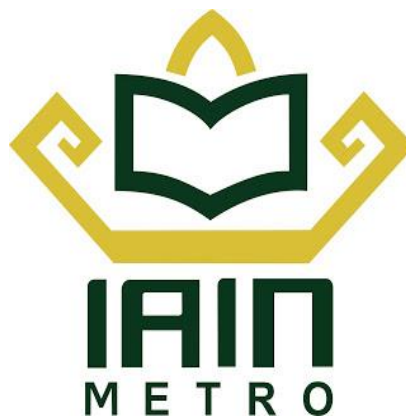# AN UNDERGRADUATE THESIS

THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG

By:

ELYZABETH ZANDOVA
Student Number. 1901052012

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445H / 2023M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Dapartment

By:

ELYZABETH ZANDOVA
Student Number. 1901052012

Sponsor: Dr. Widhiya Ninsiana, M.Hum

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445H / 2023M

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah**
of Elyzabeth Zandova

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro
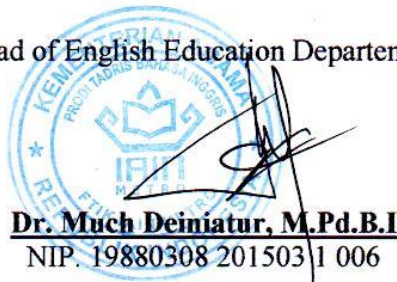
Assalamu'alaikum, Wr. Wb

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

Name : Elyzabeth Zandova
Student Number : 1901052012
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE INFLIENCE OF DELPHI TECHNIQUE ON STUDENTS'
WRITING SKILL OF THE TENTH GRADE AT SMAN 1
GUNUNG SUGIH CENTRAL LAMPUNG

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

Wassalamu'alaikum Wr. Wb

Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 19 December 2023
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

iii

APPROVAL PAGE

Title	:	THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG
Name	:	Elyzabeth Zandova
Student Number	:	1901052012
Study Program	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

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

Head of English Education Study
Program

Dr. Much Deniatur.M.Pd.B.I.
NIP. 198803082015031006

Metro, (6 December 2023
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

RATIFICATION PAGE

No. B-0018/ln-28-1/D/PP-00.9/01/2024

An Undergraduate thesis entitled: THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG. Written by: Elyzabeth Zandova, Student Number 1901052012, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 28th, 2023 at 10.00 –12:00 WIB

BOARD OF EXAMINERS:

Chairperson   : Dr. Widhiya Ninsiana, M.Hum   (...........................)

Examiner I   : Drs. Kuryani, M.Pd   (...........................)

Examiner II   : Dr. Much. Deiniatur, M.Pd.B.I   (...........................)

Secretary   : Eka Yuniasih, M.Pd   (...........................)

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

v

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                   Saudari Elyzabeth Zandova

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

Assalamu'alaikumWr.Wb.
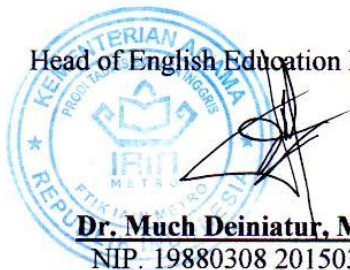
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Elyzabeth Zandova
Student Number : 1901052012
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : THE INFLIENCE OF DELPHI TECHNIQUE ON STUDENTS'
                            WRITING SKILL OF THE TENTH GRADE AT SMAN 1
                            GUNUNG SUGIH CENTRAL LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 19   December 2023
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG

ABSTRACT

By: Elyzabeth Zandova

The main aim of this research is to know whether Delphi Technique influences thee students writing skill on descriptive text at SMAN 1 Gunung Sugih Central Lampung . This research text writing skill of students' that researcher found in the presurvey process. It was hoped that through this research the students writing skill on descriptive text is better.

The method of this research was a quantitative research in the form of a true-experimental design, carried out at SMAN 1 Gunung Sugih Central Lampung. The population of this research was te tenth graders students. The sample of this research was 30 students at the tenth grade of SMAN 1Gunung Sugih Central Lampung. In collect the data, the researcher used test (pre-test and post-test), documentation and observation.

The result show that the result of Sig.2 tailed is 0.42. It is clear that if probability or Sig > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is positive and significant influence of variable X on variable Y. In other words, Ha is accepted and Ho is rejected. It is investigated that t-observed is 2.075. Meanwhile,, the t-value in the f-table for the 5% significant level for df 58 is 1.671. While the significant level of 1% df 58 is 1. This shows that the t-observe is higher than the t-value in the f-table. Therefore, it is concluded that there is positive and significant influence of Delphi Technique on students' writing skill on descriptive text of the tenth grade at SMAN 1 Gunung Sugih.

Keyword: Delphi Technique, Quantitative Research, Writing Skill.

PENGARUH TEKNIK DELPHI TERHADAP KEMAMPUAN MENULIS SISWA KELAS SEPULUH SMAN 1 GUNUNG SUGIH LAMPUNG TENGAH

ABSTRAK

Oleh : Elyzabeth Zandova

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah Delphi Technique mempengaruhi kemampuan siswa menulis teks descriptive di SMAN 1 Gunung Sugih Lampung Tengah. Penelitian ini dilakukan atas dasar permasalahan rendahnya kemampuan siswa menulis teks descriptive yang peneliti temukan pada proses pre-survei. Diharapkan melalui penelitian kemampuan menulis descriptive teks siswa menjadi lebih baik.

Penelitian ini adalah penelitian kuantitatif berupa desain true-experimental yang dilakukan di SMAN 1 Gunung Sugih. Populasi penelitian ini adalah siswa kelas sepuluh, sampel penelitian ini berjumlah 30 siswa kelas sepuluh SMAN 1 Gunung Sugih. Dalam mengumpulkan data, peneliti menggunakan tes (pra-tes, dan tes pos), dokumentasi dan pengamatan.

Hasil penelitian menunjukkan bahwa hasil Sig. 2 tailed adalah .042. Jelas bahwa jika probabilitas atau Sig. > α (0.05), hipotesis alternative (Ha) diterima. Ini berarti bahwa ada pengaruh positif dan signifikan variabel X pada variabel Y. Dengan kata lain, Ha diterima dan Ho ditolak. Diteliti bahwa t-observasi adalah 2.075. Sedangkan nilai-t pada f-tabel pada pada signifikan 5% untuk df 58 adalah 1.671. Sedangkan taraf signifikan 1% df 58 adalah 1. Hal ini menunjukkan bahwa ada pengaruh positif dan signifikan dari Teknik Delphi pada kemampuan siswa menulis teks descriptive di kelas sepuluh SMAN 1 Gunung Sugih.

Kata Kunci: Teknik Delphi, Penelitian Kuantitatif, Kemampuan Menulis.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Elyzabeth Zandova

Student Number : 1901052012

Dapartement : English Education

Faculty : Tarbiyah and Teachers Training

State that this undergraduate thesis is originally the result of the researcher's research in exception of the certain parts which are excepted from bibliographies mentioned.

Metro, December 19th 2023

The Researcher

Elyzabeth Zandova

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Elyzabeth Zandova

NPM   : 1901052012

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagianbagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19 Desember 2023

Peneliti

Elyzabeth Zandova

x

MOTTO

وَمَن جَٰهَدَ فَإِنَّمَا يُجَٰهِدُ لِنَفْسِهِۦٓ ۚ إِنَّ ٱللَّهَ لَغَنِىٌّ عَنِ ٱلْعَٰلَمِينَ ﴿٦﴾

" …….. And whosoever striveth, striveth only for himself, Allah is altogether

Independent of (His) creatures"

(Al- Ankabut:6)

DEDICATION PAGE

I highly dedicated this Undergraduate Thesis to:

My beloved parents (Mr. Ahmad Mustafa and Mrs. Venny) who keep on praying and always support me in their endless love.

My beloved sister and my brother (Susi susanti, Yulia Mustika, Luvita and Christian) who have given wonderful motivation for me.

My beloved friends, Nini, Mustika, Talia, Laily, fassya, Ovi, who always support, help, care and thanks for your assistance, so that I could finish my undergaduate thesis.

My beloved almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

First of all, thanks to Allah, the Most Gracious and the Most Merciful, because of His amazing blessings, the researcher can complete this undergraduate thesis. The blessings and gifts are the only reason researcher have not given up today. Then, peace and greetings are always with our beloved prophet Muhammad SAW, a person who has taught us how to live in harmony, may peace always accompany him. "The Influence of Delphi Technique on Students' Writing Skill of the Tenth Grade at SMAN 1 Gunung Sugih Central Lampung" is the title of this thesis. This research cannot be achieved without the motivation, help and support of many people.

Secondly, on this good occasion, the researcher wants to pay a deep respect, and wants to thank you for:.

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., as the Rector of the State Institute for Islamic Studies (IAIN).

2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deiniatur, M.Pd., as the Head of the English Department.

4. Dr. Widhiya Ninsiana, M.Hum as thesis supervisor, who has motivated researchers to complete this research as soon as possible, and took the time available to guide and provide suggestions, criticisms and good corrections for researchers, to complete this thesis.

5. All lecturers of the English Education Dapartement of IAIN Metro Lampung who have provided knowledge and information to me.

6. The staff of English Education Department who helped the researcher in processing of administration.

7. Headmaster, Teacher and Staff of SMAN 1 Gunung Sugih who give me the opportunity to conducted this research.

8. All of friends in IAIN Metro, thanks for everything in helping to finish this undergraduated thesis.

The researcher realized that this undergraduate thesis is far from perfect. But the researcher that hope this undergraduate thesis will be usefull for the readers and other interested parties.

Metro, December 28th 2023

The researcher,

Elyzabeth Zandova
1901052012

TABLE OF CONTENT

BIBLIOGRAPHY
APPENDICES
CURICULUM VITAE

LIST OF TABLE

LIST OF FIGURES

LIST OF GRAPHS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language and often this language is used as a second language in several countries.[1] In education, English is one of important subjects in all levels of education. Student learns English from the kinder school until university. English language learning consists of four important aspect of language skill, including listening, speaking, reading and writing. Therefore, from the four skills, writing skill is one of the aspects of language skill contained in the learning curriculum.

Writing is an activity to express ideas, thoughts, experiences and knowledge in the written form that is made systematically, so that the student can be easily understood by others.[2] Writing is one of language skills which are important for students in learning English. It becomes very important because with writing the teacher can know all of about English skills of student including speaking, reading, and listening. Moreover, writing is important because writing is one of language skills that must be possessed since elementary school. In addition, writing is very important because with writing student can provide useful information for others. There writing can be a tool of communication.

[1] Dzulkifli Isadaud, M. Dzikrul Fikri, Muhammad Imam Bukhari, *"The Urgency Of English In The Curriculum In Indonesia To Prepare Human Resources For Global Competitiveness"*, No. 1(2022), 1.

[2] Kristy Dwi Pratiwi, *"Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu"*, 2019.

In senior high school, writing is one of the four skills that should be learned by the students. However, at the time some students feel hard to write paragraph, and student is lazy to write paragraph because the student thinks that it is very difficult to attach word by word to be a sentence.

The Delphi Technique is one of the writing teaching techniques. The Delphi Technique is a systematic teaching technique for gathering opinions from a group of experts via a series of questionnaires, with a feedback mechanism in place via rounds of questions. [3] The Delphi technique is a hybrid of the brain writing and survey methods. The panel is used in this technique for communication via several written questionnaires. The goal of this technique is to get most trustworthy consensus from a group of experts.

The Delphi technique has several advantages when it comes to teaching writing. Students can begin by developing their ideas about reading texts. In a reading text, both students can use vocabulary and formal sentence structures. Third, students can learn from reading texts. Finally, students can comprehend the text that they create.

Furthermore, the Delphi technique is useful for assisting students in writing paragraphs; with this technique, students can write English well because they can express their ideas on paper. Furthermore, they can share some information with their classmates during class discussions.

---

[3] Ghouwa Ismail, *"The Delphi Technique ",* 2023.

Moreover, based on the pre survey on December 18[st,] 2022 at the tenth grade of SMAN 1 Gunung Sugih. The score of the result of pre-survey of English is still poor. It could be seen from the table below:

Tabel 1.

