

## ABSTRAK

**Nunung Rediansari (2012) :** “Pengaruh dari Penggunaan Teknik Listing terhadap Kemampuan Menulis Paragraf Deskriptif pada Siswa Kelas Satu SMAN 1 Rengat Kabupaten Indragiri Hulu.”

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswa dalam belajar Bahasa Inggris khususnya dalam menulis paragraf deskriptif. Permasalahannya yaitu beberapa siswa tidak dapat mengembangkan ide-ide mereka dalam menulis paragraf deskriptif dengan baik, mengenali benda yang akan di gambarkan, menggambarkan bagian, mutu, dan ciri-ciri dari suatu benda, dan melakukan beberapa kesalahan dalam menggunakan *present tense*, dan memilih kosa kata yang tepat.

Penelitian ini dilaksanakan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan teknik *listing* terhadap kemampuan dalam menulis paragraf deskriptif pada siswa kelas satu di SMAN 1 Rengat Kabupaten Indragiri Hulu.

Rancangan penelitian ini adalah quasi-experimental *nonequivalent control group design*. Dalam pengumpulan data, penulis menggunakan tes, yaitu *pre test* dan *post test* untuk mengumpulkan data pada kemampuan menulis paragraf deskriptif pada siswa kelas satu di SMAN 1 Rengat Kabupaten Indragiri Hulu. Kemampuan siswa dalam menulis paragraph deskriptif dinilai menggunakan penilaian menulis yang dipakai oleh guru Bahasa Inggris pada sekolah tersebut. Dalam menganalisa data, penulis menggunakan Rumus Regresi dengan menggunakan SPSS 16.0 dan kemudian akan dibandingkan dengan tabel F dengan mempertimbangkan *degree of freedom* (df).

Berdasarkan hasil penelitian,  $F_{hitung}$  yaitu 11.661. Nilai ini lebih tinggi dari tabel F. Dapat diartikan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Kesimpulannya, kemampuan siswa dalam menulis paragraf deskriptif menggunakan teknik *listing* tinggi, dan kemampuan siswa dalam menulis paragraf deskriptif tanpa menggunakan teknik *listing* rendah, serta terdapat pengaruh yang signifikan dari penggunaan teknik *listing* terhadap kemampuan menulis paragraf deskriptif pada siswa kelas satu di SMAN 1 Rengat Kabupaten Indragiri Hulu.

## ABSTRACT

**Nunung Rediansari (2012) :** “The Effect of Using Listing Technique toward Ability in Writing Descriptive Paragraph of the First Year Students at State Senior High School 1 Rengat Indragiri Hulu Regency”.

This research was conducted based on the problems faced by students in learning English especially in writing descriptive paragraph. The problems are many of the students can not develop their ideas in writing descriptive paragraph well, identify an object to be described, describe parts, qualities, and characteristic of the object, and do many mistakes in using present tense and choosing appropriate vocabulary.

This research was conducted with purpose to know whether there is a significant effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

The design of this research was quasi-experimental non equivalent control group design. In collecting the data, the writer used test, there were pre test and post test to collect the data of ability of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency. The students' ability in writing descriptive paragraph was measured by using writing assessment that was used by the English teacher of this school. In analyzing the data, the writer used Regression Formula by using SPSS 16.0 and then it was compared with F-Table considered with degree of freedom (df).

From the research findings, the score of  $F_{\text{calculated}}$  was 11.661. It was higher than F-Table. It means that  $H_0$  is rejected and  $H_a$  is accepted. In conclusion, students' ability in writing descriptive paragraph by using listing technique is high, and students' ability in writing descriptive paragraph without using listing technique is low, and also there is a significant effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

نونونغ ريديانساري (2012): تأثير استخدام تقنية الجدولة إلى القدرة على كتابة الفقرة الوصفية لطلاب الصف الأول بالمدرسة العالية 1 ريغات منطقة إندراغيري هولو.

انعقد هذا البحث أساسا على المشكلات التي يلاقيها الطلاب في دراسة اللغة الإنجليزية ابة الفقرة الوصفية، ومن تلك المشكلات، بعض الطلاب لا يطورون أفكارهم في كتابة الفقرة الوصفية، معرفة الأسماء التي يصفونها، وصف الأجزاء، النوعية، و علامات الأسماء، يخطأون في استعمال الأفعال المضارعة و في اختيار المفردات المناسبة. انعقد هذا البحث لمعرفة تأثير استخدام تقنية الجدولة إلى القدرة على كتابة الفقرة الوصفية لطلاب الصف الأول بالمدرسة العالية 1 ريغات منطقة إندراغيري هولو. كان عرض هذا البحث عرض الفرقة الضابطة غير مناسبة. في جمع البيانات استخدمت الباحثة الاختبار، وهو الاختبار القبلي و الاختبار البعدي عن قدرة الوصفية بالمدرسة العالية 1 ريغات منطقة إندراغيري هولو. الفقرة الوصفية باستخدام تقييم الباحثة ما يستخدمها مدرس اللغة الإنجليزية في هذه المدرسة. في تحليل البيانات استخدمت البرنامج الحاسوبي س ف س س مقارنتها مع الجدول F بعد النظر مستوى الحرية. أساسا على حصول هذا البحث، فإن F الحساب وهي 11.661. و كانت هذه النتيجة F. و قد يأتي معناها أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة. الاستنباط من هذا البحث أن قدرة الطلاب على كتابة الفقرة الوصفية باستخدام تنية الجدولة أرفع بالنسبة إلى استخدام تقنية تقليدية، ثم متوسط ثرة الطلاب على كتابة الفقرة الوصفية باستخدام تقنية الجدولة تختلف عن استخدام غير هذه التقنية، تقنية الجدول من تقنية دقيقة لتحسين قدرة الطلاب على كتابة الفقرة الوصفية بالمدرسة العالية 1 ريغات منطقة إندراغيري هولو.



## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL</b> .....	i
<b>EXAMINER APPROVAL</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>APPRECIATION</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>LIST OF CONTENTS</b> .....	ix
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xiii
<b>CHAPTER I INTRODUCTION</b> .....	1
A. The Background of the Problem .....	1
B. The Definition of the Terms.....	4
C. The Problem.....	5
1. The Identification of the Problem .....	5
2. The Limitation of the Problem.....	6
3. The Formulation of the Research.....	6
D. The Objective and the Significance of the Research .....	7
1. The Objective of the Research .....	7
2. The Significance of the Research.....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	9
A. The Theoretical Framework.....	9
1. The Concept of Writing Ability.....	9
2. The Concept of Listing Technique .....	20
3. Teaching Descriptive Writing by Using Listing Technique....	23
B. The Relevant Research.....	25
C. The Operational Concept .....	26
D. The Assumption and the Hypothesis.....	29

<b>CHAPTER III RESEARCH METHOD .....</b>	<b>30</b>
A. The Research Design.....	30
B. The Time and Location of the Research .....	31
C. The Subject and Object of the Research .....	31
D. The Population and Sample of the Research.....	32
E. The Research Procedure.....	33
F. The Technique of Data Collection .....	34
G. The Validity and Reliability Test.....	36
H. The Technique of Data Analysis .....	38
I. Evaluators Team.....	39
<b>CHAPTER IV DATA PRESENTATION AND ANALYSIS.....</b>	<b>40</b>
A. The Description of Research Procedure.....	40
B. The Data Presentation.....	41
C. The Data Analysis .....	47
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>54</b>
A. Conclusion .....	54
B. Suggestions .....	54
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

