

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE  
ON THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT  
AT THE EIGHTH GRADERS OF SMPN 8 METRO**

**By:**

**VIVIA OKTANTIA  
STUDENT. ID. 13108727**

**Tarbiyah and Teacher Training Faculty**

**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1439 H / 2017 M**

**THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE  
ON THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT  
AT THE EIGHTH GRADERS OF SMPN 8 METRO**

**By:**

**VIVIA OKTANTIA  
STUDENT. ID. 13108727**

**Tarbiyah and Teacher Training Faculty  
English Education Department**

**Sponsor: Dra. Umi Yawisah, M.Hum**

**Co Sponsor: Ahmad Subhan Roza, M.Pd**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1439 H / 2017 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**APPROVAL PAGE**

The Title : THE INFLUENCE OF USING NOMINAL GROUP  
TECHNIQUE ON THE STUDENTS' WRITING SKILL IN  
DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMPN  
8 METRO  
Name : Vivia Oktantia  
NPM : 13108727  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined munaqosah in Faculty of Tarbiyah and Teacher Training State  
Institute for Islamic Studies (IAIN) Metro.

Metro,

Sponsor,

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Co- sponsor,

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Head of English Education

Department

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.ian@metrouniv.ac.id](mailto:tarbiyah.ian@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**NOTA DINAS**

Metro, 2017

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosahkan Skripsi**

**Saudari Vivia Oktantia**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama : Vivia Oktantia

NPM : 13108727

Judul : The Influence of Using Nominal Group Technique on the Students' Writing Skill in Descriptive Text at the Eighth Graders of SMPN 8 Metro

Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalmu'alaikumWr.Wb*

Metro,

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111  
M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain\_metro.ac.id

**RATIFICATION PAGE**

No: B-2949/ln.28.1/D/PP.00.9/12/2017

An undergraduate thesis entitled: THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE ON THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMPN 8 METRO

Written by Vivia Oktantia, student number. 13108727 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 13, 2017 at 10.00-12.00 a.m

**BOARD OF EXAMINERS:**

Chairperson : Dra. Umi Yawisah, M.Hum .....)

Examiner I : Dr. Widhiya Ninsiana, M.Hum .....)

Examiner II : Ahmad Subhan Roza, M.Pd .....)

Secretary : Yuniarti, M.Pd .....)



The Dean of Tarbiyah  
and Teacher Training Faculty



**Dr. Akla, M.Pd.**  
NIP. 19691008 200003 2 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.ain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

**NOTIFICATION LETTER**

Metro, 2017

Number :  
Appendix :  
Matter : **In order to hold the Munaqosah  
of Vivia Oktantia**

To: The Honorable  
The Dean of Faculty of Tarbiyah and Teacher Training  
State Institute For Islamic Studies (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research which is written by:

Name : Vivia Oktantia

Student Number : 13108727

Title : The Influence of Using Nominal Group Technique on the  
Students' Writing Skill in Descriptive Text at the Eighth  
Graders of SMPN 8 Metro

It has been agreed so it can be continued to the Faculty of Tarbiyah in order to be  
discussed on the munaqosah. Thank you very much.

*Wassalmu'alaikumWr.Wb*

Metro,

Sponsor,

**Dra.Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Co- sponsor,

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

## ABSTRACT

### THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE ON THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADER OF SMPN 8 METRO

By:

VIVIA OKTANTIA

The aim of this research was to implement the Nominal Group Technique and analyze its influence in students' skill of writing in descriptive text at the eighth grader of SMPN 8 Metro. The researcher conducted quantitative research with the true experimental design, by applying pre-test and post-test as the instrument.

Furthermore, the data was analyzed by using *t-test* formula that enable to investigate a positive influence from the treatment by investigating the differences between the experimental group which received the treatment (Nominal group technique) and the control group which didn't receive the treatment. Beside that, the researcher also analyzed the data by using *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from *t-test* formula illustrates that  $t_{observed} = 8.252$  is higher than  $t_{table}$  with the significant level of 5% = 2.010 and 1% = 2.682. Thus, it can be inferred that there is a positive influence. Then, the result of data analysis from *Chi-Square* formula illustrates that  $\chi^2_{observed} = 22.094$  is higher than  $\chi^2_{table}$  with the significant level of 5% = 5.991 and 1% = 9.210. It means that there is a significant influence. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted. With the result that there is a positive and significant influence of using Nominal group technique on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Years of 2017/2018

## ABSTRAK

### PENGARUH PENGGUNAAN TEKNIK *NOMINAL GROUP* PADA KEMAMPUAN MENULIS DESKRIPTIF SISWA KELAS VIII SMPN 8 METRO

Oleh:

VIVIA OKTANTIA

Tujuan dari penelitian ini adalah untuk menerapkan teknik Nominal Group dan menganalisis pengaruh kemampuan menulis siswa pada teks deskriptif kelas VIII SMPN 8 Metro. Peneliti melaksanakan penelitian kuantitatif *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen

Lebih lanjut, data di analisis dengan menggunakan rumus *t-test* yang memungkinkan untuk mengetahui pengaruh positif dari perlakuan dengan menemukan perbedaan antara kelompok eksperimen yaitu kelas yang mendapatkan perlakuan (Tehnik Nominal Group) dan kelompok control yang tidak mendapatkan perlakuan. Disamping itu, peneliti juga menganalisa data dengan rumus *Chi-Square* untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Akhirnya, hasil analisa data dari rumus *t-test* menunjukkan bahwa  $t_{\text{observasi}} = 8.252$  lebih tinggi dibandingkan dengan  $t_{\text{table}}$  dengan taraf signifikan 5% = 2.010 dan 1% = 2.682. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa  $\chi^2_{\text{observed}} = 22.094$  lebih besar dari pada  $\chi^2_{\text{table}}$  dengan taraf signifikan 5% = 5.991 and 1% = 9.210. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternatif Hipotesis ( $H_a$ ) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan Tehnik Nominal Group terhadap kemampuan menulis menulis deskriptif siswa di kelas VIII SMPN 8 Metro Tahun Akademik 2017/2018



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Vivia Oktantia  
St. ID. : 13108727  
Study Program : English Education Study Program (TBI)  
Department : Tarbiyah

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, October 2017

The writer  
METERAI  
EMPEL  
SERIAL NO. F659285484  
5000  
LIMAS RIBU RUPIAH  
VIVIA OKTANTIA  
St. ID. 13108727

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Vivia Oktantia  
NPM : 13108727  
Program Studi : Tadris Bahasa Inggris (TBI)  
Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Oktober 2017

Yang menyetujui  
METERAI  
TEMPEL  
KEMENTERIAN RI  
13108727  
5000  
RIBURUPIAH  
VIVIA OKTANTIA  
NPM. 13108727

## MOTTO

أَلصَّابِرِينَ مَعَ وَاللَّهِ ﴿٦٦﴾

And Allah with those who are patient (QS. Al Anfaal :  
66)

## **DEDICATION**

*“ I highly dedicate this an undergraduate thesis to:*

*Firstly, my beloved parents Joko Suwarno and Mei Farida*

*Secondly, my beloved brother Fajar Pria Yuda and also my beloved buddies Vero, Yani, Arum, Eka, Zean*

*Finally, my beloved almamater IAIN Metro”.*

## ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Ahmad Subhan Roza, M.Pd and Dra. Umi Yawisah, M.Hum for being patient and efficiency during the accomplishment of this undergraduate thesis. I also thanks to Agustinus Yuwono, S.Pd for giving support, I really appreciate it.