Data of Pre-survey
The score of Students' English text Writing Skill of the Tenth Grade
at SMAN 1 Gunung Sugih

No	Grade	Frequency	Percentage %	Criteria
1	≥ 75	9 students	27%	Complete
2	≤ 75	21 students	73%	Incomplete
	Total	30 students	100%	

(Source: Taken on the Pre- Survey on December 18, 2022)

Based on the result of table 1, the researcher assumes the most of student of the tenth grade encounter problems in their writing. They skill to compose a paragraph is still poor because their scores in writing test are under Minimum Mastery Criteria (MMC). The percentage of students who do not complete the MMC is 73% (21 students). Another supporting data by pre-survey research is an interview to the English teacher, namely (1) They have difficulties to write in English writing; (2) It have poor motivate to write in English; (3) They have limit their vocabularies in English.

Based on the phenomenon above, we assume that students have difficulties to write in English writing, so the researcher interested to conduct the research is: "The Influence of Delphi Technique on Students'

Writing Skill of the tenth Grade at SMAN 1 Gunung Sugih Central Lampung.

B. Identification of The Problems

The following are the results of identifying the problems based on the problems identified by the researcher based on the results of the pre-survey:

1. The students have limited their vocabulary.
2. The students have difficulties in developing their writing skill.
3. The students have low motivation in writing.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem in number two, namely the students have difficulties in developing their writing English text.

D. Problem Formulation

The problem formulation of this research is constructed as: "Is there any positive and significant influence Using Delphi technique on the writing skill of the Tenth Grade at SMAN 1 Gunung Sugih?

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is to find out whether there is a positive and significant influence of delphi technique on students' writing skill of the tenth Grade at SMAN 1 Gunung Sugih.

2. Benefits of the Study

The benefits of this research is a follow:

a. For the Student

This research expected to be beneficial to students by providing information the Delphi technique in their writing skill. The students get easy to write in English writing through Delphi technique.

b. For the Teacher

The result of this research be expect to be able to give information for the teacher of English, especially in SMAN 1 Gunung Sugih that Delphi Technique could be used in teaching writing skill.

c. For the Other Researchers

It is hoped this research will benefit other researchers by not only providing information about writing theories and Delphi teaching technique. It is because other researchers will gain detailed information the steps and research results related to the application of the Delphi technique to teaching writing skill

through this research. As a result, it is hoped other researchers will continue this research by expanding it into other areas of study.

F. Prior Research

This research was carried out by considering several relevant studies. The first relevant research was conducted by Popi Darmasanti[4]. The research location was at SMAN 1 Sutera in 2016. The research method she used was a qualitative research method by examining grade X student at SMAN 1 Sutera. The purpose of her research is to uncover the use of the Delphi learning technique in teaching writing at SMAN 1 Sutera.

This research and relevant research have similarities and differences. The similarity is on the research topics, especially the use of the Delphi Technique in teaching writing. While the difference in the sample that it was held because the related research examined the students of SMAN 1 Sutera while this study examined the students of SMAN 1 Gunung Sugih. Another difference is in the purpose of the the study, because this study aims to test whether there is a positive and significant effect using the Delphi Technique on the skill to write text in English orr nott. Meanwhile, relevant research aims to reveal the use of the Delphi technique in teaching writing at SMAN 1 Sutera.

---

[4] Popi Darmasanti, *"Teaching Writinng Recount Text By Combining Delphi and Nominal Group Technniques for Ten Grade of Senior High School"* Sumatra Barat: Journal of Delphi and Nominal Technique, no.2(2016), 1.

The second relevant research was conducted by Ying Qin Tee, Anizah Mohamed, and Norlidah Alias[5]. The research location is the Malaysian Facebook users in 2018. The research method is a quantitative research method. The aim of the research is to examining the consensus level of 22 experts in the field of conselling and psychology on the suitability of facebook as a platform for writing therapy intervention in the Malaysian context using the Fuzzy Delphi Technique. Experts emphasized the ineffectiveness of using Facebook as a platform for providing expressive writing. They also have opposing views on the use of writing on Facebook, stating that they prefer face-to-face sessions over online sessions because body language and expressions are not visible through Facebook as an online medium.

This research and related research have similarities and differences. The similarity is on the topics, especially the use of the Delphi Technique in the research methods. The difference is in the sample of the research because the sample is related research examines the facebook users. While this study examines the students of SMAN 1 Gunung Sugih. While another difference is in the purpose of the study, because this study aims to test whether there is any positive and significant effect of using Delphi Technique on the skill to write text I English or not. Meanwhile, the relevant research is to know whether influence of using   effect of

---

[5] Ying Qin Tee, Anizah Mohammed and Norhalidah Alias, *" Application of Fuzzy Delphi Methode in Exploring Facebook as a Tool for Wrting Therapy Among Young Adults"* Kuala Lumpur: The Malaysian Online Journal of Educational Technology, No. 3 (2018),2.

facebook as a platform for writing therapy intervention in the Malaysian context using the Fuzzy Delphi Technique.

A third relevant was conducted by Margaret Robertson, Martin Line, Susan Jones, and Sharon Thomas.[6] The research location was at University of Tasmania in 2019. The research method used was qualitative and quantitative research on University of Tasmania students. The purpose of this relevant research is their study aims to analysis of contextually relevant issues facing international students at Australian universities as part of a plan to develop cross-disciplinary strategies to improve learning and teaching outcomes for University of Tasmania students.

This research and related research have similarities and differences. The similarity is the use of the Delphi technique in learning, the difference is in the purpose of the study, because this study test whether there is any positive and significant effect of using Delphi Technique on the skill to write text English or not. Meanwhile, the relevant research is to reveal simultaneously improved learning and teaching results on the use of the Delphi technique in learning.

The novelty of this research is the use of supporting media in the form of paper rolls which the researcher uses to present themes to each group using the Delphi technique on a paper roll, so that they get their own themes to be able to discuss in a group.

---

[6] Margaret Robertson, Martin Line, Susan Jones, and Sharon Thomas, *"International Student, Learning Environments and Perceptions: a case study using the Delphi technique"* Morrtimer Street: Higher Educational Research and Development, no. 1(2019),19.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explained the theoretical foundations which consist of the concept of writing skill and the the concept of delphi technique.

A. The Concept of Writing

1. Definition of Writing

One of the most important skills that foreign language students need to develop is writing. It is the last stage in learning language after listening, speaking, and reading. In other words, it can be said that writing is an indicator of their achievement in learning language. Before they write, they should be able to listen, to speak, and to read. Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages.[7] Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process of developing idea and it seems reasonable to expect, then, that the teaching of writing is complex as well.

---

[7] Vicki Urqurart, Monette Mclver, *Teaching Writing in The Content Areas* (Alexandria: Association for Supervision and Curriculum Development, 2005), 5.

Writing is the activity to make letters or other symbols on a surface.[8] It means that writing is not only to express ideas, feelings, etc. this shows that writing is a method of representing a language visual or tactile form which writing systems use sets of symbols to represent the sounds of speech, and have symbols for such things as punctuation and numerals.

Writing is the expression of ideas and thoughts gathered while reading. Science texts are often heavily loaded with difficult vocabulary words and complex concepts that are challenging for students to understand.[9] It means that Writing is the process of generating ideas, deciding how to express them, and organizing them into statements and paragraphs using written language.

Writing is hard work, but writing is also an opportunity to comply with something about ourselves, to communicate ideas to people our immediate vicinity, to learn something we didn't know.[10] It can be understood that writing is a work of writing with hard work to express everything about ourselves, and describe ideas to people around us through writing and also to learn something we don't know through writing.

---

[8] Hornby, *Oxford Advanced Learners' Dictionary* (Seventh edition; Oxford university press, 2005),1768.

[9] Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Shell Education: 2014),8.

[10] Mc. Crimmon, *Writing with a Purpose* (New Jersey: Houghton Mifflin Company, 1984), 6

2. Proccess of Writing

The five-step process writing approach described by Donald Graves is presented here. This will provide a context for the writing activities found in the next chapters.[11]

a) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

b) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is value over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps.

c) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.

d) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a

---

[11] Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, (United Kingdom: United States of America, 2008), p. 179-180

good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers.

e) Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class megazines, or displaying short samples of writing in the hall or out in the community.

Based on the explanation above, the researcher concluded they are five steps in the writing process that should be done if someone wants to write easily. Before we write we have to prepare our minds to write properly. Then they have to check, is it the ideas logical. After that, the researcher to check all by reading repeatedly to find these errors. Finally, the writing is ready to publish and the text is better produced.

3. The Types of Writing

There are several kinds or types of writing. According to Partridge, there are some types of writing as follows:[12]

---

[12] Mark Anderson, Kathy Anderson, *Text Type in English (*(Sydney: Mackmillan, 1997), p.1

1. Recount Text

   Recount is the type of writing that has purpose to tell what happened, to record events for the purpose of informing.

2. Procedure Text

   Procedure is the type of writing that has purpose to tell someone how to do or make something, to describe, how something is accomplished through a sequence or steps or actions.

3. Narrative Text

   Narrative is the type of writing that has the purpose to tell a story, to entertain, to amuse.

4. Anecdote Text

   Anecdote is the type of writing that has the purpose to share an account of an unusual or amusing incident.

5. Report Text

   Report is the type of writing that has the purpose to provide information about natural and non-natural phenomena, to classify and describe the phenomena of our world.

6. Analytical exposition

   Analytical exposition text is a text to persuade the reader or listener that something in the case.

7. Descriptive Text

    Descriptive is the type of writing that has the purpose to describe a particular person, place, or thing.

    The researcher concludes that there are seven types of writing that are mentioned above, but in this research the researcher focus on writing Descriptive text.

4. Writing Rubric Score

    Moreover, there is rubric in writing skill, it explained that the components of rubric can be formulated as follows:[13]

Table 2

Writing Rubric Score

No	Aspect	Grade	Level	Description
1.	Content	30 – 27	Excellent to Very Good	Knowledgeable, substantive, etc.
		26 – 22	Good to Average	Some knowledge of subject, adequate range, etc.
		21 – 17	Fair to Poor	Limited knowledge of subject, little substance, etc.
		16 – 13	Very Poor	Does not show knowledge of subject, non substance, etc.
2.	Organization	20 – 18	Excellent to Very Good	Fluent expression, ideas clearly, stated, etc.
		17 – 14	Good to Average	Somewhat choppy, loosely organized but

[13] J.B Heaton, *Writing English Language Test (*London:Longman Grup,1990),146.

				man ideas stand out, etc.
		13 – 10	Fair to Poor	Non fluent, ideas confused or disconnected, etc.
		9 – 7	Very Poor	Does not communicate, no organization, etc.
3.	Vocabulary	20 – 18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, etc.
		17 – 14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13 – 10	Fair to Poor	Limited range, frequent error of word/ idiom form, choice, usage, etc.
		9 – 7	Very Poor	Essentially translation, little knowledge of English vocabulary.
4.	Language Use	25 – 22	Excellent to Very Good	Effective complex constructions, etc.
		21 – 18	Good to Average	Effective but simple constructions, etc.
		17 – 11	Fair to Poor	Major problems in simple/complex constructions, etc.
		10 – 5	Very Poor	Virtually no mastery of sentence constructions rules, etc.
5.	Mechanics	5	Excellent to Very Good	Demonstrated mastery of convention, etc.
		4	Good to Average	Occasional errors of spelling, punctuation, etc.
		3	Fair to Poor	Frequent errors of spelling punctuation, capitalization – etc.

		2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

5. The Concepts of Despriptive Text

Descriptive text is a text that has purpose to describe a particular person, place or thing.[14] It means that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Below is the purpose, generic structure, language features and the example of descriptive text:

a.) The purpose of Descriptive Text

To describe about a particular person, thing or place in the specific.

b.) Generic structure of descriptive text

- Identification:

In this part introduce to the subject of the description (contains about the introduction of a person, place or object will be describe).

---

[14] Linda Gerot and Peter Wignell, *"Making Sense of Functional Grammar"* (Quuensland: Antipadean Educational Enterprises Publising, 199)4, p. 208.