TABLE III.1	The Research Design .....	31
TABLE III.2	The Population of The First Year Students of SMAN 1 Rengat .....	32
TABLE III.3	Amount of Meeting and Topic of the Research .....	34
TABLE III.4	Writing Assessment .....	35
TABLE III.5	Correlations .....	37
TABLE IV.1	The Score of the Students' Writing Ability for Descriptive Paragraph Taught by Using Listing Technique .....	42
TABLE IV.2	The Distribution of Frequency of Students' Pretest and Posttest Score in Experimental Class .....	43
TABLE IV.3	The Score of the Students' Writing Ability for Descriptive Paragraph Taught without Using Listing Technique .....	44
TABLE IV.4	The Distribution of Frequency of Students' Pretest and Posttest Score in Control Class .....	45
TABLE IV.5	The Students' Writing Score of Posttest at Experimental and Control Class .....	46
TABLE IV.6	Mean and Standard deviation of Students' Pre Experiment Score.....	47
TABLE IV.7	Mean and Standard deviation of Students' Post Experiment Score .....	48
TABLE IV.8	Mean and Standard deviation of Students' Pre Control Score.....	49
TABLE IV.9	Mean and Standard deviation of Students' Post Control Score.....	50
TABLE IV.10	Descriptive Statistic .....	51
TABLE IV.11	Correlations .....	52
TABLE IV.12	Variables Entered/Removed.....	52

TABLE IV.13 Model Summary.....	53
TABLE IV.14 ANOVA.....	53

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of the language skills beside speaking, reading, and listening. Writing can not be produced without writer's grammar and vocabulary mastery. According to Nunan, Each candidate will be required to write a short English composition, correct in spelling, punctuation, grammar, and expression, the subject to be taken from such work of standard authors as shall be announced from time to time.<sup>1</sup>

In all fields of life, we need writing, especially for learners. Graham and Dolores say:

“In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter”.<sup>2</sup>

In order to accomplish students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in senior high school. In this school, writing has been taught since the first year of English teaching period.

State Senior High School 1 Rengat is one of the schools that also uses school

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<sup>1</sup> David Nunan, *Practical English Language Teaching*, New York: McGraw-Hill, 2003, p. 89

<sup>2</sup> Steve, Graham, and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School*, New York: Alliance for Excellent Education, 2007, p. 9

based curriculum (KTSP) as its guide in teaching learning process. According to school based curriculum, in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era.<sup>3</sup> It is relevant with the objective of learning English written in syllabus of State Senior High School 1 Rengat. According to syllabus of State Senior High School 1 Rengat 2011-2012 for the first grade, the basic competence of writing English refers to capability of students in revealing the meaning and rhetorical stages in the simple written essay accurately, fluently, and acceptably in the context of daily life in the form of *narrative, descriptive, and news item text*.<sup>4</sup> This research focuses on descriptive paragraph. The passing score (KKM) of English subject at State Senior High School 1 Rengat is 70.

Based on writer's preliminary study on March 18<sup>th</sup> 2011 at the first year students of State Senior High School 1 Rengat, English subject was taught twice a week with time duration 45 minutes for one hour. In teaching writing descriptive paragraph, teacher showed the example of descriptive paragraph, and explained the elements of descriptive paragraph. After that, teacher gave the topic (place, person, or thing) to the students and then asked them to write the description about that topic. Based on the descriptive above, English was taught maximally, and ideally, students should be able to write a descriptive paragraph. But, in fact the teacher finds that many students still

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<sup>3</sup> Departemen Pendidikan Nasional, *MODEL Kurikulum Tingkat Satuan Pendidikan(KTSP) SMA dan MA*, Solo: PT. Tiga Serangkai, 2006

<sup>4</sup> Team of Curriculum SMA N 1 Rengat, *Syllabus SMA N 1 Rengat 2011-2012*, 2011, Unpublished. p 8

have difficulties in writing descriptive paragraph. It can be itemized into the following symptoms:

1. Some of the students are not able to develop their ideas to write descriptive paragraph well.
2. Some of the students are not able to identify an object to be described.
3. Some of the students are not able to describe parts, qualities, and characteristics of the object.
4. Some of the students do many mistakes in using present tense and choosing appropriate vocabulary.

To improve students' writing ability in writing descriptive paragraph needs an appropriate strategy and technique helping them as solution for their problems. There is actually a technique that can help students in writing descriptive paragraph, called Listing technique. Hughey says that listing is a technique for finding a subject. Listing helps writers discover what is on their minds and what they know about a subject.<sup>5</sup> Oshima and Hogue also state that listing is a technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.<sup>6</sup> Related to the problems faced by the students, listing is a technique that is useful to help students in generating ideas during writing descriptive

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<sup>5</sup> Jane B Hughey..et. al, *Teaching ESL Composition: Principles and Techniques*, Rowley, Massachussetts: Newbury House Publishers, Inc, 1983, p. 66

<sup>6</sup> Alice Oshima, and Ann Hogue, *Introduction to Academic Writing Third Edition*, USA:Pearson Education, 2007, p.16

paragraph. According to Buck, listing works well for descriptive-type writing.<sup>7</sup>

Based on the explanation above, writer is interested in researching the problems above in a research entitled: “The Effect of Using Listing Technique toward Ability in Writing Descriptive Paragraph of The First Year Students at State Senior High School 1 Rengat Indragiri Hulu Regency.”

## **B. Definition of the Terms**

In order to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definition of the key terms, they are as follow:

1. Listing is a technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.<sup>8</sup> In this research, listing technique is a technique used by writer as researcher to know its effect toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.
2. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear for a reader.<sup>9</sup> In this research, writing refers to writing descriptive paragraph.

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<sup>7</sup> Tarasine A. Buck, *The Writing Process an Overview*. Retrieved from:[http://elcwebtest.byu.edu/classes/buck/w\\_garden/ppt/process.ppt](http://elcwebtest.byu.edu/classes/buck/w_garden/ppt/process.ppt)

<sup>8</sup> Alice Oshima, *Op. Cit.*, p.16

<sup>9</sup> David Nunan, *Op. Cit.*, p. 88

3. Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.<sup>10</sup> In this study, writing ability is capability of the first year students of State Senior High School 1 Rengat Indragiri Hulu Regency in writing descriptive paragraph.
4. Descriptive paragraph is paragraph which describes about object, place, or person.<sup>11</sup> In this study, students should be able to write descriptive paragraph by using listing technique.

### **C. Problem**

Based on the symptoms that writer explain above, it is clear that many of the first year students at State Senior high School 1 Rengat still face the difficulties in English especially in writing descriptive paragraph. The problems are identified as follows:

#### **1. Identification of the Problem**

- a. Why are not some of the students able to develop their ideas in writing descriptive paragraph?
- b. Why are not some of the students able to identify an object to be described?
- c. Why are not some of the students able to describe parts, qualities, and characteristics of the object?

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<sup>10</sup> Admin, *Definition of Writing Ability*, Retrieved on February 16, 2011, <http://teachingenglishonline.net/definition-of-writing-ability/>

<sup>11</sup> Alice Oshima, *Op. Cit*, p. 61

- d. Why are not some of the students able to use present tense and choose appropriate vocabulary?

## **2. Limitation of the Problem**

Based on the identification of the problem above, there are many problems faced by the students in writing descriptive paragraph, such as many of the students are not able to develop their ideas to write descriptive paragraph well. Here a technique helping them as solution for their problems is called listing technique, so the writer only limits this research on the effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

## **3. Formulation of the Problem**

The problems are formulated as follows:

- a. How is students' ability in writing descriptive paragraph taught by using listing technique of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency?
- b. How is students' ability in writing descriptive paragraph taught without using listing technique of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency?
- c. Is there any significant effect of using listing technique toward students' ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency?

## **D. Objective and Significance of the Research**

### **1. Objective of the Research**

- a. To find out the information about the students' ability in writing descriptive paragraph taught by using listing technique of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.
- b. To find out the information about the students' ability in writing descriptive paragraph taught without using listing technique of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.
- c. To find out the information about the effect of using listing technique toward students' ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

### **2. Significance of the Research**

- a. This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher.
- b. This research finding is also expected to give the positive contribution related to the process of teaching and learning English especially in term of using listing technique toward ability in writing descriptive paragraph.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who

are concerned very much in the whole of language teaching and learning in general.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Concept of Writing Ability

###### a. Definition of Writing Ability

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.<sup>1</sup> Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.<sup>2</sup> It means writing ability is the ability in delivering the message in the written form to make readers understand about that message.

