing kepada siswa dalam pembelajaran recount text
  - d) Guru meminta siswa memikirkan satu topik tentang pengalaman mereka serta menyebutkan poin-poin sesuai design listing yang telah dipelajari sebelumnya dan memberikan reward kepada siswa tercepat.
  - e) Guru meminta siswa menuliskan pengalaman itu dalam bentuk recount text dengan menggunakan tehnik listing
  - f) Guru berkeliling mengawasi kegiatan siswa
  - g) Guru meminta siswa mengumpulkan hasil kerja yang telah dibuat siswa
  - h) Guru bertanya tentang kesulitan siswa dalam pembelajaran
  - i) Guru memberikan motivasi kepada siswa agar lebih aktif untuk pertemuan berikutnya
  - j) Guru sebagai narasumber dan fasilitator dalam menjawab pertanyaan siswa selama pembelajaran
  - k) Guru mengatasi permasalahan yang terdapat pada RPP siklus 1.
3. Kegiatan penutup
- a. Guru dan siswa menyimpulkan materi yang telah dipelajari
  - b. Guru menutup pelajaran dengan doa dan salam.

**I. Sumber belajar**

- 1. Buku bahasa inggris yang relevan
- 2. English dictionary  
Internet

**J. Evaluation**

**The Indicator of Value**

NO	Criteria	High score	Total score
1	Grammar	20	20
2	Vocabulary	20	20
3	Mechanic	20	20
4	Fluency	20	20
5	Form	20	20
	TOTAL SCORE	100	100

**Guru Mapel Bahasa Inggris**

**Padangsidempuan, September 2017  
Researcher**

**Elmi Sartika Dewi Lubis, S.Pd  
NIP: 19790813 200604 2 011**

**Riski Ermina Siregar  
Nim: 13 340 0068**

### **APPENDIX III**

#### **List of Instrument for Test (cycle I)**

1. Pengantar
  - a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/i mengenai writing ability in recount text !
  - b. Jawaban ini tidak mempengaruhi posisi/prestasi anda disekolah ini !
2. Petunjuk
  - a. Buat paragraph tentang recount text menggunakan listing technique !
  - b. Apabila ada yang kurang jelas tanyakan langsung kepada guru pembimbing!
  - c. Waktu yang tersedia 2 x 30 menit !
3. Soal

Make recount text about your experience!

Topic

-  
-  
-  
-  
-

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## APPENDIX IV

### List of Instrument for Test (cycle II)

1. Pengantar
  - a. Instrument ini hanya bertujuan untuk mengambil data dari siswa/i mengenai writing ability in recount text !
  - b. Jawaban ini tidak mempengaruhi posisi/prestasi anda disekolah ini !
2. Petunjuk
  - a. Buat paragraph tentang recount text menggunakan listing technique !
  - b. Apabila ada yang kurang jelas tanyakan langsung kepada guru pembimbing!
  - c. Waktu yang tersedia 2 x 30 menit !
3. Soal

Make recount text about your experience!

Topic

-  
-  
-  
-  
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## APPENDIX V

### SITUATION OF LEARNING PROCESS IN CYCLE 1



1. Most of students didn't have full attention when learning writing recount text



2. Students answer the students sheet of first cycle wh shared by researcher



3. Students didn't active write leaning material

## SITUATION OF LEARNING PROCESS IN CYCLE II



4. Students active to listen the previous material



5. Students enthusiastic to write and asked about the material



6. Students active answer the question or test

**APPENDIX VI**

**Students Writing Recount Text Scores in First Cycle**

No	Students Initial	Indicators					Test Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AJH	10	15	15	20	15	*75
2	A	5	15	20	20	15	*75
3	AM	15	10	5	10	10	50
4	AP	5	5	5	15	20	50
5	ARS	10	10	20	15	20	*75
6	ASH	10	15	15	15	20	*75
7	ASN	10	5	5	10	10	40
8	DA	10	15	15	20	15	*75
9	DFL	10	15	5	10	15	65
10	FAN	5	5	10	15	5	40
11	FN	5	5	15	10	15	50
12	SP	15	15	10	15	20	*75
13	MH	15	15	5	5	10	50
14	Y	10	10	5	15	5	45
15	NT	15	5	20	5	10	55
16	RH	10	15	15	20	15	*75
17	M	10	15	5	5	5	40
18	RBS	10	10	10	10	10	50
19	RP	5	15	15	20	20	*75
20	SP	5	10	5	10	10	40
21	NT	10	20	15	10	10	65
22	M	5	15	20	20	15	*75
23	RS	15	10	20	15	15	*75