- Description:

  In this part gives detail of characteristic features of the subject (contains a description of something such as animal, thing, place or person by describing its features, forms, colors, or anything related to the what the writer describe).

c.) Language features of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, My house, Borobudur temple, Uncle Thomas.

- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Lampung, etc.

- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

- Action verb: verbs that show an activity. For example, run, sleep, walk, cut etc.

d.) Example of descriptive text

(Identification)

Borobudur Temple

Borobudur temple is one of the most beautiful tourist

---

resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

(Description)

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

B. Concept of Delphi Technique

1. Definition of Delphi Technique

Delphi technique is a techniques that used by the teacher to help the students in collecting opinions and ideas in writing.[15] It means that the student create their ideas and find some information that related with a topic to write.

Delphi technique is a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem.[16] Simillary, the process of communicating a group of people to collaboratively resolve a complicated issue.

Delphi technique is a meeting that is asked to write a response to a particular problem.[17] In the others, involves an expert panel who provide individual feedback on the issue being discussed.

2. Advantages of Delphi Technique

There are some advantages of Delphi Technique in teaching writing:

    a. The students can develop their ideas about a text.

---

[15] Popi Darmasanti, *"Teaching Writinng Recount Text By Combining Delphi and Nominal Group Technniques for Ten Grade of Senior High School"* Sumatra Barat: Journal of Delphi and Nominal Technique, no.2, 2013.

[16] Theresa Schulte, *Desirable Science Education: Findings From a Curricular Delphi Study on Scientific Literacy in Germany* (Germany: Springer spectrum, 2015), 59.

[17] Bruce W.Speck, Dean A. Hinen, Kathleen Hinnen,. *Teaching Revising and Editing*, (London, Greenwood Publishing, 2003), 19.

b. Delphi to be used to gain insight into the aspects being discussed in a group

c. The students can understand about what they write about the text.[18]

d. Delphi to be used to provide opportunities for students to think critically and collaborate in groups to solve a problem.[19]

3. **Disadvantages of Delphi technique**

There are some disadvantages of Delphi Technique in teaching writing:

a. If one member does not provide a response, then the discussion group looks less cohesive due to the lack of contribution from each group member, thus allowing the final results to be biased.[20]

b. Requires adequate time and participant commitment.[21]

4. **The Teaching Steps Using Delphi Technique**

Delphi technique that used by the teacher in teaching writing, are:

a) The teacher introduces the subject matter to be discussed to students and asks them to form discussion groups consisting of four or six members.

---

[18] Popi Darmasanti, *"Teaching Writinng Recount Text By Combining Delphi and Nominal Group Technniques for Ten Grade of Senior High School"* Sumatra Barat: Journal of Delphi and Nominal Technique, no.2, 2013.

[19] Chia-Chien Hsu, "The Delphi Technique: Making Sense Of Consensus", The Ohio State university, Volume 12(10)2007.

[20] Saracho Oliva,N.,*Handbook of Research Methods in Early Childhood Education.* (University Maryland: information age publishing, 2015), 219.

[21] *Journal of The Delphi Technique*, Vol. 20, No. 1, Spring, 2007 – Page 86

b) The teacher provides several discussion themes then teacher asks the students to create and generate ideas individually.

c) Each group collects the ideas of the member and team members read out one of his or her ideas.

d) Each group asks the members to clarify ideas.

e) Each group combines the ideas to be a good decision to write a text.

f) Teacher asks the group to present their written report and check it.

The combining procedure of teaching writing through the Delphi technique are:

a) The teacher introduces the subject matter to be discussed to students

b) The teacher provides several themes in the roll of paper.

c) The students are divided to be several groups four or six member.

g) The teacher gives a roll of paper containing the theme to the students, then each group representative takes 1 roll to use as a theme and the teacher asks the students to create and generate ideas individually.

h) Each group collects the ideas of the member and team members read out one of his or her ideas.

i) Each group combines the ideas to be a good decision to write a descriptive text.

j) Each group revises and edit their work, checking for content and clarity as well as grammar, spelling and punctuation.

k) After the final edit, teacher asks the group to present their written report and check it.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This is quantitative research. This research is aimed to know the influence of the independent variable (X) on the dependent variable (Y). The independent variable (X) is Delphi Technique and the dependent variable (Y) is the students' writing skill.

Delphi technique is a technique to obtain the most consensus of opinion of a group of expert by series of intensive questionnaires interspersed with controlled feedback.

Delphi Technique is one of techniques that is suitable to student's at the tenth graders of SMAN 1 Gunung Sugih. The problem which is faced by the students in writing is students' writing skill is poor because the students are difficult in developing writing skill and the students doesn't like to write because writing is bored and make unhappy. Moreover, the students have poor motivation in writing skill because of inappropriate technique that used in learning.

Delphi Technique is an alternative way in teaching writing. It can help the student's to recalling the learning material that has been

learned by discussing with their group. So the students will be easy to write. While, if Delphi technique is applied well in English learning So the students will make a good text writing. However, if the Delphi technique is not applied well in English learning, so the students' writing skill still lack.

2. **Paradigm**

Based on the theoretical framework above the researcher illustrated the paradigm of the influence of Delphi technique on students' writing skill in the following chart:
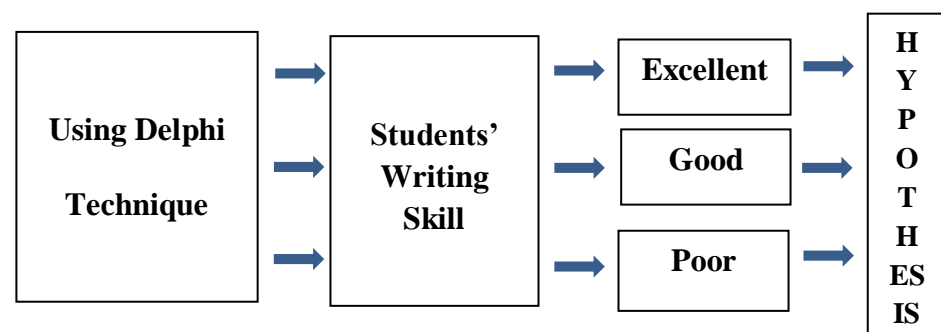
Figure I. *Paradigm of using Delphi Technique on Students' writing skill*

Based on the paradigm above, the researcher assumed that if the student's get good score in writing text, so Delphi technique can influence positive and significant on students' writing skill. However, if the student's get poor score in writing text, so Delphi technique can not influence positive and significant on students' writing skill.

D. **Research Hypothesis**

Based on the theoretical framework and paradigm above, the researcher formulated the alternative hypothesis are:

1. **Hypothesis Formulation**

    (Ha) : There is a positive and significant influence Delphi technique on students writing skills of the Tenth Grade at SMAN 1 Gunung Sugih.

    (Ho) : There is no a positive and significant influence of students writing skills of the Tenth Grade at SMAN 1 Gunung Sugih.

2. **Statistica Hypothesis**

    In determining the level of statistical significance the researcher determines the statistical hypothesis as follows:

    IF F_o > F table, then (Ho) is rejected, (Ha) is accepted.

    IF F_o < F table, then (Ho) is accepted, (Ha) is rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative design as intended to investigate whether there is any positive and significant influence of Delphi Technique to writing skill. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).[22] Muijs states that there are two main types of quantitative research design, experimental design and non-experimental design.[23]

An experimental design is the traditional approach to conducting quantitative research.[24] An experimental design is the general plan for carrying out a study with an active independent variable.[25] Donal Ary classify that there are three kinds of experimental design namely pre experimental, true experimental, and quasi experimental.

Therefore, the researcher conducted the research with the true experimental design. True experimental designs use comparison groups and random assignment of participants to conditions or levels of treatment.[26]

---

[22] Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1.

[23] *Ibid*, p. 13.

[24] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (New York: Pearson, 2012), p. 294.

[25] Donald Ary. *Introduction to Research In Education*. (USA: Wadsworth. CengageLearning.2010), p.302.

[26] M. Mertens Donna and A. John, McLaughlin. *Research and Evaluation Methods in Special Education.* (California: Corwin Press:2004).

This research used two variables; there are independent variables (X) and dependent variable (Y). The independent variable is Delphi Technique and dependent variable is writing skill.

Therefore, the researcher used one class as an experimental class and one class as control class the researcher design is follows:

Table 3

Research Design
Pre-Test and Post-Test Control Group Design.

Class	Pre-test	Experiment	Post-test
A	O_1	X	O_2
B	O_1		O_2

A : Experimental group that gets treatment

B : Control group without treatment

O1 : The result before the treatment called *Pretest*

X : Treatment by using Delphi technique

O2 : The result after treatment called *Postest*

The pre-test would give before the teacher give them the treatment and the post-test would give after the teacher give them the treatment. This research would intended to investigate whether there is a positive and significant influence of using Delphi technique on student writing skill of the tenth grade of SMAN 1 Gunung Sugih Central Lampung.

B. The Operational definition of variable

1. The Operational Definition of Variables

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.[27] There are two variables in this research which consist of using Delphi technique and writing skill. The operational definition of variables in this research as follows:

a. Independent variable

Independent variables are those that (probably) cause, influence oe affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.[28] Independent variable in this research is Delphi technique. It is the process of communicating a group of people to collaboratively resolve a complicated issue.

The researcher would measure independent variable by using observation. Then, the researcher determines some indicators that should be attained by students in delphi technique (independent variable) are as follows:

a. The students were able to duty in group

b. The students were able to communicate and interact to each others in group.

---

[27] John W. Creswell, *Research Design* (Los Angles : Sage,2009) p.235.

[28] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

c. The students were able to duty in group

d. The students were able to contribute and share ideas in a group.

e. The students were able to record and summarize the results of discussions on the panel.

f. The students were able to make a Descriptive text from the summary results.

Moreover based on explanation above, in this test the researcher would the use skill in applying Delphi Technique on Writing skill at the Tenth Grade at SMAN 1 Gunung Sugih Central Lampung.

b. **Dependent variable**

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.[29] It means that dependent variable is the outcomes or result of the influence of the independent variables. Dependent variabl of this research is descriptive text writing skill. In this research, the researcher limits writing only to descriptive text writing that measured or tested through a written test namely composing of writing descriptive text. Students' essays was evaluated based on writing rubric by concentrating on content, organization, vocabulary, language use and mechanics.

---

[29] Donal Ary, *Introduction to Research*, p. 37

C. Population, Sample and Sampling Technique

1. Population

Creswell holds that population is a group of individuals who have the same characteristic.[30] Population is the object of the research which have been observed. Whereas, the population of this research was the tenth grade of SMAN 1 Gunung Sugih. The total of students are 267 students that devided into nine classes. The classes are class X IPA 1 – X IPA 5 and X IPS 1- X IPS 4.

2. Sample

Elisabeth DePoy and Laura N. Gitlin explain that sample is composed of the set of individuals selected for he study[31]. The sample of this research includes two classes, one class as an experimental class that consist of 30 students and one class as a control class that consist of 30 students that was X IPA 3 and one class as a experimental class consist of 30 students that was X IPA 5

3. Sampling Technique

This research used cluster random sampling technique in this research. This technique used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In the other words, each member of the population in this research has an opportunity to become a sample. This research is true experimentsl study, so

---

[30] John W. Creswell, *Educational Research: Planning, Conducting,* p. 142.
[31] Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies.* (USA, 2016) 1991.

samples in this research are the class of the experimental class and the class of control class.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Test

Test is usually performed by using that element of the survey and determining how it work. There are two tests would use in this research as follows:

a. Pre-test

Pre-test would be administrated before giving a treatment to measure students' writing skill. The pre-test would be in the form of writing test by asking the students to do the writing test.

b. Post-test

After giving the treatment, the researcher would administrate the post test to find out the result of the treatment whether the use of Delphi Technique was effective or not to teach students' writing skill. The post-test would be in the form of writing test by asking the students to do the writing test.