Being able to write means that our ability is able to produce good writing, so that it is readable and understandable for the readers or audiences. Being readable and understandable make the readers not bored to read our writing. They can be more interested in reading it and can catch the points of our writing. In writing, the students should have some skills in order to be able to do the process of writing and get the better product. To have the skills of writing is not easy, but if the

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<sup>1</sup> Admin, *Op. Cit.*, Retrieved on February 16, 2011, <http://teachingenglishonline.net/definition-of-writing-ability/>

<sup>2</sup> SIL International, *What are Writing Skills?* Retrieved on February 16, 2011, [www.sil.org/lingualinks/literacy//whatarewritingskills.htm](http://www.sil.org/lingualinks/literacy//whatarewritingskills.htm)

students do more practices and study hard, they must be able to have the skills.

Writing is a part of skills besides speaking, reading and listening. It is a productive skill that uses language symbols to express feelings and needs. To make a good writing is not an easy work, writing can not be produced without writer's grammar and vocabulary mastery. According to Nunan, Each candidate will be required to write a short English composition, correct in spelling, punctuation, grammar, and expression, the subject to be taken from such work of standard authors as shall be announced from time to time.<sup>3</sup> It means, writing is not a simple work, in writing the writer should consider about the use of spelling, punctuation, grammar, and expression.

In writing, the students should master certain skills that will enable them to write in academic level. According to Jane B. Hughey et al., in order to develop a good strong piece of writing worthy of a reader's interest, the writer must have something to say. Not only must the writer has something to say, the writer must have a commitment, a point of view, to the chosen subject.<sup>4</sup> It means that, the students should be able to build their ideas as meaningfully as possible in order that their writing can be accepted well by academic readers.

Furthermore, Oshima and Ann Hogue say that writing is never one step actions it is an ongoing creative act. When you first write

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<sup>3</sup> David Nunan, *Op. Cit*, p. 89

<sup>4</sup> Jane B. Hughey, et al, *Op. Cit*, p. 59

something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.<sup>5</sup> It means, a piece of writing is always possible to review and revise more than one time.

Writing is never one step actions mean that writing is not a simple work, we need some corrections in our writing. Before correcting, we should read it first. The more we read our first writing, the more we know our mistakes in our writing, and our writing will be better than before. So, if we want have a good writing, we should correct and revise our writing continuously before we share it to readers.

#### **b. Purpose of Writing Ability**

Writing is the land of expressions. Through writing students can express their ideas, their feelings, their hopes, and etc. Writing for some writers has different purpose. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If the students do not have clear purposes of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the technique to achieve good writing. Therefore, students need to identify a purpose of their writing. There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or

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<sup>5</sup> Alice Oshima, and Ann Hogue, *Op. Cit*, p.15

convince. Furthermore, Kate Grenville points out the purpose of writing:<sup>6</sup>

1) Writing to Entertain

It does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

2) Writing to Inform

It tells the reader about something. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

3) Writing to Persuade

It tries to convince the readers about something. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

So, in writing, the writers have their own purposes, they may write to entertain, to inform, or to persuade.

**c. Stages of Writing Ability**

Writing is not a simple work, it needs a process. Process of writing can be called by stages of writing. The main stages are planning, drafting, revising, and editing.

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<sup>6</sup> Kate Grenville, *Writing from Start to Finish: A Six Step Guide*, Australia: Giffin Press, 2001. p.1

## 1) Planning

Planning is very important in the process of writing. The students have to plan what they will write that can make them easier in drafting. Dealing with this, Siach tells that if the students have a clear structure in their mind, then it will be easier for the students to organize their content and present it in a way that will represent their knowledge of the topic in the best possible light.<sup>7</sup>

In planning, the first task of the students is to decide what to write about, that is to develop a specific writing idea.<sup>8</sup> Developing ideas for some students is not an easy matter. Some students have difficulties in developing their ideas. Sometimes, the students spend much time in developing details and supporting ideas.<sup>9</sup> There are some techniques that students as the writers can use in generating details.

- a) Brainstorming : Generating ideas, information, new perspectives
- b) Loop Writing : Finding a focus for the subject
- c) Outlining : Finding a focus, relating and ordering ideas
- d) Etc.

In developing the ideas, students are expected to identify the audiences that will read their writing, to decide on the purpose of the writing, and to select the topic that will interest the reader.

## 2) Drafting

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<sup>7</sup> Don Siach, *How to Write Essays*, United Kingdom: How to Content, 2007, p. 6

<sup>8</sup> Beth Means, and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Techniques*, United States of America: Teacher Ideas Press, 1998, p. 3

<sup>9</sup> Joy Reid, *The Process of Composition*, United State of America: Prentice Hall Regents, 1998, p. 17

Drafting means that writing the ideas in a paper. Some learners are able to say their ideas orally but have difficulty in putting it into written text. Therefore, before drafting, students should have plans in their minds. After having planning, students will be easy to make a draft. Students have to write what they have plan in planning stage and generate their ideas into readable text.

Through drafting, students write their ideas in good order, correct sentences, appropriate vocabularies, and correct grammar. The way learners organize ideas gives them a chance to put their own point of view and their own thought into their writing.<sup>10</sup>

### 3) Revising

Clark states that revision is now seen as crucial for shaping and discovering meaning during composing.<sup>11</sup> In revising, students may ask their friends to give correction and comments to the writing. It is called peer correction. When students revise, they can cut, rearrange, add, or rewrite, in the following order:

- a) Cut: Cut unnecessary sections, paragraphs, sentences, or words to remove everything that conceals the good parts of students' story.
- b) Rearrange: Rearrange the order of the paragraphs into a clearer design.
- c) Add: Add any information that is needed.

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<sup>10</sup> I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, 2009, p. 119

<sup>11</sup> Irene L. Crack, *Concept in Composition: Theory and Practice in the Teaching of Writing*, New Jersey: Lawrence Erlbaum Associates, 2003, p. 127

d) Rewrite: Rewrite to improve sentences and paragraphs.

#### 4) Editing

Nation states that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness.<sup>12</sup> In editing, the students should consider about some mistakes. There are seven types of incorrectness:

- a) Careless slips, confusions and omissions
- b) Spelling mistakes
- c) Punctuation mistakes
- d) Grammatical incorrectness
- e) Formed sentences
- f) Grammatical inappropriateness
- g) Semantic or lexical incorrectness.<sup>13</sup>

The stages above are necessary to make good writing. If the students make writing in a good order, the reader will not be confused to catch the idea of the writer.

After revising, students need to edit their writing. It is done in order to check mistakes or error when making a draft. In editing, students will know what their mistakes are. Usually, their mistakes include of careless slips, spelling mistakes, grammatical incorrectness, and so many others.

#### **d. Teaching Writing**

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<sup>12</sup> I.S.P Nation. *Op. Cit.* p. 120

<sup>13</sup> Jeffcoate Robert, *Starting English Teaching*, New York: Routledge, 2003, p. 147

Teaching writing is one of the important things in process of teaching and learning English. Because, writing is a part of skills that must be mastered by students in learning English, besides, speaking, reading, and listening.

Teaching is a complex and controversial profession. Brown states that teaching consists of those activities (techniques and exercises) related to delivery of information.<sup>14</sup> It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercises.

Teaching writing as teaching the other skills such as speaking, listening, and reading is needed very much. According to Patel and Praveen M. Jain, writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.<sup>15</sup>

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.<sup>16</sup>

Based on the explanation above, it is clear enough that teaching writing is necessary. Through teaching writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the

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<sup>14</sup> James Dean Brown, *The Elements of Language Curriculum*, Boston: Heinle and Heinle Publisher, 1995, p. 179

<sup>15</sup> Patel and Jain Praveen, *English Language Teaching (Methods, Tools, and Techniques)*, Jaipur: Sunrise Publisher and Distributor, 2008, p. 126

<sup>16</sup> Jane B Hughey, et al, *Op. Cit*, p 6

mastery of vocabulary and grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by teaching writing, the other skills will be learned indirectly.

The standard competence of English language for first grade of senior high school has stated that students are able to reveal the meaning in the short functional text and simple written essay formed in *narrative, descriptive, and news item text* in the context of daily life. It means that the teacher should teach the students to write some kind of texts: *narrative, descriptive* and *news item*. But in this research, the researcher only will focus on writing descriptive paragraph.