Last but not least, my greatest gratitude also goes to my classmates, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, October 2017  
The Researcher



VIVIA OKTANTIA  
St. ID. 13108727

## TABLE OF CONTENTS

<b>COVER</b>	
<b>TITLE.....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTA DINAS.....</b>	<b>iv</b>
<b>RATIFICATION PAGE.....</b>	<b>v</b>
<b>NOTIFICATION LETTER .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDIXES.....</b>	<b>xix</b>

### CHAPTER I INTRODUCTION

A. Background Of The Study .....	1
B. Problem Identification.....	4
C. Problem Limitation .....	4
D. Problem Formulation .....	4
E. Objectives and Benefits of The Study.....	5

### CHAPTER II REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Skill.....	6
1. The Concept of Writing.....	6
a. Definition of Writing.....	8
b. Kinds of Writing .....	8
c. The Process of Writing.....	10

d. Teaching Descriptive Text Through Nominal Group Technique.....	10
e. Teaching Writing .....	12
2. The Concept of Writing Skill .....	13
B. The Concept of Nominal Group Technique.....	16
1. Definition of Nominal Group Technique .....	16
2. Procedure of Nominal Group Technique .....	18
3. The Process of Nominal Group Technique.....	19
4. Advantages and Disadvantages.....	19
C. Theoretical Framework and Paradigm.....	22
D. Hypothesis Formulation.....	24

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	26
B. Population and Sampling Technique .....	28
C. The Operational Definition Of Variable .....	29
D. Data Collection Method .....	32
E. Research Instrument.....	33
F. Data Analysis Technique .....	34

### **CHAPTER IV RESULT OF THE RESEARCH**

A. Description of Data.....	36
1. Research Setting .....	36
2. Condition of Policy Objectives and Implementation of Learning Activities .....	39
3. Research Data .....	40
B. Hypothesis Testing .....	52
C. Interpretations .....	56
1. Interpretation of $t_{\text{observed}}$ .....	57
2. Interpretation of $\chi^2_{\text{observed}}$ .....	59
D. Limitations.....	61

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	63
B. Suggestion.....	64

**BIBLIOGRAPHY**

**APPENDIXES**

**CURRICULUM VITAE**



## LIST OF TABLES

Table	Page
1. The Data of Presurvey (The Students' Test Result of Descriptive Writing Skill .....	3
2. The measurement of writing skill .....	14
3. The True Experiment Design .....	27
4. The Aspect of Score Indicate The Writing Skill .....	31
5. Number of subject teachers .....	37
6. Name of Teacher and Last Educational Background .....	38
7. The Result of Students' Experimental Class Pre-Test .....	43
8. Frequency Distribution as the Result of Experimental Class .....	46
9. The Result of Students' Control Class Pre-Test.....	47
10. Frequency Distribution as the Result of Control Class Pre-Test.....	49
11. The Result of Students' Control Class Post-Test .....	50
12. Frequency Distribution as the Result of Control Class Pre-Test .....	53
13. The Result of Students' Experimental Class Post-Test .....	54
14. Frequency Distribution as the Result of Experimental Class Post-Test .....	56
15. The Authentic Table of the Differences between Experimental Class and Control Class .....	58
16. Distribution Frequency of Pre-Test And Post-Test In Experimental Class (VIII A)..	61
17. Testing of The Data .....	62
18. Critical Value of $t_{table}$ .....	64
19. Critical Value of $\chi^2_{table}$ .....	66

## LIST OF FIGURES

Figure	Page
1. The Description of Research Paradigm.....	23
2. The Influence of Using Nominal Group Technique In Experimental and Control Group Table.....	27

## **LIST OF APPENDIX**

- Appendix 1 Syllabus
- Appendix 2 Lesson Plan 1
- Appendix 3 Lesson Plan 2
- Appendix 5 Instrument Pre Test
- Appendix 6 Instrument Post Test
- Appendix 7 The Data of Pre-Survey
- Appendix 8 The Result of Students' Experimental Class (VIII A) Pre-Test
- Appendix 9 The Result of Students' Control Class (VIII B) Pre-Test
- Appendix 10 The Result of Students' Experimental Class (VIII A) Post-Test
- Appendix 11 The Result of Students' Control Class (VIII B) Post-Test
- Appendix 12 The Students' Experimental Class (VIII A) Answer Sheet
- Appendix 13 The Students' Control Class (VIII B) Answer Sheet
- Appendix 14 Photo Documentation
- Appendix 15 Surat Izin Pra Survey
- Appendix 16 Surat Balasan Izin Pra Survey
- Appendix 17 Surat Bimbingan Skripsi
- Appendix 18 Surat Izin Research
- Appendix 19 Surat Balasan Izin Research
- Appendix 20 Surat Tugas
- Appendix 21 Surat Keterangan Bebas Pustaka
- Appendix 22 The Consultation Card

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English is an international language and Indonesian department of national education has declared English been the first foreign language in Indonesia, so that it has been thought as a compulsory subject from elementary school up to university or college. Actually, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Writing is one of productive skill in english. <sup>1</sup> The purpose of teaching and learning English are developing the student's skill in listening, speaking, reading, and writing. Those skills should be mastered by the students who learn English. But learning is one difficult because it is only used when they study in the class, and seldom use it in daily life. These conditions occur in own country because people always use their mother tongue and Indonesian in their daily life.

In writing, the students can share information and ideas in the written text. The writing skill become very important in the education field, because the students need to be excercised and trained in order to have a good writing ability. There are some problems to improve writing performance. One of them is the students are difficult to start writing. They are very hard to find ideas what they are going to write, when the teacher provides some topic or

---

<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2

title to be written they need long time to think. Usually, the students do not have an inspiration that they want to write, so that the students just silent and confuse to do the exercise. The teacher should find out technique that can attract the student's interest and can help them understand the writing. We need some teaching that can motivate and increase the student's ability, especially in writing performance. If the students interest in what they do, they will enjoy their learning process and more understand about the materials are given.

Technique is defined as the way or specific activities of teacher in teaching and learning process. Technique is the important component in teaching and learning process to improve the instructional process. Actually, the teacher uses the different technique for the different subject. In fact, there are several kinds of technique in teaching writing.

Based on the explanation above, writing in English may be handled in different ways for different purpose. English writing process has many factors that should be recognized, such as vocabulary, attitude of learning and one of the most important factors is technique. Therefore nominal group technique is one of the techniques that can use in teaching writing. It is clear that the students should have technique of writing, without technique they will not be able to make a good writing.

The research had conducted in SMPN 8 Metro, especially at eighth grade about 30 students. The result data of pre-survey on April 10, 2017, the

English teacher has decided 74 as the competences standard minimum requirement.

**Table 1**  
**The result of test writing skill test**  
**at the Eighth Graders of SMPN 8 Metro**  
**in the Academic Year of 2017/2018**

No	Score	Frequency	Percentage	Category
1	75-100	7	23.33%	Good
2	61-74	13	43.33%	Fair
3	≤60	10	33.34%	Poor
		30	100%	-

Based on the pre-survey result above, the researcher assumed that the students that got a good score is 7 students or 23.33%, the students that got a fair score is 13 students or 43.33% and the students that got a poor score is about 10 students or 33,34%. From the epalaniton above the researcher assumed that the students score is low in writing skill. Some of the students get low in test writing. Its mean that they are not complete yet in learning English. From the data of observation, the researcher got there are major problems in the English learning process. The problem is caused by students' difficulty in developing ideas and they have low motivation in writing. It can be assumed that the main case is causes student's skill in writing is how to start of the writing activity.

Referring to the case above, the researcher interested to apply the nominal group technique in writing test. Nominal Group Technique is a

technique to improve the students writing skill, the ways more easy that can interest the students to write and to start their writing in a group.

In this research, the researcher will investigate whether applying Nominal Group Technique give the positive effect in student's writing skill in descriptive text at the Eighth Graders of SMPN 8 Metro in the Academic Year of 2017/2018.

## **B. Problem Identification**

From the background above, the researcher make some identifications of problem, such as:

1. The students have difficulties to generate ideas in descriptive text
2. The students have low score in writing subject.
3. The motivation of students is low to study writing subject
4. The activities of learning process in the class are not interesting
5. The technique is uneffective in the learning process

## **C. Problem Limitation**

There are many problem about writing skill, but the researcher focus on the first problem that the students have difficulties to generate ideas in descriptive text.

## **D. Problem Formulation**

Based on the explanation of the background above, the researcher formulates following question "Is there any positive and significant influence of using Nominal Group Technique on the Student's Writing Skill in

Descriptive Text at the Eighth Graders of SMPN 8 Metro in the Academic Year of 2017/2018?”

## **E. Objectives and Benefits of the Study**

In every research, there will be aim and purpose. At the end of research, the researcher hopes that will have some advantages in the teaching and learning process.

### **1. The objectives of the study**

The objectives of this research is to find out whether there is a positive and significant influence of Nominal Group Technique on the Student's Writing Skill in Descriptive Text at Eighth Graders of SMPN 8 Metro in the Academic Year of 2017/2018.

### **2. The Benefits of the study**

The benefits of the research are:

#### **a. For students:**

The result of this research can be used as the motivation to the lesson writing easily

#### **b. For teacher**

The result of this research can be used as alternative technique for the teacher to teach descriptive text

#### **c. For the headmaster**

It can be used as information to the English teacher to use an effective technique in teaching especially in teaching writing



## CHAPTER II REVIEW OF THE RELATED THEORIES

### A. The Concept of Writing Skill

#### 1. The Concept of Writing

##### a. Definition of Writing

There are four skills in English which should be mastered, they are: reading, listening, speaking and writing. It can be define that writing is one of the most important.

Terminologically, there are many experts that have different definitions for writing, but here the writer will take several definitions according to the experts as follows:

Jeremy harmer stated that writing has always been used as a means of reinforcing language that has been taught.<sup>2</sup> Its mean that the teacher can ask the students to write recently material such as paragraph. It can be added that reinforcement writing guides the students to improve their performance.

According to Sanggam Siahaan writing is psychological activity of the language user to put information in the written text.<sup>3</sup> It can be concluded that writing is the activity that use human thought and human act or involves physic and mental activities about definite topic in a context with a specific purpose.