2. Documentation

Documentation is one of many processes acompanying audit work, and its main objective is to layout in writing all activities and facts relating to an audit[32]. The researcher get the data:

a. The researcher use the documentation method to get detail information about students' writing skill, Documentation here about the score of students' writing skill at the X IPA 3 class of SMAN 1 Gunung Sugih Central Lampung that was get from the English Teacher.

b. Documentation about the condition teachers, official employes and students of SMAN 1 Gunung Sugih Central Lampung.

3. Observation

Observation is a data collection tool that is done by observing and recording systematically. This method was hope that to get information about the learning process, the facilities of there and the other.

D. Research Instrument

An instrument is the means of the research which is used in each method technique. Furthemore, the research instrument involves:

1. Instrument Blueprint

Instrument Blueprint is a traditional research design or detailed plan for how a research study is to be completed operationalizing so they can be measured, collecting data to be used as a basic for testing

---

[32] Henning Kagermann, William Kinney, Kharlheinz Kuiting, Claus-Peter Weber, *Internal Audit Handbook*,(Germany 2008) 432

hypothesis, and analyzing the results.[33] It is the instrument that consist of some basic concept to manage the target learning out come. The construct of the instrument blueprint that is used to develop the tests.

The step of instrument blueprint:

a.   The teacher determines the learning objectives based on the syllabus.

b.   The teacher determines type of material that is tested to the student.

c.   The students have to do the writing test based on the material given by the teacher.

2. **Instrument Calibration**

Calibration is the process of checking and adjusting the accuracy of measuring instrument by combining them with standards or benchmarks. It is needed to ensure that the measurement result are accurate and consistent with other instrument. [34] Therefore, the researcher uses validity and readability. Validity is the development of sound evidence to demonstrate that he test interpretation of scores about the concept or construct that the test is assumed to measure matches is proposed. Research validity refers to the correctness or truthfulness of the inferences that are made from the results of the study. In addition, reability is the consistency or stability it

---

[33] Ranjit kumar, *Research Methodology: A Step by Step Guide for Beginners* (Rochor: Sage Publications, 2011), 95

[34] Chung chow chan et al., *Analytical Method Validation and Instrumet Performance Verification* (Canada: Wiley Interscience,2004),14.

test scores.[35] Research ability is present when the same results would be obtained if the study would conducted again.

a. Writing Skill test

To identify the students' writing skill of the tenth grade of SMAN 1 Gunung Sugih, the researcher would apply writing skill test. Writing measurement use writing rubric score, as follow content, organization, vocabulary and grammar. The test consists of pre-test and post-test, namely English writing composing.

b. Documentation sheet

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as students' name list and teacher's name.

In the technical writing skill instrument must be valid, in determining the validity of this test instrument the researcher uses constract validity. Construct validity is estabilishing the validity (in the most general scientific terms) of the underlying construct on which the test is based.[36] So that in this validity there must be fundamental validity so that it can be based again to find out where the data is valid or not.

---

[35] Jon W. Creswell, *Educational Research: Planning, Coducting and Evaluating Quantitative and Qualitative Research: Fourth Edition (Washington: Pearson Educatonal Limited, 2014),* 159.

[36] Neil J Salkind, *Exploring Research* (Boston: Pearson,2012), 125.

In testing the validity of the writing test instrument, construct validity is used to measure whether the writing instrument can measure learning abilities in writing skill.[37]

If the instrument is declared valid the research test the reability. In determining the reability test of the test instrument in this writing, the researcher used the inter rater. Inter rater reability is a measure of the consistency from rater to rater, rater that from time on even from test o test.[38] The measure of consistency that is carry out by researcher for both classes, both the control class and the experimental class, must be based on judgment to judgment because this was done to see the result of the comparison.

This means that in determining the writing of this test instrument the researcher used two raters and the result of the assessment of these raters is calculate using Cronbach's alpha, this is because according to Ronakd D. Yocky, states that in intereter reability that caalclationncan use Cronbach's alpha, Cronbach's alpha is the coefficient alpha which on the other hand is not calculated on one part of the measure but is mathematically equivalent to the mean of all possible separations that can be drawn from that measurement.

---

[37] Jyi- yeon Y. *" Defining Writing Ability for Classroom Writing Assesment in High School,"* Chongsin University: Pan- Pacific Association of Applied Linguiatics 13, no.2 (2009): 53-69.

[38] Neil J Salkind, *Exploring Research*. 121.

c. Observation Sheet

Observation sheet is used to observe all of the aspect that can improve and support the students' writing skill in the process of learning such as the facilities in that school. It is also used to observe the condition that happened during the teaching learning process that was filled by the English teacher as the observer to give evaluation to the researcher and all of the students' activity during the teaching learning process.

E. Data Analysis Technique

To see how much influence Delphi Technique on students' in teaching writing skill at the tenth grade of SMAN 1 Gunung Sugih, the researcher would apply inferential statistic to determine the significant different between pre-test and post-test in experimental group. In testing the influences of an variable to another variable SPSS (Statistical Package for the Social Science) was outer native way to computer the influence. In this case, in investigating the influence variable X to variable Y in true experimental study the researcher would use SPSS 25.0.

T - test was used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:[39]

1. Opening SPSS 25.0 application for windows

2. Loading the excel file by all the data

3. Opening show data view

---

[39] Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005)

4. Copying the graders of pre-test and post- test in the data view

5. Opening variable view by changing VAR. 1 to be pre test and VAR.2 to be post- test

6. Editing label VAR.1 to be pre- test and VAR.2 to be post- test

7. Selecting analyze, compare means, paired sample T- Test

8. Moving pre- test and post- test to the right

9. Selecting OK

Independent Sample T- Test Guidelines:

a. If the probability or Sig. $<$ a (0.05), then the null hypothesis (Ho) is rejected.

b. If the probability or Sig. $>$ a (0.05), then the null hypothesis (Ho) is accepted.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description Research Location

a. The History of SMAN 1 Gunung Sugih

The history of SMAN 1 Gunung Sugih is located at Jl. Jendral Sudirman, Kec. Gunung Sugih, Kab. Lampung Tengah, Provinsi Lampung. From 1986 up to know, SMAN 1 Gunung Sugih had been lead by the following headmasters:

Table 4
The Head Master of SMAN 1 Gunung Sugih
Central Lampung

No.	Name	Period
1.	Drs. Siryono	1986 - 1987
2.	Drs. Umar Dawam	1997 - 1999
3.	Drs, Zulkarnaen	1999 - 2002
4.	Drs. Kholidi	2002-2004
5.	Drs. Mundjir	2004 - 2009
6.	Drs. Sumali, M.Pd	2009 - 2011
7.	Drs. Dasiyo Priambodo, M.Pd	2011 - 2013
8.	Reberson Sinaga, S.Pd	2013 - 2017
9.	Wibowo, S. Pd	2017
10.	Haryono, M.Pd	2017 - 2020
11.	Ismail, S.Sos., M.Pd	2020 - 2021

12	Hayuna, M.Pd	2021
13	Hasanudin, S.Pd	2021 - Now

Table 5
The Number of Teacher SMAN 1 Gunung Sugih

No.	Name	Position
1.	Hasanudin, S.Pd/ 196708291990011001	Principals
2.	Drs. Agung Sambodo / 19650412 199303 1 008	Assistance Principal of Curicullum
3.	Drs. A.Tindarwati / 19640315199012 2 002	Teacher
4.	Drs. Sutarmi/ 19621025 199003 2 004	Teacher
5.	Drs. Mujiyana / 19630615 199003 1 019	Teacher
6.	Drs. Hasanah / 19640718 199403 2 003	Teacher
7.	Drs. Tri Atmidah / 19631029 199303 2 003	Teacher
8.	Makmur, S.Pd. / 19660211 199101 1 001	Teacher
9.	Imas Murdianti, S.Pd. / 19690520 199201 2 001	Teacher
10.	Pri Hartini, S.Pd., Mat / 19660128 199103 2 007	Teacher
11.	Ismail, S.Sos., M.Pd. / 19720222 199802 1 002	Teacher
12.	Drs. Uliya Sari / 19631122 200701 2 006	Teacher
13.	Fermi Meriantina, S.H. /	Teacher

	19740410 200801 2 012	
14.	Winarti, S.Pd. / 19770705 200801 2 016	Teacher
15.	Hari K, S.Pd. / 19771001 200502 2 003	Teacher
16.	Diana Novianti S, S.Pd. / 19771102 200801 2 016	Teacher
17.	Elia Susanti, S.Pd. / 19780513 200801 2 020	Teacher
18.	Rosmarul Hikmah, S.Pd. / 19780323 200902 2 001	Teacher
19.	Tri Ismirani, S.Si. / 19810610 200902 2 005	Teacher
20.	Leli Nurjanah, S.S / 19851129 201101 2 003	Teacher
21.	Rina Dwi Purwanti, S.Pd. / 19800512 201410 2 002	Teacher
22.	Kawit S, S.Pd.I	Teacher
23.	Eny Sumiarsih, A.Md	Teacher
24.	Lisa Nuryaningsih, A.Md	Teacher
25.	Dedik Setiawan, S.Pd.	Teacher
26.	Qodarsih Melandari, S.Kom.	Teacher
27.	Nova Nita Sari, S.Pd.	Teacher
28.	Andrie Pratama P, S.Pd.	Teacher
29.	Imam Safe'i, S.Pd.I	Teacher
30.	Yunita HR, S.Pd.	Teacher
31.	Eka Rahmatul F, S.Pd.	Teacher

32.	Afdina Ellen A. S, S.Pd	Teacher
33.	Fitri Yanti Susman, S.Pd.	Teacher
34.	Eka Agus Nuryani, S.Pd.	Teacher
35.	Drs. Ega Hadi Waluyo	Teacher
36.	Dina Fitria Agustina	Teacher
37.	Sumirah, S.Pd.	Teacher
38.	Rofiana Rachmad, S.Pd.	Teacher
39.	Meini Perianti, S.Pd.	Teacher

b. Vision, Mission and Purpose of SMAN 1 Gunung Sugih

1. Vision

   Creating students who are faithful, intelligent, skilled, independent and have a global perspective.

2. Mission

   a) Instilling faith and piety through the experience of religious teachings,

   b) Optimizing the learning and guidance process,

   c) Developing the field of Science and Technology based on students' interests, talents and potential,

   d) Fostering student independence through planned and continuous habituation, entrepreneurship and self-development activities,

e) Establishing harmonious cooperation between school members and other related institutions.

c. School Identify of SMAN 1 Gunung Sugih

Name of School : SMAN 1 Gunung Sugih

NPSN : 10801966

Adress : Jl. Jendral Sudirman, Kec. Gunung Sugih, Kab. Lampung Tengah, Provinsi Lampung

Postal Code : 34161

Phone : (0725) 529742

E-mail : sman1gunungsugih@gmail.com

Website : Http://www.sman1gunungsugih.sch.id

d. The Condition of Infrastructure Facilities SMAN 1 Gunung Sugih

Table 6
The Condition of Infrastructure Facilities

No.	Room Name	Condition		Total
		Good	Bad	
1.	Headmaster' Room	✓	_	1
2.	Vice Headmaster' Room	✓	_	1
3.	Staffroom	✓	_	1
4.	Library	✓	_	1
5.	Teacher's Room	✓	_	1
6.	Classroom	✓	_	24
7.	Computer Room	✓	_	2
8.	Chemistry Lab	✓	_	2
9.	Guidance and Counseling Room	✓	_	1
10.	Basketball Court	✓	_	1

11.	Headmaster's Toilet	✓	_	1
12.	Teacher's Toilet	✓	_	1
13.	Student's Toilet	✓	_	2
14.	Osis Room	✓	_	1
15.	Ware House	✓	_	1
16.	Mosque	✓	_	2
17.	Canteen	✓	_	4
18.	School Medical Room	✓	_	2

e. Number of Students of SMAN 1 Gunung Sugih

The number of SMAN 1 Gunung Sugih is that can be identified as follow:

Table 7
Number of Students at SMAN 1 Gunung Sugih

No	Class	Male	Female	Total
1	X	110	157	267
2	XI	89	122	211
3	XII	61	104	165
	Total	260	383	643

f. **Organization Structure of SMAN 1 Gunung Sugih**

Figure 2
The Organization Structure of SMAN 1 Gunung Sugih

STRUCTURE ORGANIZATION OF SMAN 1 GUNUNG SUGIH

KOMITE	KEPALA SMAN 1 Gunung Sugih
Joni Riswanda	Hasanudin, S.Pd

KEPALA TATA USAHA

Suyanto

Adm. Kurikulum	Adm. Keuangan	Adm. Kesiswaan
Harsita Dina Aulia	**Lisa N.**	**Fatma Triyani**

Adm. Kepegawaian	Adm. Persuratan
Susi Susanti	**Yuliana**

Waka Kesiswaan	Waka Kurikulum	Waka Humas
Tri Ismirani, S.Si	Drs. Agung Sambodo	Elia Susanti S.Pd

Guru Pemb. osis	Guru Pem. Ekstrakulikuler	Guru Mapel	Wali Kelas	Guru BP/BK

Peserta Didik

2. Description of Result Data Research

The research was conducted to archived the research objectives, namely to find out whether is there any positive and significant influence of Delphi technique on students' writing skill on descriptive text of the tenth grade at SMAN 1 Gunung Sugih Central Lampung. The result of this research include a description of the students' pre-test score, treatment and post-test. The explanation of each research is a follow:

a. The Result of Pre-Test

The researcher was conducted the pre test on November 21th, 2023 by giving writing skill test to the tenth grade at SMAN 1 Gunung Sugih Central Lampung. This type of writing skill test was conducted by the asking students to compose a descriptive text and choose the one topic such as describing animal or describing favorite food. The result of pre-test can be identified as follow:

Table 8
The Result of Pre-Test (Experimental Class) in Writing Skill of the Tenth Grade at SMAN 1 Gunung Sugih

No.	Name of Students	Score
1.	AAS	47
2.	APC	59
3.	AAH	54
4.	AMP	63
5.	BPH	58
6.	CVS	42
7.	DS	52
8.	DBAM	73
9.	DS	68
10.	DRS	64
11.	DO	78

12.	EJP	80
13.	EN	76
14.	H	69
15.	IS	70
16.	IH	56
17.	KTJP	51
18.	KA	41
19.	KL	45
20.	LKC	80
21.	MZP	71
22.	MRW	62
23.	MFH	50
24.	MJDS	75
25.	MYSM	70
26.	OA	65
27.	RPP	60
28.	RS	52
29.	RLR	66
30.	RBA	76
Total		**1.873**
Average		**63**
Highest Score		**80**
Lowest Score		**41**

Source: The Result of Pre-Test of Students' Writing Skill

The test was followed by 30 students. The highest score was 80 and the lowest score was 41 with the total 1.873 and average 63. Based on the data, the researcher measured the class interval.

R = The highest score — the lowest score

= 80 – 41

= 39

K = 1+ 3.3 log n

= 1+ 3.3 log 30

= 5,874 = 6

I = $\dfrac{R}{K}$

$$= \frac{39}{6}$$

$$= 6,5 = 7$$

Note:

K : The number of interval class

R : A distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

The total of class interval of this result pre test was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 9
The table of Frequency Distribution of Pre-Test Score
(Experimental Class)

No	Interval Class	Frequency	Precentage
1	41-47	4	13.3%
2	48—54	5	16.6%
3	55-61	4	13.3%
4	62-68	6	20%
5	69-75	6	20%
6	76-82	5	16.6%
Total		30	100%

If the data was put into graphic, it can be seen as follow:

Graph 1
Frequency of Students Score in Pre-Test

Frequency Distributor Pre-Test Score Experimental Class
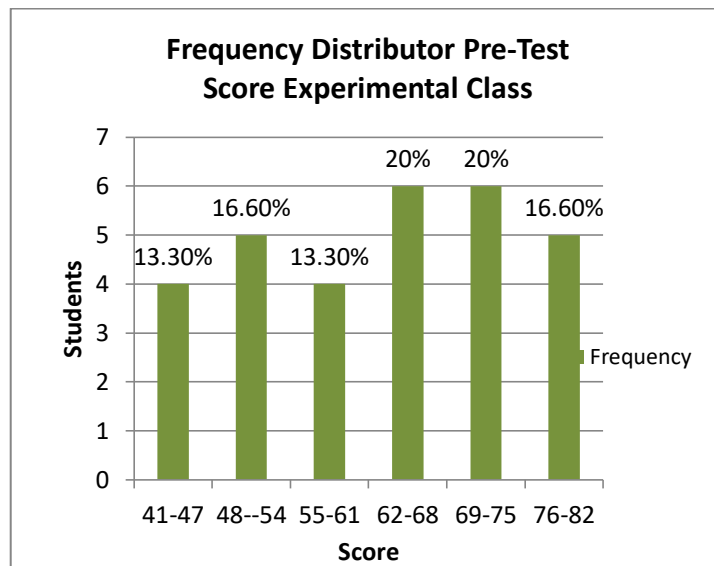
Furthemore, based on the table of frequency distribution above, it could be inferred that from 30 students as the sample of the research, 2 student who got the higher score, which is 80. The data revealed that 4 student got the score between 41-47 or as many as 13.30%. Next, there were 5 students got the score between 48—54 or many as 16.60%. There were 4 students who got the score between 56-61 or in the other words, as many as 13.30%, meanwhile, there were 6 students who got the score between 62-68 or as many as 20%. Beside, there were 6 students who got the the score between 69-75 or many as 20%. The last, there were 5 students who got the score between 76-82 or many as 16.60%.

Table 10
The Result of Pre-Test (Control Class) in Writing Skill
of the Tenth Grade at SMAN 1 Gunung Sugih

No.	Name of Students	Score
1.	AIS	65
2.	AR	58
3.	AF	50
4.	ASI	49
5.	AP	43
6.	ATW	55
7.	AAI	65
8.	DAW	53
9.	EK	47
10.	EAP	64
11.	FC	61
12.	GTP	44
13.	IE	70
14.	JRD	52
15.	MCF	74
16.	MM	66
17.	MY	63
18.	NT	51
19.	NZA	47
20.	PA	53
21.	RR	67
22.	R	62
23.	R	75
24.	RMA	45
25.	RAR	40
26.	RES	61
27.	RA	52
28.	SN	53
29.	SNP	50
30.	SCM	70
Total		**1.705**
Average		**57**
Highest Score		**75**
Lowest Score		**40**

Source: The Result of Pre-Test of Students' Writing Skill

The test was followed by 30 students. The highest score was 74 and the lowest score was 40 with the total score 1.705 and average 57. Based on the data, the researcher measured the class interval.

R = the highest score – the lowest score

= 75 – 40

= 35

K = 1+ 3.3 log n

= 1+ 3.3 log 30

= 5,874 = 6

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

= $\frac{35}{6}$

= 5,8 = 6

Note:

K : The number of interval class

R : A distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

The total of class interval of this result pre test was 6. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 11
Frequency Distrubution as the Result of Pre- Test of the Tenth Grade at SMAN 1 Gunung Sugih

No	Interval	Frequency	Precentages
1	40-46	4	13.30%
2	47-52	8	26.60%
3	53-58	5	16.60%
4	59—65	7	23.30%
5	66-71	4	13.30%
6	72-77	2	6.60%
Total		30	100%

If the data was put into graphic, it can be seen as follow:

Graph 2
Frequency of Students' Score in Pre-Test
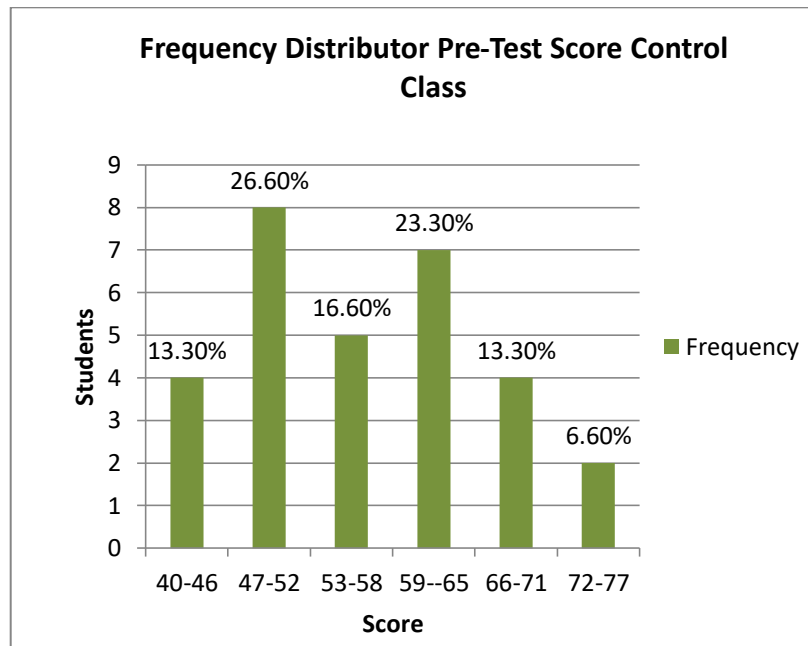
Furthemore, based on the table frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 1 students who got the higher score, which is 75. The data revealed that 4 students got the score between 40-46 or as many as 13.30%. Next, there were 8 students got the score between 47-52 or many as 26.60%. There were 5 students who got the score between 53-58 or in the other word, as many as 16.60%, meanwhile, there were 7 students who got the score between 59-65 or many as 23.30%. Besides, there were 4 students who got the score between 66-71 or many as 13.30%,

The last, there were 2 students who got the score between 72-77 or many as 6.60%.

b. **Treatment bt using Delphi Technique**

In this research, the researcher conducted treatment by applying Using Delphi Technique in the research process. In conducting the treatment, the researcher did treatments in the two meetings. The first treatment, the researcher carried out the teaching process by starting to discuss material about descriptive text on November 23st 2023. In the second treatment the research conducted by teaching process on December 4st, 2023 by asking the students to write a descriptive text with the topic that students have chosen.

c. **The result of Post-Test**

The researcher was conducted a Post-Test on December 5st, 2023 by giving writing test of the tenth grade of class IPA 3 as experimental class and the tenth grade of class IPA 5 as control class at SMAN 1 Gunung Sugih Central Lampung. The type of writing test is the students are asked to compose a descriptive text in English with the topic of plant or favorite food. The researcher asked the students to compose a descriptive text and choose the one topic in a paper rool. Post-Test result are illustrated in the following table:

Table 12
Post-Test (Experimental Class) in writing of the Tenth
Grade at SMAN 1 Gunung Sugih Central Lampung

No.	Name of Students	Score
1.	AAS	52
2.	APC	64
3.	AAH	59
4.	AMP	68
5.	BPH	63
6.	CVS	47
7.	DS	57
8.	DBAM	78
9.	DS	73
10.	DRS	69
11.	DO	83
12.	EJP	85
13.	EN	82
14.	H	76
15.	IS	75
16.	IH	60
17.	KTJP	56
18.	KA	46
19.	KL	50
20.	LKC	85
21.	MZP	74
22.	MRW	67
23.	MFH	55
24.	MJDS	80
25.	MYSM	75
26.	OA	70
27.	RPP	65
28.	RS	57
29.	RLR	71
30.	RBA	81
Total		**2.023**
Average		**67**
Highest Score		**85**
Lowest Score		**40**

Source The Result of The Students' Experimental class Post-Test

The test was followed by 30 students. The highest score was 85 and the lowest score was 46 with the total score 2.023 and average 67. Based on the data, the researcher measured the class interval.