Teaching writing in the classroom means that the teacher gives the explanation to the students how to write in good order and get them to write. Teacher should ask the students to write a paragraph. Then, the teacher should assess students' writing to measure how well students' achievement in writing is.

#### **e. Principles for Teaching Writing**

According to Nunan, there are many of principles that every teacher should consider while planning a writing course:<sup>17</sup>

1) Understand your students' reason for writing.

In this case, teacher should match his or her goal with the school or institution in which the student works. It is important to

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<sup>17</sup> David Nunan, *Op. Cit*, pp. 92-95

understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write.

It means teacher should evaluate about lesson plan, how much time of writing is required. Writing almost always improves with practices. Practice writing should provide students with different types of writing as well.

3) Make feedback helpful and meaningful.

It is important for teacher to give feedback on students' writing. Feedback can be a comment on students' papers, individual conferences, taped responses, typed summary responses, etc. But the feedback should be helpful and meaningful by the students.

4) Clarify for yourself, and for your students, how their writing will be evaluated.

It is about evaluating students' writing. In this point, teacher can use a rubric, a kind of scoring grid that elaborates the elements of writing that are to be evaluated. Nunan also states three general types of rubrics, such as:

a) Non-weighted rubric

This type of rubric provides a description of writing quality by level across other writing criteria.

b) Weighted rubric

It is similar to the non-weighted one, but it breaks the writing skills into categories and sub-categories.

c) Holistic rubric

It describes in general terms of the qualities of excellent, good, fair, and unsatisfactory assignments.

**f. Writing Descriptive Paragraph**

To know students' ability in writing descriptive paragraph, there should be understood about the meaning writing descriptive itself. Writing descriptive is writing a form of paragraph which describes about how something looks, feels, smells, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>18</sup> In writing descriptive paragraph, the writer should know about the concepts of writing descriptive paragraph. The concept of writing descriptive paragraph includes generic structure and language features of the paragraph. Generic structures of descriptive paragraph are as follows:

- 1) Identification : identifies an object to be described.
- 2) Description : describes parts, qualities, and characteristics of the object.

There are four language features of descriptive paragraph as follows:

- 1) The use of adjectives and compound adjectives.

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<sup>18</sup> Alice Oshima, *Op. Cit*, p.61

- 2) The use of linking verbs.
- 3) The use of attribute has and have.
- 4) The use of simple present tense.<sup>19</sup>

By knowing the both of the concepts in writing descriptive paragraph, students as writer can adapt the concept into their writing. It helps them in arranging their descriptive paragraph as well as possible. The more students know about descriptive paragraph, mastering the concepts, and having ability to apply the concept, the more they will have good ability in write descriptive paragraph.

## **2. The Concept of Listing Technique**

### **a. Definition and Advantages of Listing Technique**

Listing is one of the techniques in writing. Boroudy in his journal “ A procedural approach to process theory of writing : pre-writing techniques” state that there are about 30 techniques in pre-writing, such as, journal writing, brainstorming, free writing, quick writing, listing, looping, asking question, inventory, scratch outline, outlining, interviewing, monologues, survey talking, cubing, and etc. Listing a technique is very helpful for the students in writing, it can help them to generate the ideas and develop the topic.<sup>20</sup> It means listing

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<sup>19</sup> Th. M. Sudarwati. and Eudia Grace, *Look Ahead for Senior High School Students Year X*, Jakarta: Erlangga,2009, p. 135

<sup>20</sup> Ismail Baroudy, *A Procedural to Process Theory of Writing : Pre-Writing Techniques*, Avaz, Iran : Department of English Faculty of Letters And Humanities Shahid Chamran University, 2008, retrieved on : March 23 2008.00AM//[http://www.educ.utas.edu.au/users/tle/JOURNAL/ISSN 1327-774x](http://www.educ.utas.edu.au/users/tle/JOURNAL/ISSN%201327-774x), p. 9

technique also quite practical in generating the required amount of ideas according to which such topic can be developed.

According to I.S.P Nation, listing is a technique which is each learner makes a list of ideas to include in the writing, after the list is made when the learner attempts to organize it and this may lead to additions to the list.<sup>21</sup> The purpose of listing is to generate every idea of learners that appropriate with the topic when they make writing.

Based on Oshima, listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic.<sup>22</sup> It means that listing technique can help the students in generating ideas and developing topic in their writing.

In addition, Ferris state that listing involves the unmonitored generation of words, phrases, and ideas. It offers another way of producing concepts and sources for further thought, exploration, and speculation.<sup>23</sup> The purpose of Ferris' statement is that listing can be used to generate the words, and phrases by further thought and also explore so many ideas for students' writing.

According to Hughey, listing is an initiator or a technique for finding a subject, this technique can be used by an individual or a

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<sup>21</sup> I.S.P Nation, *Op. Cit*, p. 117

<sup>22</sup> Alice Oshima, *Writing Academic English Third Edition*, New York: Longman, 1999, p.

<sup>23</sup> Dana R. Ferris, and John S. Hedgcock, *Teaching ESL Composition: Purpose, Process, and Practice Second Edition*, New Jersey: Lawrence Elbaum Associates Publishers, 2005, p. 149

group. Listing helps writers discover what is on their minds and what they know about a subject.<sup>24</sup> From the statements above, it is clear that students can use listing to find a subject of their writing and it helps students to know more about that subject.

Furthermore, Langan gives statement that listing is an excellent way to get started. Your aim is to generate details and to accumulate as much raw material for writing as possible.<sup>25</sup> Listing technique is very useful for students because there are many advantages that they can get from this technique. It can makes students get easy in getting started, generate and develop the ideas quickly, and so many others. Listing can avoid the students' stress in writing.

#### **b. The Procedure of Listing Technique**

In applying a technique, of course there is a procedure that must be followed. Procedure is very useful in order to make the process of doing the technique run well. Longman Dictionary of language teaching and applied linguistic says that procedure is a model of skill learning involving a progression from a controlled stage.<sup>26</sup> Related to that meaning, in this paper the writer would like to force that procedure in this case as the steps that must be done by the students in following listing technique process.

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<sup>24</sup> Jane B. Hughey, et al, *Op. Cit.*, p. 66

<sup>25</sup> John Langan, *College Writing Skills with Readings*, New York: McGraw-Hill, 1986, p.

<sup>26</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, London : Longman, 2002, p. 421

According to Oshima , there are some steps that must be done in listing process, they are:<sup>27</sup>

- 1) Write down the general topic at the top of your paper.
- 2) Then make a list of every idea that comes into your mind about that topic. Keep the ideas flow. Try to stay on the general topic; however, if you write down information that is completely off the topic, don't worry about it because you can cross it out later.
- 3) Use words, phrases, or sentences.
- 4) Write down that idea on your paper.

Three steps in listing technique will help students as writer to arrange their idea into written paragraph. By using the steps, they will be guided to write what should be written based on the listing steps. In order to finish their writing, the students have to use the steps orderly. So, they will be easy to explore their ideas well. Finally, they can make a good writing which is suitable with their needs.

### **3. Teaching Descriptive Writing by Using Listing Technique**

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind.<sup>28</sup> Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic.

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<sup>27</sup> Alice Oshima, *Op. Cit*, p. 4

<sup>28</sup> *Ibid*, p. 4

There are some procedures in conducting Listing technique in the classroom, especially in teaching and learning writing. The procedures of using Listing technique are explained as follows:<sup>29</sup>

- a. Ask students to write down the general topic at the top of paper.

Write down the general topic is a first step that is important in writing descriptive paragraph by using Listing technique, If the students can decides their general topic in their writing, they will be easy in developing their ideas through writing. The students will focus on what they will write about appropriate with their general topic in their writing.

- b. Then ask students make a list of every idea that comes into their mind about that topic. Keep the ideas flow. Try to stay on the general topic; however, if they write down information that is completely off the topic, don't worry about it because they can cross it out later.

After writing down the general topic, students can starts to make a list of every idea about their topic and let them make it as many as possible they want because they can cross some ideas if it is not appropriate with their topic.

- c. Use words, phrases, or sentences, and don't worry about spelling or grammar.