Total Score	220	270	275	315	310	1355
Mean	9.79	11.73	11.95	13.70	13,48	58.91
Percentage						43.47%

*\*Students who passed the KKM (75) in first cycle*

**APPENDIX VII**

**Students Writing Recount Text Scores in Second Cycle**

No	Students Initial	Indicators					Test Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AJH	15	20	15	20	20	90*
2	A	10	15	20	20	20	80*
3	AM	15	15	15	15	15	75*
4	AP	15	15	15	15	15	75*
5	ARS	15	15	20	15	15	80*
6	ASH	15	15	15	15	20	80*
7	ASN	15	10	10	20	20	80*
8	DA	15	20	15	15	20	85*
9	DFL	20	15	15	20	20	90*
10	FAN	10	15	15	15	15	70
11	FN	10	10	10	20	20	85*
12	SP	15	15	15	20	20	85*
13	MH	15	15	15	20	20	85*
14	Y	15	15	15	10	15	70
15	NT	15	20	15	15	15	80*
16	RH	15	20	15	15	15	80*
17	M	15	15	20	15	20	85*
18	RBS	15	15	15	15	20	80*
19	RP	15	15	20	15	15	80*
20	SP	10	15	20	20	20	85*
21	NT	15	20	15	15	15	80*
22	M	10	15	15	15	20	75*
23	RS	15	15	20	15	15	80*

Total Score	320	345	355	375	410	1848
Mean	13.91	15	15.43	16.30	17.82	80.34
Percentage						91,30%

*\*Students who passed the KKM (75) in second cycle*

## APPENDIX VIII

### Problem and Solution of Internal Factor in Cycle 1

No.	Internal factors	Problems	Solution
1	Grammar	They were less in tenses that make their written didn't have a rule.	The researcher gave solution for them by write a rule of tenses that needed in black board
2	Vocabulary	They were difficult to identify adverb, verb, adjective and noun.	The researcher gave explanation how to identify noun, verb, adjective, and adverb
3	Mechanic	Their system to write English spelling was far from should have been.	The researcher suggested students to read and write anymore, look and read the text about English
4	Fluency	They use the unfamiliar vocabulary	Researcher suggested students to choice the familiar vocabulary and teach how to use dictionary in order to get vocabulary quickly.
5	Form	They were difficult to identify general classification and description in recount text	The researcher gave explanation about material as clear as possible to students.

## APPENDIX IX

### Problem and Solution of External Factor in Cycle 1

No.	External Factor	Problems	Solutions
1	Students who felt bored of this lesson	Most of the students seem to be no longer interest toward English	Motivated them to have passion and active. Then choose the interesting topic based on their want to be discussed.
2	Students who slept in the classroom	-	-
3	Students who asked for permission	One student who asked for permission	Gave 3 minutes for permission
4	Students who made noisy in classroom	Three students who made noisy because their friend didn't hear them.	Ordered them to stop making noisy and give advice for them
5	Students who sat on the move	One student who move to his friend seat	Asked him to back to his seat and asked him give appreciate to everyone and tell them that it didn't good behavior.

## APPENDIX X

### Problem and Solution of Internal Factor in Cycle 2

No.	Internal factors	Problems	Solution	Progress
1	Grammar	They were less in tenses that make their written didn't have a rule.	The researcher gave solution for them by write a rule of tenses that needed in black board	The students improved
2	Vocabulary	They were difficult to identify word by adverb, verb and noun.	The researcher gave explanation how to identify noun, verb, adjective, and adverb	The students improved
3	Mechanic	Their system to write English spelling was far from should have been.	The researcher suggested students to read and write anymore, look and read the text about English	The students improved
4	Fluency	They use the unfamiliar vocabulary	Researcher suggested students to choice the familiar vocabulary in dictionary and teach how to use dictionary to get vocabulary quickly.	The students improved
5	Form	They were difficult to identify general classification and description in recount text	The researcher gave explanation about material as clear as possible to students	The students improved

## APPENDIX XI

### Problem and Solution of External Factor in Cycle 2

No.	External Factor	Problems	Solutions	Progress
1	Students who felt bored of this lesson	-	-	All of students more enthusiastic than first cycle and they had motivation in learning process
2	Students who slept in the classroom	-	-	It same with the cycle 1
3	Students who asked for permission	-	-	No one student to permission cause they were interest to do their task.
4	Students who made noisy in classroom	-	-	No one student who make noisy like in first cycle
5	Students who sat on the move	-	-.	They should move based on the teacher command

## APPENDIX XII

### Observation Sheet Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name : SMP Negeri 5 Padangsidempuan  
Subject Matter : English  
Class : VIII  
Cycles : 1