R   = the highest score – the lowest score

= 85 – 46

= 39

K   = 1+ 3.3 log n

= 1+ 3.3 log 30

= 5,874 = 6

I   = $\dfrac{R}{K}$

= $\dfrac{39}{6}$

= 6.5 = 7

The total of class interval of this result pre test was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 13
Frequency Distrubution as the Result of Post- Test of the Tenth Grade at SMAN 1 Gunung Sugih

No	Interval	Frequency	Precentages
1	46-52	4	13.30%
2	53-59	5	16.60%
3	60-67	5	16.60%
4	68-74	6	20%
5	75-81	6	20%
6	82-88	4	13.30%
Total		30	100%

If the data was put into graphic, it can be seen as follow:

Graph 3
Frequency of Students' Score in Post-Test
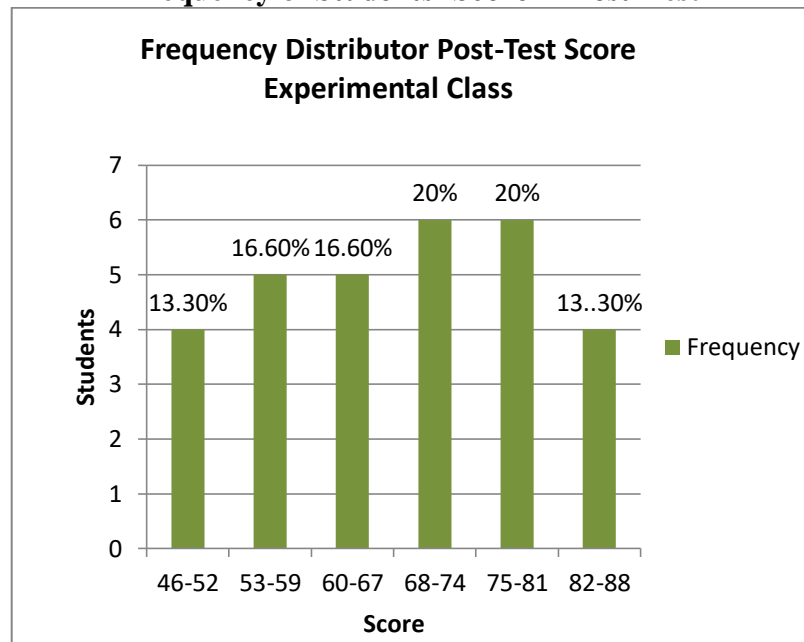
Furthemore, based on the table frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 1 students who got the higher score, which is 85. The data revealed that 4 students got the score between 46-52 or as many as 13.30%. Next, there were 5 students got the score between 53-59 or many as 16.60%. There were 5 students who got the score between 60-67 or in the other word, as many as 16.60%, meanwhile, there were 6 students who got the score between 68-74 or many as 20%. Besides, there were 6 students who got the score between 75-81 or many as 20%, The last, there were 4 students who got the score between 82-88 or many as 13.30%.

Table 14
The Result of Post-Test (Control Class) in Writing Skill
of the Tenth Grade at SMAN 1 Gunung Sugih

No.	Name of Students	Score
1.	AIS	70
2.	AR	63
3.	AF	55
4.	ASI	54
5.	AP	48
6.	ATW	60
7.	AAI	70
8.	DAW	58
9.	EK	52
10.	EAP	69
11.	FC	66
12.	GTP	49
13.	IE	76
14.	JRD	57
15.	MCF	79
16.	MM	71
17.	MY	69
18.	NT	57
19.	NZA	54
20.	PA	58
21.	RR	72
22.	R	67
23.	R	80
24.	RMA	50
25.	RAR	45
26.	RES	65
27.	RA	57
28.	SN	58
29.	SNP	54
30.	SCM	73
	Total	**1.856**
	Average	**62**
	Highest Score	**80**
	Lowest Score	**45**

Source: The Result of Pre-Test of Students' Writing Skill

The test was followed by 30 students. The highest score was 80 and the lowest score was 45 with the total score 1.856 and average 62. Based on the data, the researcher measured the class interval.

R = the highest score – the lowest score

= 80– 45

= 35

K = 1+ 3.3 log n

= 1+ 3.3 log 30

= 5,874 = 6

I = $\dfrac{R}{K}$

= $\dfrac{35}{6}$

= 5,8 = 6

The total of class interval of this result pre test was 6. After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 15
Frequency Distrubution as the Result of Pre- Test of the Tenth Grade at SMAN 1 Gunung Sugih

No	Interval	Frequency	Precentages
1	45-50	4	13.30%
2	51-56	5	16.60%
3	57-62	7	23.30%
4	63-68	4	13.30%
5	69-74	7	23.30%
6	75-80	3	10%
Total		30	100%

If the data was put into graphic, it can be seen as follow:

Graph 4
Frequency of Students' Score in Pre-Test
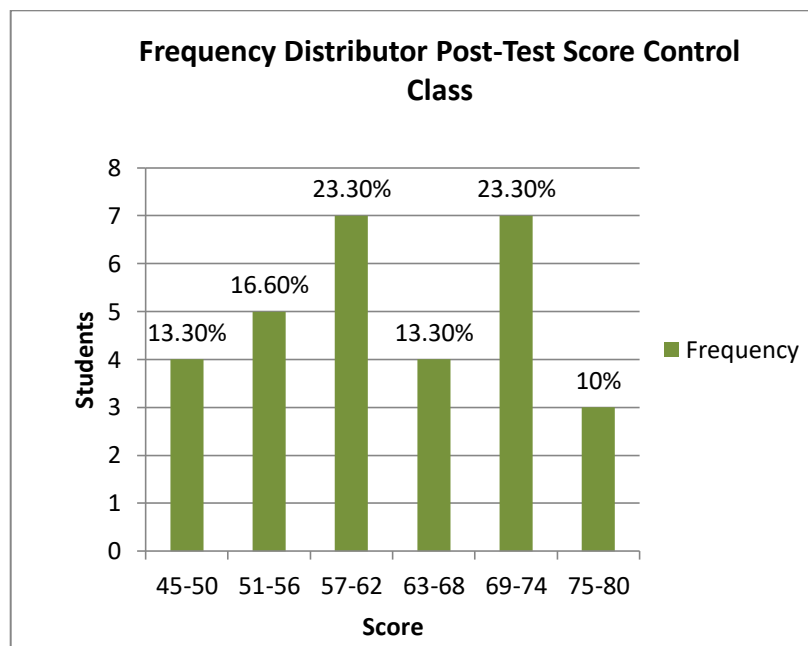
Furthemore, based on the table frequency distribution above, it could be inferred that from 30 students as the sample of the research, just 1 students who got the higher score, which is 80. The data revealed that 4 students got the score between 45-50 or as many as 13.30%. Next, there were 5 students got the score between 51-56 or many as 16.60%. There were 7 students who got the score between 57-62 or in the other word, as many as 23.30%, meanwhile, there were 4 students who got the score between 63-68 or many as 13.30%. Besides, there were 7 students who got the score between 69-74 or many as 23.30%,

The last, there were 3 students who got the score between 75-80 or many as 10%.

Based on the result of post-test above, it was invstigated that the average grade in experimental class is 67 and the average grade in control class is 62.[40] It show the students' writing ability after the treatment. After getting the complete data, the researcher investigated the influence of using Delphi technique on students' writing skill on descriptive text using SPSS.

Before processing data use independent sample t-test, the researcher first tested normality and homogeneity students' score. The normality test result is illustrated in the following table:

Table 16
The Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.084	30	.200[*]	.960	30	.312
ControlClass	.155	30	.065	.963	30	.362

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

a. Lilliefors Significance Correction

Based on the result of the table regarding the test of normality it is known thet the value of Sig is (.200). It means

---

[40] *Source: SMA N 1 Gunung Sugih Post-test Data*

that the value of Sig. must be > 0.05, that is because according to Andy Field data is called normal data classified as normally distributed if the value of Sig. > 0.05. Therefore it can be conclude the data from this study were normally distributed.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use the Levene test to tests the hypothesis that the variances in different groups are equa

Table 17
The Homogeneity the Result

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.002	1	58	.966
	Based on Median	.002	1	58	.967
	Based on Median and with adjusted df	.002	1	58.000	.967
	Based on trimmed mean	.002	1	58	.966

Based on the homogeneity research data, it is known that the value of Sig. research is (.966). That means the value of Sig. research result > 0.05. According to Andy Field if the value of Sig. > 0.05 then the research data is homogeneous. Therefore, it can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher

continued to process the data parametic test, namely by applying the independent sample t test. Independent sample t test is used when there are two experimental conditions and diffrerent participants were assigned to each condition (this is sometimes called the independent measure or independent-sample t test).

If Sig. 2-tailed is less than 0.05, so the hypothesis is that there is a positive and significant effect from the use of applying variable X to variable Y. The following is SPSS result of independent sample t test.

Table 18
The SPSS Computing Result About The Influence of Using Delphi Technique on Students' Writing Skill on Descriptive Text

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.325	.254	2.075	58	.042	5.667	2.731	.199	11.134
	Equal variances not assumed			2.075	55.763	.043	5.667	2.731	.194	11.139

Based on this information it is known that Sig. 2 tailed is .042. It means that the Sig. 2 tailed resulting in 0.05, it is proven that there is a positive and significant influence of Delphi technique on writing skill.

Table 19
Critical Value of t-table

Level of significant	5%	1%
Df	1.671	2.390

1. The critical value of t-test(t-table) for the 5% level is 1.671

2. The critical value of t-test(t-table) for 1% lvel is 2.390

   From all the data analysis above, it can be found that:

   a. "t observed" = 2.075

   b. "t observed" level of significant 5% = 1.671

   c. "t observed" level of significant 1% = 2.390

It means that "t observed" is higher than "t observed" or it can be written as 1.671 <2.075> 2.390. Based on the value above, there was any positive and significant influence of using Delphi technique on students' writing skill on descriptive text at SMAN 1 Gunung Sugih Central Lampung it can be seen from the result of the students' pre-test and post-test.

1. If t-observed > t-table, Ha is accepted and Ho is rejected.

2. If t-observed < t-table, Ha ir rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as: 'There is a positive and significant influence of using Delphi Technique on students' writing skill at SMAN 1 Gunung Sugih Central Lampung". Finally, the data confired that "t

observed" = 2.075 was higher than " t-table" level of significant 5%= 1.671 and "f table" level of significant 1% = 2.390. Therefore, it can be concluded that Ha is accepted and Ho is rejeceted. It means that there was a positive and significant the influence of Using Delphi Technique on Students' Writing Skill at SMAN 1 Gunung Sugih Central Lampung.

B. Discussion

The results of this research were obtained by calculating the result of the pre-test and post-test using SPSS through the independent sample t-test. Based on the SPSS calculation, it was known that *sig. 2-tailed* value is 0.00. It shows that the *sig. 2-tailed* value is lower than 0.05. Therefore Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected so that it can be discussed that this research show that Delphi Technique has a positive and significant influence on students' writing skill. Furthemore, it was stated in the SPSS table that the t-observed is 2.029. Meanwhile, t-value in t-table for 5% significant level for *df* 58 is 1.671.While the significant level of 1% *df* 58 is 2.390. This show that the observe is higher than the t-value in the t-table. Therefore, the statical hypothesis show that Delphi Tecnique can have a positive and significant influence on students' writing skill because the t-observe value is higher than the t-table contained in the t-table. Therefore, it can be concluded that this research shows that Delphi Technique has a positive and significant influence on students' writing skill.

The results of this study is in line with the result of another researcher namely Popi Darmasanti in the jurnal *"Teaching Writing Recount Text by Combining Delphi Technique for Ten Grade of Senior High School"*.[41] Which also conducted research to help overcome the problems that exist for students and teacher in the process of learning to write English textat Senior High School. This relevant research reinforces that the use of Delphi Technique is effective in learning writing because can encourage the students to pour down her thought idea in a written form of descriptive text, it can have a positive influence on students writing skill.

---

[41] Popi Darmasanti, *"Teaching Writinng Recount Text By Combining Delphi and Nominal Group Technniques for Ten Grade of Senior High School"* Sumatra Barat: Journal of Delphi and Nominal Technique, no.2(2013), 1.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of sig. 2-tailed value is 0.00. It is clear that if the probability or sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of guiding question technique on the students writing ability. In the other words, Ha is accepted and Ho is rejected.

Furthermore, it was investigated that the t-observe is 2.075. Meanwhile t-value in t-table for the 5% significant level for df 58 is 1.671. While the significant level of 1% df 58 is 1. This shows that the t-observed is higher than the t-value in the t-table. Therefore, the statistical hypothesis shows Delphi Technique can have a positive and significant influence on students' writing skill. In addition, this technique is beneficial on students to develop their ideas in the writing. Therefore, it is concluded that there is a positive and significant influence of Delphi Technique on students' writing skill on descriptive text at SMAN 1 Gunung Sugih Central Lampung.