When making a list of the idea, students may use words, phrases, or sentences, and may be, they will have a mistake on spelling

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<sup>29</sup> *Ibid*, p. 4

or grammar, don't worry about that because it is a process to make a good paragraph.

- d. The last, students can write their descriptive paragraph by using certain ideas that appropriate to their topic.

After listing many of ideas, students write the descriptive paragraph based on their topic by using the appropriate ideas.

## **B. The Relevant Research**

There are many relevant researches which have relevancy to the research especially in writing area. The research is various, it happens because writing is a part of subject in studying English. In this research, the writer only chooses two relevant researches correlated to writer's research.

1. The research which was conducted by Ermawati Basril (2011) entitled "The Contribution of Listing Strategy to Develop Students' writing at second grade of MA Al Munawarrah Pekanbaru." In her research, she found that there is a significant contribution of listing strategy to develop students' ideas at second grade of MA Al Munawarrah Pekanbaru.<sup>30</sup>
2. The research which was conducted by Erlik Widiyani Setyati (2010) entitled "The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic intelligence (An Experimental Research on Descriptive Writing) for The Second Semester of English Department of IKIP PGRI Madiun" she found that the use of clustering technique can

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<sup>30</sup> Ermawati Basril, *The Contribution of Listing Strategy to Develop Students' Writing at Second Grade of MA Al Munawarrah Pekanbaru*. Pekanbaru: UIR, 2011

affect the students' writing competence optimally. Furthermore, the use of clustering technique in teaching writing gives the students good way how they explore their writing ability well.<sup>31</sup>

The first research above, it has similarity in using the Listing techniques. In that research, the researcher used listing technique to develop students writing. But in this research, the writer will only focus on the using listing technique toward ability in writing descriptive paragraph.

While in the second research above is different from the research that will be conducted by the writer. The second research has the similarity in the use of paragraph, descriptive paragraph. But it has different technique in teaching the paragraph. The writer, as the researcher, will conduct a research about the effect of using listing technique toward ability in writing descriptive paragraph.

### **C. The Operational Concept**

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. In this research, there are two variables; they are (1) the effect of using listing technique as X variable and (2) students' ability in writing descriptive paragraph as Y variable. Because the type of this research is quasi experimental research, the

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<sup>31</sup> Erlik Widiyani Setyati, *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic intelligence, An Experimental Research on Descriptive Writing for The Second Semester of English Department of IKIP PGRI*. Madiun, 2010

writer states to use two classes observe as: experimental class and control class. The data will be taken by using test. Furthermore, the writer is also as the teacher involved in teaching the students in both experimental and control class during the research time. For experimental class, the students will be taught by listing technique in teaching writing, and for control class, the students will be taught by using three phases technique, or the usual technique that is used by the teacher. The materials that will be taught to both classes are the same. The difference is only the use of technique. All of the techniques that will be applied are focused for students' ability in writing descriptive paragraph.

## **1. The Indicators of Teaching Writing Descriptive Paragraph by Using Listing Technique (X variable)**

### **a. Pre-activity**

- 1) Greetings, praying, and checking students' attendant list.
- 2) Telling students about the objectives of study and giving motivation.
- 3) The teacher together with the students reviews the aspect of descriptive paragraph includes the purpose, the generic structure and the language features.

### **b. Whilst-activity**

- 1) The teacher gives explanation about listing technique.

- 2) The teacher asks students to write the down the general topic of descriptive paragraph at the top of paper.
- 3) The teacher asks students to make a list of every idea that comes into their mind about that topic.
- 4) The teacher asks students to use words, phrases, or sentences to express their idea related with the topic.
- 5) The teacher asks students to write down the descriptive paragraph by using that list.

c. Post-activity

- 1) The teacher asks students to collect their writing in the form of descriptive paragraph.
- 2) The teacher gives feedback toward students' writing.

**2. The indicators of ability in writing descriptive paragraph (Y variable)**

- a. The students are able to write the identification in descriptive paragraph.
- b. The students are able to write the description in descriptive paragraph.
- c. The students are able to use adjectives and compound adjectives in descriptive paragraph.
- d. The students are able to use linking verbs in descriptive paragraph.
- e. The students are able to use attribute has and have in descriptive paragraph.

- f. The students are able to apply the simple present tense in descriptive paragraph.<sup>32</sup>

#### **D. The Assumption and Hypothesis**

The assumption and hypothesis of this research are formulated as follows:

##### **1. Assumption**

- a. Descriptive paragraph has been studied by the students at the third year of junior high school, thus it is assumed that second semester of the first year students of Senior High School 1 Rengat are able to do the assignments on writing descriptive paragraph well.
- b. The better listing technique is applied in teaching descriptive paragraph, the better students' ability on writing descriptive paragraph will be.

##### **2. Hypothesis**

H<sub>0</sub>: There is no significant effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

H<sub>a</sub>: there is a significant effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

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<sup>32</sup> Th. M. Sudarwati. and Eudia Grace, *Op. Cit*, p. 135

## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

The type of this research was experimental research. According to Cresswell, “Experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.”<sup>1</sup> The design of this research was quasi experimental design. The kind of quasi experimental design of this research is nonequivalent control group design. It involves random assignment of intact groups to treatments, not random assignment of individuals.<sup>2</sup> In this design, the writer used two classes as the sample; control group and experimental group. Both groups took a pre-test and post-test. Only the experimental group received the treatment by using listing technique. While control class without using listing technique. However, the materials given and purpose of the research to each group were the same.

According to Cresswell the type of this research can be designed as follows:<sup>3</sup>

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<sup>1</sup> Jhon W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Education, 2008, p. 229

<sup>2</sup> L. R. Gay and Peter Airasian, *Educational Research*, New Jersey: Prentice Hall Inc, 2000, p. 395

<sup>3</sup> Jhon W. Cresswell, *Op. Cit*, p. 314

**Table III.1**  
**The Research Design**

<b>Group</b>	<b>Pre – test</b>	<b>Treatment</b>	<b>Post – test</b>
E	Test 1	X	Test 2
C	Test 1		Test 2

E = Experimental Group

C = Control Group

T1 = Pre – Test to experimental Group and Control Group

X = Receive the treatment using listing technique

T2 = Post – Test to Experimental and Control Group

#### **B. The Time and Location of the Research**

The duration of the time to conduct this research was done from April 10 until May 5, 2012. The location of this research was State Senior High School 1 Rengat, which is located on Jl. Sultan Rengat.

#### **C. The Subject and Object of the Research**

The subject of this research was the first year students at State Senior High School 1 Rengat. The object of this research was the effect of listing technique toward ability in writing descriptive paragraph.

#### D. Population and Sample of the Research

The population of this research was the first year students at State Senior High School 1 Rengat. The number of population was 200 students from the eight classes. The specification of the population can be seen on the table below:<sup>4</sup>

**Table III.2**  
**The Population of the First year Students at SMAN 1 Rengat**

No	Classes	Population		Total
		Male	Female	
1	X A	10	15	25
2	X B	8	17	25
3	X C	7	18	25
4	X D	12	13	25
5	X E	11	14	25
6	X F	15	10	25
7	X G	14	11	25
8	X H	16	9	25
	Total	<b>93</b>	<b>107</b>	<b>200</b>

The number of sample was 50 students from two classes, where one class consists of 25 students. The sample was obtained through cluster sampling technique. Thus, the writer chose students of X C to be experimental class and students of X D to be control class.

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<sup>4</sup>Data Source from SMAN 1 Rengat, Indragiri Hulu Regency

## **E. Research Procedure**

### **1. Procedures of collecting data for experimental group**

In experimental group, there were three procedures of collecting data:

- a. Pre-test : Pre-test was given to the students before the students were taught by using listing technique. It would be used to measure the students' ability in writing descriptive paragraph before they were taught by using listing technique.
- b. Treatment : In treatment, the students were taught by using listing technique. Teacher explained to the students about descriptive paragraph, and taught them how to write descriptive paragraph by using listing. Then, the students were asked by the teacher to do an exercise of descriptive paragraph by applying listing technique.
- c. Post-test : Post-test was a test given to the students after they were taught by using listing technique. It was used to know whether the students could easily write descriptive paragraph by using listing or not. The result was compared with pre-test to get the effectiveness of the technique and to know students' ability in writing descriptive paragraph after taught by using listing technique.