No	Activities	Yes	No	Notes
<b>A. OPENING</b>				
1	Greeting and introducing patiently	✓		
2	Check the attendance list	✓		
3	Give motivation before learning material	✓		Should be improved
<b>B. ACTION</b>				
4	Explains about learning material	✓		Should make her voice louder
5	Explain the step teaching learning by using listing technique		✓	more clearly in next meeting
6	Connecting learning material with listing technique	✓		
7	Giving the suitable examples in writing material	✓		
8	Motivated all the students to participate in teaching learning process		✓	should be improved
<b>C. EVALUATION</b>				
9	Giving and explaining the test	✓		
10	Asking the students to create paragraph recount text through draft of listing technique	✓		
<b>D. CLOSING</b>				
11	Concluding the lesson		✓	together with students
12	Give motivation to apply listing technique in writing skill		✓	should be improved
13	Give thanks and telling the topic for next meeting	✓		

Co- teacher

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## APPENDIX XIII

### Observation Sheet

#### Teacher's Activity in Teaching Learning Process Classroom Action Research

School Name : SMP Negeri 5 Padangsidempuan  
Subject Matter : English  
Class : VIII  
Cycles : 2

No	Activities	Yes	No	Notes
	<b>A. OPENING</b>			
1	Greeting and introducing patiently	✓		
2	Check the attendance list	✓		
3	Give motivation before learning material	✓		
	<b>B. ACTION</b>			
4	Explains about learning material	✓		Improved
5	Explain the step teaching learning by using listing technique	✓		
6	Connecting learning material with listing technique	✓		Improved
7	Giving the suitable examples in writing material	✓		
8	Motivated all the students to participate in teaching learning process	✓		
	<b>C. EVALUATION</b>			
9	Giving and explaining the test	✓		
10	Asking the students to create paragraph recount text through draft of listing technique	✓		More clearly
	<b>D. CLOSING</b>			
11	Concluding the lesson	✓		
12	Give motivation to apply listing technique in writing skill	✓		
13	Give thanks and telling the topic for next meeting	✓		

Co- teacher

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**APPENDIX XIV**

**Observation Sheet**

**Indicator List of Problematic Factor in Teaching Learning Process at First Cycle**

No	Names of Students	Activities				
		Students who felt bored of this lesson	Students who sat on the move	Students who slept in the classroom	Students who asked for permission	Students who made noisy in the classroom
1	AJH				✓	
2	A					
3	AM					
4	AP	✓				
5	ARS		✓			
6	ASH	✓				
7	ASN					
8	DA	✓				
9	DFL	✓				
10	FAN	✓				
11	FN	✓				
12	SP	✓				
13	MH	✓				
14	Y					✓
15	NT	✓				
16	RH					
17	M	✓				
18	RBS					
19	RP					✓

20	SP					✓
21	NT	✓				
22	M					
23	RS	✓				
TOTAL		12 students	1 student	-	1 student	3 students

**Co-Teacher**

**Researcher**

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**APPENDIX XV**

**Observation Sheet**

**Indicator List of Problematic Factor in Teaching Learning Process at Second Cycle**

No	Names of Students	Activities				
		Students who felt bored of this lesson	Students who sat on the move	Students who slept in the classroom	Students who asked for permission	Students who made noisy in the classroom
1	AJH				✓	
2	A					
3	AM					
4	AP					
5	ARS					
6	ASH					
7	ASN					
8	DA					
9	DFL					
10	FAN					
11	FN					
12	SP					
13	MH					
14	Y					
15	NT					
16	RH					
17	M					
18	RBS					
19	RP					

20	SP					
21	NT					
22	M					
23	RS					
TOTAL				-	1 student	

**Co-Teacher**

**Researcher**

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**Riski Ermina Siregar**  
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## APPENDIX XVI

### 1. The Calculation of Students' Mean Score in Cycle 1

Interval Class	F	X	Fx
70-75	10	72	720
64-69	1	66	66
58-63	1	60	60
52-57	1	54	54
46-51	5	48	240
40-45	5	43	215
1=6	N=23	-	1355

$$\begin{aligned}Mx &= \frac{\sum f x}{N} \\ &= \frac{1355}{23} \\ &= 58.91\end{aligned}$$

Where :  $x$  : The mean of the students.

$\sum x$  : the total score

$N$  : the number of the students.

### 2. The Calculation of Students' Score Percentage in Cycle 1

$$P = \frac{R}{T} \times 100\%$$

$$\begin{aligned}&= \frac{10}{23} \times 100\% \\ &= 43.47\%\end{aligned}$$

Where:  $P$  : The percentage of students who get the point 75

$R$  : The number of students who get the point up 75

$T$  : The total number of students do the test.