---

<sup>2</sup> Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman), P.32

<sup>3</sup> Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), p. 215

Writing is used by students to express ideas around the curriculum. It means that writing has purpose to learn and to express student's background world knowledge.<sup>4</sup> So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge or the result of collecting information in the social environment.

Moreover, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. Then, writing as a process of expressing ideas or ideas thoughts in words should be done at our leisure.

Based on the statements above, it can be inferred that writing is very important language skill and direct communication that convey meaningful and expressive information from the writer to the readers in form of written language, because by writing language learners can express their feeling, ideas, thoughts, emotions, attitude, etc.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In other hand the purpose of writing is to give students opportunities to remember new language better. The act writing sentences makes them think about the new grammar or vocabulary.

---

<sup>4</sup> Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, ( New York: The Guilford Press, 2009). p. 47

## **b. The Kinds of Writing**

### **1) Exposition**

Exposition is constructed logically. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example.* Expository paragraphs is related to facts, ideas, beliefs. It explains, analyzes, defines, compares, illustrates. It answers the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?<sup>5</sup>

### **2) Description**

Descriptive writing related to the senses that tell how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. It that has a meaning that a good description has to be able make the reader can imagine the object, place, or person in his or her mind by read our writing.<sup>6</sup> It means that description has principle purpose to describe the object from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing.

---

<sup>5</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.89

<sup>6</sup>*Ibid.*, p. 61

### 3) Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.<sup>7</sup>

Narration related with events or story. Its problem is two fold to arrange the events in a sequence of time and to explain their significant.

### 4) Persuasion

Persuasion try to move on how the readers think or believe. It is usually about controversial topic and often compare the reason in the *argument* form, giving evidence or logical proof.

In this research, the researcher used narration form of written text. As we know from the explanation above that narration related with events or a story. Usually the story is about legend such as Cinderella or Snow White story.

Narration always used a sequence of time in every sentence.

## c. The Process of Writing

### 1) Thinking

Students involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style.<sup>8</sup>

---

<sup>7</sup>R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999),p.27

<sup>8</sup> Thomas S.Kane, *Essential Guide To Writing*(New York:, 2000)p.17

## **2) Doing**

Usually called drafting, students create their first composition by writing down all their ideas in an organized way to convey an idea or present an argument.

## **3) Doing again (Revising)**

Students review, modify, and recognize their written by rearranging, adding, or deleting content that not important, and making the intonation, style and the appropriayte content. The goal of this phrase of the writing process is to improve the draft.<sup>9</sup>

### **d. Teaching Descriptive Text Through Nominal Group Technique**

Based on the teaching procedure of nominal group technique in the previous discussions. The researcher designs a teaching procedures of descriptive text through nominal group technique are as follows:

- a. The teacher explains the material about descriptive text; definition, structure, laguage feature, and example.
- b. The teacher divides students into five groups. Then the teacher asks each group to seat around the table.
- c. The teacher gives different topic for every group and provides think time before start to apply nominal group technique

---

<sup>9</sup> *Ibid*, p.17

- d. The teacher starts apply nominal group technique. The steacher asks the students to prepare a pieces of paper and also pen to write their idea, after that the teacher give the topic then the teacher asks the students to describe something by the topic.
- e. The teacher gives 15 minutes for the students to write a sentence in paper.
- f. After the students finish, the teacher collects their paper and then put it on the board.
- g. The teacher guides the students to arrange their sentences to be descriptive text.
- h. The last, the teacher tells the best group that has least mistakes. Then, the teacher evaluate and explain more about descriptive text that concern to students' mistake in writing.

#### **e. Teaching Writing**

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.<sup>10</sup> Therefore, writing is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to master writing skill, it need a teaching activity that is guided by the teacher.

---

<sup>10</sup>Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

Teaching is the activity to guide and to facilitate learning that enabling the learner to learn, also to set the conditions for learning.<sup>11</sup> So, teaching refers to a professional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials.

Related to teaching writing, writing has always been used as a means of reinforcing language that has been taught.”<sup>12</sup> It means that the teacher can has students to write sentences using recently learnt grammar. Then, the teacher can have the students to write paragraph or longer compositions to practise certain recently focused-on aspects of language or paragraph and text construction. The reinforcement writing that is discussed above will be able to guide the students improve their skill.

## 2. The Concept of Writing Skill

Writing is used by students to express ideas around the curriculum. It means that writing has purpose to learn and to express student's background world knowledge.<sup>13</sup> So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge probing or the result of collecting information in the social environment. Skill is used to direct to a performance level, in the sense of precision and speed in performing a certain tasks (skilled performance). Skilled

---

<sup>11</sup> H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7

<sup>12</sup> Jeremi Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p.32

<sup>13</sup> Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, ( New York: The Guilford Press, 2009). p. 47

performance has long been a subject of psychological studies, that consider both physical psychomotor abilities and mental cognitive abilities.<sup>14</sup> So, skill is the output of abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

### The Measurement Of Writing Skill

Table 3  
The Standard Score

No	Assesment Indicators	Score	Category	Standard
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
2.	Organization	20-18	Excellence	Very good excellent; ideas

<sup>14</sup> Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7



				clearly stated, well organized, logical sequencing and relevant to generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured

		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores <sup>15</sup>			

---

<sup>15</sup>Burhan Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), p. 307-308

## B. The Concept of Nominal Group Technique

### 1. Definition of Nominal Group Technique

Terminologically, there are many experts that have different definition for Nominal Group Technique, but the writer will take definitions according to the experts as follows:

According to Van de Den & Delbecq Nominal Group Technique (NGT) is a structured variation of a small-group discussion to reach consensus.<sup>16</sup> Although this activity allows group members to discuss their ideas, the members do so only after all the ideas have been generated.<sup>17</sup>

Furthermore Harvey and Holmes stated that Nominal Group Technique requires direct participant involvement, in away that is non-hierarchical, and where all participants have an equal voice and all responses to the posed question have equal validity.<sup>18</sup>

According to Potter Nominal Group Technique is a time efficient method of collecting data, as a session generally lasts between 1,5 and 2 hours, and participants are only required to attend one session.<sup>19</sup>

Based on the explanation above, the researcher can be inferred that nominal group is a small-group discussion that consist of four till five

---

<sup>16</sup> Vi Hoang Dang. *The Use of Nominal Group Technique: Case Study in Vietnam*. (Australia: Sciedu Press), Vol. 5, No. 4; 2015, p.15

<sup>17</sup> Arthur VanGundy, *101 Activities For Teaching Creativity And Problem Solving*, (U.S.A: Pfeifer, 2005), p. 335

<sup>18</sup> *Ibid*, p.16

<sup>19</sup> Rachel Lennon *et.al*, *Nominal Group Technique: its utilisation to explore the rewards and challenges of becoming a mental health nurse, prior to the introduction of the all graduate nursing curriculum in England*, (England: University of Southampton, 2012) ISSN 2051-6266 / 20120000, p.2

persons each group, where all participants have an equal voice and all responses to the posed question have equal validity. Nominal Group Technique was introduced as a time for everyone to share their ideas and then discuss those ideas as a group.

This technique has been designed to allow a balanced input from all group members, especially during the initial stages. It also preserves the anonymity of the voter thereby (presumably) reducing the pressure on the individual to conform to majority opinion.<sup>20</sup>

Furthermore, the nominal group technique is used to assist participants in the process of pooling their knowledge and, particularly, their judgments to arrive at decisions that are acknowledged by participants as being a genuine product of the group dialogue process. Being highly structured, it facilitates participation by preventing the group from being dominated by particular individuals, as each contribution is of equal value.<sup>21</sup>

## **2. Procedure of Nominal Group Technique**

The procedure of Nominal Group Technique as follows:

### **a. Silent Idea Generation.**

The objective of the first step is for individuals to silently and independently react to the problem statement and to generate possible alternatives.

---

<sup>20</sup> Mark Tennant et.al, *Teaching, Learning And Research In Higher Education*, (New York: Routledge, 2010), p. 78

<sup>21</sup>MC.Donald, David, *Research Integration Using Dialogue Method*, (Australia: ANU E Press, 2009), p. 64

b. Reporting of Ideas.

Allow each member of the group to share his or her ideas using the following process.

c. Discussion for Clarification.

Provide an opportunity for open discussion and clarification of all the generated ideas.

d. Ranking of Problem/Solution Importance (Preliminary Vote).

The purpose of this phase is to collect the judgments of the group in order to determine the relative importance of the problems or solutions that have been identified.<sup>22</sup>

e. Group discussion of the vote outcomes (including additions and further merging of overlaps).

f. Final voting on the priority of items.<sup>23</sup>

### 3. The Process of Nominal Group Technique

The nominal group technique process comprises number of stages those are:

a. **Introduction** – facilitator introduces the purpose of the session, the rules and structure.

b. **Stage 1: individual responses** – responses are collected on the chosen topic in a silent generation phase.