### **2. Procedures of collecting data for control group**

- a. Pre-test : Pre-test was given by the teacher before the students were taught without using listing technique.

- b. Teaching by using usual technique: In this technique, the students were given explanation about descriptive paragraph by the teacher, then the teacher asked them to write descriptive paragraph.
- c. Post-test : Post-test was given to the students after they were taught by using usual technique. It was used to know whether the students were able to write descriptive paragraph well by using conventional technique or not.

**Table III.3**  
**Amounts of Meeting and Topic of the Research<sup>5</sup>**

No	Meeting	Topic
1	I	My Mother
2	II	An Elephant
3	III	Afgan Syahreza
4	IV	Bukit Tigapuluh National Park
5	V	Irfan Bachdim
6	VI	My Alarm Clock
7	VII	My Cat
8	VIII	My House

Finally, the result of the test in experimental class and in control class was compared. By this result the writer could know, whether listing technique was an effective technique that could be used in improving students writing ability especially in writing descriptive paragraph.

#### **F. The Technique of Data Collection**

In this research, the writer used test to collect the data. The test was used to find out the students' ability in writing descriptive paragraph. The data

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<sup>5</sup> Cicik Kurniawati, Yuniarti Dwi arini, *Bahasa Inggris PR Program Ilmu IPA dan IPS untuk SMA/MA Kelas X Semester 2*, Jakarta: Intan Pariwara,2011, pp. 32-37

of this research were the score of the students' writing ability obtained by using composition test. The test was done twice, before and after treatment intended to obtain students' ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat. The students' ability in writing descriptive paragraph was measured by using writing assessment used by the English teacher of State Senior High School 1 Rengat.

**Table III.4**  
**Writing Assessment**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical features a. Adjectives and compound adjectives b. Linking verbs c. Attribute has and have d. Simple present tense				
5	Spelling and Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2= competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

## **G. The Validity and Reliability Test**

The test used for testing students' writing ability had to have reliability and validity. To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity.<sup>6</sup> It means the test had fulfilled the validity of the content. In other words, the materials of the test had been taught at the first year students of State Senior High School 1 Rengat. It was familiar materials to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the guide book for the students and other related resources. Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topics were chosen freely by students and they wrote a descriptive paragraph based on topic chosen.

According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>7</sup> It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the writing test, the writer as the researcher used inter rater reliability, because the writer had two raters in order to score the students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the

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<sup>6</sup> Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, Edisi Pertama, Yogyakarta: Graha Ilmu, 2006, p. 23

<sup>7</sup> L.R. Gay, *Op. Cit*, p. 169

scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 16.0 Version.

**TABLE III.5**  
**Correlations**

	rater1	rater2
rater1 Pearson Correlation	1	.494*
Sig. (2-tailed)		.012
N	25	25
rater2 Pearson Correlation	.494*	1
Sig. (2-tailed)	.012	
N	25	25

\*. Correlation is significant at the 0.05 level (2-tailed).

From the output above, it can be seen that r calculation is 0.494 will be correlate to r table, df=48 at level 5% and 1%. Because df=48 is not found from the r table, so the writer took df=50 to be correlated either at level 5% and 1%. At level 5% r table is 0.273 and at level 1% r table is 0.354. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the writer concluded that there is a significant correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable. The reliability of writing test is moderate relationship.

R calculation	R table (df=48)
0.494	0.273 (5%), 0.354 (1%)

## H. The Technique of Data Analysis

In analyzing the data, the writer was used the statistical calculation of simple regression formula. The regression formula is used in order to find out whether or not there is a significant effect of using listing technique toward students' ability in writing descriptive paragraph. The data were statistically analyzed by using SPSS 16.0 version.

$F_{\text{calculated}}$  is obtained by considering variable of df as follows:<sup>8</sup>

$$Df = N - \text{Independent variable} - 1$$

N = Number of cases

The significant level chosen in analyzing the score of  $F_{\text{calculated}}$  through using SPSS 16.0 version is 5% Or 0.05. Statistically the hypothesis are:

$$H_0 : F_{\text{calculated}} > F_{0.05} \text{ or } \text{significant}_{\text{calculated}} > \text{significant} \quad (0.05)$$

$$H_a : F_{\text{calculated}} < F_{0.05} \text{ or } \text{significant}_{\text{calculated}} < \text{significant} \quad (0.05)$$

$H_0$  is accepted if  $F_{\text{calculated}} > F_{0.05}$  or there is no significant effect of using listing technique toward students' ability in writing descriptive paragraph.

$H_a$  is accepted if  $F_{\text{calculated}} < F_{0.05}$  or there is a significant effect of using listing technique toward students' ability in writing descriptive paragraph.

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<sup>8</sup> Hartono, *Statistik Untuk Penelitian*, Yogyakarta : Pustaka Pelajar, 2008, p. 171

## I. Evaluators Team

In evaluating students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on students' writing ability in descriptive paragraph. In discussing about raters, Jacobs et.al in Sulasmi say that raters are person who participate in cooperative evaluation of written composition tests, and their cooperation is as a part of school testing program.<sup>9</sup>

The raters that have evaluated students' score as follows:

1. Yasir Amri, M.Pd. He was graduated from English Education Department of UIN SUSKA RIAU (S1) and postgraduate (S2) in University of Padang. He is one of lecturer in UIN SUSKA Riau for some subjects.
2. Kurnia Budiyanti, M.Pd. She was graduated from English Education Department of University Riau (S1) in 2006 and postgraduate (S2) in University of Padang in 2010. She is one of the lecturer in UIN SUSKA Riau for some subjects.

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<sup>9</sup>Sulasmi karim, *An Experiment on the Effectiveness of Using Brainstorming Technique in Increasing Student's Writing Ability at the Second Year of English Education Department State Islamic University of SUSKA RIAU*, Unpublished, 2007, p. 30

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Procedure**

The purposes of the research were to find out how the students' writing ability in descriptive paragraph taught by using listing technique and students' writing ability in descriptive paragraph taught without using listing technique, and to find out the significant effect of using listing technique toward ability in writing descriptive paragraph. The data were obtained from the students' post-test scores of experimental and control class. Before treatment (only experimental class), the writer gave pre test to X C and X D. The writing test was about writing descriptive paragraph evaluated by concerning five components: content, organization, vocabulary, language features and spelling and punctuation of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the post-test of experimental class. While for control class taught without using any treatments, the writer used the same format of writing test for their post-test too.

The totals of pre-test and post-test in both classes were significantly different. The total score of the pre-test experimental class was 1328, while the highest score was 60 and the lowest was 48. The, the total score of the post-test of experimental class was 1640. The highest score was 72 and the lowest score was 56. The total score of pre-test of control group was 1248, the highest score was 60

and the lowest score was 40. Then, the total score of the post-test of control class was 1488. The highest score was 72 and the lowest score was 52.