B. Suggestion

The researcher provides some suggestion for the students, the teacher, and the head master, as follow:

1. For the Students

    It suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the students can compose a descriptive text in form of English.

2. For the Teacher

    It is recommended for teachers to be more creative in motivating the students to learn English with a variety of application of learning technique one of them guiding question technique in the teaching process, especially in writing skill to engage the students to be active in the learning process.

3. For the Headmaster

    It is recommended to headmaster to support teachers in motivating the teachers to implement the effective learning techniques. One of them is by the use of Delphi Technique in learning process because it can teach the students" writing ability and the students" become more active.

BIBLIOGRAPHY

Anderson Mark, Kathy Anderson, *Text Type in English* Sydney: Mackmillan, 1997.

Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, United Kingdom: United States of America, 2008.

Ary, Donald. *Introduction to Research In Education*. Wadsworth. CengageLearning:2010.

Bryman & Duncan Cramer. *Quantitative Data Analysis With SPSS 12 and 13*. New York: Routledge, 2005.

Chan, Chung chow, *Analytical Method Validation and Instrumet Performance Verification*, Canada: Wiley Interscience,2004.

Clark, Sarah Kartchner. *Writing Strategies for Science Second Edition.* Shell Education: 2014.

Creswell Jon W., *Educational Research: Planning, Coducting and Evaluating Quantitative and Qualitative Research: Fourth Edition, Washington: Pearson Educatonal Limited, 2014.*

Crimmon, Mc. *Writing with a Purpose*. New Jersey: Houghton Mifflin Company, 1984.

Darmasanti,Popi, *"Teaching Writinng Recount Text By Combining Delphi and Nominal Group Technniques for Ten Grade of Senior High School"* Sumatra Barat: Journal of Delphi and Nominal Technique, no.2, 2016.

DePoy, Elizabeth. *Introduction to Research Understanding and applying Multiple Strategies*. (USA, 2016) 1991.

Dzulkifli Isadaud, M. Dzikrul Fikri, Muhammad Imam Bukhari, *"The Urgency Of English In The Curriculum In Indonesia To Prepare Human Resources For Global Competitiveness",* No. 1(2022), 1.

Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar.* Sydney: GerdStabler.

Ghouwa Ismail, *"The Delphi Technique ",* 2023.

Hornby. *Oxford Advanced Learners' Dictionary.* Seventh edition: New York Oxford university press, 2005.

Hsu, Chia-Chien Hsu, "*The Delphi Technique: Making Sense Of Consensus",* The Ohio State university.

J.B Heaton. *Writing English Language Test.* London: Longman *Grup,* 199

Kagermann William Kinney, Kharlheinz Kuiting, Claus-Peter Weber, *Internal Audit Handbook*, Germany 2008.

Kristy Dwi Pratiwi, *"Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu",* 2019.

Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*, Rochor: Sage Publications, 2011.

M. Mertens Donna and A. John, McLaughlin. (2004). *Research and Evaluation Methods in Special Education.* California: Corwin Press, Inc.

Muijs, Daniel, *Doing Quantitative Research In Education*, London: Sage Publications, 2004.

Roberson, Margaret, Martin Line, Susan Jones, and Sharon Thomas, *"International Student, Learning Environments and Perceptions: a case study using the Delphi technique"* Morrtimer Street: Higher Educational Research and Development, no. 1(2019),19.

Salkind, Neil J., *Exploring Research,* Boston: Pearson,2012.

Saracho Oliva, N. *Handbook of Research Methods in Early Childhood Education*, University Maryland: information age publishing, 2015.

Schulte, Theresa, *Desirable Science Education: Findings From a Curricular Delphi Study on Scientific Literacy in Germany,* Germany: Springer spectrum, 2015.

Speck Bruce W., Dean A. Hinen, Kathleen Hinnen,. *Teaching Revising and Editing*, (London, Greenwood Publishing, 2003.

Tee, Ying Qin, Anizah Mohammed and Norhalidah Alias, *" Application of Fuzzy Delphi Methode in Exploring Facebook as a Tool for Wrting Therapy Among Young Adults"* Kuala Lumpur: The Malaysian Online Journal of Educational Technology, No. 3 (2019),2.

Urqurart, Vicki, Monette Mclver. *Teaching Writing in The Content Areas,* Alexandria: Association for Supervision and Curriculum Development, 2005.

Y., Jyi- yeon, *" Defining Writing Ability for Classroom Writing Assesment in High School,"* Chongsin University: Pan- Pacific Association of Applied Linguiatics 13, no.2, 2009.

APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3667/In.28/J/TL.01/07/2022   Kepada Yth.,
Lampiran : -   Hasanudin,S.Pd SMAN 1 GUNUNG
Perihal   : **IZIN PRASURVEY**   SUGIH
                                                             di-
                                                                   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**ELYZABETH ZANDOVA**
NPM	:	1901052012
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH IN THE ACADEMIC YEAR OF 2021/2022

untuk melakukan prasurvey di SMAN 1 GUNUNG SUGIH, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 GUNUNG SUGIH
NPSN : 10801966   NSS : 301120201024
Jl. Jend. Sudirman Gunung Sugih Lampung Tengah Kode Post 34161
E-mail: sma1gunungsugih@gmail.com

SURAT KETERANGAN
NO : 421.3/420/126/III.01/SMA/2023

Berdasarkan surat dari Institut Agama Islam dan Tarbiyah dan Ilmu Keguruan IAIN Metro

Nomor: B-3667/In.28/J/TL.01/07/2022 Tentang izin Pra Survey.

Yang bertanda tangan di bawah ini

Nama	:	HASANUDIN, S.Pd
NIP	:	19670829 199001 1 001
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA NEGERI 1 GUNUNG SUGIH
Alamat	:	Jln. Jenderal Sudirman Gunung Sugih Lampung Tengah

MENERANGKAN

Nama	:	ELYZABETH ZANDOVA
NPM	:	1901052012
Jurusan	:	Tadris Bahasa Inggris
Program Studi	:	S1 Pendidikan Bahasa Inggris
Fakultas	:	FKIP Universitas IAIN Metro

Bahwa benar nama tersebut telah kami terima untuk melaksanakan Survey dalam rangka menyelesaikan Tugas akhir / Skripsi di SMA Negeri 1 Gunung Sugih.

Demikian surat keterangan ini dibuat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Gunung Sugih, 10 Januari 2023
Kepala Sekolah

HASANUDIN, S.Pd
NIP. 19670829 199001 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website:* www.tarbiyah.metrouniv.ac.id; *e-mail:* tarbiyah.iain@metrouniv.ac.id

Nomor : B-5187/In.28.1/J/TL.00/11/2023
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ELYZABETH ZANDOVA**
NPM	:	1901052012
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS` WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :
    1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan
        skripsi dengan ketentuan sebagai berikut :
        a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data
        (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
        b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data
        (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
    2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak
        ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
    3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi
        yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 November 2023
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5433/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 GUNUNG
SUGIH
di-
      Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5432/In.28/D.1/TL.01/11/2023, tanggal 23 November 2023 atas nama saudara:

Nama   : **ELYZABETH ZANDOVA**
NPM   : 1901052012
Semester   : 9 (Sembilan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 1 GUNUNG SUGIH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 GUNUNG SUGIH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF DELPHI TECHNIUE ON STUDENTS` WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 GUNUNG SUGIH
NPSN : 10801966   NSS : 301120201024
Jl. Jend. Sudirman Gunung Sugih Lampung Tengah Kode Post 34161
E-mail: sma1gunungsugih@gmail.com

Nomor   : 421.3/420/141/III.01/SMA/2023
Lampiran   : -
Perihal   : Izin Rescarch

Kepada Yth   : Dekan IAIN Metro

          Di -

              Tempat

Berdasarkan surat dari IAIN Metro Nomor : B-5433/In.28/D.1/TL.00/11/2023 Tentang Izin Rescarch Kepada Mahasiwa :

Nama	: **ELYZABETH ZANDOVA**
NPM	: 1901052012
Jurusan	: Tadris Bahasa Inggris
Semester	: 9 (Sembilan)

Bahwa benar nama tersebut telah kami beri izin untuk melaksanakan Penelitian sebagai syarat menyelesaikan Tugas Akhir / Skripsi dengan Judul The Influence Of Delfhi Tehnique On Students' Writing Skill Of The Tenth Grade at SMAN 1 Gunung Sugih Central Lampung.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Gunung Sugih, 5 Desember 2023

Kepala Sekolah

, S.Pd
829 199001 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-5432/In.28/D.1/TL.01/11/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ELYZABETH ZANDOVA**
NPM	:	1901052012
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMAN 1 GUNUNG SUGIH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF DELPHI TECHNIUE ON STUDENTS` WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG ".

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 : 23 November 2023

Mengetahui,
Pejabat setempat

S.Pd
1990011001

Wakil Dekan Akademik dan Kelembagaan,
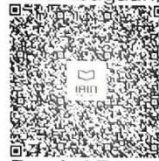
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1521/In.28/S/U.1/OT.01/12/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ELYZABETH ZANDOVA
NPM	: 1901052012
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052012

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Desember 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Elyzabeth Zandova

NPM   : 1901052012

Jurusan   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Metro, 20 Desember 2023

Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Elyzabeth Zandova   Program Studi : TBI
NPM : 1901052012   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	May 19 23	Dr. Widhiya Ninsiana, M.Hum	• Memperbaiki penulisan daftar isi • Memperbaiki Grammar • Memperbaiki acknowledgment • Penambahan Jenis teks	
	May 23 23		• Perbaikan Grammar • Parbaikan Bab 3.	
	May 26th 23		• Perbaikan bab 1,2,3	
	May 9 203		Acc to seminar	

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Elyzabeth Zandova   Jurusan : TBI
NPM : 1901052012   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Dec 13th 23	Dr. Widhiya Ninsiana, M.Hum	Perbaikan grammar	
2.	Dec, 16th 23	-"-	Perbaikan Isi	
3	Des 19th 23	-"-	Ace to ampyaed	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Elyzabeth Zandova
NPM : 1901052012

Prodi   : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	9 NOV 23	Dr. Widhya Ninsiana, M.Hum	Memperbaiki Penyusunan Kalimat Pada Instrument test.	
2.	20 Nov 23	— u —	Acc APD	

Mengetahui
Ketua Prodi TBI

Dr. Much Deiniatur, M.Pd
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

ELYZABETH ZANDOVA 1901052012 (THE INFLUENCE OF DELPHI TECHNIQUE ON STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG SUGIH CENTRAL LAMPUNG)

ORIGINALITY REPORT

15% SIMILARITY INDEX	14% INTERNET SOURCES	4% PUBLICATIONS	7% STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	8%
2	Submitted to Universitas Negeri Makassar Student Paper	3%
3	123dok.com Internet Source	2%
4	Submitted to IAIN Metro Lampung Student Paper	1%
5	eprints.iain-surakarta.ac.id Internet Source	1%

Exclude quotes   On
Exclude bibliography   On

Exclude matches   < 1%

RENCANA PELAKSAAN PEMBELAJARAN (RPP)

Sekolah	: SMAN 1 Gunung Sugih
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/ Ganjil
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2 × 45 menit (Pertemuan 1)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta meerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KD	Indikator
3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dekriptif lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 4.4 Teks Deskriptif 4.1 Menangkap makna secara kontekstual terkait fungdi social, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis terkait tempat dan bangunan sekolah.	3.4 - Menganalisis unsur-unsur kebahasan dari sebuah teks deskriptif. - Memahami struktur teks deskriptif - Mampu menggunakan unsur kebahasaan dari teks deskriptif - Mengidentifikasi generic structure teks deskriptif - Menguraikan gagasan dan pendapat sederhana terhadap teks deskriptif - Menganalisa makna tersurat dari teks deskriptif - Membuat teks deskriptif berdasarkan topik yang telah ditentukan .

| 4.2 Menyusun teks deskriptif lisan dan tulis terkait tempat dan bangunan sekolah dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks. | |

A. Tujuan Pembelajaran:

1. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan pada teks deskriptif.
2. Mengidentifikasi gagasan utama dan informasi terperinci dari teks deskriptif.
3. Menganalisa makna tersurat dari teks deskriptif.
4. Menguraikan gagasan dan pendapat sederhana terhadap teks deskriptif.
5. Membuat teks deskriptif berdasarkan topic yang telah ditentukan.
6. Membacakan hasil kerja diskusi dari setiap kelompok masing- masing.