---

<sup>22</sup> Donna M. Mertens, *Creative ideas for teaching evaluation: activities, assignments, and resources*, (U.S.A: Kluwer Academic Publishers, 1989), p.206

<sup>23</sup> Sandra C. Jones, *Using the Nominal Group Technique to Select the Most Appropriate Topics for Postgraduate Research Students' Seminars*, Australia: University of Wollongong, Vol. 1/1, 20-34, 2004, p. 22

- c. **Stage 2: clarification and consolidation** – responses are read out and clarified one by one by participants, **then** similar/same items are merged under one response.
- d. **Stage 3: ranking responses** – participants rank their top five responses individually in order of **importance**.
- e. Ranking results are calculated and shared with the group.
- f. Closure and thanks.<sup>24</sup>

#### 4. Advantages and Disadvantages of NGT

##### a. Advantages

The primary advantage of the NGT over other strategies is the enhanced opportunity for all participants to contribute ideas and to minimize the domination of the process by more confident or outspoken individuals (Vella, Goldfrad, Rowan, Bion & Black, 2000). Other advantages (Nelson, Jayanthi, Brittain, Epstein & Bursuck, 2002; Ko de Ruyter, 1996; Brahm & Kleiner, 1996) include:<sup>25</sup>

1. The generation of a greater number of ideas than other group processes.
2. The generation of more creative ideas than other group processes.

---

<sup>24</sup> Tünde Varga-Atkins, et al, *The Nominal Group Technique – a practical guide for facilitators*, Liverpool: University of Liverpool, October 201, p.4

<sup>25</sup> Vi Hoang Dang. *The Use of Nominal Group Technique: Case Study in Vietnam*. (Australia: Sciedu Press), Vol. 5, No. 4; 2015, p.18

3. The ease of interpreting the results (as ideas are generated, voted on/ranked, and evaluated at the session itself).
4. A greater sense of accomplishment for members (as the results are available immediately after the session).
5. The minimal resource requirements (a venue, facilitator, whiteboard, paper, sticky notes and pens).
6. The quality of both individual and group decisions is improved by open exchanges of information, ideas, and criticism. NGT allows an exchange of information, but no criticism.<sup>26</sup>

#### **b. Disadvantages**

However, it is important to recognise the disadvantages or limitations of nominal groups. These include:<sup>27</sup>

1. The limited number of topics and issues that can be covered (tend to be single-topic sessions).
2. The limitation of idea generation to the meeting itself (i.e., no opportunity for participants to think about the issue in depth and generate additional ideas in their own time).
3. The need for participants to feel comfortable with, and remain within, a very structured group process.
4. The lack of anonymity, which may limit participants' willingness to express their views.

---

<sup>26</sup> Cheryl Hamilton, *Communicating For Result*, (U.S.A: Thomson Wadsworth, 2008), p.267

<sup>27</sup> *Ibid*, p.18

5. The necessity for all members to be capable of, and comfortable with, expressing their ideas in writing and then communicating them verbally to the group.
6. The time commitment required from participants, and the necessity for them to attend a specific location at a given time, which may limit participant numbers.
7. The lack of generalizability of the results to the wider population due to the specific characteristics of the participants (both in terms of who is nominated to attend, and who agrees to participate).
8. The limited nature of the data (i.e, in terms of number of respondents) often requires a follow-up survey or other quantitative methodology prior to making final decisions about an issue.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

A research must have a theoretical framework as a concept for basic in research. There are two variables in this research. There are independent variable (X) and variable (Y). The independent variable (X) is nominal group technique and dependent (Y) is writing skill in descriptive text.

Nominal group technique will give influence of the students in writing skill in descriptive text. The student are expected to be active in



understanding a text as good, after they are given nominal group technique.

Therefore the implementation of nominal group technique is very important to build the students motivation in writing to get the good result in learning process, and the students will follows and participate the lesson seriously.

Descriptive writing is one of the basic competencies that should be achieved in writing English subject which the students have the ability to develop and produce written simple function text. Descriptive writing is clearly describing a person, place, or thing which purposes the reader gets information from it.<sup>28</sup> Then, the students study to describe something clearly by the language.

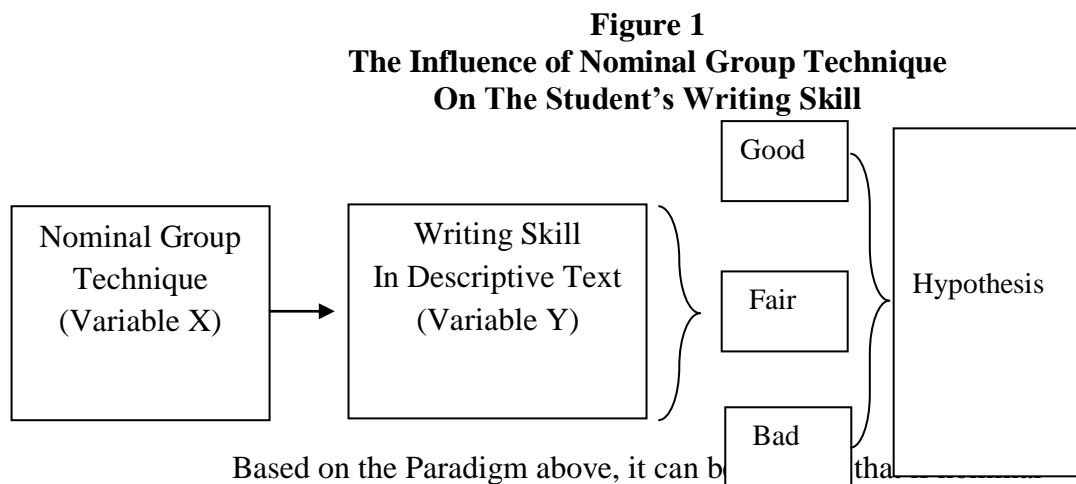
If nominal group technique is effective for teaching writing skill in descriptive text, it will give good influence to student's writing skill in descriptive text. But if nominal group technique is ineffective for teaching writing skill in descriptive text so it will give no influence to the student's writing skill in descriptive text.

---

<sup>28</sup> Sanggam Siahaan, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), p.. 119

## 2. Paradigm

Based on the theoretical frame work above, the researcher describe the paradigm as follow:



group technique is applied well in teaching and learning process, the student's writing skill in descriptive text is good. So there is any positive and significant Influence of Using Nominal Group Technique On The Student's Writing Skill in Descriptive Text. If it does not apply well, the student's writing skill in descriptive text is bad. So, there is no any positive and significant Influence of Using Nominal Group Technique On The Student's Writing Skill in Descriptive Text.

## D. Hypothesis

### 1. Hypothesis Formulation

John Creswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.<sup>29</sup>

Based on the theoretical framework and paradigm above, the researcher formulate the hypothesis as follows:

#### 1. Alternative Hypothesis (Ha)

There is a positive and significant influence of nominal group technique on the writing skill in descriptive text at the Eighth Graders of SMPN 8 Metro in the Academic year of 2016/2017.

#### 2. Null Hypothesis (Ho)

There is not positive and significant influence of nominal group technique on the writing skill in descriptive text at the Eighth Graders of SMPN 8 Metro in the Academic year of 2016/2017.

### 2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that “A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non-

---

<sup>29</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

directional form of hypothesis”<sup>30</sup>. This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

- a. If  $t_{\text{observed}} > t_{\text{table}}$  and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}}$  and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

---

<sup>30</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

## CHAPTER III RESEARCH METHOD

### A. Research Design

In this research, the researcher used quantitative research to identify the influence of using Nominal Group Technique toward student's writing performance in descriptive text at SMPN 8 Metro in the Academic Year of 2017/2018.

Actually, Daniel Muijs stated that quantitative research is explaining phenomena by collecting numerical data that is analyze using mathematically based method.<sup>31</sup> Its mean that the quantitative research is the research which uses the numerical for all of the data.