## **B. The Data Presentation**

The data of the research were the score of the students' pre-test and post-test both experimental and control classes. There were two data of students' writing ability served by the writer. They were: the data of students' writing ability taught by using listing technique and the data of the students' writing ability taught without using listing technique, and they are as follows:

### **1. The Data Presentation of Students' Writing Ability in Descriptive Paragraph**

#### **a. Students' Writing Ability for Descriptive Paragraph Taught by Using Listing Technique**

The data of students' writing ability in descriptive paragraph taught by using listing technique were gotten from pre-test and post-test of X C as an experimental class taken from the sample of this class (25 students). The writer taught directly. The data can be seen from the table below:

**Table IV.1**  
**The Score of the Students' Writing Ability for Descriptive paragraph Taught**  
**by Using Listing Technique**

Students	Experiment Class		Gain Score
	Pretest Score	Posttest Score	
1	52	64	12
2	48	60	12
3	60	72	12
4	56	68	12
5	60	72	12
6	48	64	16
7	52	68	16
8	56	68	12
9	60	72	12
10	48	56	8
11	60	68	8
12	52	60	8
13	56	64	8
14	52	68	16
15	48	64	16
16	52	68	16
17	48	64	16
18	52	68	16
19	48	60	12
20	52	64	12
21	60	68	8
22	52	64	12
23	48	64	16
24	56	68	12
25	52	64	12
<b>Total</b>	<b>1328</b>	<b>1640</b>	<b>312</b>

From the table IV.1, the writer found that the total score of pre-test in experimental group was 1328 while the highest was 60 and the lowest was 48, and the total score of post-test in experimental group was 1640, while the highest was 72 and the lowest was 56. It means that the students had significant increasing of their writing ability for descriptive paragraph, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

**Table IV.2**  
**The Distribution of Frequency of Students' Pre test and Post Test Score**  
**in Experimental Class**

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
40	0	0%	40	0	0%
44	0	0%	44	0	0%
48	7	28%	48	0	0%
52	9	36%	52	0	0%
56	4	16%	56	1	4%
60	4	16%	60	3	12%
64	0	0%	64	9	36%
68	0	0%	68	9	36%
72	0	0%	72	3	12%
76	0	0%	76	0	0%
80	0	0%	80	0	0%
Total	N=25	100%		N= 25	100%

Based on the table above, it can be seen that in pre-test there were 7 students got score 48 (28%), 9 students got score 52 (36%), 4 students got score 56 (16%), 4 students got score 60 (16%). The highest frequency was 9 at the score of 52. The total frequency was 25. While in post-test there was 1 student got score 56 (4%), 3 students got score 60 (12%), 9 students got score 64 (36%), 9 students got score 68 (36%), 3 students got score 72 (12%). The highest frequency was 9 at the score of 64 and 68. The total frequency was 25.

**b. Students' Writing Ability for Descriptive Paragraph Taught Without Using Listing Technique**

The data of students' writing ability in descriptive paragraph taught without using listing technique were also taken from pre-test and post-test of X D as control class taken from the sample of this class (25 students). The data can be seen from the table below:

**Table IV.3**  
**The Score of the Students' Writing Ability for Descriptive Paragraph**  
**Taught without Using Listing Technique**

Students	Control Class		Gain Score
	Pretest Score	Posttest Score	
1	44	52	8
2	44	56	12
3	60	72	12
4	48	60	12
5	40	56	16
6	48	60	12
7	52	64	12
8	48	56	8
9	60	64	4
10	52	56	4
11	48	60	12
12	44	52	8
13	52	56	4
14	52	60	8
15	48	56	8
16	56	68	12
17	52	64	12
18	48	60	12
19	44	52	8
20	52	60	8
21	56	64	8
22	48	56	8
23	52	60	8
24	48	60	12
25	52	64	12
<b>Total</b>	<b>1248</b>	<b>1488</b>	<b>240</b>

From the table IV.3, the writer found that the total score of pre-test in control class was 1248 while the highest was 60 and the lowest was 40, and the total score of post-test in control class was 1488, while the highest was 72 and the lowest was 52. It means that the students had little increasing of their writing ability in descriptive paragraph, and it was not as experimental class. Besides, the mean of pre test and post test of control class and experimental class also had a big different. The frequency score of pre test and post test of control class can be seen as follows:

**Table IV.4**  
**The Distribution of Frequency of Students' Pre test and Post Test Score**  
**in Control Class**

Score of Pre-Test	Frequency	Percentage (%)	Score of Post-Test	Frequency	Percentage (%)
40	1	4%	40	0	0%
44	4	16%	44	0	0%
48	8	32%	48	0	0%
52	8	32%	52	3	12%
56	2	8%	56	7	28%
60	2	8%	60	8	32%
64	0	0%	64	5	20%
68	0	0%	68	1	4%
72	0	0%	72	1	4%
76	0	0%	76	0	0%
80	0	0%	80	0	0%
Total	N=25	100%		N= 25	100%

Based on the table above, it can be seen that in pre-test there was 1 student got score 40 (4%), 4 students got score 44 (16%), 8 students got score 48 (32%), 8 students got score 52 (32%), 2 students got score 56 (8%), 2 students got score 60 (8%). The highest frequency was 8 at the score of 48 and 52. The total frequency was 25. While in post-test there were 3 students got score 52 (12%), 7 students got score 56 (28%), 8 students got score 60 (32%), 5 students got score 64 (20%), 1 student got score 68 (4%), 1 student got score 72 (4%). The highest frequency was 8 at the score of 60. The total frequency was 25.

**c. The Data Presentation of the Effect of Using Listing Technique toward Students' Writing Ability in Descriptive Paragraph**

The following table is the description of pre-test and post-test of experimental class and control class.

**Table IV.5**  
**Students' Pre-Test and Post-Test of Experimental and Control Class**

No	Students	Experimental Class			Control Class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Students 1	52	64	12	44	52	8
2	Students 2	48	60	12	44	56	12
3	Students 3	60	72	12	60	72	12
4	Students 4	56	68	12	48	60	12
5	Students 5	60	72	12	40	56	16
6	Students 6	48	64	16	48	60	12
7	Students 7	52	68	16	52	64	12
8	Students 8	56	68	12	48	56	8
9	Students 9	60	72	12	60	64	4
10	Students 10	48	56	8	52	56	4
11	Students 11	60	68	8	48	60	12
12	Students 12	52	60	8	44	52	8
13	Students 13	56	64	8	52	56	4
14	Students 14	52	68	16	52	60	8
15	Students 15	48	64	16	48	56	8
16	Students 16	52	68	16	56	68	12
17	Students 17	48	64	16	52	64	12
18	Students 18	52	68	16	48	60	12
19	Students 19	48	60	12	44	52	8
20	Students 20	52	64	12	52	60	8
21	Students 21	60	68	8	56	64	8
22	Students 22	52	64	12	48	56	8
23	Students 23	48	64	16	52	60	8
24	Students 24	56	68	12	48	60	12
25	Students 25	52	64	12	52	64	12
	<b>Total</b>	<b>1328</b>	<b>1640</b>	<b>312</b>	<b>1248</b>	<b>1488</b>	<b>240</b>

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It can also be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

### **C. The Data Analysis**

#### **1. The Data Analysis of Students' Writing Ability in Descriptive Paragraph**

##### **a. Students' Writing Ability in Descriptive Paragraph Taught by Using Listing Technique**

The data of the students' pre-test and post-test scores in experimental class were obtained from the result of their writing descriptive paragraph by using listing technique. It can also be seen that the total frequency is 25 and the total scores is 1328 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV.6**

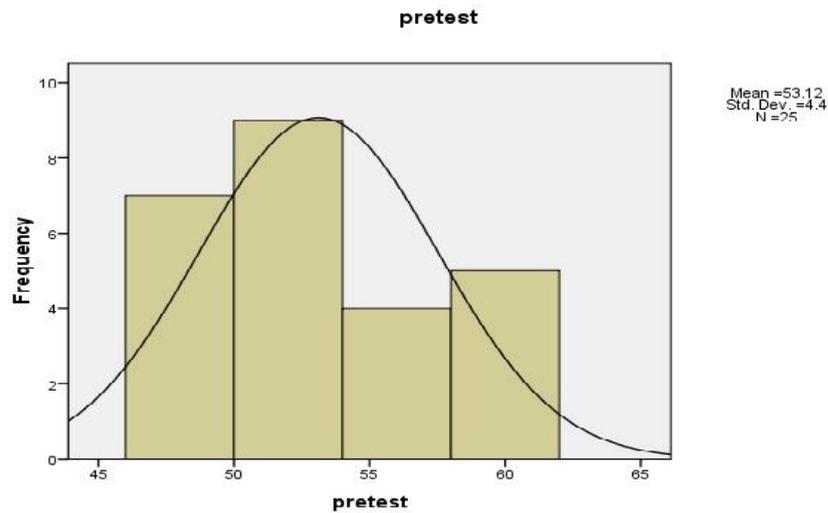
#### **Mean and Standard Deviation of Students' Pre-Experiment Score**