B. Kata Kunci

1. Description of school
2. Mengidentifikasi, menjelaskan, menganalisa, menguraikan, mendemostrasikan, merancang dan memproduksi.

C. Sarana dan prasarana

1. Media/ Alat   : Role paper, kertas, pena,spidol, papan tulis.

D. Assesment

1. Assesment kelompok (tertulis).

E. Kegiatan Pembelajaran Utama

1. Pengaturan siswa : Kelompok (5 orang)
2. Teknik   : Delphi Technique

F. Materi Ajar, Alat dan Bahan

1. Materi pembelajaran   : Deskripsi tentang sekolahan
2. Sumber Belajar   : Buku siswa Bahasa Inggris kelas X SMA
3. Alat dan Bahan   : Role paper, kertas,

G. Langkah- langkah pengajaran :
   <u>Pertemuan 1</u>
   1. **Kegiatan Pendahuluan (15 Menit)**
      a. Guru memberikan salam
      b. Guru dan siswa saling menyapa, menanyakan kabar dan kondisi siswa.
      c. Peserta didik berdoa sesuai dengan kepercayaannya masing-masing.
      d. Guru memeriksa kerapihan siswa dan kebersihan kelas.
      e. Guru memeriksa kehadiran siswa
      f. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan di capai dan menyampaikan cakupan materi yang akan di pelajari .
      g. Guru membahas sekilas tentang materi yang akan dipelajari.

   2. **Kegiatan inti (65 Menit)**
      a. Guru menanyakankepada siswa*"What do you think about descriptive text?*
      b. Siswa diberi kesempatan untuk menjawab pertanyaan dari guru.
      c. Guru mengaitkan jawaban siswa dengan tujuan pembelajaran
      d. Siswa menyimak tentang tujuan pembelajaran dari materi yang diajarkan.
      e. Peserta didik membacakan contoh teks deskriptif secara bergiliran.
      f. Guru membagi siswa dalam beberapa kelompok yang terdiri dari 5 anggota per kelompok.
      g. Guru menginstruksikan masing- masing kelompok untuk menganalisis fungsi social, struktur teks dan unsur kebahasaan terkait teks deskriptif yang diberikan.
      h. Masing- masing kelompok berdiskusi dengan anggota untuk mencari informasi serta ide pokok dari teks yang telah dibaca.
      i. Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi setiap kelompok secara bergantian untuk kemudian menyimpulkan hasil pengumpulan data secara keseluruhan.

   3. **Kegiatan Penutup (10 Menit)**
      a. Guru mereview ulang materi yang telah diberikan
      b. Guru menyampaikan agenda berikutnya.
      c. Guru menutup kelas dengan berdoa bersama.

4. **Penilaian Hasil Pembelajaran**
   a. **Penilaian Aspek Pengetahuan :**
      Dengan tes tulis berbentuk soal terkait pengetahuan berdasarkan topic yang diberikan.
   b. **Penilaian Sikap:**
      Dengan observasi oleh guru dan penilaian teman saat berkelompok.
   c. **Penilaian Keterampilan:**
      Dilakukan pada saat penilaian akhir pada tulisan yang telah dibuat.

Gunung Sugih, 21 November 2023

Guru Mata Pelajaran   Mahasiswa Peneliti

Leli Nurjanah, S.S   **Elyzabeth Zandova**
198511292011012003   NPM. 1901052012

Mengetahui,
Kepala SMAN 1 Gunung Sugih

Hasanudin, S.Pd
NIP. 196708291990011001

RENCANA PELAKSAAN PEMBELAJARAN

Sekolah : SMAN 1 Gunung Sugih

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X/ Ganjil

Materi Pokok : Descriptive Text

Alokasi Waktu : 2 × 45 menit (Pertemuan 2)

KI : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta meerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KD	Indikator
3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dekriptif lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 4.4 Teks Deskriptif 4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis terkait tempat dan bangunan sekolah. 4.2 Menyusun teks deskriptif lisan dan tulis terkait tempat	3.4 - Menganalisis unsur-unsur kebahasan dari sebuah teks deskriptif. - Memahami struktur teks deskriptif - Mampu menggunakan unsur kebahasaan dari teks deskriptif - Mengidentifikasi generic structure teks deskriptif - Menguraikan gagasan dan pendapat sederhana terhadap teks deskriptif - Menganalisa makna tersurat dari teks deskriptif - Membuat teks deskriptif berdasarkan topik yang telah ditentukan .

4.2 Menyusun teks deskriptif lisan dan tulis terkait tempat dan bangunan sekolah dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	

A. Tujuan Pembelajaran:

1. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan pada teks deskriptif.
2. Mengidentifikasi gagasan utama dan informasi terperinci dari teks deskriptif.
3. Menganalisa makna tersurat dari teks deskriptif.
4. Menguraikan gagasan dan pendapat sederhana terhadap teks deskriptif.
5. Membuat teks deskriptif berdasarkan topic yang telah ditentukan.
6. Membacakan hasil kerja diskusi dari setiap kelompok masing- masing.

B. Kata Kunci

1. Description of school
2. Mengidentifikasi, menjelaskan, menganalisa, menguraikan, mendemostrasikan, merancang dan memproduksi.

C. Sarana dan prasarana

1. Media/ Alat   : Role paper, kertas, pena,spidol, papan tulis.

D. Assesment

1. Assesment kelompok (tertulis).

E. Kegiatan Pembelajaran Utama

1. Pengaturan siswa : Kelompok (5 orang)
2. Teknik   : Delphi Technique

F. Materi Ajar, Alat dan Bahan

1. Materi pembelajaran   : Deskripsi tentang sekolahan
2. Sumber Belajar   : Buku siswa Bahasa Inggris kelas X SMA
3. Alat dan Bahan   : Role paper, kertas,

G. Langkah- langkah pengajaran :

Pertemuan 2

1. **Kegiatan Pendahuluan (15 Menit)**
   a. Guru memberikan salam
   b. Guru dan siswa saling menyapa, menanyakan kabar dan kondisi siswa.
   c. Peserta didik berdoa sesuai dengan kepercayaannya masing-masing.
   d. Guru memeriksa kerapihan siswa dan kebersihan kelas.
   e. Guru memeriksa kehadiran siswa
   f. Guru membahas sekilas tentang materi yang pernah dipelajari
   g. Peserta didik menyimak tentang tujuan pembelajaran dari materi yang akan diajarkan.

2. **Kegiatan inti (65 Menit)**
   a. Guru memperkenalkanteknik pembelajaran kepada peserta didik.
   b. Guru memberikan beberapa tema dalam gulungan kertas.
   c. Para siswa dibagi menjadi beberapa kelompok yang beranggotakan lima orang.
   d. Guru memberikan gulungan kertas berisi tema kepada siswa, kemudian setiap perwakilan kelompok mengambil 1 gulungan untuk dijadikan tema.
   e. Setiap anggota kelompok menyajikan gagasan dan pendapatnya darisebuah topic yang telah di dapat.
   f. Setiap kelompok menggabungkan ide-idenya sebagai informasi yang akan dituangkan ke dalam sebuah teks deskriptif.
   g. Kemudian masing- masing kelompok merevisi dan merumuskan kerangka teks deskriptif berdasarkan gagasan dan pendapat dengan memperhatikan struktur, unsur kebahasaan, ejaan dan tanda baca dalam teks.
   h. Kemudian guru meminta kelompok mempresentasikan laporan tertulisnya dan memeriksanya.

3. **Kegiatan Penutup (10 Menit)**
   a. Guru mereview ulang materi yang telah diberikan.
   b. Guru menutup kelas dengan berdoa bersama.

H. Penilaian Hasil Pembelajaran
1. **Penilaian Aspek Pengetahuan:**
   Dengan tes tulis berbentuk soal terkait pengetahuan berdasarkan topic yang diberikan.
2. **Penilaian Sikap:**
   Dengan observasi oleh guru dan penilaian teman saat berklompok.
3. **Penilaian Keterampilan:**
   Dilakukan pada saat penilaian akhir pada tlisan yang telah dibuat.

Gunung Sugih, 21November 2023

Guru Mata Pelajaran   Mahasiswa Peneliti

Leli Nurjanah, S.S   **Elyzabeth Zandova**
198511292011012003   NPM. 1901052012

Mengetahui,
Kepala SMAN 1 Gunung Sugih

Hasanudin, S.Pd
NIP. 196708291990011001

PRE-TEST INSTRUMENT

Pre-Test
a. Describing Animal
b. Describing Canang Monument

Direction:

Write a descriptive English text based on the topic above

POST-TEST INSTRUMENT

Post Test
a. Describing School
b. Describing Favorite Food

Direction:

       Write a descriptive English text based on the topic above

Documentation of Research

Name : Halimatusau Diah

Class : Ipa 3

Pre- Test

Giraffe

Giraffe is tall animal that have long necks (they) eat leave from tree, and their skin is (colour) with brown and white stripes (g)iraffes live on africa and they are tall mamal at the world (giraffes) is herbivores, which means they only eat (plain) (they) eat leaves from tree use their long tongue.   Plants

Content : 14

Organn : 16

Vocab : 18

Lu : 18

Meth : 3

(69)

Name : Halimatu Saubiah

Class : Ipa 3

Post- Test

Seruit

Seruit a traditional food from Lampung, especially Lampung Pepadun. Seruit is from the word nyeruit it means "to do together", because of this tradition Seruit (have) has become one of the foods that is always served on family events or Lampung traditional events.

Seruit is several important Ingredients on this dish. Such as : freshwater fish, Sambal terasi with rampai, grilled eggplant, tempoyak (permented duian) and also fresh vegetables. Then it will be mixed by hand until everything is mixed good. This whole process results in a dish that is rich with flavor. Seruit is (a) Iconic food in

tan

province Lampung-

Content: 19

Organiz: 17

Vocab: 18

Lu : 18

Mech : 4

76.

Name :   Ocha Amelia

Class :   Ipa 3

Pre- Test

Canang Monument

The Canang monument Is at Gunung Suoih . Canang is a typical Lampung gamelan musical Instrument used on tradition party or event . With the Construction of this Monument , It is hoped the people Lampung , especially the Current young Generation , will know that the Canang is a tradition tal lampung art . Tugu Canang Is fasilitate by rest area , food Court and other fasilitate .   facilities

Content :   17

Organiz :   18

Vocab :   15

Lu   :   12

Mech :   3

65

Name : Ocha Amelia

Class : Ipa 3

Post- Test

My School

My School is on Gunung Sugih. my School is not too far from my house. I usually go to the school by motorbike. About 10 minutes to get the school. I usually go to the classes from 7.30 a.m to 14.45 pm.

My shool has a football field. the main building have 16 rooms. Each level is divedd into 8 classes. In addition, my school has Lab room. an infirmary room, a hall, a mosque, 3 canteens, a teacher's room, toilet's and Parking lot.

Content : 19

Organiz : 15

Vocab : 17

Lu : 17

Meth : 3

71

CURRICULUM VITAE

Elyzabeth Zandova, the researcher was born in Kota Gajah, Central Lampung, Lampung on August 28, 2001. She is the fifth daughter of Mr. A.Mustafa and Mrs. Venny. She lives in Buyut Udik, Gunung Sugih Subdistrict, Central Lampung.

She was enrolled her study in Kindergarten of TK Tunas Karya on 2005 and graduated on 2007. She continued her study at SDN 2 Buyut Ilir on 2007 and grauated on 2013. In line with her focus on the study, she continued her study at SMPN 3 Gunung Sugih on 2013 and graduated on 2016. She decided to continue her study at SMAN 1 Gunung Sugih and graduated 2019. Then, at the same year in 2019 after graduate of SMA, she was registered as a S1 students of English Education Department of State of Islamic Studies (IAIN) of Metro.