Furthermore, Daniel decided that there are two kinds of quantitative research design namely experimental design and non-experimental design. The experimental design is defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.<sup>32</sup>

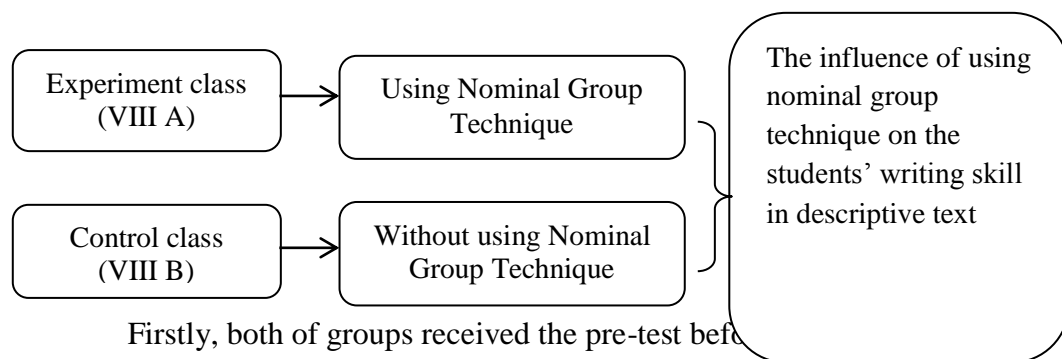
In this research, the researcher used true experiment design that that used two classes namely VIII B as a control class that didn't receive the treatment and VIII A as an experimental class that received the treatment that was teaching by using nominal group technique. The design is follows: The influence of using nominal group technique on the students' writing skill in descriptive text.

---

<sup>31</sup> Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1

<sup>32</sup>*Ibid*, p. 13

**Figure 2**  
**The Influence of Using Nominal Group Technique**  
**In Experimental and Control Group**



Secondly, the experimental class (VIII A) got a treatment using nominal group technique and control class (VIII B) didn't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Nominal Group Technique on the students' writing skill in descriptive text.

The description of sequence is:

**Table 2**  
**The True Experiment Design**

<b>Group</b>	<b>1. Pre-test</b>	<b>2. Treatment</b>	<b>3. Post-test</b>
Experimental Group	X	X	X
Control Group	X		X

Following the post-test, the analyses of statistical are carried out to see whether the treatment has had an effect for experimental group.<sup>33</sup>

---

<sup>33</sup> *Ibid*, p.18

## **B. Population and Sampling Technique**

### **1. Population**

Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.<sup>34</sup> It means that population is all members of group such as people, objects, or events that is determined in a research.

Population in this research is 159 students. They are divided into seven classes. In this research, the population is all of eighth grader of SMPN 8 Metro. There were 159 students at the eighth grader of SMPN 8 Metro.

### **2. Sample**

The sample is a part of population that will be researched. A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>35</sup>

The sample of this research is students at SMPN 8 Metro Academic year 2017/2018, The researcher took from VIII A which consist of 30 and VIII B which consist of 30 students too. So, there were 60 students as the sample.

---

<sup>34</sup> Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

<sup>35</sup> Fraenkel, *How to Design*, p. 105

### 3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.<sup>36</sup> In this research, the researcher used a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed VIII A as experimental class because their writing score is low.

#### C. The Operational Definition Variable

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.<sup>37</sup> Operational definitions of variables in this research are:

##### 1. Independent Variable (X)

Independent variables are those that (probably) cause, influence of affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.<sup>38</sup> Independent variable is the major variable which is hoped to investigated. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is nominal group technique which is writing descriptive text. There are some indicators of nominal group technique, such as:

- a. The students are able to do the task in group.

---

<sup>36</sup> *Ibid.*

<sup>37</sup> Donal Ary, *Introduction to Research*, p.36

<sup>38</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50



- b. The students are able to communicate and interact to each others in group.
- c. The students are able to contribute and share ideas in a group.

Moreover based on explanation above, in this measurement the researcher knew the user performance in applying Nominal Group Technique on Writing Skill in Descriptive Text at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018.

## **2. Dependent Variable (Y)**

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.<sup>39</sup> Dependent variable of this research is the variable which was observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing skill. The researcher measured dependent variable by using test. The researcher tested the students by asking them to write a descriptive text with a given topic. It was implemented to the students at the eighth grader of SMPN 8 Metro in the Academic Year of 2017/2018.

---

<sup>39</sup> Donal Ary, *Introduction to Research*, p. 37

Table 3

The Aspect of Score Indicate The Writing Skill<sup>40</sup>

No	Aspect	Score
1	Content	0-24
2	Organization	0-20
3	Discourse	0-20
4	Syntax	0-12
5	Vocabulary	0-12
6	Mechanics	0-12
Total		100

From the table above, the reasearcher measure the result of the essay test by adding all of the aspect based on the score gained by student. The total score is 100

The indicator of writing skill is the students are:

- a. The students are able to write and organize a descriptive text with a appropriate structure.
- b. The students are able to use spelling and punctuation correctly.
- c. The students are able to enrich their vocabulary

---

<sup>40</sup> Douglas, Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*. The United States of New York: Longman, 2001, p. 356

## **D. Data Collection Method**

### **1. Test**

Test is some questions or exercise and other tools used to measure the skill, knowledge, intelligent, capability or talent is had by individual or group.

In other hand, this research is a true experimental design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher used written test as a data collecting method to measure students' descriptive writing skill. Kind of test was essay test that the teacher ask the students to make a descriptive text.

The pre-test was held in the first meeting before doing treatment in order to know ability of the students before doing the action research. While the post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

### **2. Documentation**

Documentation is the tool which has written like books, magazine, transcript, newspaper, lenger, legenda, document, regulation, note and so on. The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures and also English teacher's

documentation who competences to collect the data and to get detail information about students' English result in writing skill in descriptive text at the Eight Graders of SMPN 8 Metro in the Academic Year of 2017/2018.

## **E. Research Instrument**

Research instrument is a tools that are used by the researcher to collecting the data better, completely and systematically, so the data easy to be used. Furthermore, the research instrument involves:

### **1. Instrument Blueprint**

Research instrument which was used in this research are:

- a. The instrument which used to measure students' writing skill which has a person or group is test. Kind of test was essay test that the teacher ask the students to make a descriptive text.
- b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students and about the location sketch of SMPN 8 Metro.

## **F. Data Analysis Technique**

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there is any positive influence of using Nominal Group technique on the students's descriptive writing skill at the eighth grader of SMPN 8 Metro in the Academic Year of 2017/2018, the researcher used the

true experiment in the form of paired t-test by using control group pretest-posttest design. The formulate of t-test: <sup>41</sup>

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t : t-test

$M_y$  : Mean Sample Experiment

$M_x$  : Mean Sample Control

$N_y$  : Number Study Experiment

$N_x$  : Number Study Control

X : Deviation  $X_2$  and  $X_1$

Y : Deviation  $Y_2$  from the Mean  $Y_1$ .

Secondly, to investigate whether there is any significant influence of using Nominal Group technique on the students's descriptive writing skill at the eight grader of SMPN 8 Metro in the Academic Years 2017/2018, the researcher used Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.<sup>42</sup> It is used to examine the significant differences between observed frequencies and expected

---

<sup>41</sup> Suharsimi Arikunto, *Prosedur Penelitian*, p. 354

<sup>42</sup> Donal Ary, *Introduction to Research*, p. 188

frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square.<sup>43</sup>

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

- $\chi^2$  : Chi-Square obtained
- $f_o$  : observed frequency
- $f_h$  : expected frequency

---

<sup>43</sup> *Ibid.*

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

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

##### **1. Research Setting**

SMP Negeri 8 Metro is one of the junior high schools in Metro City and is located in 23 Karang Rejo village which was founded in 1997. Geographically located on the border between Metro City, North Metro District precisely with East Lampung Regency. This condition provides opportunities for elementary school graduates to compete to become students of SMP Negeri 8 Metro.

Since the enactment of Law no. 20 of 2003 on the national system and PP no. 19 of 2005 on national education standards, has encouraged changes to the education management system in Metro City. The learning process at SMP Negeri 8 Metro has imposed an educational unit curriculum (KTSP) for grades VII to class IX by applying contextual learning.

SMP Negeri 8 Metro was established in 1998, located at Karang Rejo 23, North Metro District. SMP Negeri 8 Metro is located in strategic place, cool and comfortable because away from the noise. SMP Negeri 8 Metro also strongly supports government programs in the effort of the implementation of DIKNAS, this is evidenced by the provision of learning

opportunities for poor students through subsidies of School Operational Assistance.