Mean	53.12
Standard Deviation	4.400

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

## Histogram IV.1

### Pre-Experimental histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

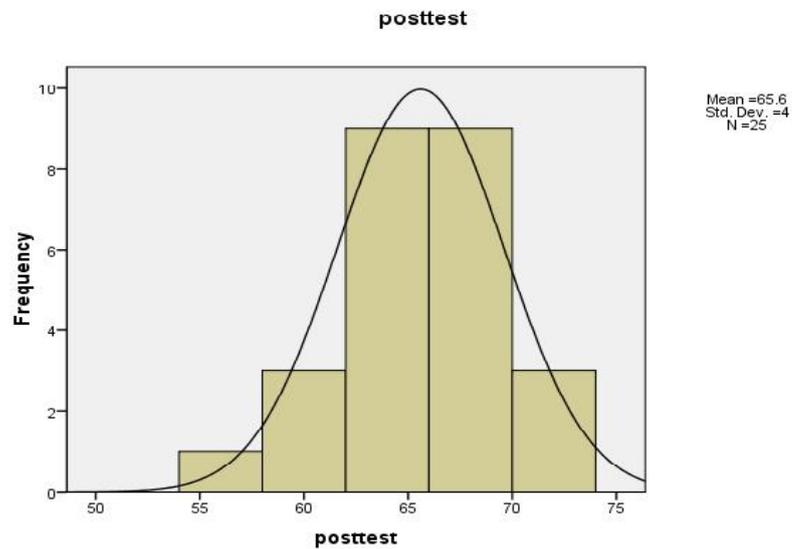
While for score of post-test of experimental class, the total frequency is 25 and the total scores is 1640, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV.7**  
**Mean and Standard Deviation of Students' Post-Experimental Score**

Mean	65.60
Standard Deviation	4.000

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

## Histogram IV.2 Post-Experimental histogram



From the histogram above, it can be analyzed that the histogram is almost normal.

### 2. Students' Writing Ability in Descriptive Paragraph without Using Listing Technique

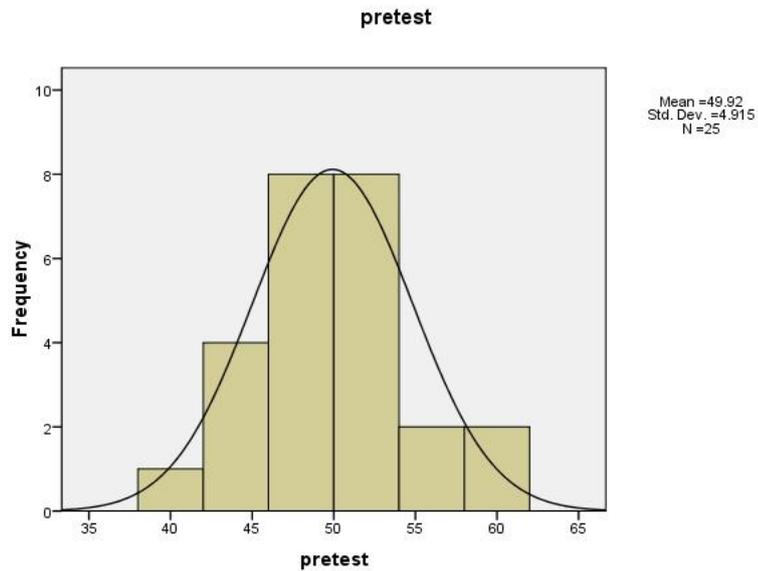
The data of students' pre-test and posttest scores in control class were obtained from the result of their writing descriptive paragraph without using listing technique. It can also be seen that the total frequency is 25 and the total scores is 1248, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV.8**  
**Mean and Standard Deviation of Students' Pre-Control Score**

Mean	49.92
Standard Deviation	4.915

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

### Histogram IV.3 Pre-Control histogram



From the histogram above, it can be seen that the histogram is almost normal.

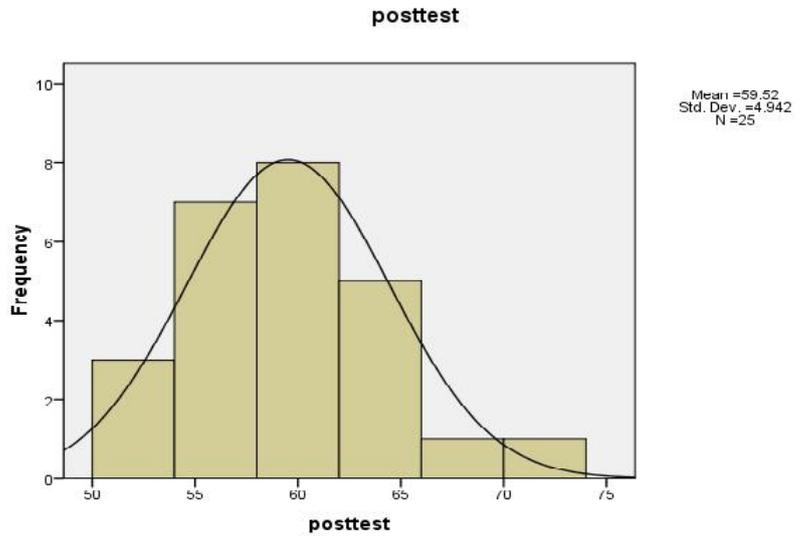
While for score of post test, the total frequency is 25 and the total scores is 1488, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**Table IV.9**  
**Mean and Standard Deviation of Students' Post-Control Score**

Mean	59.52
Standard Deviation	4.942

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. In other words, the scores obtained are normal.

### Histogram IV.4 Post-Control histogram



From the histogram above, it can be seen that the histogram is almost normal.

### 3. The Data Analysis of the Effect of Using Listing Technique toward Students' Writing Ability in Descriptive Paragraph

To know whether there is or not a significant effect of listing technique, writer used regression formula by using software SPSS 16.0. The data were obtained through the gain of experimental group and control group.

**Table IV.10**  
**Descriptive statistic**

	Mean	Std deviation	N
Post exp	65.60	4.000	25
Post cntrl	59.52	4.942	25

Based on the table above, it can be seen that the total students from each class, the experiment class consisted of 25 students and while for the

control class consisted of 25 students too. The mean of experiment class improvement was 65.60 and mean of control class improvement was 59.52. Standard deviation for the experiment class was 4.000 and while for the control class was 4.942.

**Table IV.11**  
**Correlations**

	Post-exp	Post-cont
Pearson correlation post-exp	1	0.580
Post-cont	0.580	1
Sig. ( 1-tailed) post-exp	0.00	0.001
Post-cont	0.001	0.00
N post-exp	25	25
Post-cont	25	25

From the table above, the correlation between post experiment and post control was 0. 580. According to Hartono, the strength of relationship for the coefficient or  $r = 0.580$  was moderate relationship.<sup>1</sup>

**Table IV.12**  
**Variables Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Post exp	0	Enter

- a. All requested variables entered.
- b. Dependent Variable: post control

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<sup>1</sup> Hartono, *Op. Cit*, p.87

**Table IV.13  
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.580	0.336	0.308	4.113

R square = 0.336 indicates the amount of relationship between post experiment and post control was about 33.6%. It means that the listing technique contributes 33.6% toward students' writing ability.

**Table IV.14  
ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	197.227	1	197.227	11.661	0.002
Residual	389.013	23	16.914		
Total	586.240	24			

From the table above, it can be seen that  $F_{\text{calculated}} (11.661) > F_{0.05, 1, 23} (4.28)$  and  $\text{Sig}_{\text{value}} (0.002) < \text{Sig} (0.05)$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. In other words, there is a significant effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. Students' ability in writing descriptive paragraph taught by using listing technique of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency is higher than without using listing technique.
2. Students' ability in writing descriptive paragraph taught without using listing technique of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency is lower than using listing technique.
3. There is a significant effect of using listing technique toward ability in writing descriptive paragraph of the first year students at State Senior High School 1 Rengat Indragiri Hulu Regency.

#### **B. Suggestion**

After conducting a research at State Senior High School I Rengat Indragiri Hulu Regency, the writer would like to propose some suggestions to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer recommends to the English teachers to use listing technique in teaching and learning process.
2. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.
3. Writer also hopes the students of State Senior High School I Rengat Indragiri Hulu Regency to use various techniques in doing their writing exercises or tasks, especially; listing technique because using it can help students to break their block minded in writing.

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