## APPENDIX XVII

### 1. The Calculation of Students' Mean Score in Cycle 2

Interval Class	F	X	Fx
90-93	2	91	182
86-89	-	87	-
82-85	6	83	496
78-81	10	79	790
74-77	3	75	225
70-73	2	71	142
1=6	N=23	-	1848

$$\begin{aligned} Mx &= \frac{\sum f x}{N} \\ &= \frac{1848}{23} \\ &= 80.34 \end{aligned}$$

Where :  $x$  : The mean of the students.

$\sum x$  : the total score

$N$  : the number of the students.

### 2. The Calculation of Students' Score Percentage in Cycle 2

$$P = \frac{R}{T} \times 100\%$$

$$\begin{aligned} &= \frac{21}{23} \times 100\% \\ &= 91.307\% \end{aligned}$$

Where:  $P$  : The percentage of students who get the point 75.

$R$  : The number of students who get the point up 75.

$T$  : The total number of students do the test.

**APPENDIX XVIII**

**The Calculation of Students' Result by using uji  $T_{tes}$**

No.	Student's Initial	Cycle 1	Cycle 2	D=X-Y	$\sum D=D-MD$	$\sum D^2$
1	AJH	75	90	15	-7.4	54.76
2	A	75	80	5	-17.4	302.76
3	AM	50	75	25	2.6	6.76
4	AP	50	75	25	2.6	6.76
5	ARS	75	80	5	-17.4	302.76
6	ASH	75	80	5	-17.4	302.76
7	ASN	40	80	40	17.6	309.76
8	DA	75	85	10	-12.4	153.76
9	DFL	40	90	50	27.6	761.76
10	FAN	40	70	30	7.6	57.76
11	FN	50	85	35	12.6	158.76
12	MH	75	85	10	-12.4	153.76
13	M	50	85	35	12.6	158.76
14	NT	45	70	25	2.6	6.76
15	NT	55	80	25	2.6	6.76
16	RBS	75	80	5	-17.4	302.76
17	RH	40	85	45	22.6	510.76
18	RP	50	80	30	7.6	57.76
19	SP	75	80	5	-17.4	302.76
20	SP	40	85	45	22.6	510.76
21	Y	45	80	45	22.6	510.76
22	M	75	70	-5	-27.4	750.76
23	RS	75	80	5	-17.4	302.76
	<b>Total</b>	<b>1355</b>	<b>1848</b>	<b>515</b>	<b>-0.2</b>	<b>5.993.42</b>
	<b>Mean:</b> $M = \frac{\sum f x}{N}$	<b>58.91</b>	<b>80.34</b>	$\frac{515}{23}$ $M_D =$ <b>22.4</b>	$\frac{-0.2}{23}$ = - <b>0.0086</b>	$\frac{5993,42}{23}$ <b>=260.58</b>
	<b>Percentage:</b> $P = \frac{RX}{T} 100\%$	<b>43.47</b>	<b>91.30</b> <b>%</b>			



Steps of calculating the data:

$M_D$  = Mean of difference

$$\begin{aligned}M_D &= \frac{\sum D}{N} \\ &= \frac{515}{23} \\ &= 22.4\end{aligned}$$

$\sum D$  = Number of difference Score Between Second Cycle and First Cycle.

$D = X - Y$

$N = 23$  Students

$SD_D$  = Standard Deviation from the Difference Score Between First Test and Second Test.

$$\begin{aligned}SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\ SD_D &= \sqrt{\frac{5993.42}{23} - \left(\frac{-0.2}{23}\right)^2} \\ SD_D &= \sqrt{260.58 - 0.0017} \\ SD_D &= \sqrt{260.579} \\ SD_D &= 16.14\end{aligned}$$

$SE_{MD}$  = Standard error from mean of difference

$$\begin{aligned}SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\ SE_{MD} &= \frac{16.14}{\sqrt{23-1}}\end{aligned}$$

$$SE_{MD} = \frac{16.14}{22}$$

$$SE_{MD} = \frac{16.14}{4.7}$$

$$SE_{MD} = 3.43$$

$$t_0 = \frac{M_D}{SE_{MD}}$$

$$t_0 = \frac{22.4}{3.43}$$

$$t_0 = 6.53$$

$$\text{Degrees of freedom (df)} = N-1 = 23-1 = 22$$

Finally, The calculation result of  $t_0 = 6.53$ , with  $df = 22$ , level of signification in "Table Nilai t" ( $t_{t5\%} = 4.29$ ). It can be known that the result of  $t_0$  is bigger than  $t_t$  ( $6.53 > 4.29$ ).