Since its inception until now SMP Negeri 8 Metro has experienced several times the turn of the principal, as for the list of names of leaders of SMP Negeri 8 Metro from the beginning until now is as follows:

- H.Rozili.Z.Msc Period 1998 to 1999
- Dra.Hj.Mulyasari Period 1999 to 2001
- Drs.Bambang Irawan Period 2001 to 2006
- Gono Irianto, S.Pd.M.M Period 2006 to 2012
- Slamet, S.Pd Period 2012 until now

a. School Personnel

Table5

Number of subject teachers

Number of Officers SMPN 8 Metro		Description
The permanent teacher (PNS / Foundation)	39 persons	
Non-Permanent Teachers	2 persons	
Employed civil servant teachers	-	
Administrative Staff	4 Persons	
<b>TU PTT</b>	2 persons	



Table 6  
The Teachers Educational Background

D1	D3	S1	S2
1 person	3 persons	31 persons	3 persons

Based on my observations that served as headmaster of SMP Metro is Slamet, S.Pd he was appointed as headmaster of SMP N 8 Metro in 2012. Started this SMPN 8 Metro he became the fifth position which served as principal. Related to the number of female students in the school, it is not surprising that individual teacher's personnel ranging from school principals, subject teachers to TU staffs here reach 48.

b. Student state

From the results of interviews that I do about the state of the students, in SMP N 8 Metro there are 14 classes from grade VII to class IX with the total number of approximately 434 students and the number of each class an average of 29 students. Of the number of students who reached 434 it all went in the morning and no one came in the afternoon, and the average student is domiciled in the metro and surrounding areas.

c. Facilities and infrastructure

Supporting facilities and infrastructure in student learning process at SMP N 8 Metro consist of principal and teacher office, TU room, classroom, laboratory, library, canteen, toilet, garage, field. School SMP N 8 Metro is not terraced, the state of every classroom was quite

good in terms of tidiness is well ordered in terms of desk chair also all can say worthy to be used in the learning process.

d. Organizational Structure SMP N 8 Metro

The personnel of the organization In SMP N 8Metro is as follows:

1. Headmaster: Slamet S.Pd
2. Deputy Head of School:
  - a. Deputy head of curriculum: Tini Sukmawati S.Pd
  - b. Deputy head of student: Amira S.Pd
  - c. Deputy head of infrastructure and facilities: Rosmawati S.H
3. Guardian class
4. Student

**2. Condition of Policy Objectives and Implementation of Learning Activities**

a. Learning Activity In School

The process of teaching and learning in SMPN 8 Metro, has been very effective because it is seen in terms of teachers who have an average already competent in their respective fields as a professional educator, while the facilities and infrastructure in the school is already quite adequate view of the needs required at the school is sufficient so that it can support the teaching and learning process. Therefore it can be said in accordance with the vision of the mission that existed in the school. And vision of its mission that is: Implement the learning and

guidance effectively so that each student develop optimally, in accordance with the potential.

### 3. Research Data

#### a. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to identify the students' writing skill before the treatment would be given. The pre-test in this research is writing test. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 7

The Result of Students' Experimental Class Pre-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	AT	10	9	12	10	4	45
2.	APD	10	14	17	10	4	55
3.	ATR	16	9	13	21	4	63
4.	AP	16	13	12	10	4	55
5.	AGS	16	10	15	15	4	60
6.	ADU	16	9	13	10	4	52
7.	AK	6	9	7	7	4	30
8.	AP	7	5	5	4	4	25
9.	AW	7	5	13	7	3	35
10.	AP	15	10	10	10	5	50
11.	AS	11	10	10	10	4	45
12.	ANP	16	9	14	12	4	55

13.	AY	7	5	13	7	3	35
14.	DC	8	9	9	10	4	40
15.	FM	15	13	13	10	4	55
16.	FAE	16	15	15	10	4	60
17.	FA	5	7	12	7	4	35
18.	HK	6	9	7	7	4	30
19.	JS	8	9	9	10	4	40
20.	KY	6	10	5	10	4	35
21.	NF	6	10	6	9	4	35
22.	PY	20	10	14	12	4	60
23.	SACA	10	7	12	7	4	40
24.	SA	6	6	9	10	4	35
25.	SA	11	9	14	12	4	50
26.	SN	13	13	13	17	4	60
27.	VAA	15	13	16	17	4	65
28.	YSA	14	9	13	10	4	50
29.	YTP	6	5	6	5	3	25
30.	AF	7	4	5	5	4	25
Total							1345
Average							44,83
The highest score							65
The lowest							25
The number of the students who got 74 or more							0

Source: The Result of Students' Experimental Class Pre-Test on August, 23<sup>rd</sup>, 2017.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 65 - 25
 \end{aligned}$$

$$= 40$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 4.874 = 5.874$$

$$= 5$$

$$P = \frac{R}{K}$$

$$K$$

$$= \frac{40}{5}$$

$$= 8$$

After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 8

Frequency Distribution as the Result of Experimental Class Pre-Test

at the Eighth Grader of SMPN 8 Metro in the Academic Year of

2017/2018

Interval	Frequency	Category	Percentages %
25-32	5	Poor	16,67%
33-40	9	Poor	30,00%
41-48	2	Poor	06,67%
49-56	8	Poor	26,66%
57-64	5	Poor	16,67%
65-72	1	Fair	03,33%
	30		100%

Based on the table of frequency distribution above, it can be inferred that no one students who passed from 74 as the Minimum

Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptive writing skill is very low.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 9

The Result of Students' Control Class Pre-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

<b>NO</b>	<b>NAME</b>	<b>CO</b>	<b>OR</b>	<b>VO</b>	<b>GR</b>	<b>MC</b>	<b>SCORE</b>
1.	APL	10	8	13	10	4	45
2.	AFS	11	15	15	10	4	55
3.	BAP	16	13	13	10	4	56
4.	BK	10	9	9	10	4	42
5.	CRAH	10	13	13	10	4	50
6.	DA	9	10	8	9	4	40
7.	DD	6	6	7	8	3	30
8.	EP	16	13	13	14	4	60
9.	FA	6	8	6	6	4	30
10.	FF	8	6	7	5	4	30
11.	IRZ	10	13	13	10	4	50
12.	IS	11	9	11	10	4	45
13.	IK	11	10	9	11	3	45
14.	JA	10	10	13	8	4	45
15.	LS	13	13	13	12	4	55
16.	MGS	11	13	12	10	4	50
17.	ND	6	6	7	8	3	30
18.	NFR	11	12	13	10	4	50
19.	RAR	8	6	7	5	4	30

20.	RM	10	11	12	10	4	47
21.	RA	6	6	5	5	3	25
22	RA	10	9	12	8	4	43
23	RR	10	12	14	10	4	50
24	SA	9	11	12	10	3	45
25	SA	6	8	6	6	4	30
26	SIM	10	9	9	8	4	40
27	VCI	12	13	11	12	4	55
28	WO	12	12	12	11	3	55
29	YRK	10	13	12	11	4	50
30	A	11	9	13	10	4	47
Total							1325
Average							44,16
The highest score							60
The lowest							25
The number of the students who got 74 or more							0

Source: The Result of Students' Control Class Pre-Test on August 21<sup>rd</sup>, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

$R$  = the highest score – the lowest score

$$= 60-25$$

$$= 35$$

$K$  =  $1+3.3 \log n$

$$= 1+4.874 = 5.874$$

$$= 5$$

$$P = \frac{R}{K}$$

$$= \frac{35}{5}$$

$$= 7$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 10

Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

Interval	Frequency	Category	Percentages %
25-31	7	Poor	23,33%
32-38	-	Poor	0%
39-45	9	Poor	30,00%
46-52	8	Poor	26,67%
53-59	5	Poor	16.67%
60-66	1	Poor	03.33%
	30		100%

Based on the table of frequency distribution above, it can be inferred that no one students who passed from 74 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be inferred that the students' report writing skill is low.



b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' report writing skill before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 11

The Result of Students' Control Class Post-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

NO	NAME	CO	OR	VO	GR	MC	SCORE
1.	APL	13	13	13	12	4	55
2.	AFS	13	13	13	12	4	55
3.	BAP	16	13	9	14	3	55
4.	BK	12	9	10	10	4	45
5.	CRAH	12	13	13	12	4	54
6.	DA	9	9	10	9	3	40
7.	DO	11	9	8	9	3	40
8.	EP	17	16	17	10	4	64
9.	FA	7	7	7	6	3	30
10.	FF	8	6	6	7	3	30
11.	IRZ	11	13	14	12	5	55
12.	IS	10	9	14	13	4	50
13.	IK	9	11	9	11	5	45
14.	JA	11	10	11	9	4	45
15.	LS	12	12	10	9	3	46

16.	MGS	16	13	9	12	5	55
17.	ND	10	8	10	9	3	40
18.	NFR	11	11	12	17	4	55
19.	RAR	7	8	7	5	3	30
20.	RM	12	11	11	11	5	50
21.	RA	7	6	6	8	3	30
22.	RA	14	13	11	9	3	50
23.	RR	15	14	9	14	3	55
24.	SA	14	13	13	11	4	55
25.	SA	8	6	6	7	3	30
26.	SM	16	13	13	14	4	60
27.	VCI	16	13	13	10	4	56
28.	WO	15	13	13	10	4	55
29.	YRK	13	13	11	9	4	50
30.	A	12	11	13	10	4	50
Total							1430
Average							47,6667
The highest score							64
The lowest							30
The number of the students who got 74 or more							0

Source: The Result of Students' Control Class Post-Test on August 28<sup>th</sup>, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

$$\begin{aligned}
 R &= \text{the highest score} - \text{the lowest score} \\
 &= 64 - 30 \\
 &= 34
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 17 \\
 &= 1 + 3.3 \times 1.2304 \\
 &= 1 + 4.0603 \\
 &= 5.0603 \\
 &\approx 5
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{34}{5} \\
 &= 6.8 = 7
 \end{aligned}$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 12

Frequency Distribution as the Result of Control Class Post-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

Interval	Frequency	Category	Percentages %
30-36	5	Poor	20,00%
37-43	3	Poor	36,67%
44-50	9	Poor	20,00%
51-57	11	Poor	16,67%
58-64	2	Poor	06,66%
	30		100%

Based on the table of frequency distribution above, it can be inferred that there is no students who passed from 74 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptive writing skill is still low.

The researcher also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows:

Table 13

The Result of Students' Experimental Class Post-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

<b>NO</b>	<b>NAME</b>	<b>CO</b>	<b>OR</b>	<b>VO</b>	<b>GR</b>	<b>MC</b>	<b>SCORE</b>
1.	AT	13	14	13	20	4	64
2.	APD	20	18	17	16	5	76
3.	ATR	16	13	13	7	4	53
4.	AP	18	15	14	23	4	70
5.	AGS	21	15	17	22	5	80
6.	ADU	23	14	16	23	4	80
7.	AK	18	12	12	19	3	64
8.	AP	16	12	8	10	4	50
9.	AW	15	10	12	14	4	55
10.	AP	22	13	15	21	4	75
11.	AS	15	10	12	14	4	55
12.	ANP	19	13	12	18	3	65
13.	AY	22	14	13	21	4	74
14.	DC	15	13	10	9	3	50
15.	FM	23	12	14	22	4	75
16.	FAE	21	13	14	22	4	74
17.	FA	15	13	10	11	3	52
18.	HK	18	13	11	18	3	63
19.	JS	14	12	11	12	3	52
20.	KY	22	13	15	21	4	75

21.	NF	22	14	14	21	4	75
22	PY	24	15	14	23	4	80
23	SACA	23	12	15	21	4	75
24	SA	22	13	14	21	4	74
25	SA	21	15	14	20	4	74
26	SN	22	13	15	21	4	75
27	VAA	23	14	13	21	4	75
28	YSA	22	16	13	22	4	77
29	YTP	14	12	10	11	3	50
30	AF	15	10	12	10	3	50
Total							2007
Average							66,9
The highest score							80
The lowest							50
The number of the students who got 74 or more							10

Source: The Result of Students' Experimental Class Post-Test on August 30<sup>th</sup>, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

$R$  = the highest score – the lowest score

$$= 80-50$$

$$= 30$$

$K$  =  $1+3.3 \log n$

$$= 1+4.874 = 5.874$$

$$= 5$$

$P$  =  $\frac{R}{K}$

$K$

$$= \frac{30}{5}$$

$$= 6$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 14

Frequency Distribution as the Result of Experimental Class Post-Test at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

Interval	Frequency	Category	Percentages %
50-55	9	Poor	30.00%
56-61	-		0%
62-67	4	Poor	13.33%
68-73	1	Fair	03.33%
74-79	13	Good	43.34%
80-85	3	Good	10.00%
	30		100 %

Based on the table of frequency distribution above, it can be inferred that there were 10 (47.62%) students passed from 74 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' descriptive writing skill in post test was increased or good.

## B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

### 1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Nominal group technique and control class which didn't receive treatment using Nominal group technique at The Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 15

The Authentic Table of the Differences between Experimental Class and Control Class at the Eighth Grader of SMPN 8 Metro at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	APL	45	55	10	1.	AT	45	64	19
2.	AFS	55	55	0	2.	APD	55	76	21
3.	BAP	56	55	-1	3.	ATR	63	53	-10
4.	BK	42	45	3	4.	AP	55	70	15

5.	CRAH	50	54	4	5.	AGS	60	80	20
6.	DA	40	40	0	6.	ADU	52	80	28
7.	DO	30	40	10	7.	AK	30	64	34
8.	EP	60	64	4	8.	AP	25	50	25
9.	FA	30	30	0	9.	AW	35	55	20
10.	FF	30	30	0	10.	AP	50	75	25
11.	IRZ	50	55	5	11.	AS	45	55	10
12.	IS	45	50	5	12.	ANP	55	65	10
13.	IK	45	45	0	13.	AY	35	74	39
14.	JA	45	45	0	14.	DC	40	50	10
15.	LS	55	46	-9	15.	FM	55	75	20
16.	MGS	50	55	5	16.	FAE	60	74	14
17.	ND	30	40	10	17.	FA	35	52	17
18.	NFR	50	55	5	18.	HK	30	63	33
19.	RAR	30	30	0	19.	JS	40	52	12
20.	RM	47	50	3	20.	KY	35	75	40
21.	RA	25	30	5	21.	NF	35	75	40
22.	RA	43	50	7	22.	PY	60	80	20
23.	RR	50	55	5	23.	SACA	40	75	35
24.	SA	45	55	10	24.	SA	35	74	39
25.	SA	30	30	0	25.	SA	50	74	24
26.	SM	40	60	20	26.	SN	60	75	15
27.	VCI	55	56	1	27.	VAA	65	75	10
28.	WO	55	55	0	28.	YSU	50	77	27
29.	YRK	50	50	0	29.	YTP	25	50	25
30.	A	47	50	3	30.	AF	25	50	25
The Result		<b>1325</b>	<b>1430</b>	$\sum X= 105$	The Result		<b>1345</b>	<b>2007</b>	$\sum Y= 662$



b. Putting the data into t-test formula in order to get  $t_{\text{observed}}$ :

$$M_x = \frac{\sum X}{N} = \frac{105}{30} = 3.5$$

$$M_y = \frac{\sum Y}{N} = \frac{662}{30} = 22.06$$

$$\begin{aligned} \sum x^2 &= \frac{\sum X^2 - (\sum X)^2}{N} \\ &= \frac{1141 - (105)^2}{30} \\ &= \frac{1141 - 11025}{30} \\ &= 1141 - 367.5 \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \frac{\sum Y^2 - (\sum Y)^2}{N} \\ &= \frac{18282 - (662)^2}{30} \\ &= \frac{18282 - 438244}{30} \\ &= 18282 - 14608.13 \end{aligned}$$

$$\sum x^2 = 773.5$$

$$\sum y^2 = 3673.87$$

Therefore the researcher counted by using the formula of t-test as follow:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ t &= \frac{3.5 - 22.06}{\sqrt{\left(\frac{773.5 + 3673.87}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\ &= \frac{+18.56}{\sqrt{\left(\frac{4447.37}{58}\right) \left(\frac{2}{30}\right)}} \\ &= \frac{18.56}{\sqrt{(76.678 \times 0.066)}} \\ &= \frac{18.56}{\sqrt{5.060}} = \frac{18.56}{2.249} = 8.252 \end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got  $t_{\text{observed}}$  is 8.252

## 2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Nominal group technique in descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (VIII A)

Table 16

Distribution Frequency of Pre-Test And Post-Test  
In Experimental Class (VIII A)

Variables	Category			Total
	Good	Fair	Poor	
Pre-Test	0	1	29	30
Post-Test	16	1	13	30
Total	16	2	42	60

- b. Putting the data into Chi-Square analysis technique in order to get

$\chi^2_{\text{observed}}$ .

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 17  
Testing of The Data

<b>Sel:</b>	$f_o$	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	0	8	-8	64	8
2	1	1	0	0	0
3	29	21	8	64	3.047
4	16	8	8	64	8
5	1	1	0	0	0
6	13	21	-8	64	3.047
$\Sigma$	<b>60</b>	<b>60</b>	<b>0</b>	<b>256</b>	<b>22.094</b>

Moreover, after putting the data above into Chi-Square analysis, the researcher got  $\chi^2_{\text{observed}}$  is 22.094

### C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

#### 1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Nominal group technique in descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year Of 2017/2018

#### 2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Nominal group technique in descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year Of 2017/2018

Furthermore, after  $H_a$  and  $H_o$  has formulated, the researcher consulted  $t_{\text{observed}}$  to  $t_{\text{table}}$  and  $f_o$  to  $f_h$  as follows:

- c. If  $t_{\text{observed}} > t_{\text{table}}$  and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ , So  $H_a$  is accepted and  $H_o$  is rejected.
- d. If  $t_{\text{observed}} < t_{\text{table}}$  and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ , So  $H_a$  is rejected and  $H_o$  is accepted.

It means that if the  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  (there is a positive influence) and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$  (there is a significant influence),  $H_a$  is accepted and  $H_o$  is rejected. On the other way, if the  $t_{\text{observed}}$  is smaller than  $t_{\text{table}}$  (there is no a positive influence) and  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$  (there is no a significant influence),  $H_a$  is rejected and  $H_o$  is accepted.

### 1. Interpretation of $t_{\text{observed}}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of  $t_{\text{observed}}$  is 8.252. If the researcher interprets it base on the concept above. It can be infered that there is a positive influence of using Nominal Group Technique on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Years of 2017/2018.

#### a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Nominal group technique in descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year Of 2017/2018.

To know the critical value of  $t_{table}$ , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

After considering the t-test table by using df 58, the researcher not found it in t-table. So, it is done interpolation because 58 are higher than 40 and smaller than 60.

Table 18

Critical Value of  $t_{table}$

	5%	1%
d.f 40	2.021	2.704
d.f 60	2.000	2.660

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).

	5%	1%
<u>d.f 40 + d.f 60</u>	<u>2.021 + 2.000</u>	<u>2.704 + 2.660</u>
2	2	2
	= 2.010	= 2.682

From all data analysis above, it can be known that:

$$t_{\text{observed}} = 8.252$$

$$t_{\text{table}} = 2.010 (5\%) \text{ and } 2.682 (1\%)$$

Furthermore, the data confirm that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ , or it can be written as  $2.010 < 8.252 > 2.682$ . It means that there is a positive influence of using Nominal group technique in descriptive text at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018.

## 2. Interpretation of $\chi^2_{\text{observed}}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  is 22.094. If the researcher interprets it based on the concept of hypothesis. It can be inferred that there is a significant influence of using Nominal group technique in descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/2018.

### b. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Nominal Group Technique on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/ 2018.

To know the critical value of  $\chi^2_{\text{table}}$ , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in  $\chi^2_{\text{table}}$ .

Table 19

Critical Value of  $\chi^2_{\text{table}}$

	5%	1%
d.f 2	5.991	9.210

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).

From all data analysis above, it can be known that:

$$\chi^2_{\text{observed}} = 22.094$$

$$\chi^2_{\text{table}} = 5.991 (5\%) \text{ and } 9.210 (1\%)$$

Furthermore, the data confirm that  $\chi^2_{\text{observed}}$  is higher than  $\chi^2_{\text{table}}$  or it can be written as  $5.991 < 22.094 > 9.210$ . There are high or significant difference between  $\chi^2_{\text{observed}}$  and  $\chi^2_{\text{table}}$ . It means that there is a significant influence of using Nominal Group Technique on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/ 2018.

Regarding to the all the finding above, the data confirm that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  (there is a positive influence) and  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$  (there is a significant influence). It means that  $H_a$  is accepted and  $H_o$  is rejected.

On the other word, there is a positive and significant influence of using Nominal Group Technique on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/ 2018.

This technique brought positive character that is discussion in group. Discussion that is brought by this technique are be able to solve the problem about students' difficulties in developing ideas. Students can be more easy to generate their ideas in their writing because the get the imginations from their friends's ideas. So that Nominal group technique has a positive influence on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/ 2018.

#### **D. Limitations**

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

##### **1. Problem in applying Nominal group technique**

In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, in the end activity of the treatment, the researcher faced difficulty to manage the class because the students have losed their concentration or their focus. For example, when the researcher asked students to analyze another group's writing, most of students seemed very busy with their friends. Also, the class was a little noisy.



2. Students' problem in writing class

Some students did not care more about grammar. So, they have some errors in their writing

3. This research was conducted at the Eighth Grader of SMPN 8 Metro in the Academic Year of 2017/ 2018, so the result was limited only to this grade in this school. Moreover, the result of this research is only for that year. It means this research is not generally accepted.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data by using t-test formula, the researcher found that the critical value of  $t_{\text{observed}}$  is 8.252. Then, considering the  $t_{\text{table}}$  by using df.58, the researcher found it in the table. So it's interpolation, and as the result, from df 58, it can be known that the critical value of  $t_{\text{table}}$  for the 5% level is 2.010 and for the 1% level is 2.682. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  is 22.094. Then, considering the  $\chi^2_{\text{table}}$  by using df.2, the researcher found it in the table. the critical value of  $\chi^2_{\text{table}}$  for the (5%) level is 5.991 and for the (1%) level is 9.210.

From those all of the data analysis, it can be seen that  $t_{\text{observed}}$  (8.252) is higher than  $t_{\text{table}}$  (5%=2.010 , 1%=2.682), or it can be written as (2.010 < 8.252 > 2.682). It means there is a positive influence. Beside that, the data confirm that  $\chi^2_{\text{observed}}$  is higher than  $\chi^2_{\text{table}}$  or it can be written as 5.991 < 22.094 > 9.210. There are high or significant difference between  $\chi^2_{\text{observed}}$  and  $\chi^2_{\text{table}}$ . It means that there is a significant influence.

Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is a positive and significant influence of using Nominal Group Technique on the students' descriptive writing skill at the Eighth Grader of SMPN 8 Metro in the Academic Years of 2017/ 2018.

## **B. Suggestion**

Based on the explanation above, the writer suggests some points as follows:

### 1. For the Teachers

The teacher should choose a great technique in teaching English especially in writing class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

### 2. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about grammar and punctuation in their writing.
- c. The students are suggested to improve their descriptive writing skill.

### 3. For The School

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning descriptive writing skill.

- b. The school is recommended to make the further study in applying Nominal group technique which is done by the teacher in learning descriptive writing.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507. Faksimili (0725) 47296.  
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-2992/In.28/R.1/TL.00/06/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SEKOLAH SMPN 8  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2991/In.28/R/TL.01/06/2017, tanggal 15 Juni 2017 atas nama saudara:

Nama : VIVIA OKTANTIA  
NPM : 13108727  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 8 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE ON THE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMPN 8 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Juni 2017  
Wakil Rektor Bidang Akademik  
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH  
NIP. 197210011999031003



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 8 METRO**



Alamat: Jl. Karang Rejo 23 A Metro Utara Telp. (0725) 47458 Email: smp8metro@gmail.com

Nomor : 1185 / 1.12.3/ SMP.08/ KP/ 2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada

Yth. Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro

Di

Tempat

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : SLAMET, S.Pd  
NIP : 196312041986021002  
Pangkat/Gol : Pembina Tk I/ IV b  
Jabatan : Kepala SMP Negeri 8 Metro


Memberikan izin kepada:

Nama : **VIVIA OKTANTIA**  
NPM : 13108727  
Jurusan : Tarbiyah  
Program Studi : PBI  
Judul : *THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE  
TOWARD THE STUDENTS WRITING PERFORMANCE IN  
DESCRIPTIVE TEXT AT THE EIGHT GRADER OF SMPN 8 METRO.*

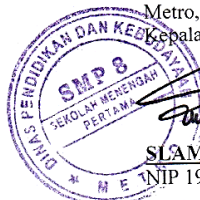
Untuk mengadakan Research/ Survey guna menyelesaikan Tugas Akhir/Skripsi di SMP Negeri 8 Metro Tahun Pelajaran 2017/2018.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 20 Juli 2017  
Kepala SMP Negeri 8 Metro



**SLAMET, S.Pd**  
NIP 196312041986021002





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507. Faksimili (0725) 47296.  
Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2991/In.28/R/TL.01/06/2017

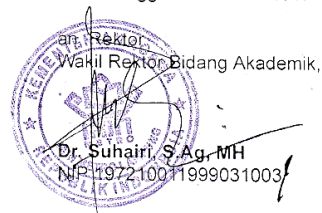
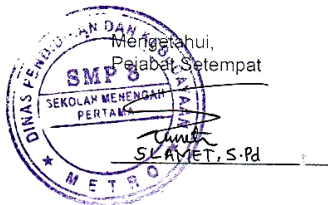
Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : VIVIA OKTANTIA  
NPM : 13108727  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE ON THE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMPN 8 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 15 Juni 2017





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47298; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vivia Oktantia  
NPM : 13108727

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 10	✓		- Revise cover, title - Adding abstract Indonesian version, statement of research originality Indonesian Version - Revise table of contents - Revise chapter IV	
	12/10/2017	✓		acc for munasosyah	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vivia Oktantia  
NPM : 13108727

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 4		✓	Revise cover, title, abstract Chapter II - IV	
2.	Jum'at 6		✓	Revise abstract	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vivia Oktantia  
NPM : 13108727

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	8/8-17	✓		acc for Instrument	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Vivia Oktantia  
NPM : 13108727

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 7-08-17		✓	Acc Instrumen	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014



## **CURRICULUM VITAE**

Vivia Oktantia who stands as the researcher in this present research was born in Tanggamus, South Lampung on October 12<sup>th</sup> 1994. She comes from simple and harmonic family. She is the first girl from Joko Suwarno and Mei Farida.

She took elementary school at SDN 1 Tangkit Serdang, and took his junior high school at SMP PGRI 1 Pugung for three years. Then, having graduated from junior high school, she continued her study in SMAN 1 Pagelaran. In that school, she joined in the EC (English Club). After graduated from senior high school, she continued her study in IAIN Metro with English Education Study Program. She really hope that she is able to continue her study to master of degree and to be a succesfull person that can present a happiness for her parents.